

INSPECTION REPORT

Peases West Primary School
Crook

LEA area: Durham

Unique Reference Number: 114058

Head Teacher: Miss J.Stirk

Reporting inspector: Mrs K. Ford

Dates of inspection: 11 – 14 October 1999

Under OFSTED contract number: 707242

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

Type of control: County

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Billy Row
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Telephone number: 01388 762380

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Appropriate authority: Governing Body

Name of chair of governors: Mr. R. Jackson

Date of previous inspection: June 1996

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Team members	Subject responsibilities	Aspect responsibilities
Mrs. K. Ford RgI	Mathematics Information technology Art Under Fives	School characteristics Attainment and progress Quality of teaching Leadership and management Efficiency
Mrs. L. Buller Lay Inspector		Attitudes and behaviour Attendance Pupils' Support and Guidance Partnership with parents and the community Curriculum and assessment
Mr. G. Cooper	English Special educational needs Physical education Music Equality of opportunity	
Mr G. Halliday	Science Design technology Geography History Religious education	Spiritual, moral, social and cultural development Staffing, accommodation and resources

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MAIN FINDINGS

1. What the school does well

- The school makes good provision for pupils' social, moral and cultural development, and social development is a particular strength.
- Pupils' attitudes to their work, their behaviour and relationships with adults and with each other are good.
- The partnership between the school, parents and the local community is positive, and involvement with the local community is a strength of the school's provision.
- Children under five, make a good start to their education in the nursery. They benefit from good teaching and from insightful assessments of their progress by nursery staff. This has a positive impact on their learning.
- The quality of teaching in Key Stage 2 is good, and it is often very good in Years 3 and 4.
- The school is implementing the national literacy and numeracy programmes effectively.
- The school provides good support for pupils with special educational needs.
- The school has introduced useful systems for assessing pupils' knowledge and skills at regular intervals across the year.
- Good provision is made for extra curricular activities.
- The school pays careful attention to the professional development of staff and links this carefully to its curriculum priorities.
- The school is well managed, governors are very supportive, and overall there is a positive ethos for learning.

2. has weaknesses

Where the school

- I. Standards in English, mathematics, science and information technology are unsatisfactory at the end of Key Stage 2, partly due to the significant numbers of pupils with special educational needs in the current Year 6.
- II. Higher attaining pupils do not always achieve the standards of which they are capable.
- III. Assessments of pupils' learning are not used sufficiently when teachers plan the next stages of their work.
- IV. There is an imbalance between the quality and range of the curriculum provided for children under five in the nursery and that provided for children under five in the reception class.
- V. The role of the head teacher and co-ordinators in monitoring the work of the school is not effective enough in identifying inconsistencies in curriculum planning and provision.
- VI. The school's management plan, which is detailed in relation to curriculum developments, does not comprehensively cover all areas of the school's work, nor does it take a medium or long-term view of the school's needs.
- VII. The governing body is not yet sufficiently involved in setting the school's priorities, in monitoring its progress or in evaluating value for money in relation to the decisions made by the school.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses, identified during the inspection, are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

3. How the school has improved since the last inspection

The school has successfully addressed a number of the issues raised in the previous inspection. Procedures have been put in place for monitoring standards, although at the present time these are only partially successful. More detailed guidance has been provided, through curriculum policies and detailed schemes of work, to support teaching and lesson planning. The school has successfully introduced both the national literacy and national numeracy programmes and these are beginning to have a positive impact on standards and on pupils' progress in English and mathematics. Despite the fact that standards in information technology overall, remain below what is expected, the school has made great strides in its provision and in the teaching of this subject. The school has improved its standards in geography, but has not maintained its previous standards in science. Overall the quality of teaching has been maintained. However, teaching is not consistent enough across the school or across subjects, and in some instances, teachers' expectations of higher attaining pupils are still too low. The school has maintained the quality of its pastoral care for pupils and the importance it attaches to the personal and social needs of pupils. Because of the levels of good teaching in the school, especially in Years 3 and 4, the continuing commitment to raising standards, the positive impact of the numeracy and literacy programmes, and the increased attention paid to the monitoring of pupils' performance, the school is well placed to continue its improvement in the future.

4. Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> <i>A</i>
			<i>above average</i> <i>B</i>
			<i>average</i> <i>C</i>
			<i>below average</i> <i>D</i>
			<i>well below average</i> <i>E</i>
English	E	C	
Mathematics	E	D	
Science	E	D	

This table refers only to the standards attained in *the national tests by eleven-year-olds*. The standards attained by seven-year-olds at Peases West Primary School in the 1998 national tests for reading and writing were in line with the national picture for all schools, and pupils performed particularly well in mathematics tests. When compared with schools in similar circumstances, pupils aged seven did very well, attaining standards well beyond the average for these schools. Overall, pupils' performance in national tests at Key Stage 1 was reflected in the inspection findings although in mathematics, pupils were judged to be mainly working in line with the expected level for their age, rather than beyond this.

The table shows that pupils aged eleven did not do so well. The numbers of pupils attaining the expected

levels in English, mathematics and science, were well below the national averages, and the number of eleven-year-olds reaching the higher levels was consistently well below average. When compared with schools in similar circumstances, pupils attained standards in English that were close to the average for these schools. Attainment in mathematics and science remained below average. The inspection found that standards are improving in these subjects, but that overall, they remain below average, at the age of eleven. This is partly explained by the significant numbers of pupils with special educational needs in Year 6.

5. Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good and often very good
Science	NA	Satisfactory	Good
Information technology	NA	Satisfactory	Good
Religious education	NA	Satisfactory	Good
Other subjects	NA	Satisfactory	Good

During the inspection, apart from an isolated instance, all teaching was at least satisfactory. Just over half of the teaching observed was *good* or *very good*, although this was not consistent across the school. There were pockets of teaching that were mainly satisfactory, in Key Stage 1, and others that were mainly good or very good, in Key Stage 2. Good and very good teaching was the norm in the nursery and in Years 3 and 4.

6. Other aspects of the school

Aspect	Comment
Behaviour	Good. Pupils usually respond well to the school's discipline code. They have good attitudes to learning.
Attendance	Satisfactory. Attendance levels are above 90% but there has been a significant decline in attendance in recent years.
Ethos*	Good. Pupils are motivated to learn, and they enjoy good relationships with their teachers and with each other.
Leadership and management	Satisfactory overall. The school is well managed. Some aspects of leadership, such as monitoring the quality of education and governor involvement in strategic planning are not well enough developed
Curriculum and assessment	Satisfactory. The curriculum is enriched by extra curricular activities and community involvement. Appropriate medium term assessment procedures are in place but are not always used effectively in planning future work.
Pupils with special educational needs	Good provision overall and good adult support in class, which results in satisfactory, and sometimes good, progress.
Spiritual, moral, social & cultural development	Good overall with very good provision for social development and satisfactory provision for spiritual development.
Staffing, resources and accommodation	Satisfactory overall, with good arrangements for the professional development of staff.
Value for money	Taking into account the cost of educating a pupil at the school, the standards achieved, the overall quality of the curriculum and the quality of

	teaching, the school provides satisfactory value for money
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* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

7. The parents' views of the school: approximately fifty per cent of the distributed questionnaires were returned and nine parents attended the pre inspection meeting with the registered inspector.

What most parents like about the school	What some parents are not happy about
<p>Parents feel that they are encouraged to play an active part on the school.</p> <p>They believe that the school's values have a positive impact on their children.</p> <p>They feel that they are kept well informed about their children's progress.</p> <p>Most believe that the school achieves high standards of behaviour.</p>	<p>A very small minority of parents believe that they are not kept well informed about their children's progress.</p> <p>A very small minority of parents believe that bullying is a problem in the school and that complaints about this are not dealt with appropriately</p>

The findings of the inspection endorse the positive views of parents, although, in relation to pupils' progress, school reports do not always indicate what pupils need to do to improve. Although some pupils are potentially disruptive, the inspection found that teachers handle this well and diffuse difficult situations quickly. The school has appropriate procedures for dealing with behaviour, including bullying. These issues are addressed in more detail in the full report under Section 5.4 'Support and Guidance' and Section 5.5. 'Partnership with Parents'

· **KEY ISSUES FOR ACTION**

The school has already identified some of these issues as priorities. In order to further improve the quality of education and raise standards, the staff and the governors should:

Improve the standards in English, mathematics, and science at the end of Key Stage 2 by:

- VIII. planning more specifically for the development of speaking and listening skills;
- IX. increasing the provision of opportunities in English for extended writing;
- X. introducing a more individual approach to target setting for pupils;
- XI. providing more opportunities in mathematics for investigative work and for collecting and using data;
- XII. using assessment more carefully to identify the needs of individuals and specific groups, such as under achieving boys and higher attaining pupils, and to plan work accordingly;
- XIII. ensuring that the next stages of work always extend and build on what has been previously learned.

(paragraphs 22, 24, 25, 27, 28, 38, 49, 101-105, 112, 114, 125-127)

Improve standards in information technology by:

- XIV. providing more frequent opportunities for the direct teaching of all the strands of information technology, especially at Key Stage 1;
- XV. using assessment in the short term more carefully to plan for work at different levels;
- XVI. continuing the current well structured programme of implementation of the ICT development plan.

(paragraphs 29, 156-158)

Improve the quality of the school's assessment procedures by:

- XVII. making more effective use of the data gathered to identify areas where there are problems, such as under achieving boys or the needs of higher attaining pupils;
- XVIII. ensuring that teachers are consistent in their use of assessment in short term planning and in the quality of their evaluations of their teaching;
- XIX. using assessments consistently as the basis for the next stage of work, especially for higher attainers;
- XX. monitoring more systematically the way in which teachers address these issues.

(paragraphs 39, 44, 52-55, 68)

Improve the quality of the curriculum for children under five in the reception class by:

- XXI. providing more frequent opportunities for the teachers of young children to share good practice;
- XXII. reviewing the current curriculum organisation in the reception class to ensure that the needs of the youngest children are fully met, in line with the requirements for pupils under five;
- XXIII. providing a better range and quality of resources in the reception class, to better ensure quality experiences for children;
- XXIV. reconsidering the levels of adult support available to the reception class, when there are significant numbers of children under five;
- XXV. building further on the current good practice of sharing nursery resources at the beginning of the school year, which supports the transition into school.

(paragraphs 40, 46, 95-98)

Improve the effectiveness of monitoring in the school by:

XXVI. using more of the head teacher's time to systematically monitor and evaluate the quality of education being provided and the implementation of the school's policies;

XXVII. implementing a systematic approach to classroom observation which involves curriculum co-ordinators on a planned and regular basis;

XXVIII. ensuring that weekly evaluation sheets focus more consistently on what teachers need to do next in improving their practice.

(paragraphs 73, 74, 76, 120)

Improve the role of the governing body in fulfilling its statutory responsibilities by:

XXIX. ensuring that the development plan represents the full spread of the school's work and that it takes a medium and long term view of the school's direction and needs ;

XXX. introducing a system by which governors are involved at the early stages of school development planning, in setting priorities and in the careful and systematic monitoring of the school's work;

XXXI. introducing clear strategies for involving the governing body more closely in gaining an overview of the schools work and in evaluating value for money.

· (paragraphs 75, 76, 78, 85)

· **INTRODUCTION**

· **Characteristics of the school**

9. Peases West Primary School is a smaller than average school with 125 pupils on roll at the time of the inspection with a reasonable split of girls and boys and an additional 34 children part time in the nursery. The numbers of pupils have risen slightly since the previous inspection. The school serves a former mining community, and one which, with the closure of the mines, and the lack of other employment, has experienced considerable social and economic hardship in recent years, so that a significant proportion, almost half of the pupils, are entitled to a free school meal.

10. There are no children in the school for whom English is an additional language. The school has identified 36 pupils in all as having special educational needs. This represents 26.8 per cent of the pupils and is well above the national average. Of these, 11 pupils are at Stages 3 to 5 of the special needs register, requiring the involvement of outside agencies. Four of these pupils have statements of special educational needs, which is also well above the national average. At the time of the inspection one pupil was temporarily excluded from the school.

11. Children enter the nursery when they are three years old. There is a broad spread of attainment, and children are mainly attaining the levels expected for children at this age, although spoken language and social skills are not very well developed. Children move into the reception class in the school year in which they have their fifth birthday and, at the time of the inspection, 19 of the 21 children in the reception class were four years old.

12. The school's mission and aims are clearly set out in the school brochure: "to create a community in which each individual feels valued and is offered every opportunity to develop towards full potential; to create an ethos of mutual respect and care within that community, which promotes the spiritual, moral and cultural growth of each individual"

13. The school has broad aims for children:

XXXII. to provide a broad and balanced curriculum in order to foster each child's intellectual, physical, aesthetic, spiritual, moral and social development

XXXIII. to provide a stable and consistent and secure environment in which each child can grow in confidence and maturity

XXXIV. to nurture the ability to think, question and reason in a logical manner

XXXV. to encourage each child to work to his/her full potential, taking pride in their achievements, through the planning and delivery of the curriculum and the provision of a stimulating classroom and environment

XXXVI. to enable each child, regardless of their ability, gender, ethnic group, creed, or physical disability to experience satisfaction and a sense of achievement.

