

# **INSPECTION REPORT**

**Ramshaw Primary School  
Evenwood**

**LEA area: Durham**

**Unique Reference Number: 114099  
Inspection Number: 193172**

**Headteacher: Janet Corner**

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**Reporting inspector: Alan Fullwood  
21184**

**Dates of inspection: 11 - 13 October 1999**

Under OFSTED contract number: 707247

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Maintained
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Oaks Bank Evenwood County Durham DL14 9SD
Telephone number:	01388 832411
Appropriate authority:	Governing body
Name of Chair of Governors:	Mr Brian Greenwood
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Alan Fullwood, RgI	English Science Design and technology Geography History Physical education	Attainment and progress Teaching Curriculum and assessment Leadership and management
Trevor Smith, Lay Inspector	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community	
Clive Whittington	Equal opportunities Under-fives Mathematics Religious education Information technology Art Music Special educational needs	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Efficiency

The inspection contractor was:

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## **MAIN FINDINGS**

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

- The teaching of mathematics.
- The provision made for pupils with special educational needs and the good progress they sometimes make.
- Effectively promotes pupils' positive attitudes to learning and good behaviour.
- The provision for pupils' moral and social development.
- Children enjoy coming to school and are proud of their school.
- Provides a clear educational direction to the work of the school.
- The management of the school is good.

### **Where the school has weaknesses**

- I. Opportunities for pupils to take responsibility for their learning and show initiative.
- II. Resources for outdoor play for the under-fives.
- III. The appraisal of teachers does not meet statutory requirements.
- IV. The involvement and commitment of the governing body.

**Ramshaw Primary School provides a sound standard of education for all its pupils and has a number of important strengths. As well as the weaknesses outlined above there are a number of minor weaknesses which the school could usefully address. The strengths outweigh the weaknesses but they will form the basis of the governors' action plan which will be sent to all parents or guardians at the school.**

### **How the school has improved since the last inspection**

The school has maintained the high standards of pupils' behaviour and attitudes to learning evident at the time of the last inspection. Work in mathematics is well matched to pupils' varying levels of attainment and standards in mathematics at the end of both key stages have been improved. Standards in all other subjects have been maintained. Adequate opportunities are given for developing pupils' extended writing, although spelling is not so well developed. The school has maintained the high standards of curriculum provision and assessment procedures evident at the time of the last inspection. However, opportunities for pupils to take more responsibility for their own learning and show initiative in their work are still limited. The school has made sound progress since the time of the last inspection and is well placed to make further improvements.

• **Standards in subjects**

This 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	D	C		
Mathematics	D	C		
Science	E	D		

The table shows that in 1998, by the end of Key Stage 2, pupils' attainment in English and mathematics was below average in relation to all schools but average when compared to those schools who take their pupils from similar backgrounds. Attainment in science was well below average in relation to all schools and below average when compared to those schools who take their pupils from similar backgrounds. Raw scores in the 1999 national tests are much improved in all three subjects but there is no national comparative data available as yet. Caution needs to be taken with interpretation of national test results because of the small number of pupils involved. Inspection evidence indicates that pupils' attainment by the end of Key Stage 2 is in line with national averages in English and science, and above them in mathematics. Attainment in information technology is in line with national expectations and attainment in religious education in line with the expectations of the locally agreed syllabus. Attainment in art, design and technology, geography, history, music and physical education are in line with those usually found in most schools for pupils of this age. Pupils make satisfactory progress in all subjects except mathematics where their progress is good. Standards have been maintained since the last inspection.

• By the end of Key Stage 1, pupils' attainment in reading, writing is in line with national averages and attainment in mathematics is above average. Pupils make satisfactory progress in writing and good progress in reading and mathematics. Standards of attainment in all other areas of the National Curriculum and religious education are average and pupils make satisfactory progress in these subjects.

