

INSPECTION REPORT

BEARPARK PRIMARY SCHOOL

Bearpark, Durham.

LEA area: Durham

Unique reference number: 114129

Head teacher: Mr. L. Owen

Reporting inspector: Mrs. P. Cass
1561

Dates of inspection: 3rd to 6th April 2000

Inspection number: 191902

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Colliery Road,
Bearpark,
Durham.

Postcode: DH7 7AU

Telephone number: 0191 3848958

Fax number: 0191 3848958

Appropriate authority: Governing Body

Name of chair of governors: Mr. N.D.P. Ross

Date of previous inspection: 2nd December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. P. Cass	Registered inspector	Science	The characteristics of the school
		Physical Education	The school's results and achievements
			How well are pupils and students taught?
			How well is the school led and managed?
Mr. M.R. Cundick	Lay Inspector		How well does the school care for its pupils and students?
			How well does the school work in partnership with parents?
Mr. M. Pinch	Team Inspector	Mathematics	Attitudes, values and personal development
		Information Technology	
		Design and Technology	
		Geography	
		History	
		Equal Opportunities	
Mrs. L. Richardson	Team Inspector	English	How good are the curricular and other opportunities?
		Art	
		Music	
		Religious Education	
		Under Fives	
		Special Educational Needs	

The inspection contractor was:

Durham Local Education Authority

Inspection Unit,
Education Department,
County Hall,
Durham.
DH1 5UJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	7
How good the school is	7
What the school does well	7
What could be improved	8
How the school has improved since its last inspection	8
Standards	8
Pupils' attitudes and values	9
Teaching and learning	9
Other aspects of the school	10
How well the school is led and managed	10
Parents' and carers' views of the school	11
PART B: COMMENTARY	12
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	12
Pupils' attitudes, values and personal development	13
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20-23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24-36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average primary school is on the outskirts of the village of a once thriving mining community close to Durham City. There are currently 119 pupils on the full-time roll. Pupils are in 5 classes and with the exception of Year 6 all pupils are in mixed-age classes. There are 21 pupils under 6 in a mixed-age class of reception and Year 1.

Most pupils come from the village and live in rented council houses. There are 26% of pupils eligible for free school meals, which is broadly in line with the national average. There are 39% of pupils identified as having special educational needs of which five have a statement. This is above the national average. In the small intake there are few pupils having above average attainment, with the majority being below and some well below average attainment.

The school aims to provide a high quality of education for all pupils and promote values that are accepted by all pupils and staff, in partnership with the home.

The school has identified seven areas for development in the current year which include the use of information and communication technology to improve planning for pupils moving into the next key stage; the development of personal, social and health education with citizenship; literacy; homework and study support; numeracy; school self-review and analysis.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. Attainment on entry is generally below average and pupils make good progress in mathematics and science so that by the time they leave school their attainment is in line with pupils in similar schools. Pupils' attainment in English remains below that of pupils in similar schools. Few pupils enter school having had the benefit of pre-school education and pupils generally enter school with below average attainment and some are well below. Pupils enjoy coming to school and are generally keen to learn. Almost all teaching is satisfactory, with much that is good or better. The school makes very good provision for pupils with special educational needs who make good progress. The leadership and management of the school are good. The governors are very supportive and involved in the school and work well with the head teacher.

The school has made satisfactory progress since its last inspection and responds well to the challenges and issues it faces. The school is managed in a cost-effective way, providing satisfactory value for money.

What the school does well

- The school teaches ICT skills well and pupils are given many opportunities to use them to support their learning.
- The school makes good provision for pupils with SEN.
- Pupils are well cared for in both their personal development and well supported in their learning.
- Governors are actively involved in the life of the school, providing good support for pupils in classrooms.
- The head teacher provides good leadership and support to his staff.
- Good opportunities are provided for parents to be involved in the work of the school.
- Good use is made of links with the wider community to enhance pupils' learning.
- Good opportunities are provided for pupils to take part in a range of activities beyond the school day.

What could be improved

- Standards in English by the end of Key Stage 2.
- The curriculum, learning and resource provision for children under five.
- Standards in music throughout the school.
- Teachers' understanding and agreement about pupils' attainment.
- Teachers' marking in order that pupils know how to improve.
- Procedures for recording and monitoring attendance.

The school has more strengths than weaknesses. The areas for improvement identified here will inform the basis of the governors action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made steady progress since the last inspection and has addressed all the key issues. The successful implementation of the National Literacy and Numeracy Strategies has made a positive contribution to some of the areas identified. Good strategies have been put in place to identify under-achieving pupils and to provide additional support. As a result the average levels of achievement of boys in mathematics and English have improved. Nevertheless standards in English are still low and need to be improved at least in line with mathematics. Standards in reading have also improved as a result of additional support for teachers, the purchase of additional resources and the implementation of the National Literacy Strategy.

Class and group discussions are a regular and valued feature of most lessons so that pupils' speaking and listening skills are being enhanced.

All staff have undertaken the training for the Literacy and Numeracy Strategies and follow the planning for these. Good science guidance is now in place so that the systematic development of skills is indicated.

Good progress has been made in developing the subject co-ordinators' role in overseeing pupils' work and progress. A full and thorough monitoring policy clearly indicates the responsibilities of the co-ordinator in supporting planning, teaching and learning and this has developed well.

Provision for music has declined since the last inspection so that pupils' attainment and progress is now unsatisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E*	E	D
mathematics	C	E	D	C
science	D	E	D	C

Key

well above average A

above average B

average C

below average D

well below average E

The small cohort makes these comparisons less reliable.

This table shows that when compared with all schools pupils' results in English in 1999 are well below the national average. Mathematics and science are better, although pupils' results are still below the national averages and boys do less well than girls at Key Stage 2.

When compared with similar schools, where more than 20% and up to 35% of pupils are entitled to free school meals. English results are below the average, but mathematics and science results are close to the average. The improvement in the school's results in all the core subjects over the past 4 years, although erratic, has been broadly in line with the national trend.

The scrutiny of current work in the school indicates that at the end of Key Stage 2 pupils' attainment is about average in mathematics and science but below average in English. There are few pupils working above the levels expected for their age.

Pupils' attainment in music is below expectations but their attainment in all other subjects is at least in line with national expectations. Throughout the school pupils' attainment in information technology is above national expectations.

The school's targets are challenging but the school is on line to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and relate well to staff and are generally keen to learn.
Behaviour, in and out of classrooms	Pupils are generally well behaved which has a positive effect on their learning. In some classes pupils occasionally become distracted and their resulting behaviour interferes with progress.
Personal development and relationships	Personal development and relationships are good. Teachers and other adults praise and encourage the pupils and provide good role-models.
Attendance	Satisfactory and in line with national averages.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory, frequently 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.

The quality of teaching is satisfactory overall, it is satisfactory or better in 92% of lessons and good or very good in 54%.

In literacy and numeracy lessons teaching is rarely less than satisfactory and is frequently good.

Lessons are well planned with a clear indication of what pupils will learn. Teachers generally manage pupils' behaviour well and are skilled at matching work to pupils' abilities. Where teaching is good or better, pace is brisk, questioning is used well to challenge pupils' thinking and pupils make good progress. In some lessons, which are otherwise satisfactory overall, pupils are not given enough opportunity to be independent and show initiative.