XXXVII. to encourage children to conform to acceptable standards of personal behaviour, respecting the rights and responsibilities of other people.

14. The school management plan identifies developments in most subjects, but the main priorities are focused on raising attainment and developing the role of parents. This involves:

XXXVIII. implementing the national numeracy project and national literacy project;

XXXIX. implementing the school's action plan for information and communications technology;

XL. developing initiatives on parental involvement and positive parenting;

XLI. developing the school's 'Buddy' Scheme;

XLII. reviewing science in the curriculum.

· **Key indicators**

15. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	98(97)	6 (6)	12 (6)	18(12)

· National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	3 (5)	4 (5)	5 (5)
	Girls	11 (5)	12 (5)	12 (5)
	Total	14 (10)	16 (10)	17 (10)
Percentage at NC Level 2 or above	School	78% (83%)	89% (83%)	94% (83%)
	National	(80%) (80%)	(81%) (81%)	(84%) (84%)

· Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4 (5)	5 (5)	5 (6)
	Girls	12 (5)	12 (5)	12 (5)
	Total	16 (10)	17 (10)	17 (11)
Percentage at NC Level 2 or above	School	89 % (83%)	94 % (83%)	94% (92%)
	National	81% (76%)	85% (85%)	86% (86%)

1

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

16. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	98(97)	6 (7)	11 (6)	17(13)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3 (3)	4 (4)	5 (4)
	Girls	4 (4)	1(2)	3 (4)
	Total	7 (7)	5 (6)	8 (8)
Percentage at NC Level 4 or above	School	41 (54)	29 (46)	47 (62)
	National	64 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4 (3)	5 (4)	4 (5)
	Girls	3 (5)	2 (5)	4 (5)
	Total	7 (8)	7 (9)	8 (10)
Percentage at NC Level 4 or above	School	41 (61)	41 (69)	47 (77)
	National	65 (63)	65 (64)	71 (69)

17. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	8.7%
	Absence	National comparative data	5.7%
	Unauthorised	School	0.2%
	Absence	National comparative data	0.5%

18. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

19. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	38%
	Satisfactory or better	98%
	Less than satisfactory	2%

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PART A: ASPECTS OF THE SCHOOL

·

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

·

Attainment and progress

20. When children enter the nursery they demonstrate a broad spread of attainment. In the main, they are working at the levels expected of children at this age although speaking, listening and social skills are limited for some. Children make a good start to their education in the nursery and continue to make steady progress in the reception class so that by the time they are five, most children are attaining the levels expected for children at this age. The exceptions to this are their speaking and listening skills, which remain limited and some aspects of mathematical development, notably in their lack of familiarity with larger numbers, and their use of mathematical language. Children develop good attitudes to their work and are increasingly willing to work and to share materials with others. They are interested in the world around them and becoming more confident.

21. Pupils continue to make steady progress as they move through Years 1 and 2, so that by the age of seven, they are attaining standards in almost all subjects, in line with what is expected for pupils at this age. The exceptions are information technology, in which standards are unsatisfactory, but improving rapidly, and speaking and listening skills, which remain limited. In the 1998 national tests for reading writing and mathematics pupils did well overall. They attained close to the national average in reading, and above the national average in writing although no pupils attained the higher level in their writing test. Pupils did particularly well in mathematics. The number of pupils attaining the expected level or above, was above the national average, and the numbers of pupils who attained the higher level in mathematics was well above the national average. These results are in line with the school trends over the past three years, which show a similar picture. This picture of attainment is partly but not entirely reflected in the findings of the inspection, which found pupils attaining appropriate levels in mathematics and in reading and writing, but did not judge them to be operating at the higher levels. It should be remembered that there are differences between what is being tested in national tests and the full national curriculum for each subject which is what is inspected in the school.

22. Pupil's attainment and their progress from Year 3 to Year 6, presents a more complex picture. By the end of Year 6 pupils attain standards in national tests for English, mathematics and science, that are well below the average expected for eleven year olds. There are differences between year groups of pupils, which affect these results and in 1998, as in 1999, there were significant numbers of pupils with special educational needs who did not attain national averages. The school's trends over the last three years indicate that standards in tests remain well below average, but the current picture in the school is somewhat different. In lessons, pupils are making satisfactory, sometimes good progress in some areas of their work for example, in English and mathematics. This is particularly noticeable in Years 3 and 4 and for pupils with special educational needs. Some pupils are attaining better standards than indicated by the national tests, although across the full range of expected work, these standards remain below average in English, mathematics, and science. In information technology standards also remain below average but, as in Key Stage 1, these are improving rapidly. In all other subjects – art, design and technology, geography, history, physical education and music, pupils make steady progress and attain standards that are typical for their age. In religious education they attain standards that are in line with the expectations of the locally agreed syllabus.

23. The school, in discussion with the local education authority, has amended its improvement

targets for the year 2000, because of changes in the composition of its teaching groups. It has set realistic targets for improvements in standards, and is working hard to ensure that it achieves these, through monitoring of test results and providing good support to pupils with special educational needs. The school is implementing the national literacy and national numeracy programmes effectively, and these are having a positive impact on pupils' learning, on the standards that they attain and on the progress they make.

24. In English, pupils make steady progress with their reading and writing, as they move through Key Stage 1, and pupils with special educational needs make good progress in this subject. Progress in speaking and listening is slower. Pupils are eager to answer questions, but their answers are at times indistinct, brief and they use a limited range of vocabulary. Pupils usually listen well, for example when a story is being read but a significant number of pupils have to have instructions repeated, indicating that they have not listened carefully. Pupils learn appropriate reading skills and make good use of their phonic skills when tackling unfamiliar words when reading. Their knowledge of information books, and how to use them, is not so secure. Pupils have ample opportunities to write and most write in sentences using a capital letter and full stop, and spelling simple words with reasonable accuracy. The quality of handwriting is variable.

25. As pupils move through Key Stage 2, they learn to listen more carefully but few pupils use more than basic vocabulary when talking or answering questions. Pupils make satisfactory progress in reading, but few pupils have a really effective range of strategies for reading unfamiliar words. Pupils are interested in books, although their knowledge of literature is limited to a narrow range of authors and types of book. They do not yet have an effective working knowledge of a library to support their reading skills. Pupils' written skills improve as they move through Key Stage 2. They learn the parts of speech of English grammar and can apply these to their own writing, although advanced punctuation such as the use of speech marks is not always used accurately. Although progress over time in Key Stage 2 appears to be slow, in the lessons observed during inspection, progress in English was often good, due to the impact of the national literacy programme on teaching. This was noticeably good for pupils in Years 3 and 4.

26. Since the time of the previous inspection standards in English show little change in relation to test results but there are clear signs of improved attainment and progress in literacy lessons which suggest a probable improvement in standards overall over the next two years. The literacy strategy is being effectively implemented, but the school does not make regular provision for drama in the English curriculum.

27. In mathematics, pupils build steadily on their earlier work and most make satisfactory progress in Years 1 and 2 in developing their knowledge and understanding of number, in learning the skills of measurement and in their understanding of shape. Pupils with special educational needs make satisfactory progress, but the progress of higher attaining pupils is not as good as it should be. Although some extension work is provided, particularly in number activities, overall, there is too much common work given to all pupils, and this limits the opportunities for some pupils to extend their knowledge and skills as far as they are able. Progress for pupils in Key Stage 1 is slower in some aspects of the subject than others. For example, in developing investigative approaches to mathematics and in using and communicating data. In Key Stage 2, the scrutiny of pupils' work shows that their progress over the period from Year 3 to Year 6 has remained slow. However, in numeracy lessons observed during inspection, there is evidence of much improved progress especially in Years 3 and 4, and particularly for pupils with special educational needs. Overall however, there is still too much common work for pupils of all abilities, and indications that some are repeating work unnecessarily from year to year. This has implications for the school's methods of assessing pupils' progress. Older pupils are making better progress in developing their number skills and in understanding shape and

measurement, than in problem solving approaches and in handling and interpreting data.

28. Whilst standards in mathematics remain below average as they were at the time of the previous inspection, there are clear improvements. The national numeracy programme is having a positive impact on standards and progress especially in Years 3 and 4. This is cause for optimism in relation to future performance, if the current quality of teaching for these pupils is maintained.

In science, pupils in Years 1 and 2 build appropriately on their earlier knowledge and understanding of the world around them. They make steady progress in their knowledge of science facts and their understanding of scientific ideas about living plants and animals, the way materials change when they are heated or cooled, and about processes such as electricity and magnetism. They do not make as much progress in developing enquiry skills, or in the associated skills of predicting and recording their results. In Key Stage 2 pupils make satisfactory progress in furthering their scientific knowledge and understanding but have not made enough progress over time in the investigative aspects of the subject. This is depressing standards at the end of Year 6. However, during inspection, pupils were seen to make satisfactory and sometimes good progress in their lessons. Pupils in Years 3 and 4 were developing their understanding of what is required for a fair scientific test, and Years 5 and 6 pupils made good progress in their work on the human body. Progress for higher attaining pupils is slow because they are too often given the same work as others and this does not challenge them sufficiently. The inspection findings in relation to science reflect the school results in national tests and the trend over the previous three years. However, the findings of this inspection represent a drop in standards in science, when compared to the findings of the previous inspection.

29. Despite the fact that standards in information technology are below what is expected for pupils aged seven and eleven, progress is always at least satisfactory as they move through the school. From the nursery onwards, pupils increasingly understand the use of the computer and how to control it although they do not yet use it sufficiently as a tool for their everyday learning. Throughout Key Stage 1 pupils make steady progress so that by the age of seven many can write a short story independently and with help they can enter data into the computer for later use. They have had less opportunity to learn about the control, measurement, and modelling aspects of the subject but the school's curriculum plan now includes a balanced approach to all these aspects. During Key Stage 2 pupils are making satisfactory and sometimes good progress in communicating and handling information. They are learning to retrieve information using the Internet and make good use of CD ROM material to support their work in other subjects, such as history and science. Like those in Key Stage 1, the oldest pupils make less progress in developing an understanding of other aspects of the subject such as control and modelling, using simulations to explore patterns and relationships. Standards in information technology remain unsatisfactory, as they were at the time of the previous inspection. However the school's provision has improved significantly and standards are improving.

30. Pupils with special educational needs make satisfactory and sometimes good progress as they move through the school. This is because they are effectively supported in class by adults who are well briefed about what pupils are expected to learn. The use of the targets in their individual education plans is not always clear in teachers' lesson planning.

31. There are some differences in attainment between boys and girls which are evident in the national tests for Key Stage 1 in 1998 and to a lesser degree in 1999. This is reflected in lessons, where boys struggle with concentration and self-discipline, when they are not fully involved by the teacher. This has a negative impact on the standards that they attain and the progress they make in their lessons. Overall, the findings of this inspection indicate the maintenance of standards at Key Stage 1 and some improvement at Key Stage 2, notably in literacy and numeracy, although this is not reflected in the school's test results. Pupils at Key Stage 2 benefit from good teaching and the school intends to

use the results of tests to monitor pupils' performance in more detail. This suggests that the school has the capacity to improve standards further.

• **Attitudes, behaviour and personal development**

32. Overall pupils' good attitudes to their work, good behaviour and good personal development have been maintained since the time of the previous report. Children under five in the nursery are enthusiastic about the tasks they are set and they are eager to learn. Occasionally in some lessons in Key Stage 1 pupils attitudes to work are not so good. This happens when pupils are not clear what it is the teacher expects of them and when activities are not well matched to the learning needs of individual pupils. In Key Stage 2 the majority of pupils sustain concentration throughout lessons. They are keen to do well and try hard to meet teachers' expectations.

Pupils' behaviour is generally good. They respond well to the agreed system of discipline, which is used consistently by teachers. In classrooms, and when moving in and around the school, pupils behave well, and know what is expected of them. There have been no permanent exclusions from the school in the last academic year, although at the time of the inspection, one pupil had recently been temporarily excluded. Pupils are helpful to visitors and almost all are polite and courteous. The majority are happy to discuss their work with adults and are keen to answer questions. Overall relationships between pupils are good. They usually work well either independently or collaboratively, and they are eager to share ideas and help one another. This was obvious in a mixed year 3 and 4 class, as pupils worked together on science investigations. Occasionally, as was observed in some Key Stage 1 lessons, pupils squabble over resources and are unable to agree on ways of working together. This limits their progress. Usually, pupils and teachers enjoy good and often very good relationships. This provides a good foundation for managing pupils effectively and in supporting their personal development.

33. Pupils' personal development is good. Children under five have settled well into nursery and school routines and have formed good relationships with other children and their teachers. They are learning to share and take turns when they work as part of a group and are developing a good understanding of their classroom rules and why they are important. Throughout the school pupils take responsibility for collecting the resources that they need in lessons, and they usually treat equipment and other property with respect. In religious education lessons, assemblies and in their ready support for charities, pupils show that they respect the feelings and values of others. Pupils benefit from many opportunities to be involved in their local community, and they respond well, for example on their regular visits to the West Lodge Retirement Home. Pupils show that they are willing to care for the environment and for each other. They are keen to become playground 'Buddies' which involves taking responsibility for children who may feel 'left out' or unhappy at playtime. Many pupils apply to become a 'Buddy', and younger pupils look forward with enthusiasm to the day when they will be old enough to take part.