• While children are under five years of age in the reception class, they make sound progress in all areas of learning and good progress in their personal and social education. By the age of five, most children achieve the Desirable Outcomes for Learning in mathematics, physical and creative development, and in their personal and social development. However, their attainment in language, literacy and knowledge and understanding of the world is still below average for their age.



## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall and varies from good to satisfactory. It was satisfactory or better in all the lessons observed, and good in 24 per cent. The teaching of numeracy is good. Across the school, too few opportunities are given to pupils to show initiative and take responsibility for their own learning. Opportunities to develop experimental and investigative science and to use and apply pupils' mathematical skills, although increased since the time of the last inspection, are still infrequent.

The quality of teaching of pupils with special educational needs is good. Teachers and support staff work closely together to provide good support to pupils with learning difficulties.

The teaching of literacy is satisfactory overall and frequently good. The teaching of numeracy is good and assisted by the creation of an extra class taken by the headteacher.

Homework is effectively used to extend pupils' learning. Pupils' work is regularly marked.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Good; pupils are well behaved in classrooms and around the school.
Attendance	Satisfactory; pupils are punctual and lessons start on time.
Ethos*	Good; pupils have good attitudes to learning and relationships are positive; there is a commitment to high achievement.
Leadership and management	Good; the headteacher gives clear leadership ably supported by staff. The governors monitoring of the work of the school is underdeveloped.
Curriculum	Satisfactory; opportunities for pupils to take responsibility and show initiative in their learning are limited. Assessment procedures are good but not used consistently to inform teachers' planning.
Pupils with special educational needs	Good; pupils with learning difficulties are well supported.
Spiritual, moral, social & cultural development	Good overall; provision for pupils' moral and social development is good; provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	Satisfactory; resources for mathematics and information technology are good. Resources for outside play for children under five are unsatisfactory.
Value for money	Satisfactory.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

**What most parents like about the school**

- V. They feel encouraged to play an active part in the life of the school.
- VI. The open door policy of the school and the approachability of staff.
- VII. The standards of pupils' attainment.
- VIII. The values and attitudes the school promotes.
- IX. The good behaviour of the pupils.
- X. Their children enjoy coming to school.
- XI. They are well informed about school events.

**What some parents are not happy about**

- XII. There were no significant concerns

Inspectors' judgements support parents' positive views.

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**KEY ISSUES FOR ACTION**

The governing body, headteacher and staff, with the support of outside agencies as appropriate, should:

- as identified at the time of the last inspection, provide more opportunities for pupils to take responsibility for their own learning and show initiative especially in experimental and investigative science and using and applying pupils' mathematical skills; (paragraphs 31, 103, 108 & 109)
- improve resources for the outdoor play of children under five; (paragraph 66 & 81)
- comply with statutory requirements for the appraisal of teachers; (paragraph 63)
- improve the role of governors in monitoring the work of the school; (paragraph 56)

In addition to the key issues above, the following less major weaknesses should be considered for inclusion in the action plan:

- in line with planned development in the school development plan ensure that provision for control, monitoring and modelling in information technology is carried out; (paragraph 115)
- improve consistency between classes in the use of the good assessment procedures which have been established; (paragraph 40)
- establish more systematic development of pupils' spelling skills; (paragraphs 91 & 92)
- improve pupils' written presentation in subjects other than English; (paragraphs 91 & 92)
- make better use of the library to develop pupils skills in using a library classification system and providing more opportunities for carrying out independent research. (paragraph 89)

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**INTRODUCTION**

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**Characteristics of the school**