The few unsatisfactory lessons were generally characterised by the teacher making a poor choice of material so that the task was too difficult for pupils' ability, experience and maturity. It was also the case in one unsatisfactory music lesson that pupils' lack of enthusiasm prevented any learning and progress. Teachers' lack of subject expertise in music also contributed to the unsatisfactory lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriate curriculum for its pupils in which English and mathematics are emphasised. It is further enriched by a range of activities that take place beyond the school day. The curriculum for children under five does not always allow them to take an active part in their learning.
Provision for pupils with special educational needs	Good. The staff team collectively ensure good support for pupils with special education needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school places a strong emphasis on pupils' personal and social development. Moral, social and cultural development are good. There are fewer opportunities for spiritual development.
How well the school cares for its pupils	The school provides a caring environment. Staff know pupils well and provide good support for both their academic and personal development.

The school works hard to promote a good partnership with parents and since the last inspection has built upon the good collaborative relationships. The curriculum provided meets the needs of pupils except for those under five where planning does not take account of the Desirable Learning Outcomes, or give opportunities for indoor and outdoor play with large toys. The school has a very good programme of activities that take place beyond the school day.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good, the leadership and management of the school are clear about its strengths and weaknesses and provide clear direction. Good systems are in place for securing improvements in standards.
How well the governors fulfil their responsibilities	The governors are very effective in fulfilling their statutory responsibilities. They have a clear understanding of the strengths and weaknesses of the school and play a significant part in shaping direction, providing challenge for the head teacher and in supporting the head teacher and staff.
The school's evaluation of its performance	Good systems have been put in place to monitor the school's work and evaluate its performance. A full and thorough analysis of pupils' results and monitoring of teaching enables the school to identify its priorities effectively.
The strategic use of resources	Good. Planning ensures that the resources available to the school are used to support identified priorities.

The school is well staffed with appropriately qualified teachers and good quality support staff. Accommodation is well cared for, used well and sufficient to enable the curriculum to be taught effectively. The school is well resourced, except in the early years, where there are not enough large

toys to support pupils' imaginative and creative play.

The leadership and management of the school are good overall. The head teacher and governors understand and apply the principles of best value.

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.• They feel comfortable about approaching the school with a question or problem.• The school is well led and managed.• Children are expected to work hard and achieve their best.• The school is helping children to become mature and responsible.• The teaching is good.	<ul style="list-style-type: none">• The information they receive about how their children are getting on.

The inspectors generally agree with the parents' positive views of the school and recognise the good support the school receives from parents. However, the inspectors do not agree that the information given to parents about how their children are getting on in school is insufficient. The inspectors are satisfied that the written reports sent to parents are full and thorough. The school has an open-door policy so that teachers are available if parents need more information. The school's procedures at the start and end of the day make it possible for parents to have informal contact with teachers on a day-to-day basis.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Currently standards in the school in the core subjects are below national expectations for mathematics and science and well below for English. These are in line with those of similar schools, except in English where they are lower. At the time of the last inspection standards in English, mathematics and science at Key Stage 1 were in line with expectations for pupils' age. At Key Stage 2 standards in the three core subjects were below expectations. In the lessons observed standards were generally in line with national expectations except for reading, which was below national expectations.
2. Pupils enter school with generally below average attainment and some with well below average attainment. The school's baseline assessment indicates particularly low attainment in language and literacy.
3. Results obtained in the most recent end of key stage tests at age seven indicate that pupils' attainment in reading and writing was close to the national average, but the percentage of pupils achieving standards above expectations for their age was well below the national average. In mathematics the percentage of pupils reaching expectations was very high in comparison with the national average, but the percentage of pupils achieving above expectations for their age was very low in comparison with the national average.
4. In comparison with similar schools with free school meals between 20% and 35% the results are better. In reading, pupils' results are about average for similar schools, in writing and mathematics results are below average in comparison with similar schools.
5. In the most recent tests at Key Stage 2 the percentage of pupils reaching national expectations in mathematics were below and in English and science well below the national averages. In comparison to similar schools science and mathematics are close to the average but English is still below. At Key Stage 2 at least satisfactory progress is made in mathematics and science to bring standards close to the average of similar schools. From a low baseline, pupils also make satisfactory progress in English, but this needs to be better. The low standards in Key Stage 2 are attributable to poor achievement of boys.
6. Children under five years of age are likely to attain the expected standards by the time they start Year 1.
7. Standards seen in lessons in Key Stage 1 indicate that pupils' attainment is in line with national expectations in English, mathematics and science. Pupils' attainment in music is unsatisfactory, in all other subjects their attainment is at least in line with national expectations. In ICT pupils' attainment is good.
8. The attainment of the higher ability pupils at the end of Key Stage 2 is in line with national expectations in English and mathematics, for other pupils it is below expectations. Except in music, standards in all other subjects are at least in line with national expectations. In music pupils' skills in playing un-tuned percussion instruments is undeveloped.

9. Throughout the school pupils' attainment in information technology is good, it is above national expectations. Older pupils in Key Stage 1 can make patterns and use data to create frequency graphs. They also develop more complex sorting skills. By the time they are eleven pupils are competent and confident in the skills required to produce newspaper pages using "clipart". Pupils can access the Internet with confidence and know how to search for information.
10. The school has set appropriately challenging targets and is on line to achieve them.
11. The trend over time is very erratic, small cohort sizes mean that there is considerable year to year variation in the school's results, but nevertheless the average points score for all subjects is broadly in line with the national trend.

Pupils' attitudes, values and personal development

12. The attitudes, values and personal development of pupils are good. They enjoy school and relate well to staff and to each other. This has a positive effect on their behaviour and their approach to lessons. Teachers use praise effectively to motivate and encourage pupils. They are generally well behaved, although pupils in reception and Year 6 sometimes show low levels of misbehaviour that interferes with their progress. There have been no fixed-term or permanent exclusions of pupils during the past year. Since the last inspection the school has continued to maintain pupils' attitudes, values and personal development as a strength.
13. Pupils are keen to learn and have a positive attitude to their lessons. Overall they concentrate well and listen attentively. When they are given opportunities to work together they do so in harmony. Pupils learn to share and take turns as well as respecting the views and achievements of others. In all classrooms good routines are established which pupils follow and lessons start on time. These are effective in supporting pupils' learning. In each classroom simple, positive rules are displayed which pupils have taken part in formulating. These provide a sensible framework for their good behaviour. Pupils appreciate the quality of the school environment. They use resources carefully and with confidence and help to keep the school and its surroundings clean and tidy.
14. Relationships in the school are good and the staff team works well together to support pupils' development. They provide good role-models and take a positive interest in each child as an individual. Visitors are welcomed to the school and the pupils greet them in a confident, friendly and open way. The school has good relationships and a firm partnership with governors, parents and the local community. This ensures consistent values for pupils and a strong sense of belonging. No incidents of bullying or racial harassment were seen during the inspection. The sense of community is a strength of the school.
15. The attitudes, values and personal development of pupils are strengthened through a range of activities that take place out of school time. These include sport, music and specialist sessions, such as those that involve both pupils and parents exploring information technology together. The school also extends activities out of school time to Key Stage 1 pupils which enhances their sense of belonging. Older pupils are encouraged to be independent by undertaking a range of tasks around the school. These are somewhat undemanding and limited and opportunities to develop this useful practice are not fully extended.