• **Attendance**

34. Attendance levels are above 90% and are therefore satisfactory. The attendance of pupils with special educational needs is satisfactory. However there has been a significant decline in levels of attendance since the time of the previous report. This is due, in the main, to high levels of sickness, poor attendance by a few pupils and an increase in the number of pupils taking holiday during term time. The majority of pupils are punctual, so that the school day begins promptly

· **QUALITY OF EDUCATION PROVIDED**

· **Teaching**

35. Overall the quality of teaching is good, and is having a very positive impact on the standards that pupils attain in their lessons. The quality of teaching provides a useful indication of the school's capacity to improve its standards. However, it is not consistent throughout the school. There are differences between the key stages and between subjects. The youngest pupils in the nursery benefit from teaching that is consistently good, and which pays close attention to the needs of individuals. Teaching for pupils under five in the reception class is satisfactory but does not take enough account of all the required areas of learning for these pupils. Teaching at Key Stage 1 is mainly satisfactory and teaching at Key Stage 2 is predominantly good or very good. During the inspection, apart from one isolated lesson, all teaching was at least satisfactory, and just over half of all the observed teaching was good or very good. Pupils in Year 3 and 4 benefit from teaching that is consistently good or better.

36. The teaching of English and mathematics is often good across the school and the national literacy and numeracy programmes are having a significant and positive impact in this respect. Science and religious education are also well taught at Key Stage 2, and, in the main, the teaching of physical education and art is satisfactory. Very little direct teaching was observed in design and technology, geography, history or music during the inspection period. However this was always at least satisfactory and in the few lessons in geography and design technology, observed in Key Stage 2, the teaching was good. Overall the teaching for pupils with special educational needs is more effective than the teaching for higher attainers. Good support is provided for these pupils so that they often succeed in the tasks they are set, even though the targets in their individual education plans are not always as specific as they might be.

37. Teachers have good subject knowledge and understanding, and they use this effectively. This was noticeable in the nursery, where all staff talked knowledgeably about children, the range of activities provided and the expected learning. For example, staff were very clear about precisely what they wanted children to gain from the structured outdoor play activity each day. Teachers have a clear understanding of the national programmes for literacy and numeracy, which they have been teaching for some time. This is paying dividends in the progress and standards that pupils are currently achieving in their English and mathematics lessons. Teachers have improved their skills in teaching information technology and this is having a positive impact on standards, which are also improving. Where teachers have a good grasp of a subject, they make useful links to other aspects of pupils learning. For example in a religious education lesson on the life of Anne Frank, with Years 5 and 6 pupils, the teacher helped them to understand aspects of Judaism, as well as gaining insights into personal diary writing, and the treatment of Jews during World War Two, which they are currently studying

38. Teachers' expectations of their pupils are satisfactory in the main, and they usually have high expectations of behaviour which sets a good foundation for their lessons.. Teachers' expectations are noticeably high in Years 3 and 4. In these year groups, teachers indicate very clearly to pupils their expectation of high standards of presentation, They insist on careful explanations when pupils answer questions, challenging them to be more specific and creative in their responses, and consistently pressing their pupils to choose appropriate vocabulary. In a numeracy lesson with Year 3 and 4 pupils, the teacher encouraged them to use the word 'plane' as distinct from 'flat', when describing the properties of shapes, and to be very precise about describing a 'hemisphere'. The same teacher set high expectations of different groups of pupils in recording the results of their scientific experiment on 'forces'. Overall, teachers do not expect enough of higher attaining pupils, and this is evident in the common nature of the tasks that are often set. For example in a science lesson about life cycles, all pupils were doing the same work and this did not provide sufficient challenge for some pupils. Too

often common worksheets are given to pupils who have different needs.

39. Teachers plan their work carefully and conscientiously on a termly, weekly and daily basis, and in line with the school's policy. The planning in the nursery is particularly effective. Teachers make good use of the planning framework suggested by the national literacy and numeracy programmes. This helps them to maintain a good pace in these lessons and to plan for different groups of pupils more appropriately, although currently, there is still too much common work. The quality and level of detail in some weekly and daily planning varies between teachers and, where this is not so detailed, this has a negative impact on the quality of the lesson. In general, the more specific the teacher was in identifying precisely what pupils were to learn, the more successful was the lesson in helping pupils of all abilities to make progress. Although some teachers are good at assessing their pupils knowledge and skills through careful questioning as they teach, they do not always spell out clearly enough at the planning stage, how they intend to assess pupils' progress.

40. Overall, teachers use an appropriate range of methods in their teaching. This includes whole class teaching, individual, paired and group work. They provide good explanations to pupils about the work to be done and whole class sessions in literacy and numeracy are usually lively and brisk. Occasionally, pupils are expected to sit for too long, and this was the case with pupils in the reception class as they moved from a singing session with one teacher to a numeracy lesson with another, both of which involved lengthy periods of sitting still. As a result, pupils had difficulty in maintaining their concentration. Whilst teachers' methods and organisation help pupils to develop their knowledge and understanding, there is not enough emphasis upon more open-ended, investigative activities which would help pupils to deepen their understanding of the subjects being studied.

41. Teachers know their pupils and generally manage them well, particularly in the nursery and in Key Stage 2. In Years 3 and 4, teachers do this very effectively through a whole range of simple and unobtrusive strategies directly related to the individual needs of each pupil, some of whom can be very challenging. This is a real strength in their teaching. They move round pupils as they are working, focusing on particular groups and individuals, amending their teaching points to meet the needs of the group, taking time to ask questions and to offer appropriate encouragement. In a mathematics lesson with Years 3 and 4 pupils the pupils were encouraged to use a 'thumbs up' and 'thumbs down' technique in judging the accuracy of each other's answers. They responded enthusiastically; it removed the fear of being wrong and motivated pupils, who struggle to concentrate, even for short periods. In a Year 6 literacy lesson the teacher used an ingenious method of reinforcing punctuation, using musical instruments, which enthused and motivated pupils towards new learning.

42. Some teachers are particularly good at 'scanning' the classroom and are always aware of what is happening on the margins of the group. Where this skill is not used so effectively, pupils, boys in particular, become restless and lose concentration, which in turn affects the quality of their learning. Teachers organise the learning for pupils with special educational needs, very well. They work closely with supporting adults, ensuring that they are well briefed, and usually ensure that the activities are integral to the main theme of the lesson. This helps pupils with special educational needs to make satisfactory and sometimes good progress. In Key Stage 1 discipline is satisfactory although, at times, there is inconsistency in the way that rules are applied. For example in a science lesson there was sometimes an acceptance of noise, followed by expectations of silence, which pupils did not adhere to.

43. Teachers usually use time effectively, although at the end of break times, lessons do not always begin briskly. The time allocated to numeracy and literacy is well used. In Key Stage 2 teachers are particularly good at indicating the time structure of the lesson to pupils so that they have a clear idea of the time scales they are working to. Resources are used effectively and some teachers have gone to considerable lengths to ensure that an interesting range of artefacts and books supports pupils' work. In

Years 5 and 6, where pupils have been studying Britain since 1930 and in particular World War Two, the teacher has provided a motivating range of books, postcards and interesting artefacts such as a gas mask, and this has supported pupils' learning very effectively. Teachers increasingly use information technology as a resource for learning and this was observed being used to good effect during inspection.

During the inspection, the library was not used effectively, and there was little sign of even older pupils using this resource independently to support their learning. Adults are effectively deployed during lessons and this ensures good support for lower attaining pupils and those with special educational needs.

44. In their day to day work, within lessons, teachers especially in the nursery and at Key Stage 2, assess pupils work well. They listen very carefully to pupils' explanations and use their errors sensitively to address their misunderstandings. There were several good examples during the inspection of teachers patiently exploring the problems encountered, asking insightful questions to draw out the problem and helping pupils to understand their mistakes. This was a feature of the most effective whole class sessions on mental mathematics. Teaching was less effective when the teacher simply acknowledged the pupil's error but moved on too quickly without further discussion. Teachers usually mark pupils work but there were examples of unmarked work in pupils' workbooks, as well as work containing only minimal comment by the teacher. Some work contains positive comments but there is little that helps pupils to understand what they need to do in order to improve. Teachers use homework effectively to help pupils to learn, and most check regularly to ensure that it has been done and to respond to parents' comments.

45. Overall the standard of teaching has been maintained since the previous inspection and pace in lessons, which was a key issue in the report, has improved. Issues, which remain outstanding, concern the provision for higher attaining pupils and the quality of marking, and some aspects of weekly planning, such as teachers' evaluations of their work. Although it is not consistent, there is good practice in teaching on which to build. This contributes positively to the school's capacity for further improvement.

The curriculum and assessment

46. Overall, the school provides a satisfactory curriculum, which meets statutory requirements. The curriculum for children under five is good in the nursery, and all the required areas of learning are addressed. The provision for children under five in the reception class is not so effective. The curriculum is too narrow and does not provide for the required range of learning in a balanced way. In Key Stages 1 and 2, the school teaches all the National Curriculum subjects, although there is a lack of balance within some subjects such as mathematics and science where investigative, problem solving approaches are not strongly in evidence. Overall, appropriate time is given to each subject, although the amount of direct teaching time devoted to information technology in Years 1 and 2 is limited. The school has an effective health education programme that includes appropriate aspects of sex education. Religious education is taught according to the locally agreed syllabus, and suitable arrangements are made for the teaching of personal and social education.

47. The school makes good use of visitors and visits out of school to enrich the curriculum and makes good provision for extra curricular activities, involving pupils in activities beyond the normal curriculum, particularly in sport and in music. There are sporting clubs in which members of staff take coaching sessions, and these are well attended. The school takes part in local competitions in soccer, netball, rugby and cross-country. Pupils are also involved in musical and community arts events, such as the Wear Valley Arts in Education Programme. Overall, the school curriculum prepares pupils for the next stage of their education, through good working links with the local comprehensive school

48. The school has introduced appropriate planning procedures to ensure that the curriculum is

taught appropriately in stages, which build on pupils' previous learning. In the main, this is successful but there are some areas that require more attention, such as the needs of higher attaining pupils. Curriculum policies and guidance in subjects are in place to support teachers in their planning, and the school's long-term plans are effective in providing a structure for the way in which subjects are to be taught across the school year. These plans take into account the fact that pupils are taught in mixed age classes where they will spend two years. The school is aware of the need to ensure that pupils do not repeat work unnecessarily. This is not always successful, and there are occasions when pupils repeat work rather than extending it. Termly or half termly plans identify what teachers intend to teach and what they expect pupils to learn. Planning for English and mathematics takes careful account of the requirements of the national literacy and numeracy projects and teachers use the suggested planning format effectively. This has resulted in better progress in these lessons. Teachers' weekly and daily planning varies in its detail, and is sometimes too brief and unclear about the expected outcomes of the lesson.

49. The school aims to promote equality of opportunity for all its pupils, but it has not yet identified ways to modify the curriculum in order to meet the needs of boys who are often attaining standards in their lessons below those of girls. Nor does the planned curriculum always meet the needs of higher attaining pupils, who are too often given work of a similar level to other pupils. The head teacher collects in teachers' planning regularly and curriculum co-ordinators have had some opportunities to examine it. However, at the present time there is no systematic monitoring and evaluation of this aspect of the school's work.

50. The school makes good provision for pupils with special educational needs, notably in the quality of classroom support provided. There are effective procedures for the identification of pupils' problems, and individual education plans are prepared as a result. The targets in these plans vary in quality. Some are quite general, whilst others have very clear criteria, with measurable targets and a clear time scale, which supports the pupils' progress more effectively. The school has good links with outside bodies to support its work in this area. In association with the local education authority's psychological service, the school has introduced 'group targets' for pupils with similar learning needs, and these are effective. The parents of pupils with special educational needs are appropriately involved and are consulted about their children's progress, in accordance with the Code of Practice for Special Needs.

51. Since the previous inspection the school has maintained the quality of its curriculum, including involvement in community and extra-curricular activities. Appropriate written guidance now exists to support teaching and learning. The curriculum continues to be enriched through community events and extra-curricular activities. The school has improved its provision for pupils with special educational needs. The school has the capacity to improve the curriculum further, by making more effective provision for higher attaining pupils, and by monitoring the extent to which the curriculum builds carefully from year to year, on what pupils have previously learned.

52. The school has developed appropriate procedures for the assessment of pupils' attainment in English, mathematics and science. The school undertakes the statutory assessments of children in the nursery and when they enter the reception class. In the nursery, careful assessments are made regularly of children's progress in all the areas of learning. This includes formal assessments and the assessment of pupils by adults, as they work at different carefully structured activities. These are recorded and discussed by staff, and used to follow up individual needs. The assessment procedures for pupils under five in the reception class are not so well planned or comprehensive.

53. As well as the national tests for seven and eleven year olds, the school carries out standard tests for other age groups. Pupils' reading levels are screened on a regular basis, and information about pupils' progress is carefully collected and analysed for trends and patterns. The school has developed a potentially useful system which gathers samples of pupils' work and the results of tests, at various times

of the school year, as a record of what has been achieved. This information provides a useful picture of what pupils know, understand, and can do at various stages. However, it is not used effectively as the basis of the next stages of work, or in providing different tasks for pupils with different needs.. Assessment information available to the school identifies the underachievement of boys, but at the present time, this has not been used to identify specific problems or pupils, or to modify the curriculum.