1. The school is located on the edge of Evenwood and serves two former mining villages near West Auckland in County Durham. Currently there are 75 pupils on roll, approximately divided equally between boys and girls. Pupils are organised into three mixed age classes, Class 1 containing reception and Year 1 pupils, Class 2 Years 2, 3 and some Year 4 pupils, and Class 3 some Year 4 pupils and pupils in Years 5 and 6. The school admits children into the reception class in the academic year they will become five. All of these children attend part-time for the first four weeks of the autumn term. At the time of the inspection nine children were under five years of age.
2. Three pupils have formal Statements of Special Educational Need and a further 20 pupils are on the school's register of those requiring some form of additional support. This is well above the national average. In general, the attainment of the pupils, although wide ranging, is below average for their age especially in language and literacy and knowledge and understanding of the world. Unemployment in the area is still high and few pupils come from high social class households. Four per cent of pupils come from ethnic minority backgrounds. The percentage of pupils entitled to free school meals is 20 per cent, which is in line with the national average. This is a change from the time of the last inspection when the percentage was above the national average.
3. In its mission statement the school commits itself to providing the best education possible and providing a safe and caring environment. It aims to foster 'traditional' values but make use of the latest technology. Current targets in the school development plan are to implement the National Numeracy Strategy and continue monitoring and evaluating the literacy hour; to make better use of information technology to raise standards in English, mathematics and science; and to encourage parents' more active involvement in their children's education,

#### 4.Key indicators

##### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	6	5	11

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	3	4	6
At NC Level 2 or above	Girls	4	4	5
	Total	7	8	11
Percentage at NC Level 2 or above	School	64 (55)	73 (78)	100 (100)
	National	80 (80)	81 (80)	84 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	3	6	3
At NC Level 2 or above	Girls	2	4	2
	Total	5	10	5
Percentage at NC Level 2 or above	School	45 (67)	91 (67)	45 (67)
	National	81 (80)	85 (84)	86 (85)

##### Attainment at Key Stage 2<sup>1</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	7	1	8

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	3	3	4
At NC Level 4 or Above	Girls	1	1	1
	Total	4	4	5
Percentage at NC Level 4 or above	School	50 (43)	50 (36)	63 (50)
	National	65 (63)	59 (62)	69 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	3	3	3
At NC Level 4 or Above	Girls	1	1	1
	Total	4	4	4
Percentage at NC Level 4 or above	School	50 (43)	50 (43)	50 (36)
	National	65 (63)	65 (64)	72 (69)

4. **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	6.0
reporting year:	absence	National comparative	5.7
		data	
	Unauthorised	School	0.0
	absence	National comparative	0.5
		data	

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4. **Exclusions**

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

4. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	0
	Satisfactory or better	100
	Less than satisfactory	0

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

5. Children begin school with a wide range of abilities, although their overall levels of attainment, especially in language and literacy, knowledge and understanding of the world are below average for children of this age. Most children make satisfactory progress during their time at school and good progress in English and science, especially at Key Stage 1. By the time they leave at the end of Key Stage 2, standards of attainment in English, mathematics and science are in line with national averages. Standards in information technology are in line with national expectations and standards in religious education in line with the expectations of the locally agreed syllabus. In all other subjects standards are in line with those usually found in most schools for pupils of this age.
6. While under five years of age in the reception class, children make sound progress in all areas of learning. By the age of five, most achieve the learning outcomes deemed desirable for children of this age in mathematics, physical and creative development and in their personal and social development. However, their attainment in language, literacy and knowledge and understanding of the world is still below average for their age. Children settle quickly into school routines and enjoy good relationships with adults and one another. They play well together and take turns, and their behaviour is very good. Children quickly learn to listen well to stories and teachers' instructions and talk confidently about their experiences. By the time children enter Key Stage 1, they have made good progress in speaking and listening. Most children learn to handle books with care and to learn to sound out some initial letter sounds. More emergent writing strategies are developing and children are able to record their work in drawings and writing captions. Children make satisfactory progress in their reading and writing. They make satisfactory progress in mathematics as they develop a good knowledge of number songs and rhymes. Most children recognise and create patterns and can add and subtract numbers to ten. Sound progress is made in children's knowledge and understanding of the world. They learn about people's jobs as they role play being doctors and nurses in the 'hospital' set up the role play area. Through road safety lessons, children are encouraged to think about their environment and where they live. They learn about the cultural diversity of life in Britain today as they examine Hindu and Christian wedding dresses and learn about the similarities and differences in different wedding festivals. Children learn to use simple computer programs and operate the 'mouse' and keyboard. They are increasingly able to use their imaginations when painting, printing and making music. Their physical skills are developing appropriately as they practise ball skills and respond imaginatively in their movement to music.