16. The school has strong community links and is an integral part of the village. Studies of the local area and its people are well integrated into the curriculum and pupils as representatives of the school take part in many local functions.
17. Attendance is satisfactory and is in line with that of primary schools nationally. There is no unauthorised absence, which is commendable. Pupils arrive at school on time and lessons start promptly. Registration of pupils complies with statutory requirements, but the school needs to improve its procedures for recording and monitoring attendance.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is satisfactory overall. It is satisfactory or better in 92% of lessons and good or very good in 54%.
19. In lessons in Key Stage 1 and Key Stage 2 literacy and numeracy skills are taught well. Teachers plan in detail and have a clear understanding of what pupils are to learn, but this is not always shared with pupils. A suitable range of activities is planned so that there is a variety of approaches. For example, a video snippet from Peter Pan provided an interesting introduction to work on shadows. Throughout the school imaginative and interesting approaches helped to generate interest and concentration from pupils. Occasionally though, pupils were expected to sit for extended periods so that their concentration waned and sometimes teachers dealing with low-level misbehaviour interfered with the flow of the lesson. Where the pace of the lesson is brisk, teachers manage pupils well and work is well matched to pupils' ability. When expected to work alone most pupils are able to get down to work quickly and produce a satisfactory amount of work. However, they make good progress.
20. The few unsatisfactory lessons were generally characterised by the teacher making a poor choice of material so that the task was too difficult for pupils' ability, experience and maturity. This was evident in the music lesson and mathematics lesson in the reception class. It was also the case in one unsatisfactory music lesson where pupils' lack of enthusiasm prevented any learning and progress. Teachers' lack of subject expertise in music also contributed to the unsatisfactory lessons.
21. In some classes teachers are beginning to share targets with pupils but this is not yet evident throughout the school. This is a positive development, as currently teachers' marking is not specific enough in telling pupils what they need to do to improve.
22. Teachers are generally knowledgeable about the subjects they teach but sometimes minor errors occur where teachers do not have a secure knowledge about their subject, for example a lesson on ancient Egypt and mummies contained some inaccuracies. Certainly teachers' knowledge and confidence in teaching music is insecure so that work is not well matched to pupils' abilities.
23. Teachers make good use of additional adults in the class, so that pupils are given a great deal of support which matches their needs. This good quality, carefully planned support ensures that pupils with special educational needs make good progress. However, in a minority of lessons the poor behaviour of a few pupils does interfere with the pace and pupils' progress is not as good as it should be.

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

24. Overall the curriculum provided by the school is appropriate, it meets the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. Since the last inspection the Literacy and Numeracy Strategies have been introduced with no negative impact on the breadth of the curriculum offered to pupils. The school quite rightly allocates extra time to improving standards in English, however, the impact of the use of the time has yet to be evaluated. The school has made good use of the recent national subject guidance so that as in ICT, there is an appropriate emphasis on the development of and progression in subject skills.
25. The curriculum for the under fives is satisfactory, however, the planning of activities does not currently take sufficient account of the Desirable Learning Outcomes. Consequently children have too few opportunities to develop their skills and understanding through structured play. In addition not all areas of learning are sufficiently well resourced, for example there is no provision for outdoor or indoor play with large toys.
26. The curriculum for Key Stage 1 and Key Stage 2 is broad in that all the core and foundation subjects are included in the long-term planning cycle and are taught in accordance with national guidance. There is an appropriate emphasis on the teaching of basic skills that is in line with the introduction of the Literacy and Numeracy Strategies. The school has recently introduced a comprehensive programme of personal, social, and health education for all pupils which incorporates sex education and effectively addresses issues in connection with drugs misuse.
27. Pupils with special educational needs have good access to the full curriculum. Very effective arrangements are in place which include the implementation of detailed individual education plans to support their learning. Through careful planning support staff, including the teacher and learning support assistants from the LEA learning support service, and the school's additional literacy support assistant, provide very good teaching for targeted pupils.
28. The school has a clear policy on equal opportunity that is fully implemented to ensure that all pupils have access to the curricular opportunities without discrimination. This is evidenced in the way teachers' direct questions to pupils and through pupils' access to additional and extra-curricular activities irrespective of gender, age, and cost.
29. The curriculum in school is enhanced through a wide range of educational visits such as to Eden Camp to support work in history, the coast to support work in geography and history, and the National Glass Centre to support work on materials in science. The school has a very good programme of activities that take place beyond the school day. These include an after-school club for infants, sports and physical activity clubs for juniors, and a very good computer/internet club for parents and children together. Very good access to these clubs is arranged for all pupils through a rota system. After-school booster classes are also arranged for pupils in Year 6 to help them prepare for SATs. The school rightly places a high value on the after-school clubs, they are very popular with pupils, support the development of positive relationships, and promote the ethos outlined in the school's aims. The school intends to add to the activities through a bid in partnership with the local comprehensive and primary schools for New Opportunities Funding.