54. Individual pupils' annual reports meet the statutory requirements for reporting to parents. These are clearly written and reasonably detailed as to what pupils know and the skills they are learning. However, they do not always identify targets or indicate what pupils need to do in order to improve. The school has undertaken some work on setting individual targets with pupils, but abandoned the initiative, because it was thought to be unmanageable. The head teacher has indicated that after the school has evaluated this initiative, it intends to reintroduce a similar format within a more realistic framework.

55. There have been some improvements in assessment since the previous inspection. There is helpful guidance for teachers, and the maintenance of pupil records is consistent. However, the school still does not make enough use of assessment information to inform teaching and learning, and needs to address this as a priority. With the assessment information it is gathering, the school has the capacity to make further improvements in this area of its work.

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

56. Overall the school makes good provision for pupils' spiritual, moral, social and cultural development. Within this broad picture, provision for social development is very good and the school makes satisfactory provision for spiritual development. The school provides a welcoming and caring environment in which good relationships are developed and all are respected and valued. Its aims, to create a community in which individuals feel valued and an ethos of mutual respect, are part of the pupils' education. Adults provide appropriate role models for pupils, and parents agree that the school's attitudes and values make a very positive contribution to their children's development.

57. The school's provision for pupils' spiritual development is satisfactory. In most acts of collective worship, some time is made for quiet reflection. There are some opportunities for the development of spirituality within the curriculum but these are more limited, and some opportunities are not exploited for example in art, where there is currently little expressive painting by pupils.. In Years 5 and 6 pupils have had the opportunity to reflect in their history lessons, upon the feelings and emotions of those involved in World War 2. In religious education pupils have opportunities to consider some of life's fundamental questions such as the story of creation, and how these relate to pupils' lives.

58. The school makes good provision for pupils' moral development. Staff promote the school's moral code effectively, through friendly but firm control. There are clear guidelines for acceptable behaviour and to promote caring attitudes. Rules are displayed in classrooms so that pupils understand the expectations of them.. They are taught the difference between right and wrong from the earliest age and understand that they are expected to behave well and respect others. Later, pupils have opportunities to consider wider moral issues in their personal and social development programme and as they study environmental issues

59. The school's provision for social development is very good. Extra-curricular activities and sport encourage pupils to work and play together. Older pupils take part in residential visits and all pupils make visits that support the curriculum. Good manners and sociability are encouraged in class, in the dining hall and at play. Good relationships are a feature of the school. Pupils have been involved in projects such as the development of the school's environmental courtyard. They listen with respect to

the views of others, and are taught to understand both their rights and responsibilities. Pupils are encouraged to support charities and they do so enthusiastically. Pupils learn to take responsibility in the school. In the Reception class they learn to take on class responsibilities through a *Busy Bee* rota, while the oldest pupils help younger pupils at lunchtime and break time through a *Buddy* system.

60. The school's approach to pupils' cultural development is good. Pupils have opportunities in history, geography, music and religious education to learn about different cultures and civilisations past and present. Religious education develops pupils' knowledge and understanding of Christianity, Buddhism, Hinduism and Judaism. In geography they learn about people and places near and far, for instance India. The school arranges a good range of visits and visitors, which provide stimuli for interest and learning. They work with artists in and out of school, visit museums and places of worship for Christians, Sikhs and Jews. Visitors have included a Buddhist monk, a Hindu and Christian ministers.

61. Overall the school has maintained the positive picture of good provision for pupils spiritual, moral, social and cultural development although opportunities for spiritual development are judged to be more limited than in the previous report. The school has the capacity for further development in this area of its work

Support, guidance and pupils' welfare

62. The provision made for pupils' support guidance and welfare is satisfactory overall and has been maintained since the time of the previous report. The school's procedures in this area of its work provide a secure environment, which supports pupils learning.

63. The monitoring of pupils' academic progress through tests in English, mathematics and science is good. However this information is not yet analysed or used sufficiently to enable teachers to provide effective support to pupils of all abilities in each lesson. The school has identified as a school priority, the need to make more effective use of its information about pupils' attainment. This will enable future improvement in this area of the schools provision. Teachers know their pupils well and use this knowledge effectively to monitor pupils' personal development and to provide good quality support. Children under five and their parents are introduced to the school with clear guidance about its routines. Pupils in Year 6 are prepared effectively for their next stage of education through good links with local schools. Parents attending the meeting held prior to the inspection were happy with the help and guidance that the school provides for their children.

64. The school procedures for encouraging good behaviour through a system of assertive discipline are good. There is a system of rewards and sanctions, which on the whole are operated consistently by staff. Appropriate strategies are in place to deal with any incidents of bullying. An extra dimension to the school's procedures is the use of a playground *Buddy* scheme in which pupils are encouraged to care for each other. Pupils' behaviour is monitored effectively through these systems which has resulted in only one pupil receiving a fixed term exclusion.

65. Procedures for the monitoring and promoting of attendance and punctuality are satisfactory. Outside agencies are used where appropriate and rewards used to encourage pupils to attend regularly. Despite the efforts of the school these measures have not been effective in maintaining levels of attendance since the time of the previous report.

66. Child protection procedures continue to be effective. They comply with the guidelines of the

local education authority and the recommendations of the area child protection committee. The head teacher has designated responsibility for contacting support agencies and staff are aware of the school policy.

67. Health and safety procedures are satisfactory. There are regular checks of the premises and all safety checks on equipment are carried out. No health and safety concerns were noted during the inspection. Parents express the view that they are happy to leave their children in school in the knowledge that they will be well cared for in a secure environment. Inspection findings support this view.

· **Partnership with parents and the community**

68. The partnerships between the school, parents and the community is good overall, this has been maintained since the time of the previous report. Parents at the meeting held for parents prior to the inspection and those who returned the parents questionnaire felt that they are kept well informed by the school. Inspection findings support this view. The school prospectus, newsletters and written guidance for parents within the nursery and reception booklets are all clear, readable and of a good quality. Parents also appreciate the formal opportunities provided to discuss their children's work and the information provided by teachers on a daily informal basis. Annual reports to parents provide good quality information regarding pupils' progress in English, mathematics and science although they do not indicate clearly what pupils need to do next. In the best examples the information regarding the other subjects of the curriculum is also good, however this is not consistent across all classes. Links with parents of pupils with special educational need are well established and they are fully involved in reviews of their children's progress.

69. The majority of parents feel that the school encourages them to play an active part in their children's education and feel welcome in school. Some parents support the school through the assistance that they provide in classrooms. During the inspection this support was seen to be effective in the nursery where the parent was well briefed by staff and made a positive contribution to the development of pupils speaking and listening skills talking to them and asking questions about the tasks in which they were engaged. Other parents support the smooth day-to-day running of the school carrying out routine tasks during their coffee afternoon, as well as supporting the school millennium project by working alongside pupils in the creating of a tapestry for the Millennium Dome. Home work diaries are used very effectively to involve parents in their children's learning at home. There is an ongoing dialogue between school and home with teachers providing guidance for parents as to how best they may support their children's progress and parents keeping the teacher informed as to the progress made. This was seen to have a positive impact on pupils attainment particularly in numeracy.

70. The school has maintained and built upon their links with the community which are now very good. Older pupils make regular visits to the West Lodge nursing home benefiting from the memories and experiences of the residents. At the present time the focus for their discussions is the Second World War in support of the history topic. The school have a well established link with Arts in Education and continue to make effective use of opportunities for pupils to work alongside local artists. The Toy Library and Breakfast Club which are recent initiatives by the school are providing a valuable service to the community as well as having a positive impact on pupils personal and social development. Visitors to school and visits to places of interest are used successfully to extend and enhance the curriculum and to provide pupils with experience of the world beyond their school.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

• **Leadership and management**

71. The leadership and management of the school, in relation to the roles of governors and all those in the school with management responsibilities, are satisfactory overall, and the school is well managed by the head teacher. The routine administration and organisation of the school are effective, and this leaves teachers free to concentrate on their teaching. The head teacher knows the staff and the community well, as she has spent all of her teaching career to date in the school, and has been head teacher for the past nine years. The school is a very close and mutually supportive community, and governors and staff know each other well. A new deputy head teacher is now in post, and the head is making appropriate arrangements for his professional development, by providing time away from teaching to learn about the school's administrative and budgetary procedures.

72. The head understands clearly the need to improve standards in the school, and governors and other staff share this understanding. The school had set quite ambitious targets for pupils' attainment in English and mathematics by the year 2000. These have recently been amended to what the school sees as a more realistic level of 66% of pupils attaining the required levels in national tests, in the light of an evaluation of pupils' current performance. In order to support this improvement, the school has established procedures for maintaining an overview of pupils' performance, and the monitoring of standards is also identified in the responsibilities of curriculum co-ordinators. Comprehensive files are kept which show pupils' performance from year to year and the results of national and other tests. As yet these procedures are only partially successful in identifying and evaluating what needs to be done in order to target specific individuals and groups of pupils, for example, under achieving boys. The head teacher is also keen that the school should be involved in the local community and should work more closely with parents. She gives considerable time to developing these aspects of the school's work, and is involved in several local and countywide initiatives intended to encourage this greater involvement. There is a positive ethos in the school.

73. Since the previous inspection the head has ensured that there is sufficiently detailed guidance on the curriculum to support teachers in their work, with policies and schemes of work for each area of the curriculum. Several co-ordinators have recently taken on new or different curriculum responsibilities. They are clear about their responsibilities, maintain detailed files on their subjects, and are enthusiastic about the challenges to be met. Curriculum co-ordinators are aware of standards in their subjects and know what needs to be done, but they do not yet have enough systematic opportunities to monitor curriculum planning, the quality of teaching, or the outcomes of pupils' work. This is not yet built into the school's planning cycle.

74. The head teacher takes seriously her role in monitoring and evaluating the work of the school, but more time needs to be spent on this area of the school's work, and a more systematic approach is required. There are some limitations on this at the present time, because the head is providing support for special educational needs in the absence of the special needs support teacher. As yet the outcomes of this monitoring are not having sufficient impact on work in classrooms, for example in relation to some shortcomings in planning such as: the quality of weekly evaluations; the appropriateness of teachers' marking; the overall quality of provision for children under five; or in ensuring that the needs of higher attaining pupils are fully met.

75. The governing body meets regularly and has an appropriate committee structure to support its work. The head teacher provides informative reports for governors, although these do not routinely contain an update on progress with the OFSTED action plan or with the school's management plan. The Chair of governors is a regular visitor to the school and has a positive relationship with the head teacher and other staff. Governors with responsibility for special educational needs, literacy and numeracy take their responsibilities seriously and liaise with the appropriate curriculum co-ordinator. The school

fulfils its statutory requirements in relation to special educational needs and makes good provision in this area of its work. Pupils' individual education plans are satisfactory, and progress is reviewed regularly. The governor with responsibility for special educational needs brings considerable personal expertise to this area of the school's work. The school has implemented the national literacy and numeracy programmes effectively, and this is having a positive impact on standards and progress.

76. The school management plan is detailed and thorough in relation to the curriculum for the coming year but it is not directly linked to the school's overall budget. . Specific action plans are in place for all subjects and co-ordinators are very clear about these and how they are to be used in reviewing their work. However, in its present form, it is essentially a school rather than a governors' plan. It does not identify clearly enough the school's priorities in the medium and long term either for the curriculum, or other aspects of the school's work. Although the plan contains a broad outline of possible future developments, it does not take a longer term, comprehensive view of the school's needs. Nor does it contain a clear monitoring role for the governors. As such, it does not provide the governing body with the overview that they need to plan strategically for the future, to provide a clear steer to the work of the school, or to hold the school accountable through explicit procedures for monitoring and evaluation.

77. The school's aims and values are clearly set out in the school's documents including the school brochure. The school is largely successful in meeting its aims for pupils, except for higher attainers who do not yet enjoy fully or experience the opportunity 'to achieve their full potential'. Those parents, who replied to the pre inspection questionnaire, support the values of the school, and there is a positive ethos. The governing body has appropriate policies in place. The statutory requirements for collective worship are met and an appropriate annual report is presented to parents about the work of the governors.

78. The school has made satisfactory progress in addressing most of the key issues for action identified in the previous inspection. It has improved its standards in geography and its overall provision for information technology. There is now sufficient guidance to support teachers' planning and teaching. Although standards at the end of Key Stage 2 remain a cause for concern, there are indications that standards in English and mathematics are beginning to improve. Progress has been rather slower in systematically implementing effective monitoring procedures and in improving curriculum provision for higher attaining pupils. These remain issues that the school needs to address, together with ensuring greater involvement of the governing body in setting the schools priorities and in systematically monitoring the school's progress in meeting these. The staff and the governing body are in a position to further improve the leadership and management of the school.

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Staffing, accommodation and learning resources

79. The school has a sufficient number of teachers. They are appropriately qualified, and experienced to teach in the primary age range. There is a generous level of support staff for the number of pupils. All teachers have curriculum responsibilities, which are, as far as possible, matched to their qualifications and specialist interests. Support for pupils with special educational needs is effective in enabling them to make satisfactory and sometimes good progress. Non-teaching staff contribute effectively to the work of the school.