7. In English at the end of Key Stage 1, pupils' attainment in speaking and listening is in line with national expectations and they make good progress. Most pupils listen to stories and instructions attentively and speak clearly and use a wide vocabulary when expressing their ideas. They are beginning to be aware of the need for more formal vocabulary and tone in some situations, such as when speaking to visitors. Pupils make good progress in reading and their standards of attainment are in line with national averages. Pupils with special educational needs sometimes make good progress because of the good quality extra provision made for them. Most pupils read simple passages well. They show understanding of what they have read by expressing their own ideas and opinions about the main events and characters in books. Higher attaining pupils read confidently and expressively. Most pupils make use of the contents and index pages of reference books when finding out information. Pupils make satisfactory progress in reading. Attainment in writing at the end of Key Stage 1 is average and pupils make satisfactory progress. Most pupils write in a range of formats and make good use of punctuation and a widening vocabulary in their work. Pupils' spelling is less well developed and many still have problems with the spelling of some simple everyday words. Pupils make sound progress in writing. In the 1998 national tests in reading at the end of Key Stage 1, pupils' attainment was well below average in comparison with all schools and below average when compared with those schools who take their pupils from similar backgrounds. Pupils' attainment in writing was below average in comparison with all schools but average when compared with schools who take their pupils from similar backgrounds. Raw test data from the 1999 national tests in reading and writing are much improved and in writing all pupils attained level 2. However, the size of the cohorts in both years are small and the performance of one pupil can alter figures to be above or below the national average. Inspection evidence indicates that by the end of the key stage, pupils' attainment in reading and writing is in line with the national average. Over the last three years there has been an upward trend in pupils attainment in reading but attainment in writing has fluctuated from year to year. There is no significant difference in the attainment of boys and girls. Attainment has been maintained since the last inspection.
8. In mathematics, at the end of Key Stage 1, pupils' attainment is above the national average. Pupils use the four operations of number with increasing confidence and have some understanding of place value to 100. Pupils double and halve numbers to 20 and can count forwards and backwards in fives and tens. They can tell the time in quarters and higher attaining pupils tell the time in 'minutes to' and 'minutes past'. They recognise simple fractions, such as a half or a quarter. Pupils know some of the properties of simple two- and three-dimensional shapes and identify lines of symmetry. There is no significant difference between the attainment of boys and girls. Pupils make good progress. The national test results for 1998 show pupils' attainment at Key Stage 1 to be above the national average. Over the last three years results show a steady rise in standards. Attainment has been improved since the time of the last inspection.
9. In science at the end of Key Stage 1, pupils' attainment is in line with national expectations. Most pupils are knowledgeable about electricity and simple electrical circuits. They name everyday materials and classify them into groups. Most pupils can name the main parts of the human body and a flowering plant. They can name natural and man-made sources of light and are aware of the need for a test to be fair when carrying out investigations. Pupils make satisfactory progress in their knowledge and understanding of science but need much adult support to carry out their own investigations. Attainment has been maintained since the last inspection. Compulsory teacher assessments of pupils' attainment in 1998 show that pupils' attainment was very low in relation to national averages with only 45 per cent attaining Level 2 and above. However, this particular year group of pupils has a higher than usual proportion of pupils who have special educational needs. In 1999, the percentage of pupils reaching Level 2