30. In addition older pupils have the opportunity to take part in residential visits that this year includes a visit to France. In the last inspection additional learning opportunities in art were highlighted, these have continued and have been further increased in significant projects on Beaurepaire and the Millennium Arts. The school makes good use of members of the community such as local artists to enhance opportunities for pupils.
31. As at the last inspection provision for moral, social and cultural education is good. Pupils are very clear about right and wrong, teachers make good links to help develop pupils' understanding of moral issues, for example when Year 4 and 5 pupils discussed betraying friends "for their own good" following on from learning about Judas' betrayal of Jesus.
32. There are some good opportunities for pupils' social development through the PSHE programme and through the regular use of circle time activities in most classes. Relationships are good. The school also capitalises effectively on good ICT resources to link with others, such as the recent involvement in a project to link with a school in Carolina in North America.
33. Pupils are aware of their own cultural background and traditions through lessons such as history and RE and the opportunities presented by the school to celebrate traditional festivals. The pupils are given good opportunities to appreciate the particular culture of the area through visits and follow-up work on Beaurepaire. Pupils' appreciation of other cultures has been very effectively developed recently through the making of decorated wooden wall panels for the hall depicting specific aspects and features of the world's continents. Teachers extend the work in RE well to help pupils understand and respect different cultures and traditions. The school has a good approach to integrating pupils from specific religious backgrounds, their customs and beliefs are respected and valued.
34. Provision for spiritual development is satisfactory. Pupils say a prayer as part of collective worship, however, during the week of the inspection, time for pupils to reflect and develop a sense of wonder were very limited.
35. Pupils are encouraged to take responsibility for some aspects of school life, there is a rota for pupils taking the register to the school office, and pupils in the classes with pets take responsibility for feeding them. A small number of Year 6 pupils have responsibility for preparing the hall for whole-school assemblies and taking younger pupils back to their classrooms. Overall there are too few opportunities for the majority of pupils in Year 6 to become more mature and prepared for the next phase in their education. Frequent opportunities are given for pupils to work together co-operatively. Year 5 pupils work well in pairs on a sequencing activity and Year 1 pupils collaborate very effectively in a "Little Red Riding Hood" role-play.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a secure caring environment for its pupils. Staff know individuals well and provide good support for both their academic and personal development. Systems are in place for regular assessment of their progress, and moderation of work as a basis for appraisal of standards is in place. This is being addressed in conjunction with the introduction of Literacy and Numeracy Strategies. On-going assessment is, however, used to inform future planning and for the setting of personal targets. This is acknowledged as particularly important in the context of the wide range of ability and mixed-age groups in some classes. Particularly good support is provided for pupils with special educational needs.
37. A range of visits, visitors and after-school activities serve to enhance the curriculum and significantly widen pupils' learning experiences beyond that which would normally be experienced in this type of school. These serve both to raise pupils' horizons and encourage their personal development.
38. Pupils enjoy coming to school, relate well to staff and are generally keen to learn. The school has effective measures to promote good attendance and behaviour. There have been no unauthorised absences or exclusions. Any extreme behaviour problems or incidents of bullying are promptly and effectively addressed in collaboration with parents as appropriate. Any child protection issues are discreetly and effectively monitored. There is no apparent formal audit of health and safety aspects of the premises. This needs to be remedied. A close watch, however, is kept on pupils during outside break periods. This is particularly important in the context of the number of hidden corners around the premises. Teaching and circulation areas are bright and stimulating with good quality display, much of it celebrating pupils' work, including various projects with artists in residence and other outside visitors, a number involving support from parents. All of these have a positive effect on pupils' attitude to learning. Good use is made of praise and rewards in recognition of pupil achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has continued to build upon good collaborative relationships with parents. Parents are generally very supportive of the school and they are encouraged to become involved in their children's learning. Annual reports are informative giving guidance on what pupils have been taught, their attitude, attainment and targets for improvement. Staff make regular contact with parents, particularly in the lower school, at the start and end of the day. To supplement formal consultation evenings parents are also encouraged to discuss any concerns as they arise. A number of opportunities are offered for parents to be involved in school projects and after-school activities. These include the computer club where they can learn with their children, thereby enhancing their knowledge and capacity to assist them at home. Good use is also made of homework guidance notes and newsletters for contact with parents. A number of parents also provide in-class support for reading and other learning activities. Timetabled and targeted support by parents of SEN pupils is also encouraged and very effective.
40. The school is well supported by its parent governors and by its Friends Association who organise both social and fund-raising activities. They act as a very good link with other parents and the wider community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The head teacher demonstrates a clear sense of direction, leadership and vision for the school. The leadership and management of the head teacher and key staff are good.
42. They are clear about the school's strengths and weaknesses and have established some ways of securing improvement in the level of standards achieved. The deputy head teacher makes a thorough analysis of data using the autumn package and the results of this analysis are used to set targets for pupils. This approach is having a positive impact on the attainment and attitudes of some older pupils. The governors have wisely invested in teaching and support staff to aid the school's drive to improve standards. This decision has resulted in class sizes that are well below average. The good management and deployment of a learning support teacher and additional literacy support is having a positive impact on pupils' learning, particularly those with special needs.
43. The school has put in place good self-review procedures, which lead to a school development plan, which clearly identifies appropriate priorities and takes into account local and national initiatives. The identified developments are well planned and there are clear strategies for measuring improvement and reviewing progress.
44. Through a good audit process, which involves all staff, the school has identified the right tasks for the future. Staff with particular responsibilities are clear about what these are and how they will measure their success. There is a full and thorough policy, which defines the responsibilities of all involved. Good strategies have been put in place so that the work of the school is fully and thoroughly monitored. The head teacher observes lessons and monitors pupils' work and behaviour. The co-ordinators of English, mathematics and science are fully involved in the monitoring process. They undertake an audit of their area of responsibility as well as contributing to the monitoring of whole-school issues. They observe lessons in all classes, check progress in their subject by meeting staff and looking at pupils' work. Co-ordinators of the other subjects examine progress termly and discuss progress and planning with staff. Together all staff, led by the subject co-ordinators, evaluate topic work by looking at progress indicated from samples of pupils' work and discuss classroom observations.
45. Governors have a good sense of the strengths of the school, demonstrate trust in the professional judgement of the head teacher but challenge and question appropriately.
46. They are directly involved in working in the school, provide valuable support to the head teacher and staff and are working with staff in their efforts to improve. They meet their statutory responsibilities. The budget is effectively managed in line with best value principles of comparison, challenge, consultation and competition. The healthy balance, which the school is carrying over, is earmarked to maintain the small classes; this policy is having a positive effect on pupils' attainment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. Raise standards in English by the end of Key Stage 2 by:
- Continuing to implement the strategies planned for raising achievement;
 - Raising teachers' expectations of what pupils can do independently, developing their initiative and expertise.
- Improve standards in music throughout the school by:
 - Updating guidelines so that they provide good support for teachers;
 - Make more use of music to set the tone and atmosphere for school occasions like assembly;
 - Developing pupils' skills in playing instruments.
 - Improve the curriculum, learning and resource provision for children under five by:
 - Making sure that planning pays due attention to the learning goals for pupils under five;
 - Provide more opportunities for pupils to take an active part in their learning;
 - Providing regular access to large toys and apparatus.
 - Improve teachers' understanding and agreement about pupils' attainment by:
 - Providing opportunities for teachers to look at a wide range of pupils' work at all levels so that they can be clear about standards pupils need to attain.
 - Improve teachers' marking so that pupils know what they have to do to improve.
 - Ensure that procedures for recording and monitoring attendance are put in place.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
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	6%	48%	38%	8%	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)	0	119
Number of full-time pupils eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

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	1

Attendance

Authorised absence

	%
School data	5.5
National comparative data	0.0

Unauthorised absence

	%
School data	5.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	5	5	6
	Total	13	13	15
Percentage of pupils at NC level 2 or above	School	87	87	100
	National	82	85	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	5	6	6
	Total	13	15	15
Percentage of pupils at NC level 2 or above	School	87	100	100
	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	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	4
	Girls	8	8	8
	Total	10	11	12
Percentage of pupils at NC level 4 or above	School	59	65	71
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	3
	Girls	8	9	8
	Total	10	13	11
Percentage of pupils at NC level 4 or above	School	59	76	65
	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	98
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	24:1
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	2.4

Exclusions in the last school year

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

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

Financial information

Financial year	1999
	£
Total income	193,418.00
Total expenditure	192,596.00
Expenditure per pupil	1,675.00
Balance brought forward from previous year	18,383.00
Balance carried forward to next year	19,205.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	119
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55.0	38.0	6.0	0	1.0
My child is making good progress in school.	51.0	47.0	1.0	0	1.0
Behaviour in the school is good.	38.0	52.0	5.0	0	6.0
My child gets the right amount of work to do at home.	43.0	43.0	15.0	0	0
The teaching is good.	47.0	49.0	2.0	0	1.0
I am kept well informed about how my child is getting on.	43.0	37.0	19.0	1.0	0
I would feel comfortable about approaching the school with questions or a problem.	57.0	38.0	3.0	0	1.0
The school expects my child to work hard and achieve his or her best.	51.0	45.0	0	2.0	2.0
The school works closely with parents.	45.0	37.0	15.0	0	2.0
The school is well led and managed.	49.0	45.0	4.0	0	2.0
The school is helping my child become mature and responsible.	41.0	51.0	3.0	0	5.0
The school provides an interesting range of activities outside lessons.	21.0	52.0	10.0	6.0	10.0