80. The school's arrangements for induction, appraisal, and staff development continue to be well planned. They identify a good blend of the needs of the school and the staff's own personal needs. Staff development is closely linked to the curriculum priorities in the school management plan and is

effective, for example, in numeracy and literacy training.. Teachers attend a good range of training courses, which are effective in strengthening their expertise.

81. The school's modern accommodation is suitable for the required range of activities. Classrooms are of an adequate size and the school is carpeted throughout, which helps to reduce noise. Nevertheless the design permits noise to filter into adjacent areas. Because of the way teachers have organised their teaching areas in Key Stage 1, this has a negative effect on pupils' listening skills and concentration. The hall is a reasonable size for physical education and accommodates pupils well for assemblies and dining. The extensive grounds are a positive asset for sports activities. Covered areas all round the school provide pleasant shelter for pupils and parents during inclement or hot weather. The outside area for the nursery is a suitable safe place for young children where they develop their physical skills. The school is well-maintained. The care taken by staff and pupils, mid-day supervisory staff and cooks, and by the caretaker and cleaning staff ensure that the school remains clean, tidy and a pleasant place in which to work.

82. Resources are generally satisfactory in range, quality and quantity to meet the needs of the curriculum. The school has made good provision for information technology, and physical education is well resourced, but the provision for library books is inadequate. Resources are accessible and effectively labelled and catalogued. Effective use is made of out of school resources. Pupils make regular visits to a variety of places, such as museums and field study centres, which make a positive impact on their learning.

83. The school has the capacity to maintain its level of provision for staffing and accommodation and to improve provision for learning resources.

• **The efficiency of the school**

84. Financial management and control is effective. The head teacher and the school secretary share the administration of the school effectively. The head keeps a careful eye on the budget and gives detailed information to governors on a regular basis. The school operates on a fairly tight budget with only a small contingency fund. Curriculum co-ordinators are responsible for identifying the resources needed in their subjects but do not manage a budget. The head teacher takes overall responsibility for finance. The school has taken proper account of the latest auditor's report and has made minor adjustments to its procedures. The school fund is appropriately audited each year. The head teacher shows considerable initiative in bidding for monies for projects that she feels will benefit the school, and the school has successfully bid for a multi-agency family learning project to be located in the school in the near future.

85. At the present time the governing body have not placed any restriction on the head teacher's spending or powers of virement, believing that good communication between the head and the governors makes this unnecessary. The lack of a detailed school development plan, which takes account of all the school's priorities, limits the capacity of the governing body to monitor the effectiveness of spending and in judging value for money.

86. The school runs smoothly on a day to day basis so that teachers can concentrate on teaching. There are appropriate routines in place for registers, lateness, sickness, contact with parents and visitors to the school. The school secretary organises these very efficiently, and takes responsibility for ordering resources, alongside her other responsibilities. Teachers, and all associate staff, are efficiently and effectively managed and this has a positive impact on pupils' attainment and progress, especially for pupils with special educational needs.

87. The school makes effective use of the accommodation overall. However, the secure outdoor area is not used sufficiently well to support the curriculum for children under five in the reception class. More effective organisation of the reception and Year 1 and 2 working areas is needed, in order to limit the levels of noise, which can be heard from each room and which distract pupils' attention. The school's budget for special educational needs is subsumed into the overall budget, but this is well used together with the extra funds allocated by the school to support its work in this area and provision is effective.

88. In judging value for money several factors need to be taken into account. The costs of educating a pupil at the school are relatively high. Pupils enjoy a good start to their education in the nursery, and they receive a broad curriculum enriched by extra curricular activities and involvement in the local community and in a range of sport and arts projects. They make satisfactory progress overall, but standards at the end of Key Stage 2 remain below average. Pupils develop good attitudes to their work, and there is a good ethos, which is having a positive impact on their learning. There is a significant amount of good teaching in the school especially for pupils in Year 3 and 4. Taking all these factors into account, the school provides satisfactory value for money.

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

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

89. Children are admitted to the nursery when they are three years old and usually attend on a part time basis until they enter school in the school year in which they are five. At the time of the inspection children under five were being taught in the nursery and in the Reception class. Many children in the nursery were very new to school and were only just settling in to nursery routines. When children enter the nursery, they demonstrate a broad spread of attainment with the majority working at the expected levels. However a significant minority of children have limited speaking, listening and social skills.

90. Children make a good start to their education in the nursery. The rate of progress is not entirely maintained in the reception class in all the required areas of learning. Nevertheless, by the age of five, children are attaining standards expected for five-year-olds, although speaking and listening skills remain rather limited, and children do not show a developed awareness of some aspects of mathematical language.

91. By the age of five, children are developing their personal and social skills appropriately. Children develop good relationships with familiar adults. They are becoming more confident and are willing to share materials and resources, for example when using bricks or when doing a jigsaw. They take part appropriately in role-play activities, which involve sharing and turn taking. They concentrate for longer periods, although sometimes in the reception class very young children are expected to concentrate for too long on one task.

92. Children develop their skills in reading and writing appropriately but their spoken language remains limited. Most listen attentively to stories and to instructions although some have difficulty in carrying them out, and their recall of facts is limited. In the reception class children take part in discussion with the teacher in whole class and smaller groups, but they do not have enough spontaneous opportunities to develop their language in role play and other practical activities, supported by well timed adult intervention. Children learn and can recite a range of nursery rhymes and short poems.

They answer adults' questions but their speech is often indistinct and children have a narrow range of vocabulary to express their thoughts and ideas. Children enjoy books and stories, and they understand the way a book 'works'. However, they have little understanding of different types of books such as an information book. They recognise many letters by the age of five and know the sounds associated with these. Children make appropriate progress in developing their writing skills, and by the age of five, most can recognise and write their name.

93. Children make satisfactory progress in their mathematical development. They recognise simple shapes and count up and back in ones to five, understanding the idea of 'one more than'. They extend their mathematical vocabulary to describe bigger than and more or less, and they know simple shapes such as a circle and a square. Children sort and compare objects in relation to their size, shape or colour and count and order everyday objects to show repeating patterns. When playing together they could match the correct number of cups and saucers needed for the group. They do not, of their own accord, use specific mathematical language and have little awareness of larger number such as telephone or car numbers. The scrutiny of children's work shows that over the year, they extend their work on numbers to include counting to 20, counting in twos, some simple addition, learning the rudiments of telling the time, and further work on shape.

94. Children are interested in the world around them although many lack a wide vocabulary to describe their experiences. With encouragement, they talk about their close relatives – grandmas, brothers, sisters and cousins, and can talk about important events such as their birthdays. Children do not have a developed understanding of life beyond their immediate locality. They understand seasonal change at a simple level, and the different stages in the life of a tree. They are interested in technology and computers and are encouraged to use these from an early stage, in the nursery. Children know that the computer 'mouse' moves the cursor on a computer screen and can change the images for them. In the reception class, young pupils were learning how to use a 'paint' software package and could tell the teacher what needed to be done to make it work.

95. Children's physical development is satisfactory and they have satisfactory body control and balance. Young children in the nursery enjoyed climbing over and through the large outdoor apparatus, learning the appropriate language at the same time. In their physical education lesson, children in the reception class showed satisfactory hand eye co-ordination and could use space around them appropriately with an awareness of other children's needs. Children develop their skills in handling tools and small objects. They use paintbrushes, pencils, and small construction materials such as Lego with satisfactory hand control and co-ordination. Children have many spontaneous and planned opportunities to develop their creative skills in the nursery but fewer opportunities in the reception class, where creative activity is rather more controlled. For example children's contributions to a wall frieze depicting seasonal change were mainly prepared and directed by the teacher. By the age of five, children have satisfactory drawing and painting skills, choosing from a range of colours to record their ideas.

96. The quality of teaching for children under five is consistently good in the nursery. The nursery teachers and nursery nurse work well together as a team, and create a secure and happy atmosphere for children, in which parents are welcomed. Additional adult support is used effectively to support individuals or groups of children. Young children with special educational needs are identified and staff take account of this when they work with children. Staff are very clear about what they want children to learn from the good range of activities they provide. They assess children's learning well, keeping both anecdotal notes and more formal comments which, after discussion, they record carefully as the basis for the next stage of learning. They make effective use of the local authority's baseline assessment procedures as one way of recording children's progress. The curriculum is very well planned in the nursery and careful attention is paid to ensuring that all areas of learning are valued, whilst at the same time paying particular attention to language and personal and social development.

97. The quality of teaching for children under five in the reception class, is satisfactory. There are positive relationships between the teacher and children, and discipline is good, but there is no regular adult support for children under five in the reception class other than the teacher and some support for children with special educational needs. The curriculum is planned in a more structured way in this class. The timetable is subject based and this does not allow sufficiently for the range of quality experiences that children need if they are to develop their skills on a broad front. A significant number of four year olds in this class tire easily and struggle to concentrate over the period of some lessons. Several activities such as construction work, painting, or role-play, take place when the more formal curriculum tasks such as literacy and numeracy have been completed, and, on the whole, these activities do not benefit from high quality adult intervention. This restricts their value. Assessment procedures in the reception class are not as well developed as in the nursery, beyond the base line assessment process and a brief summary statement about how the child has settled into school.

98. There are considerable discrepancies between the range, amount, and quality of resources available in the nursery and those in the reception class, and this, together with timetabling arrangements and classroom organisation restricts the curriculum in the reception class. The co-ordinator for under fives provision has only held the responsibility for one year, but has an excellent understanding of the needs of young children. She recognises what needs to be done, in order to ensure a consistent, but developmental curriculum for all pupils under five, which builds on the current good provision in the nursery.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

99. At the end of Key Stage 1, pupils attain standards in English that are in line with those expected of pupils aged seven. Standards are below those expected at the end of Key Stage 2. This largely reflects the results of national tests. Over the past three years, pupils at the end of Key Stage 1, have attained results in tests that have been close to the national average. Test results for eleven-year-olds at Key Stage 2 have been more inconsistent, but currently show eleven-year-olds operating well below the national average at eleven. In both key stages, girls achieve better results in tests than boys. This difference is much greater at the end of Key Stage 2. This picture was reflected during inspection where boys often struggled to concentrate and sometimes lacked the self-discipline to attain good standards. Overall, pupils make satisfactory progress through Key Stage 1 and Key Stage 2, and pupils with special educational needs make good progress because of the support provided in class.

100. When they enter school at the age of five pupils have not attained the expected standard in speaking and listening. They make satisfactory progress, but by the time they are seven, pupils' speaking and listening skills are still below what is expected. The teacher's assessment of these skills rates seven-year-olds as working at higher levels than those found during the inspection. Although pupils are eager to answer questions, their answers are at times indistinct, brief and there is little use of a wide or creative vocabulary. Pupils do not adapt their speech for different audiences. Some pupils listen well, showing their understanding by the correct response to instructions or answering questions accurately. However, a significant number of pupils have to have instructions repeated. These pupils give inappropriate answers to questions, showing a lack of listening skills.

101. By the end of Key Stage 1, standards in reading are similar to the national average. Although the reading scheme texts are not demanding, pupils read them accurately. They know many words and pupils make good use of the phonics strategies they have been taught. All pupils heard reading were able to tackle unfamiliar words. Pupils discuss the books they have read, showing an understanding and enjoyment of character and plot. However, although some describe reading non-fiction books, they are

not familiar with the layout of an information book. Only one pupil was able to talk about how a library can be used and how it is laid out. Pupils read regularly both at school and at home.

102. By the end of Key Stage 1, standards in writing are similar to the national average. Pupils write for a range of purposes which include re-writing familiar stories, writing their news and writing a letter. Most pupils have some idea of what a sentence is, using a capital letter and full stop with some degree of accuracy. Most simple words are spelled correctly. There is a wide range in the quality of handwriting. Some pupils have well formed and legible letters. Others have difficulty with letter size and shape. A number of pupils reverse their letters and some put capital letters in the wrong place.

103. By the end of Key Stage 2, standards in speaking and listening are below the standard expected of eleven year olds nationally. Pupils listening skills are appropriate. However, whilst answers to questions indicate that they have listened, pupils tend to give brief answers and few use more than a basic vocabulary. They do not expand their ideas using extended sentences. Apart from a small number of pupils participating in assembly there was no evidence during the inspection of pupils speaking to a wider audience, and they do not regularly extend their speaking and listening skills through drama

104. Standards in reading are below the standard expected at the end of Key Stage 2. Although the school teaches phonic skills, few older pupils had effective strategies for reading unfamiliar words. Even more able pupils made uncorrected errors and this meant that they misunderstood what had been read. Some pupils had difficulty reading common words with more than one syllable. On the other hand, some pupils read with clear voice and good expression. Pupils are interested in books but have only a limited knowledge of authors and a range of literature. Most pupils identified Roald Dahl and Dick King-Smith as favourite writers, but they were not able to discuss more challenging books such as the classics, poetry or myths. Pupils have some understanding of how to use non-fiction books, but only one pupil had an understanding of the glossary of a book. Pupils were very vague about the way a library is organised into fiction and non-fiction and how books are arranged within the library. They do not have an effective working knowledge of a library to support their reading skills and wider learning.