have been maintained since the time of the last inspection

10. By the end of Key Stage 1, most pupils' attainment in information technology is in line with national expectations and they make satisfactory progress. Pupils use a variety of programs confidently for word-processing and finding information. They use the 'mouse' and keyboard with confidence. Although information technology was above average at the time of the last inspection, the National Curriculum in this subject has broadened what should be covered and standards within the school are rising.
11. In religious education by the end of Key Stage 1, pupils' attainment is in line with the expectations of the locally agreed syllabus. Most pupils have some knowledge of Christianity and Hinduism. They have an appreciation of things that are special, such as wedding and christening celebrations. Pupils study a variety of stories from the Bible, and are becoming aware of the similarities and differences between different religions. Pupils make sound progress. Attainment has been maintained since the time of the last inspection.
12. Inspection evidence indicates that, by the end of Key Stage 1, standards of work in the non-core subjects of art, design and technology, geography, history, music and physical education are in line with those usually found in most schools for pupils of this age. Pupils make satisfactory progress in these subjects. Standards have been maintained since the last inspection.
13. In English at Key Stage 2, pupils' attainment in speaking and listening is in line with national expectations. Most pupils express themselves clearly and can give reasons for their opinions. They talk in increasing detail about what they have done and listen well when given instructions by their teachers. Most pupils are making sound progress, including speaking in more formal situations. Pupils' make satisfactory progress and attainment in reading, by the end of Key Stage 2, is in line with national averages. Most pupils read a range of texts fluently and independently. They know how dictionaries and information books are organised and how to use them. Higher attaining pupils are beginning to use inference and deduction in their reading. Early on in the key stage pupils develop a good working knowledge of the library classification system but few opportunities are given to pupils to use this knowledge later on in the school. Pupils make satisfactory progress in reading. Attainment in writing at the end of Key Stage 2 is average and most pupils make satisfactory progress. Pupils present their work neatly as they write in a wide range of formats. Spelling of common everyday words is generally accurate and most pupils make good use of punctuation. Overall, spelling is less well developed and presentation varies according to the task. Higher attaining pupils write lively and thoughtful extended stories. In the 1998 national tests in English at the end of Key Stage 2, pupils' attainment was well below the national average in the percentage of pupils attaining Level 4 and above but above average in the percentage reaching Level 5. Results from the 1999 national tests are much improved but there is no national comparison data as yet. Over the last three years there has been an upward trend in test results. Generally, girls achieve higher standards than boys. Inspection evidence indicates the pupils' attainment is in line with national averages. Attainment has been maintained since the last inspection.
14. In mathematics at the end of Key Stage 2, pupils' understanding of numeracy is good. They are proficient in converting percentages to fractions and decimals and make good use of mathematical vocabulary such as 'multiples' and 'factors'. Most pupils calculate area and volume by counting squares and higher attainers use simple algebraic formulae. Pupils are proficient at using coordinates and in measuring angles of turn. Progress through Key Stage 2 is good. Test results for 1998 show pupils at the end of Key Stage 2 to be below the national average, but preliminary results from the 1999 tests show that standards at Key Stage 2 are continuing to rise. Generally, girls do better than boys. Standards have improved since the time of the last inspection.