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

48. Children enter the reception class at the beginning of the school year in which they will be five. At the time of the inspection seven of the twenty children in the reception age group had not yet had their fifth birthday. Most children start school with limited pre-school experience, many enter school with poorly developed skills, particularly in speaking and listening and mathematics, which is confirmed by the results of assessments made as children enter school. Children make sound progress through the reception year so that by the time they enter Year 1 most attain levels in line with what is expected of children this age.
49. The planned curriculum for the under fives is broad and covers all subjects in the National Curriculum, however, it does not always allow children to take an active part in their learning. Too few opportunities are planned for children to develop their skills and understanding through structured play activities devised with reference to the Desirable Learning Outcomes.
50. Staff in reception know their pupils very well, careful thought is given to activities to cater for individuals, particularly for those children with special needs.
51. By the time they are five children's personal and social development is generally in line with national expectations, most speak with confidence to familiar adults, for example during circle time activities, and they share equipment well. There are good relationships between children, they play and work together well, relationships between children and adults are also good, most children respond appropriately to instructions, they try hard to follow classroom routines and rules and their behaviour is generally good. The attitudes to learning of the vast majority of children are good, they listen well and persevere to complete tasks to the best of their ability. They are growing in independence, for example most make a good attempt when changing for physical education lessons.
52. The children make steady progress in developing language and literacy skills. In whole-class lessons as part of the literacy hour they listen well and can describe the differences between a special version of "Little Red Riding Hood" and the version with which they are familiar. Almost all children can hear rhyming words in a simple text and can suggest further examples of their own. A number of children have speech difficulties, however this does not have a negative impact on most of them being able to take a full part in speaking activities, the teacher understands their speech well and ensures that good levels of confidence are maintained. Most children know all of the letter sounds and are increasing their knowledge of phonemes such as "sh" and "ch". Middle and higher ability children use their knowledge effectively in their reading to build words such as "little" and "strong" successfully.

53. Progress in writing is also good for higher ability children, they use their phonic knowledge and letter formation skills well to write in short sentences as in the story of the "Ugly Duckling". Children of lower ability have made slower progress and have more difficulty forming letters accurately and confidently, there are very few examples of emergent writing in children's work. Teaching in the basic skills of reading and writing through the use of Jolly Phonics and the literacy strategy is good, however too few opportunities are provided for children to develop their emergent literacy skills through role-play.
54. In mathematics children make steady progress, most can count to 20 accurately and confidently in unison. Higher ability children can tell how many children are here by subtracting the number of absent children from the class total of 26. The majority of children can write the numbers up to ten and they are beginning to understand the concepts of addition and subtraction through dice games led by the teacher for example. Most children can recognise coins and, with the help of the classroom assistant, can select the correct coins to buy items from the class shop. Teaching in mathematics is good when the teacher uses her knowledge of individuals to ask challenging questions. On occasion pupils are expected to sit and listen for too long and have insufficient opportunities to develop their understanding through active participation in structured play.
55. Children make satisfactory progress in developing their knowledge and understanding of the world through a range of activities. They are able to talk about recycling and can sort objects into those made of similar materials. The teacher uses the area surrounding the school effectively in connection with this topic to help children develop their observational skills. From their knowledge of their own homes in relation to school, children are beginning to give simple directions with help such as right, left, across and corner. They are able to use their knowledge as they talk through their play with the road map in the classroom.
56. In physical development children make satisfactory progress overall. The teacher has planned a range of activities to ensure that their fine motor skills are developed appropriately, for example practising cutting skills for Mothers' Day cards. In physical education lessons in the hall children use the space well, they have an increasing awareness and control over their movements, and move well at a variety of levels - on the floor and up high. There is no dedicated area for outdoor play, neither do children have regular access to large toys and apparatus which limits their opportunities to develop their sense of balance and ability to play safely on wheeled toys. These opportunities are necessary to meet the needs of the under fives.
57. Overall, children make satisfactory progress in the development of their creative skills. In a movement lesson children act appropriately as if they are animals. During a literacy activity some pupils demonstrate very well developed skills in acting out an unusual version of "Little Red Riding Hood", they respond particularly well to this activity in the atmospheric setting provided by the teacher and classroom assistant. Children control crayons and brushes to draw and paint carefully, some good donkeys were drawn in a RE lesson. The development of creativity in art and music is sometimes limited by activities being too directed and by a wide range of resources not being freely available for children to develop the ability to choose appropriately. Consequently children do not always have the opportunity to develop their creativity through exploration and experimentation.

ENGLISH

58. Standards in English as measured by statutory assessments in 1999 are below national expectations in both key stages.
59. In the most recent tests at the end of Key Stage 1 pupils' attainment in reading and writing is close to the national average at Level 2 and above, however, attainment at the higher levels was well below. Pupils' attainment overall in reading is in line with that in similar schools. Overall in writing pupils' attainment was below that of similar schools. The trend in pupils' attainment in English at Key Stage 1 is against the improving national trend, however, the numbers of pupils taking the test are small making comparisons less reliable.
60. By the end of Key Stage 2 the percentage of pupils reaching Level 4 and above was well below the national average and the average in similar schools. Small cohorts in Key Stage 2 impact on levels of attainment considerably as they fluctuate from year to year. However, the trend at the school is broadly in line with the national trend. Standards achieved in lessons are in line with national expectations in lower Key Stage 2 but below for the older pupils where only the higher achieving pupils reach the expected levels for their age.
61. Standards achieved in lessons in Key Stage 1 are in line with national expectations overall. In whole-class sessions their listening skills are satisfactory and they respond appropriately to questions. A number of pupils have speech difficulties which impact on their speaking ability, however, the teacher ensures that speech programmes are carried out as part of the curriculum for these pupils. Lower ability pupils have poor levels of pencil control and progress in developing writing skills is slow. Middle ability pupils choose appropriate vocabulary for continuing a story such as "changed" in the "Ugly Duckling". Letter formation is satisfactory as is spelling that is phonetically plausible for example "mi" for "me". The small number of higher attaining pupils achieve good standards in writing. Letters are consistently well formed and pupils have made good progress from writing single words to writing in full sentences. Standards in reading in reception are good overall. Pupils have sound phonic knowledge that is used effectively by middle and high ability pupils. Reading skills of pupils in Year 1 and 2 are also generally well developed. In Year 1 lower ability pupils attain expected levels, they use phonic knowledge to build unknown words, although their use of other strategies is weak, they self-correct by checking context, and fluency is satisfactory. Middle and higher ability pupils understand their reading well and read fluently with appropriate expression. In Year 2 there is a wider range, standards are generally satisfactory and often good, many pupils enjoy non-fiction books and express pleasure in finding interesting facts.
62. Pupils' attainment in writing in Key Stage 1 matches expectations overall for pupils of this age. Lower ability pupils in Year 1 can write familiar stories, letters are well formed and spelling is phonetically plausible. Higher ability pupils make very good progress using extended sentences that are sometimes demarcated with capital letters and full stops. By the end of the key stage many pupils write extended pieces of work, although the choice of vocabulary is usually limited, sentences are not extended through the use of connectives, and punctuation is basic.