105. Standards in writing are below the standard expected at the end of Key Stage 2. Pupils in Years 3 and 4 write stories, news, and poems. They learn the parts of speech of English grammar and use them in their own writing. Pupils draft plans for the structure of their stories and this helps them to improve the finished writing. They also write play-scripts, although not all pupils fully understand the technique involved. Most pupils use full stops but more advanced punctuation such as speech marks is not always used accurately. Pupils in Years 5 and 6 build steadily on this earlier learning and learn more about expressive language, as well as developing their writing skills to include appropriate punctuation including speech marks and commas. More able pupils attain the standards expected for their age. However, less able pupils, including a group of pupils on the special needs register, attain standards that are below or well below the expected standard. Some of these pupils find it difficult to express themselves in writing at a very basic level. Some have still to learn to use a capital letter and full stop accurately.

106. Overall pupils make satisfactory progress in Key Stage 2 although progress in lessons during the inspection was often good. The rate at which pupils acquire skills, knowledge and understanding relates directly to the quality of the teaching. Progress is particularly good in Years 3 and 4, where for example, powerful use is made of whole class discussion at the end of a lesson. Pupils discuss what they have learned and understood and what progress they have made. Throughout the school, girls make better progress than boys do. Pupils on the special needs register make good progress in English. This is particularly marked where they receive support in small groups within the class.

107. Pupils have good attitudes to their work in English. In most classes, pupils are well motivated, and they work diligently. They listen to what the teacher and other pupils have to say. Pupils in Key Stage 2, concentrate for lengthy periods. They discuss what they are doing enthusiastically. Some pupils in Key Stage 1 are less well motivated. Although they pay attention to what is being taught in whole class sessions, they find group work more difficult. Some are restless, call out to each other inappropriately, and as a result make less progress.

108. The overall quality of teaching is good. It is particularly good in Years 3 and 4 and satisfactory in Key Stage 1. Good teaching is promoting better progress. Teachers have a good understanding of what they teach. This helps them to be confident and to keep lessons moving at an appropriate pace. Most teachers expect pupils to work hard and to produce work that is accurate and neat, but occasionally teachers accept a standard of work and behaviour that does not promote good progress. Planning is satisfactory overall, although it varies in its detail and clarity about what is to be learned. Teachers make good use of the planning framework suggested by National Literacy Strategy. However, the work in pupils' books suggests that there are still too many common tasks which do not challenge higher attaining pupils. Lower attaining pupils sometimes find common tasks difficult but where they receive specific support they make good progress. A strength of the teaching in Key Stage 2 is the way that teachers have instilled good working disciplines. This has a very positive impact on pupils' attitudes to learning. This is not always the case in Key Stage 1 where pupils have not yet been successfully taught good working habits.

109. Some lessons in Years 3 and 4 are breathtaking in their pace providing a very high level of challenge for pupils. Teachers in Key Stage 2 make very effective use of questioning as a way of assessing what pupils know and understand, and they use the final part of lessons well, to reinforce or to clarify what pupils understand. However, teachers are inconsistent in their approach to marking pupils' work. Most, but not all, work is marked. Teachers make positive comments but these do not indicate to pupils what they need to do in order to improve. Throughout the school there is good use of regular homework for English, which makes an effective contribution to pupils' learning.

110. The co-ordinator is new to the role and has not yet had opportunity to monitor what is happening in classrooms. Nor is there a systematic method of sampling pupils' work or of monitoring and evaluating the usefulness of teachers' planning. However, this is planned for the future. A good start has been made to the national literacy project. Staff have clearly benefited from their training, and money has been well-spent on appropriate resources. There has been a workshop for parents to explain how the Literacy project works and how they can support their children's learning.

111. The school has improved since the time of the previous inspection. Standards of attainment have improved in Key Stage 1 but not yet in Key Stage 2. The quality of teaching has improved. However, there is still not enough attention given to planning appropriate tasks for pupils of different abilities, especially to challenge the higher attainers. Nevertheless, with the improvement in teaching and better standards in Key Stage 1, and continued effective support for special needs pupils, the school is well placed to make further improvements in English.

• **Mathematics**

112. Pupils attain standards in mathematics that are in line with the standard expected by the end of Key Stage 1 but at the end of Key Stage 2 standards are below those expected for pupils aged eleven. In the 1998 national tests for seven-year-olds, pupils did very well. The numbers attaining the expected level or above, was above the national average, and the numbers of pupils who attained the higher level in mathematics was well above the national average. When compared with similar schools the outcome of these tests was even more positive. This picture of attainment is partly but not entirely reflected in

the findings of the inspection, which found pupils attaining appropriate levels in mathematics at seven, but did not overall, find them working at the higher levels. There are differences between what is tested in national tests and the full national curriculum for each subject, which is examined during inspection, and this affects the overall picture.

113. In the 1998 national test for eleven-year-olds, pupils did not perform well when compared with other schools nationally. Pupils attained standards that were well below average, and their performance remained below average when compared to similar schools. This reflects the outcomes of the inspection, which confirms this situation. There is a significant minority of pupils in Year 6 identified as having special educational needs and this affects the overall performance of the class. Nevertheless, the inspection also found pupils in Key Stage 2, currently attaining satisfactory standards in their mathematics lessons, and making satisfactory and sometimes good progress, especially in Years 3 and 4.

114. Overall, pupils make steady progress through Key Stage 1, building appropriately on skills and knowledge gained earlier. Pupils develop their knowledge and skills effectively in number, shape, and measurement so that by the end of Year 2 they are proficient in addition and subtraction at an appropriate level, and they have an understanding of the sequence of numbers to 100. They understand simple fractions such as halves and quarters and know even and odd numbers. Pupils can identify basic two and three-dimensional shapes such as cylinder, cube, cuboid, circle, rectangle and square, and can identify some of their properties, such as the number of sides or corners. Pupils' ability to choose from a range of strategies in dealing with numbers is not so well developed. The work in pupils' books suggests that emphasis is still being given to standard methods of recording, for example, vertical addition and subtraction. This practice is discouraged by the national numeracy programme until well into Key Stage 2, in favour of a much broader approach, which encourages pupils to work out their own strategies and to develop good mental skills. Work in number particularly mental recall, shapes and measurement is developing satisfactorily, but there is not sufficient attention paid to the collection and use of data, and pupils do not have enough opportunities to put into practice what they have learned, for example, in problem solving or investigative activity. Pupils with special educational needs make satisfactory progress in Key Stage 1. However, there is some overlap in the work across Years 1 and 2, which tends to restrict the progress particularly of higher attaining pupils. There is too much common work for pupils of differing attainment, which does not extend the capability of some pupils.

115. The picture of progress in Key Stage 2 is more complex. As pupils move from Year 2 through to Year 6, there is a good volume of work in their books but it reflects erratic progress across the four-year period. Work on number, fractions, shape, and graphical representation is sometimes duplicated unnecessarily. There is duplication of work for children of differing attainment, and, as in Key Stage 1, pupils' earlier work from Year 3 shows an undue emphasis on standard recording in number operations, rather than encouragement to use a wider range of strategies for addition and subtraction.

116. During inspection, a more positive picture emerged. Pupils in Year 3 and 4 consistently made good progress in their lessons and achieved good standards, because of the grouping arrangements and the high quality of the teaching. Progress was especially good for pupils with special educational needs in some of these lessons. Pupils' mental skills are developing well and they show a good facility with number. In a mental session in which pupils were asked to consider ways of making forty-two, they offered many suggestions which involved all four number operations – addition, subtraction, multiplication and division – for example '84 divided by 2', '1000 - 1000 + 42', '1000 - 958', '11 x 4 - 2'. They were adept at doubling numbers and rounding up and down to the nearest 10, and could count forward and backwards to 1000. Pupils in Years 3 and 4 show increasing precision in their estimating and measuring skills. In work on the perimeter of irregular shapes, which involved an

element of investigation, they displayed both good understanding of the properties of a range of plane shapes, the ability to measure carefully and an understanding of decimals. They could describe the difference between a trapezium and rhombus. Whilst measuring, a child remarked "It's 17.4 centimetres, I could write it as 17 centimetres and 4 millimetres". In another lesson on shape, Years 3 and 4 pupils showed a good understanding of the properties of a range of plane and solid shapes. They could define the properties of a prism, describing the faces of different prisms and understood the relationship between a hemisphere and a sphere. They used precise mathematical language effectively and this supported their learning.

117. The pupils currently in Years 5 and 6 are not working at levels that build on what is being achieved in Years 3 and 4. For example their mental recall is not so good. In a mental mathematics session, many, but by no means all, could double numbers from 1, reaching 256 with some hesitancy. In a session on 'speed' facts with the numbers 9, 4 and 3', pupils were also hesitant, offering a limited range of suggestions and mainly using simple addition and subtraction. Pupils' understanding of decimals is not yet secure. Older pupils are learning to use their mathematical knowledge. In a lesson on probability, they worked well in pairs to organise their work on gathering data about favourite football teams, fruit and so on. They understood the use of tallying in gathering the information and showed that they could organise the work, although, when asked, a number struggled to explain their procedures. Many but not all pupils showed a satisfactory understanding of the language of probability in the lesson. Pupils with special educational needs made good progress in this work because an adult, who had been well briefed about the activity and their particular needs, supported them effectively. Overall, pupils are making satisfactory progress in developing their skills in numeracy and in their mental capability but higher attaining pupils are not being challenged as much as they need to be.

118. Pupils' response to mathematics is mixed. In Key Stage 1 pupils are usually enthusiastic about their work but a significant number tend to be restless and lack concentration in whole class sessions. This is noticeable amongst boys. As pupils move through the school they appear more motivated and become very enthusiastic about their work. This is marked in Years 3 and 4, where pupils are highly motivated and keen to contribute to question and answer sessions. They are confident about participating even when they find the work difficult. They listen carefully to the teacher and to each other and support each other well. In Year 5 and 6 pupils are interested in mathematics. They have good relationships with the teacher and usually work well together. However, there is a small group of boys who are easily distracted if not fully engaged by the teacher, and they need particular attention.

119. The teaching of mathematics is good overall. It is satisfactory in Key Stage 1 and good in Key Stage 2, with very good teaching in Years 3 and 4. Teachers plan effectively for their lessons using the planning format suggested by the national numeracy programme. They structure lessons in line with the numeracy 'hour' and give proper attention to both mental work and written tasks. Teachers have good knowledge and understanding of the subject in Key Stage 2, and this gives them confidence in asking more probing questions. In the best lessons, teachers in Year 3 and Year 4 have very high expectations both of behaviour and of the quality of response they expect from pupils. They are rarely satisfied with the first answer. They take time to explore the reasons behind pupils' misconceptions, and always insist on careful explanations and the use of appropriate mathematical language. This has a very positive impact on the standards that pupils achieve and their progress in lessons. The quality of assessment during lessons varies, and depends upon the management skills of the teacher, in ensuring that time is spent with individuals or groups as they work, listening to pupils and questioning them about work in progress. Teachers make good use of homework to support pupils learning in mathematics and this is having a beneficial effect on their progress.

120. The school, in discussion with the local education authority, has amended its improvement

targets in mathematics for the year 2000. It has now set realistic targets for improvements in standards, and is working hard to ensure that it achieves these, through monitoring of test results and providing good support to pupils with special educational needs. The school is implementing the national numeracy programme effectively, and this is having a positive impact on mathematics across the school.

The numeracy guidelines are intended to ensure that work in mathematics planned in an appropriate sequence that builds on earlier learning. This is not yet entirely successful and, because the classes are organised into mixed year groups throughout, the school needs to keep this under review through careful monitoring. The subject is co-ordinated satisfactorily although the co-ordinator does not currently have a time allocated in which to monitor the quality of the curriculum being provided or the quality of teaching and learning across the school.

121. Although standards at age eleven, remain low, there are signs of improvement in the standards currently being achieved in the school. Mathematics teaching and organisation have been improved by the numeracy programme and the school shows that it has the capacity for further improvement.

• **Science**

122. Pupils attain standards in science at the end of Key Stage 1 that are in line with those expected for pupils aged seven but at the end of Key Stage 2 they attain standards that are below what is expected for eleven year olds. This picture of attainment, observed during the inspection, does not entirely accord with the results of assessment and testing undertaken by the school.

123. In 1998, the required assessments carried out by teachers at Key Stage 1, showed many more pupils working at the higher levels in science than in other schools nationally. These results were not reflected in the inspection findings, which show that pupils' attainment is in line with national expectations. The reason for the difference between teachers' assessment and inspection findings is that the judgements refer to different groups of pupils. Furthermore there are some differences between what is assessed by teachers and the full range of the curriculum inspected during the period of an inspection.

124. In the National Curriculum tests at the end of Key Stage 2 in 1998, the number of pupils reaching the expected level was well below the national average. The percentage of pupils reaching higher levels was also well below. In comparison with schools with pupils from similar backgrounds pupils' attainment remains below average. Boys did better than girls in the tests, and over the past three years, the picture has been similar. Inspection results show that pupils' attainment is below expectations. This picture is similar to that identified in the previous inspection.

125. By the end of Key Stage 1 pupils have a secure knowledge of living things. They recognise the changes that take place as humans and animals get older. They sort pictures of humans and animals at various stages of growth into the correct sequence. They know the link between adult and baby animals and follow the life cycle of butterflies using information technology. The youngest pupils use their senses to investigate and describe various fruits and sort them into groups. By the end of Key Stage 1 they are able to record their observations and investigations and gain a sound scientific knowledge. However, their investigational skills are less well developed, for instance in making predictions and in recording results using simple tables.

126. In Year 6 about half the pupils show a satisfactory level of scientific knowledge and understanding, however a significant number are working at levels below that expected. The higher and average attaining pupils know that certain foods are needed for growth and that it is important to have a balanced diet. They can plan a menu of healthy foods, label parts of the human skeleton and

name some of the major organs and their functions. They know that the heart is a pump and how it works. They know that exercise affects the heart and that sensible exercise has a beneficial effect. Lower attainers and pupils with special educational needs cover the same knowledge in lessons, but show in their recorded writing a lower level of understanding. About half of the pupils show a satisfactory scientific approach to their work in investigative science, using their skills at an appropriate level. They can use ideas suggested to them to carry out investigations and make reasonable predictions of the outcome. They use simple apparatus to carry out investigations and present the results in writing, tables and charts

127. Pupils make steady progress through to the end of Key Stage 2 in building up a body of scientific facts. Progress in developing investigative skills is less steady. As they get older pupils build on early knowledge. They make good progress in lessons due to very effective teaching. They begin to apply their understanding when they carry out investigations. In Year 3 and Year 4 pupils develop their knowledge of forces well when they stretch elastic bands downwards and discover they exert an upward force. They begin to gain an understanding of a fair test and that predictions can be useful when planning investigations. Most pupils improve their skills of observation through practice and begin to record their results in charts and tables. Pupils with special educational needs make satisfactory progress in learning scientific facts. They do not write as much as other pupils in their reports of investigations, nor reach the same level of understanding.

128. Throughout the school, pupils use their literacy and numeracy skills in science. Discussions provide opportunities for speaking and listening and pupils in both key stages write about their experiments. Older pupils research using books and record their findings in charts and tables.

129. Most of the teaching is good, although there were instances of very good teaching observed during the inspection, and some that was satisfactory. Teachers plan their work diligently. However, while most provide challenging activities to stimulate pupils' interest, they do not show in their planning a systematic approach to challenging the higher attaining pupils. They actively help and encourage pupils throughout lessons, giving their attention to groups and individuals in turn. They maintain good discipline and have good relationships with their pupils. At its best good teaching is exemplified by a close match of challenging work to pupils' needs, and the provision of appropriate support. For instance, in a Year 3 and Year 4 lesson, good additional support was well used to extend the learning of the higher attaining pupils and to help the less able. This led to all groups making very good progress in their understanding of a fair test and in their recording skills. In a lesson where the challenge was set at too low a level for the higher attaining pupils, they consolidated knowledge they already had, but made no progress in gaining new knowledge.

130. The scheme of work for science provides a good basis for the planning of progressive learning through the year groups. However, the school does not have in place a satisfactory system to monitor pupils' attainment, nor is there a satisfactory use of assessment of pupils' attainment to build their learning on previous learning.

131. The school has the capacity to improve standards in science.

- **OTHER SUBJECTS OR COURSES**

- **Art**

132. There were limited observations of art during the inspection but there was ample photographic and other evidence in the school on which to make a judgement. Pupils make satisfactory progress in art as they move through the school and they achieve standards of work that are typical for children

aged seven and eleven.

133. Work done by pupils previously, suggests a range of art activity including collage, three dimensional work, stitch pictures, painting flowers from real life, some good water colours and plasticene modelling linked to a creative arts project, in which pupils, working with local artists had produced their own animated videos. A display in the school entrance from a workshop in the previous school year shows a range of brass rubbings reflecting a very careful approach by the pupils involved. Another earlier project involved pupils in working with an artist to create stories linked to pictures, and these too, show appropriate skills in using line and colour. The range and quality of this work is not reflected currently in the school.

134. Most of the pupils' current work is in the area of drawing, using a variety of media, including wax crayon, drawing pencils and felt tip pens. This is usually carefully executed, and pupils use line and colour appropriately, although the use of felt tip pens has a negative impact on the quality of their drawings. In a Year 2 lesson, pupils learned how to create texture in their drawings by making different marks when drawing. Pupils' drawing skills develop appropriately as they move through the school and they use sketchpads to practise these skills further. In Years 3 and 4, pupils' posters on 'recycling' showed careful attention to detail, and in their art lesson pupils learned the technique of drawing a human face in proportion which most were able to do successfully. In Year 5 and 6, pupils had used drawing pencils effectively to suggest tone and shade in their computer generated drawings of World War Two artefacts.

135. Pupils make satisfactory progress in developing their painting and colour mixing skills but there was little evidence in the pupils' work on display, of creative expressive painting, giving free rein to children's imagination. Large scale group pictures being created with younger pupils were very teacher directed, and provided little opportunity for pupils to develop their own ideas. Overall, pupils make better progress in recording their ideas than in gaining knowledge and understanding about art and artists more generally.

136. In the few lessons observed pupils, including those with special educational needs were interested in their work and keen to do their best. Most showed satisfactory levels of concentration and they co-operated informally with each other as they worked. The quality of teaching was satisfactory. Teachers had a satisfactory understanding of the skills they were teaching, had prepared their lessons appropriately, and gave good explanations of what was expected.

137. The curriculum for art is satisfactory overall but there is too little emphasis on teaching pupils to understand and appreciate different forms of art or the work of a range of different artists from different cultures. There is no assessment of pupils' developing skills in art by which to ensure that one stage of learning builds systematically on another. The school has a tradition of involvement in the arts. Individuals and groups of pupils have clearly benefited from this involvement, although the impact on the school's art curriculum is less obvious. The curriculum co-ordinator for art has only recently taken on this responsibility. She is enthusiastic and keen to broaden her own knowledge and skills. She has a clear understanding of the targets for improvement in the subject and is keen to move forward. The school has maintained its satisfactory standards in art since the previous inspection and with the enthusiasm of the co-ordinator, is in a position to improve further.

Design technology

138. There were limited observations of design and technology during the inspection. Nevertheless, these, together with pupils' work on display and discussions with them, indicate that pupils make

satisfactory progress in design and technology as they move through the school, so that by the end of Key Stage 2 they attain standards in design technology that are typical for their age. The school has maintained standards since the previous inspection.

139. Pupils produce models of satisfactory quality. They can work collaboratively to build air-raid shelters as part of their history topic. They know how to fix materials together by different means. They know how to test and evaluate their models and understand that it could fail under a load. They use tools sensibly to cut and join materials such as card, wood, and rolled paper. Most pupils make reasonably careful measurements in order to ensure that their models are the right size. As they make their models pupils consider how they might be improved. Although their skills in making artefacts are satisfactory, pupils' skills in designing are not so good. Most of the 'designs' or drawings of what pupils intend to make, do not provide a useful detailed guide to making their models.

140. Pupils, including those with special educational needs, make steady progress in making and evaluating models, but unsatisfactory progress in designing. In Key Stage 1 pupils gain experience of building with construction equipment. They gain skills in using tools to cut and join materials. In Key Stage 2 pupils build appropriately on their earlier experiences. They investigate, disassemble and evaluate simple products such as packaging in order to learn how they are made. This helps them to understand the design process.

141. Pupils respond well to their teaching. They enjoy the practical nature of the work and persevere on their models for extended periods of time to get them just right. They share resources and help one another with their work on shared projects. They are sensible when using tools and recognise the need for safety. Older pupils talk confidently about their ideas and projects.

142. The quality of teaching in the few lessons observed was good. Teachers displayed good management skills, and this enhanced the pupils' ability to work creatively and collaboratively in a busy atmosphere. In the lessons seen, good direct teaching, with timely interventions to demonstrate good practice, led to pupils making good progress. The school does not have systems in place to monitor pupils' attainment nor for teachers' use of assessment to plan future learning. This limits the progress that pupils can make.

143. The school has the capacity to improve standards in design technology.

Geography

144. Only one geography lesson was observed during the inspection but this, together with evidence from pupils' books and displays of work was sufficient to make a judgement. Pupils, including those with special educational needs, make satisfactory progress in geography as they move through the school, so that by the end of Key Stage 2 they attain standards that are typical for their age. The school has improved standards since the previous inspection.

145. In the Reception class pupils learn to follow instructions in a *treasure hunt* around school. They develop an understanding of simple geographical terms such as *turn right*, *go straight ahead*. By the end of Key Stage 1 they begin to gain an understanding of the wider world. They can identify physical features of an environment different from Billy Row, using the appropriate vocabulary, such as *village*, *island*, *mountain*, and *cliffs*. They learn how to follow routes on maps. As they move through the school, pupils build appropriately on their earlier learning. They begin to use atlases effectively, for example to identify places where water is abundant, and where there is little water to be found. They know how their local water is transported, recycled and managed by Northumbria Water. They

understand that water is vital and should not be wasted. Pupils make satisfactory progress in the development of their fieldwork skills. They read and understand large scale maps of Billy Row and accurately mark in features, using symbols and keys. They learn about other countries and cultures, for example in their study of a village in India.

146. Pupils' attitudes to their learning in the observed lesson, were good. They were enthusiastic in developing their geographical skills in fieldwork around their village. They listened carefully to their teacher and co-operated well with each other as they worked. Pupils paid due regard to safety while out of school, and were courteous to members of the public that they met..

147. The quality of teaching in the lesson observed was good. In this lesson, which involved fieldwork with Year 3 and 4 pupils, the teacher had high expectations of pupils' attainment and behaviour. This motivated pupils to do their best. Her active approach to teaching and good relationships with pupils resulted in them making good progress in the development of their map-making skills. These high expectations are not always reflected in pupils written work across the school. For example, the use of worksheets often fails to provide challenging work, especially for higher attainers, and there is not always a rigorous approach to assessing what pupils know and understand.

148. The scheme of work for geography provides the basis for a sound curriculum but this is not always followed rigorously so that there are some gaps in pupils' learning. For example, there is a lack of depth and coverage in some aspects of the study of other countries. The school does not have a satisfactory system in place to assess pupils' attainment in geography. A strength of the curriculum is the provision of fieldwork, which includes a residential visit for older pupils.

149. The school has the capacity to further improve standards in geography.

• **History**

150. Only one history lesson in Key Stage 2 was observed during the inspection. This together with other evidence in classrooms and a scrutiny of pupils' work indicates that pupils, including those with special educational needs, make steady progress in history as they move through the school. As a result they attain standards by the end of Key Stage 2 that are typical for their age. The school has maintained standards since the previous inspection.

151. Pupils develop a sense of time and chronology in Key Stage 1 from understanding their own past. For example pupils in Key Stage 1 can sequence their lives from babyhood. Pupils in Year 1 and 2 have begun to learn about past historical events. For example they had completed some work on the Battle of Hastings although there was little evidence that this was well understood. In Key Stage 2 pupils develop their skills in locating events in the distant past and improve their chronological understanding. In their work on Britain since 1930 they show that they understand the timings of key events. They learn about people and events from Roman Britain, the Tudor age and Victorian times, and begin to appreciate the impact of past generations on the present day. For example, pupils know about conditions within Britain prior to World War 2 and the issues that precipitated the Jarrow March. In their most recent history topic, pupils have learned about the impact of World War 2 on ordinary people. As a result of their research, they know that the lives of ordinary people were affected by the events of the war. They have interviewed local people who lived through the war and can empathise with children who were evacuated away from their parents. The oldest pupils understand why they should reflect upon, and learn from, events of the past.

152. In the lesson observed, pupils' attitudes to their learning were good. They listened attentively to the teacher and each other and joined in discussions enthusiastically. They were rather boisterous as they moved to their group activities, but worked diligently at their tasks and behaved well.

153. The quality of teaching in the observed lesson was satisfactory. The teacher ensured good behaviour and concentration on the task by moving around the groups as they worked, asking pertinent questions and extending pupils learning. He had provided an interesting range of resources to support the activity, which concerned the effect of the 'black out' on peoples lives, and encouraged pupils to use an encyclopaedic computer program to research this subject further. Teachers usually plan their history lessons effectively, but the preponderance of worksheets indicates that sometimes pupils, especially the higher attainers, are not sufficiently challenged.

154. There is an appropriate scheme of work to support work in history. However, in implementing it, there are some gaps, for example, in the development of historical research skills with pupils in Key Stage 1. There is not yet a systematic approach to the assessment of pupils' skills and knowledge in history. Teachers do not consistently use assessment information to help plan the next stages of learning for individuals.

155. The school has the capacity to improve further its standards in history.

• **Information technology**

156. Only a limited amount of direct teaching was observed during the inspection. However, this together with incidental observations, discussions with pupils and teachers, and a scrutiny of pupils' work allow a judgement to be made. Pupils attain standards in information technology that are below those expected for pupils aged seven and eleven. However, they are making satisfactory, sometimes good, progress in developing their skills from a low base line at the time of the previous inspection, and in some aspects of the subject they attain standards that are close to what is expected. Pupils with special educational needs are well supported and make satisfactory progress as they move through the school. Throughout the school, standards are better in communicating and handling information than in the requirements for control and modelling.