63. In Key Stage 2 standards achieved in lessons range from good to unsatisfactory in comparison with national expectations. The youngest pupils make good use of comments in the teacher's marking to improve their writing, and the small number of high ability pupils choose vocabulary well, for example in a piece about packing a suitcase one pupil wrote "to keep myself amused I took". From Year 4 standards in writing are lower with only the small number of high ability pupils reaching the average for their age. Much of the work is based on worksheets from a published scheme that significantly reduces pupils' opportunities to develop the skills needed for extended writing. Most pupils are improving their knowledge of punctuation, commas are used accurately in exercises, and they are able to change verb tenses. Throughout the key stage handwriting is generally not well formed and many pupils' work is poorly presented and marred by frequent crossing out. By the end of the key stage pupils have improved their ability to produce some extended writing through the more frequent opportunities that are presented. The persuasive writing on changing the school hours done by pupils in Year 6 showed that the small number of high achieving pupils could improve and edit drafts and organise their work well. Only the attainment of the highest ability pupils is close to national expectations for this age, many pupils do not use the appropriate form of language in their writing which is evidenced by written colloquial speech such as "they are/there are", "done/did".
64. Pupils' reading skills throughout Key Stage 2 are generally better than their writing skills. This is an improvement since the last inspection. Most pupils have good attitudes to reading and they take books home from the school library for pleasure. All are able to locate information within books using contents, index, glossary pages and scanning and skimming techniques, and they are able to locate books in the library quickly. Pupils in lower Key Stage 2 express the most interest in reading which reflects their access to up-to-date interesting reading materials in school. They use mainly phonic skills to identify unfamiliar vocabulary, they read fluently, they can explain their understanding and use inference and deduction to say what might happen next. Approaches to reading by older pupils are generally less positive. They read less for pleasure, most read with limited expression and do not take account of punctuation to aid their understanding, they have limited strategies to read unfamiliar vocabulary, and they have difficulty with inference and deduction from their understanding of the text. Only a very small number of higher attaining pupils reach expectations for pupils of that age.
65. At the time of the last inspection standards in English were judged to be below expectations at the end of Key Stage 2 and few pupils were achieving at the higher levels in both key stages. There is a broadly similar picture at the school now, however the extensive range of new reading materials bought to provide an updated basic phonics and core reading scheme and to support the teaching of reading in the literacy hour, coupled with teachers' increased knowledge and confidence in teaching reading, is having a positive impact on standards particularly in reception, Key Stage 1, and lower Key Stage 2.

66. The quality of teaching in English is good overall. The literacy hour is being implemented effectively by teachers who plan and prepare very carefully for lessons. This detailed preparation, for example in the teaching of Year 4 pupils in a guided reading session enables teachers to maximise opportunities to develop pupils' knowledge, understanding and skills and ensures that lessons are tightly focused. Teachers organise pupils very effectively so that the work is usually well matched to pupils' abilities and good progress is made in supported and independent group activities. This good match of work to ability motivates pupils and promotes good attitudes to work as seen in a group of Year 3 pupils working on collective nouns. Relationships are good, these were used well to promote learning for Year 2 pupils working with partners to locate words in dictionaries. Teachers use their knowledge of individual pupils effectively to differentiate and challenge through directed questioning in whole-class sessions. They integrate pupils with special needs very well and through their detailed knowledge of these pupils' individual education plans ensure that learning and progress for them are good. The majority of pupils make good progress in their learning because they are effectively motivated by interesting work that provides appropriate levels of challenge. However, a significant number of the older pupils, including some of high ability, are not sufficiently challenged and motivated. This is due largely to the overuse of worksheets from the published scheme where work does not always match their ability. In addition teachers take too few opportunities to help pupils make progress through the use of positive marking which shows pupils how they can improve.
67. The management of English throughout the school is good overall. The teaching guidance is particularly useful for supporting teachers and clearly sets out the school's expectations, as well as including detailed suggestions for activities to develop the full range of skills in English. All staff have attended literacy training and advice and guidance from the literacy consultant is implemented effectively. A system for ensuring consistency in teacher assessment through moderation and standardisation is in the early stages, this has a potentially positive impact on raising standards in English as teachers become more secure in their knowledge of requirements at each level of the National Curriculum. The school's monitoring focus is having a positive impact on the quality of teaching in the guided reading section of the literacy strategy. Monitoring is also effective in improving teaching in English overall through the sharing of good practice and identifying individual teachers' training needs. Very good use is made of additional literacy support for targeted pupils in Key Stage 2 and of the support for pupils with special needs, this is managed through careful time-tabling which maximises the time available for pupils.
68. The school allocates a further half hour every day to English over and above that given to the daily literacy hour. There is little evidence that the additional time in the way that it is currently organised is having a positive impact on standards and learning. Too often the time is used as an extension to literacy hour activities which leads to pupils becoming bored at being engaged in the same type of activities for extended periods of time. For significant numbers of pupils, particularly in reception and Year 6, this has a negative impact on their learning as they become distracted, inattentive, and prone to misbehave.

69. Good levels of resources have been built up through the sensible use of additional funding. Recent purchases have addressed the need for up-to-date attractive reading materials, a good range of fiction and non-fiction books are available for pupils to read both at school and at home. Funds have been used well to address the need to raise standards in reading outlined in the last inspection, improved resources are having a positive impact on most pupils' attitudes to reading particularly those up to mid Key Stage 2. The overuse of the published scheme for writing standards in writing in Year 4 and Year 5 particularly where it limits opportunities for the full range of writing and promotes poor attitudes to work.

MATHEMATICS

70. Pupils' attainment in mathematics in 1999 indicated by national tests, is well below the national average for seven year olds at the end of Key Stage 1 and is below the national average for eleven year olds at the end of Key Stage 2. By the time they leave the school at eleven pupils' attainment in mathematics is about the same as that of pupils who attend similar schools. Pupils enter the school with little mathematical understanding making satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Throughout the school the highest attaining pupils reach standards expected nationally for their age. Standards attained by middle and lower attaining pupils are below national expectations. Their progress and achievement overall is in line with or better than what could be expected given their prior achievement. At the last inspection standards at Key Stage 1 were in line with national averages while at Key Stage 2 they were below. Comparatively small numbers of pupils take the national tests each year. The school has a significant number of pupils who have special educational needs and this is reflected in the test results. During the inspection overall attainment of pupils in Year 2, and particularly in Year 6, were seen to make good progress. The national numeracy strategy has been successfully introduced into the school and this is having a significant impact on planning and teaching which are improving pupils' learning.
71. The youngest children learn to count and acquire a simple understanding of number, shape and measures. They can sequence and are beginning to use mathematical vocabulary through games and group activities. On entering Key Stage 1 pupils develop their understanding of number through shopping activities and recognising the value of coins. They learn simple number conventions and strategies for adding and subtracting. The most able pupils have a firm grasp of counting in 2s, 5s and 10s. By the end of Key Stage 1 the majority of pupils can work with two digit numbers confidently, have effective mental mathematics skills, can order data and make simple graphs, tell the time and recognise the properties of simple shapes. At Key Stage 2 strategies for calculating accurately become well developed using both written and mental skills. Pupils learn to work with fractions and most gain a confident understanding of place value. Data-handling skills are further developed and pupils can solve simple problems. By the end of Key Stage 2 pupils can estimate, calculate squares of numbers by multiplication and square roots using a calculator. They leave the school with an effective knowledge of the four rules of number and can apply mathematical skills in other subjects such as history and science.

72. Pupils' learning is satisfactory throughout the school and is good in Year 1 and Year 6. Pupils make steady progress in their learning in reception and Key Stage 1 where they build on their knowledge of numbers and improve by learning to complete addition and subtraction sentences using conventional signs and symbols. Throughout the key stage they develop initial skills in a wide range of mathematics involving shape and measures. At Key Stage 2 pupils extend their learning more rapidly and make good progress in number through work in more advanced calculation, decimals and fractions, data and graphs and problem-solving. Pupils with special educational needs make good progress towards their identified targets. Pupils sometimes use their mathematical skills to support work in other subjects. These opportunities are not sufficiently extended. All pupils have equal access to the mathematics curriculum.
73. Pupils' attitudes to mathematics are satisfactory and sometimes good in Key Stage 1 and in Key Stage 2 they are always good. They are attentive and generally concentrate well. Pupils know what they have to do and many know what they are expected to learn. They are confident in contributing to discussion and work well together. Relationships in mathematics lessons are good. Pupils often help each other, share answers to questions and listen carefully to each other's explanations.
74. The quality of teaching is good in the majority of lessons and satisfactory in almost all others. Lessons are well planned and organised and pupils are told clearly what they have to do and what they are expected to learn. Lessons start on time and are conducted at a good pace following the structure advised in the national numeracy strategy. Teachers generally challenge pupils effectively through tasks and skilful use of explanations and questions that promote thinking and understanding. Knowledge of mathematics is generally satisfactory and sometimes good and teachers use a range of teaching styles to cater for different aspects of the lessons and to match work to pupils of different abilities. Teachers' expectations of pupils are usually appropriately high. Pupils respond well to mathematics lessons and are generally well behaved and attentive, however, in some classes they occasionally talk while teachers are giving instructions and this has an adverse effect on learning.
75. The mathematics curriculum is well structured and has recently been redesigned to provide an effective basis for learning and progressive development of skills. An effective system of assessment is in place through which pupils' progress can be followed. Resources are generally good. They are sufficient in quality and quantity, easily available to pupils and teachers and are well matched to support work in mathematics throughout the school. The national numeracy strategy is well embedded and is having a significant and positive effect on pupils' learning.

SCIENCE

76. Standards in the school are generally below national expectation but are broadly in line with standards in similar schools.
77. At Key Stage 1 teachers' assessments show that pupils' achievements were very high in comparison with the national average. However, very few pupils achieved levels above those expected for their age. In the tests at Key Stage 2 the percentage of pupils reaching the expected level for their age was well below the national average. Nevertheless, this is a good improvement on the previous year's results but these statistics need to be treated with caution because of the small size of the cohorts. When compared with similar schools pupils' results were broadly in line with

the average. As a result of good teaching, the standards achieved in lessons are closer to the national average.

78. By the end of Key Stage 1 pupils are working at levels expected for their age. They are able to investigate science practically, for example when comparing the properties of different materials. They can make generally accurate observations and recall a range of facts. They are learning to recognise and conduct a fair test, as when Year 2 pupils were testing the characteristics of soil. They can make observations and discuss their findings with others, making sensible and mostly accurate suggestions when predicting the possible outcomes of investigations.
79. By the end of Key Stage 2 most pupils are working at levels expected for their age but there are no pupils reaching higher levels of attainment. They are able to describe the characteristics of animals, the conditions they prefer and they have a good understanding of the structure of a food chain. Most pupils are able to understand the concept of a fair test and can use equipment safely in practical situations.
80. Pupils, including those with special educational needs, make sound progress in their learning and build up their knowledge and understanding of science as they move through the school. In most lessons they build on the experiences and skills obtained in previous lessons.
81. The teaching of science is satisfactory and in the mixed key stage class it is good.
82. Teachers plan their lessons well, have clear expectations of what pupils will learn and use interesting ideas to stimulate interest in the topic being studied. For example, the use of an extract from Peter Pan to develop work about shadows in Year 6. Where teaching is best the teacher provides a well-structured model for pupils to record their observations in an orderly and sequential way. The science curriculum is well planned and monitored to ensure that it is taught in all classes. Particularly good visits, for example to the glass museum in Sunderland and the construction department at New College, help to spice up and enliven the science experiences of the pupils and give them an understanding of the importance and effect of science on everyday life.

ART

83. Work seen in lessons during the inspection and an analysis of the comprehensive range of pupils' work on display around the school demonstrates that levels of attainment are at least in line with national expectations and, on occasion, are above. The school has maintained the standards and progress established in the last inspection.
84. The youngest pupils learn about primary colours and develop their skills in choosing tools for the task such as thick and thin paint brushes for painting striped and spotted patterns, and sponges for a leaf effect in "Red Riding Hood's" forest. They use a range of materials and methods to represent different textures on the "Three Little Pigs" houses and make three-dimensional pigs from paper plates. In Key Stage 1 pupils develop their skills further and are able to paint very good irises in the style of Van Gogh. They use a range of media well to make patterns that are very carefully drawn, coloured and painted. Their paintings of monks at Beaurepaire show good levels of ability to represent images in two-dimensions and good brush control.
85. The youngest pupils in Key Stage 2 understand the importance of colour and design when first drawing, then making in collage an imaginary board game. Pupils in Years 4 and 5 use appropriate media to create special effects such as pastels to show the reflection of a sunset at sea. Some of the oldest pupils use their developing visual perception very well to record their observation of the position of the arms and legs of a leaning person. Year 6 pupils can create patterns on coil pots they have made with reference to books of decorated pots from other times and cultures.
86. In both key stages pupils are able to use their skills in art and ICT together to create images and patterns very well, the Colour Magic program to design Islamic prayer mats and Van Gogh's irises for example. This is a good feature of art at the school. Throughout the school art is used well to support learning in other areas for example a display on "Our World and Beyond" in science and displays on the Egyptians in history.
87. Teaching and learning in art lessons observed are generally good. They have been significantly enhanced through the work of artists in residence as part of the school's Millennium Arts Project. Pupils have been encouraged to produce an extensive range of art work of high quality through taking part. The range of work includes a large woodcut block of Beaurepaire which Year 6 pupils describe making with chisels, some very finely crafted sitting, kneeling, and animal three-dimensional clay figures, and colourful large oil paintings on wood panels which depict key features of the world's continents.

DESIGN AND TECHNOLOGY

88. Attainment in design and technology is in line with national expectations at both key stages and the standards reported at the time of the last inspection have been maintained. The youngest pupils begin the design process by drawing their ideas and making them into artefacts such as Easter eggs. As their skills develop older pupils in Key Stage 1 can make more formal designs, decide what materials to use and make moving pictures using hinge joints. The design and make process is further developed and refined at Key Stage 2 where pupils work from a design brief to plan and develop ideas and evaluate the outcomes. Pupils use a range of materials to evolve products, such as designer bread where a variety of ingredients are used to create a range of themes and images. Older pupils have also designed a park bench with the help of a visiting artist, for a local place of interest. This represents a positive contribution to their local community, with which there are strong links. Pupils enjoy design and technology and all make progress in developing a wide range of skills through the imaginative ideas contained within the curriculum content for the subject. Design and technology meets the requirements of the National Curriculum and it is often used to provide a further dimension to support topics in other subjects.

GEOGRAPHY

89. Standards in geography are in line with national expectations at both key stages and pupils make satisfactory progress. This was also the position at the time of the last inspection. During the inspection the number of lessons observed was limited but it was evident from pupils' work and extensive displays which are of good quality, that the requirements of the National Curriculum are being met.
90. Pupils throughout the school learn about a wide range of people and places. It is also evident that the development of mapping runs strongly through their work. At Key Stage 1 the younger pupils learn relationships between locations in the school and this work is extended to their understanding of a simple map of their village. They also develop initial strategies for identifying different environments through the use of nursery rhymes and distinctive features such as a pond. By the time they are seven these principles have been effectively developed and pupils explore the life of Inuit people in their cold environment. In Key Stage 2 pupils develop their mapping skills further and can locate major features and places using maps, atlases and globes. They study space and the planets and know facts about their relationship to earth. By the end of Key Stage 2 pupils can explore environments using a range of sources including the Internet. They make judgements about places and can predict their effect on humans and animals.
91. An important aspect of geography in the school is study of the local environment. The school has strong links with the community and the village and its surroundings holds great interest for the pupils. They study local buildings, the materials from which they are made and locations that also have important historical significance. Resources to support geography are generally good and they are used well to support learning. Teachers in the school have a good knowledge of geography and this is reflected in pupils' enthusiasm for the subject.