157. Pupils begin to use computers in the nursery and they understand its use as a tool for learning and for discovering information. During the inspection young children in the reception class were learning how to use an art program and could explain to the teacher what she needed to do. They referred to the 'mouse' as a method of control and the need to 'click on the mouse' and to place the arrow correctly. As pupils move through Key Stage 1 they are becoming increasingly adept at using the computer. Pupils in Years 1 and 2 could produce short pieces of writing independently and knew how to form capital letters, and how to delete errors in their work by 'back spacing' or using the delete key. Pupils are clearly making progress in developing their skills and they have used the computer to support work in other subjects. For example Years 1 and 2 pupils were learning more about the life cycle of frogs by reference to a computer program. However, at the present time, pupils do not regularly use the computer as a tool for learning, for example in drafting or redrafting text. Pupils' understanding and skill in controlling various devices, or in using computer simulations to explore decision-making is not well developed.

158. Throughout Key Stage 2, pupils are learning new skills and building appropriately on their previous learning. In a lesson with Year 3 and 4 pupils, they learned how to load a floppy disk, how to use the tool bar, how to change the font size, and how to highlight and underline. In this lesson pupils showed greater ability in explaining than in demonstrating, and some lacked confidence in the use of the mouse and the keyboard. In Years 5 and 6 pupils are becoming more accustomed to using the computer to support their work across the curriculum and there were good examples of this in history, mathematics and science. They have also used the digital camera to enhance their history project, which

involved interviewing older local residents. Pupils had downloaded a very useful questionnaire which they were using in their work on the human body, and during their history lesson they made very good use of the CD ROM to find out more about World War Two 'black outs'. In discussion Year 6 pupils talked enthusiastically about the various ways in which they use the computer, although they had difficulty in giving careful explanations of their work, for example in using a spreadsheet. They are increasingly confident in using the computer to retrieve and use various sorts of data, and understand the workings of the Internet. This strand of the subject is currently a strength in their work. As in Key Stage 1, pupils' understanding, and skills in control technology and modelling are not so well developed.

159. Pupils of all ages are very enthusiastic about the subject. They listen carefully to teachers' explanations and are keen to try things out for themselves. In discussion about their work they show interest and growing insights into the skills that they need and how these might be useful to them. When asked to work together at the computer, pupils, particularly in Years 5 and 6, co-operate in a positive way and they concentrate very well on the task in hand.

160. During the inspection, in the limited observations, there were examples of both satisfactory and very good teaching, and the progress that pupils are making in developing their skills, suggests that overall the teaching is good. Teachers have good subject knowledge and several have given generously of their own time to undertake further study to improve their skills. This is paying dividends and they are increasingly confident in their teaching. Teachers plan their work carefully but as yet they do not always identify clearly enough in lessons, how pupils' learning is to be assessed at the individual level so as to ensure maximum progress for all pupils. In some instances the time allocated for direct teaching is quite limited, and in their drive to raise standards further teachers may need to find ways to increase this.

161. The curriculum has been well thought out and planned so that all areas of information technology will be covered in a regular sequence that builds on previous learning. A system of base line assessment has been established to ensure pupils' progress over time as they move through the school. This is in its infancy but provides a good basis for future work. The subject is managed by a knowledgeable and enthusiastic co-ordinator who has made great strides in the short time that she has held the post. She has a good overview of what is required, and has worked closely with the local authority to produce a comprehensive long-term action plan for information and communications technology and this is reviewed regularly. The school has improved considerably since the previous inspection, and, in view of the development work underway, is well placed to make further improvements in provision and to raise standards across all the strands of information technology.

· **Music**

162. Only one music lesson was seen. This together with other incidental observations in assembly, the scrutiny of work and teachers' planning indicates that pupils make satisfactory progress in music as they move through the school so that by the ages of seven and eleven they attain standards that are typical for their age.

163. Pupils in Year 1 and Year 2 sing to a satisfactory standard in assembly and make satisfactory progress in learning about instruments, for example they learn to recognise an instrument by its sound. Pupils can identify a range of percussion instruments and understand the sounds that they can make. They use these instruments to maintain a steady beat. They write music using symbols for sounds and play their own compositions

164. Pupils make satisfactory progress in Key Stage 2 as they learn to listen to music. For example, older pupils, finding out about what it means to be handicapped, listened to the music of Evelyn

Glennie, a deaf percussionist. Years 5 and 6 pupils discussed their experience, composing and playing a 'sound track' for 'The Pied Piper'. Older pupils enjoy singing in two parts in assembly and can do this successfully. Pupils in Years 5 and 6 have a working knowledge of instruments of the orchestra. However, their knowledge of pieces of music and composers is limited.

165. Pupils' attitudes to music were satisfactory in the lesson observed during the inspection, although some pupils had difficulty in sharing musical resources and working together co-operatively. Older pupils discuss their musical experiences enthusiastically and clearly enjoy the extra curricular opportunities they are given. A group of five pupils play brass instruments and receive tuition from a peripatetic music teacher. There is a school choir, and pupils learn to play the recorder. They use these skills to prepare concerts at Christmas and Easter for parents and friends. Pupils have been involved in the local 'Early Music' concert at Auckland Castle. The school is participating in a festival of music celebrated by a number of local schools and in the series of 'Young World Concerts' which aims to raise money for charity. Additionally, pupils benefit from listening to instrumental playing by visiting musicians.

166. The teaching seen was satisfactory and well supported by effective knowledge on the part of the teacher. Scrutiny of teachers' planning indicates the intention to cover all the elements of the National Curriculum, and discussions with pupils suggest that the curriculum provided meets requirements. There is no systematic approach to assessment in this subject.

167. The co-ordinator has provided guidance that supports the needs of non-specialist musicians. A useful range of resources – commercial schemes, books and instruments - support teaching and learning. The school makes good use of opportunities beyond the classroom to enhance pupils' experience of music. There is little evidence of music being used regularly to broaden pupils' cultural understanding. The school has a range of music from other cultures but during the week of inspection there was no evidence of pupils listening to music other than that of western European influence. The school has maintained the standard set at the time of the previous inspection. Given the positive features of provision that currently exist, the school is well placed to make further improvement.

• **Physical Education**

168. Pupils make satisfactory progress in physical education so that by the ages of seven and eleven they attain standards that are typical for their age.

169. Pupils in Years 1 and 2 learn to move using different parts of their body, In the main they have good balance and use space effectively. A minority has not yet mastered the idea of good use of space and tends to crowd together. Some pupils are extremely creative in responding to the teacher's instructions and suggestions. Many progress to creating sequences of movement which include balances, rolls and other movements,

170. Pupils in Key Stage 2 build appropriately on earlier experiences so that by the time they reach Years 5 and 6 they display appropriate body control for their age and are increasingly agile in their movements. They learn new skills quickly, and this was evident in their games lesson where they practised the skills of a new game - rugby. They handled the unusual shaped ball with some agility. They could run with the ball and practice their passing. The hand to hand passing rule for Rugby is difficult for some. It takes time and practice to learn to pass backwards rather than forwards and to learn to run in echelon. However, by the end of the lesson most pupils could make a simple pass within the rules. Towards the end of the lesson, pupils have made sufficient progress in skills and understanding of the rules to have fun playing a small team game.

171. Attitudes to physical education are always at least satisfactory. Pupils observed learning to play rugby were patient as resources were prepared and as rules and techniques were explained. They worked well in pairs and small groups. They persevered when new skills were difficult to master. Pupils in Key Stage 1 are eager and want to be participants. Most practice their own ideas diligently. A few concentrate less well. They hear instructions but do not always observe them. As a result, these pupils make less progress than others.

172. Few lessons were seen. The quality of teaching in those lessons was satisfactory. Teachers have appropriate subject knowledge. They have a good idea of the skills pupils need to develop. Control of pupils is usually effective, although a small number of pupils are not always well managed. Resources are prepared thoughtfully. The pace of lessons can be rather slow and this does not always support intensive practice and full control of the class. Planning is thorough. Scrutiny of teachers' plans and other evidence indicates that a broad and balanced curriculum is taught.

173. The co-ordinator has provided effective guidance for members of staff. The school has a useful collection of resources. The hall has a good surface for teaching gymnastics and dance. However, it has a great deal of equipment stored around the sides and this reduces the amount of space that can be safely used for physical education. The school field is a good resource. The school teaches the full range of physical education activities including outdoor and adventurous pursuits. Photographic evidence shows pupils taking part in abseiling and canoeing. Because of a swimming pool under repair, the school does not currently take pupils swimming. This will be rectified as soon as the pool is serviceable again. The school makes very good use of extra-curricular activities. All local and county competitions are entered with an emphasis on taking part. Pupils play soccer, netball, and rugby against other schools. There are coaching opportunities in a wide range of sports.

174. Since the time of the previous inspection the school has maintained a satisfactory standard in physical education. It continues to make good provision for the physical education curriculum, including a wide range of extra-curricular opportunities. The school is in a good position to make further improvements.

• **Religious education**

175. By the end of Key Stage 2 pupils' attainment in religious education is in line with the expectations of the Durham Agreed Syllabus for Religious Education. The school has maintained standards since the previous inspection. Pupils know that Judaism is a major world faith and how it relates to Christianity. They know some aspects of Jewish belief and culture. They recognise the importance of the Torah as a holy book. Pupils know that during World War 2 many Jewish people suffered death and exile.

176. Pupils, including those with special educational needs, make satisfactory progress as they move through the school. Through Bible stories and discussion, pupils develop a clear understanding of right and wrong. They build a broad moral foundation for their actions based mainly on the Christian tradition, but also develop an understanding and respect for the faiths of others, for instance Judaism, Buddhism and Hinduism. The youngest pupils identify good things about Buddhism and Christianity. By the time they are seven they can identify the Bible account of the creation and know its main points. Older pupils develop an understanding that Christian belief can make a difference to how some people live their lives, such as William Booth, the founder of the Salvation Army.

177. Pupils' attitudes are usually good with pupils behaving well, listening and learning to take their turn in discussion. There was an isolated instance of unsatisfactory attitudes by pupils in a Key Stage 1 lesson, in which they were noisy and did not take enough care with their task. Older pupils show a

maturity of behaviour, take an interest, and work hard. They discuss religious and moral issues with personal implications, listening to each other with respect.

178. In the few lessons observed there was both unsatisfactory and good teaching. Particularly effective teaching in Key Stage 2 results in pupils making good progress. Teachers use their good level of subject knowledge to develop and maintain pupils' interest and to encourage respect for different faiths and beliefs. Teachers' good relationships with pupils help create an atmosphere conducive to reflective discussion. Sensitive teaching in one lesson enabled the oldest pupils to gain an empathetic insight into the situation facing Jewish people, and in particular Anne Frank, during World War 2. Where teachers have high expectations of their pupils' attainment and behaviour and provide challenging and thought-provoking work, this has a positive effect on attainment. However, where the teacher's expectations of pupils do not provide sufficient challenge, pupils respond unenthusiastically

179. The scheme of work for religious education gives teachers good support for their planning of the curriculum. However, the school does not have a satisfactory system in place to assess pupils' attainment, and this affects the ability to plan carefully the next stages of work so as to meet the needs of all pupils

180. The school has the capacity to improve standards in religious education.

PART C: INSPECTION DATA

181. A team of four inspectors carried out the inspection over a four day period. A significant amount of time was spent in classrooms observing children and teachers. Fifty lessons or parts of lessons were observed. Both informal and formal discussions were held with pupils during lessons, whilst listening to pupils read, and in discussions with groups of pupils from Year 6. The reading sample consisted of 26 pupils in all, 20 per cent of the total number of pupils on roll.

182. Discussions were held with all teaching staff about their responsibilities, each one lasting for approximately 40 minutes at the end of the working day. The head teacher was interviewed by all members of the team and met with the registered inspector twice daily. Informal discussions were held with associate staff during the course of classroom visits. The governing body met with inspectors prior to and during the inspection. A meeting for parents was held prior to the inspection. A comprehensive range of pupils' work was carefully scrutinised covering all areas of the curriculum and work on display around the school was also examined.

183. The school's documentation was scrutinised – policies and curriculum documents, governors policies, the minutes of governing body meetings, attendance registers, the individual education plans of pupils with special educational needs, and individual pupils' records and reports.

• **DATA AND INDICATORS**

• **184. Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	125	4	36	61
Nursery Unit/School	17	0	0	0

• **185. Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	21

• **Education support staff (YR – Y6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	59

• **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	13

• **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	1
Total aggregate hours worked each week:	33

Average class size:	24
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• **186. Financial data**

Financial year:	1999
	£
Total Income	254,134
Total Expenditure	258,985
Expenditure per pupil	1786
Balance brought forward from previous year	8477
Balance carried forward to next year	3626

Number of questionnaires sent out: 123
 Number of questionnaires returned: 66

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	49	49	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	55	2	2	0
The school handles complaints from parents well	24	54	17	5	0
The school gives me a clear understanding of what is taught	25	71	3	2	0
The school keeps me well informed about my child(ren)'s progress	40	49	3	8	0
The school enables my child(ren) to achieve a good standard of work	31	62	8	0	0
The school encourages children to get involved in more than just their daily lessons	44	52	3	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	60	11	5	0
The school's values and attitudes have a positive effect on my child(ren)	32	58	6	3	0
The school achieves high standards of good behaviour	32	51	8	6	3
My child(ren) like(s) school	53	42	3	0	2