HISTORY

92. Standards in history are in line with national expectations at both key stages and pupils make satisfactory progress. This was also the position at the time of the last inspection. Pupils are very interested in history and many have developed a wide knowledge of the periods they have studied. This is further enhanced by their interest in the history of their local environment and community. Cultural heritage is displayed in the school by an interesting range of photographs from past decades with which pupils identify through the places and people they portray.
93. The youngest pupils identify their personal history through pictures of them as babies and toys they used to play with. By the end of Key Stage 1 pupils know about famous people such as Florence Nightingale.
94. In Key Stage 2 pupils develop a sound knowledge of the important periods in history and understand their order through the use of time lines. They develop a good range of skills to support their historical enquiry, including use of the Internet. By the time they are eleven pupils are able to use methods for finding and recording information that suit their interests and ability. Work on the Egyptians done during the inspection demonstrated a wide range of information and strategies for exploring sources. Teachers plan history lessons carefully and follow well-structured schemes. Lessons contain an appropriate balance between factual knowledge and enquiry. The school has a good range of resources to support history that includes both printed material and artefacts. This is further supplemented by loans from the LEA Learning Support Service. History meets National Curriculum requirements and pupils particularly enjoy their work when it has a local theme or personal context.

INFORMATION TECHNOLOGY

95. Pupils' attainment in information technology is above national expectations throughout the school and has improved since the time of the last inspection. Pupils are taught the skills required to operate computers and software in a progressive and systematic way and they use these skills effectively to support work in other subjects. Some pupils develop their skills more widely and quickly by participating in a club outside school hours at which they work alongside parents and other adults. The youngest pupils can create their names on screen in large coloured letters as they develop their skills in using a mouse. Older pupils in Key Stage 1 can make patterns and use data to create frequency graphs, they also develop more complex sorting skills and even practice shaping letters to help improve their handwriting. Development continues in Key Stage 2 and pupils make good progress. By the time they are eleven pupils are competent and confident in the skills required to produce newspaper pages using "clipart" and to imitate the paintings of famous artists such as Van Gogh using "splash" and "colour magic". Information technology is also used effectively in geography to develop mapping skills and in science to study light sources. Pupils can access the Internet with confidence and know how to search for information. Less well developed are pupils' skills in the field of control technology.
96. Teachers are confident in teaching information technology skills and directing pupils in its use to support their work. The school has an adequate and growing provision of computers and associated equipment. This, together with a well-chosen range of software and Internet access, makes information technology a powerful and popular aid to learning in the school. Pupils' response to the use of information technology is very good. They use equipment carefully and confidently and are proud of what they

can achieve.

MUSIC

97. Pupils' work in lessons and discussions with staff show that standards in music are not currently as high as they were during the last inspection. Pupils make slow progress developing their skills and knowledge in music.
98. The youngest pupils can sing in unison in their music lesson and in collective worship. They enjoy singing and try hard to synchronise actions and turn-taking in an echo song, although the song used from the published scheme was too difficult for pupils of this age and musical ability. Pupils in Key Stage 1 vary the way they use beaters to produce loud and soft sounds on untuned percussion instruments, they handle these instruments well and try hard to follow the teacher's instructions. They sing well in unison, particularly enjoying the opportunity for singing in collective worship.
99. Most pupils in Key Stage 2 sing well in unison in collective worship, however, they are given too few opportunities to develop their skills to expected levels, for example to control phrasing and sing songs in two or more parts. Pupils can name composers and pieces of popular classical music at the start of assemblies. In music lessons many older pupils' skills in playing untuned percussion is undeveloped.
100. The overall provision for music is unsatisfactory. The school's scheme of work and teaching guidelines provide insufficient support for teachers who are not expert in this subject. There has been no training for teachers in recent years. A new co-ordinator with appropriate expertise is about to take up post, and the school has sufficient basic resources to promote the development of skills in composing, performing, listening and appraising, together these have the potential to bring about necessary improvements in music.

PHYSICAL EDUCATION

101. Standards of attainment are in line with expectations for age by the end of both key stages. Pupils move with good control and balance and use space appropriately. Younger pupils are beginning to control their movements well with good posture and co-ordination. Older pupils develop a range of games' skills so that they can throw, pass and catch balls well. They are able to perform safely, criticise their own and others' performance and make good suggestions on how to improve. Pupils generally make good progress in developing a range of physical skills and understand the effects of exertion on the body.
102. Pupils' responses to PE are generally good but some of the youngest pupils find it difficult to listen carefully and get excited about being in the large space. Most pupils listen carefully to instructions and work hard. Pupils are confident and enjoy their work.
103. The quality of teaching is satisfactory and sometimes good and very good. Lessons are well organised and generally well controlled. The use of a whistle for indoor activities, however, is unacceptable. Where teaching is best, teachers have high expectations and plan a variety of activities that are physically challenging and develop skills and versatility of movement. Teachers encourage all pupils to participate and relationships with pupils are good.

104. Although there is no specific school's policy in place for PE the school follows the Local Education Authority programme of work which is thorough and detailed, ensuring progression of skills. The school's work in PE is greatly enhanced by a very good range of extra-curricular support.

RELIGIOUS EDUCATION

105. By the end of both key stages pupils' attainment in RE is in line with standards expected in the locally Agreed Syllabus. These standards are similar to those reported in the last inspection.
106. The youngest pupils learn about Christian symbols such as the Palm Cross and understand the importance of Jesus through taking part in role-play about His entry to Jerusalem. Through stories they develop their understanding of significant features of Christianity such as Easter. Pupils in Key Stage 1 learn about three major religions. In their work on Judaism they can recall most of the plagues of Egypt and relate their own feelings well to the faith and belief of the people of the time. They learn about contemporary religions and through the good use of artefacts understand the importance of festivals such as Pesach, including the symbolic nature of the food eaten.
107. Pupils in Key Stage 2 increase their knowledge and understanding as they revisit the religions. They know the story of David, his significance in Judaism, and they understand the moral issues surrounding his fight with Goliath. Year 4 and Year 5 pupils have a secure knowledge about the events of Easter, and, through the teacher's well led discussion, on the part that Judas played, understand Jesus' attitude to the betrayal. This deepening understanding is used effectively by pupils in relation to their own friends and situations that could arise in their own lives.
108. Teaching in RE is at least satisfactory, on occasion it is good. Lessons are well planned and are based on the school's clear and detailed scheme and guidance for teaching. In the best lessons teachers provide interesting resources and activities and ensure that pupils are active participants in their learning such as in the lesson on the Jewish Pesach festival. Teachers effectively encourage pupils to relate their learning in RE to values and beliefs in their own lives. This makes a positive contribution to pupils' moral development. Resources have increased gradually since the last inspection and now provide a sound base to support the school's good approach to teaching RE which emphasise the use of artefacts to widen pupils' knowledge and deepen understanding.
109. The school has a sensitive approach to pupils who are withdrawn from the specifically Christian aspects of collective worship and religious education lessons. All pupils are included for as much of assemblies and RE lessons as possible, in one lesson the story of Lazarus was read from "Listening To The Great Teacher" instead of the New Testament so that all pupils had the model of Jesus on which to base their own understanding of what it means to be a good friend.