15. In science at the end of Key Stage 2, pupils' attainment is in line with the national average. Standards have been maintained since the last inspection. Pupils are knowledgeable about the different parts of the human body including the skeleton and muscles. They know about the effects on their bodies of the misuse of drugs. Pupils know the properties of a variety of materials and classify them into solids, liquids and gases. Pupils know how electricity is made and can build series and parallel electric circuits. They carry out their own investigations and record their work in a variety of ways making suitable use of graphs and tables. Pupils make sound progress across the key stage. At Key Stage 2, the results of the 1998 national tests show pupils' attainment to be below average in the percentage of pupils achieving Level 4 and above, but that the percentage who achieve the higher Level 5 is in line with the national average. Raw data from the 1999 tests show that the number of pupils gaining Level 4 and above has improved and that the percentage achieving Level 5 has improved considerably. No national data is available to make comparisons with. Attainment has shown a consistent upward trend over the last three years but remained below the national average. Girls generally attain higher standards than boys at this key stage but in 1999 there were many more girls than boys taking the tests.
16. By the end of Key Stage 2, most pupils' attainment in information technology is in line with national expectations and they make satisfactory progress. Pupils are developing their ability to word-process, designing posters on screen, editing the font, style and size and printing them. They use 'dreamwriters' effectively in mathematics lessons. Although pupils have some experience of using simple data-handling and control, monitoring and modelling programs, these strands of the National Curriculum Programmes of Study are underdeveloped at the time of the inspection. Teachers' planning indicates that they will be covered appropriately during the year. Attainment was above expectations at the time of the last inspection. However, the National Curriculum in this subject has broadened what should be covered and standards within the school are rising.
17. In religious education, by the end of Key Stage 2, pupils make sound progress in attaining standards in line with the expectations of the locally agreed syllabus. Pupils have a sound knowledge of Christian festivals and rituals, and the use of symbolism in religious worship. Recent work in Years 3 and 4 show pupils have some understanding of the Hindu festival of Diwali and have compared the similarities and differences of the purpose of pilgrimages in different world religions. Pupils make satisfactory progress. Attainment has been maintained since the last inspection.
18. Inspection evidence indicates that, by the end of Key Stage 2, standards of work in the non-core subjects of art, design and technology, geography, history, music and physical education are in line with those usually found in most schools for pupils of this age. Pupils make satisfactory progress in these subjects. Standards have been maintained since the last inspection.
19. Pupils identified with special educational needs make good progress in relation to their previous attainment and the targets in their individual education plans, especially in English and mathematics. Individual education plans are suitably detailed and regularly reviewed.
19. **Attitudes, behaviour and personal development**
20. The good quality of pupils' attitudes to work, their behaviour, relationships and personal development has been sustained since the last inspection.

21. Throughout the school pupils have good attitudes to their work. This has a positive impact on the standards achieved. They are well motivated, enjoy learning and are keen to respond to the challenges offered. They listen carefully to their teacher, or when others are speaking, answer questions sensibly and confidently contribute to discussions. Pupils settle quickly to each new task given to them, and usually work with purpose and good levels of concentration during lessons.
22. Children under five settle quickly into school and show evident enjoyment and enthusiasm for their work. They concentrate well and their behaviour is very good. Children make good progress in their personal development.
23. Behaviour is good. This confirms parents' views. The vast majority of pupils show high levels of self-discipline, clearly know what is expected of them and react accordingly. Pupils are orderly and move around the building in a calm and sensible manner. Incidents of bullying are rare and there have been no exclusions in recent years. Pupils are proud of their school and show due respect for all of its fabric and fittings.
24. The quality of relationships amongst pupils and between pupils and staff is also good. This makes a significant contribution to the quality of education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are polite, very open in their dealings with others and always ready to be helpful. In lessons they work well together in pairs or groups and share ideas and equipment well. At playtime, and when eating lunch, they are friendly and sociable.
25. Pupils' personal development is satisfactory. They are generally confident and clearly aware of, and respect, each others' rights, feelings and beliefs. The youngest children understand the importance of sharing and taking turns, and have a well-developed sense of fair play. Pupils willingly accept minor responsibilities around the school, such as tidying the library or setting out and clearing away items in assembly, and carry out the duties well. However, opportunities for them to work independently and to show initiative through their studies, are still limited.
25. **Attendance**
26. Attendance has improved slightly since the last inspection and is now around the average for primary schools nationally. Lateness is not a problem. Pupils arrive on time and are settled in class promptly at the start of sessions.

## 26. **QUALITY OF EDUCATION PROVIDED**

### 26. **Teaching**

27. The quality of teaching is satisfactory overall and varies from good to satisfactory. It was satisfactory or better in all the lessons observed, and good in 24 per cent of lessons.

28. The quality of teaching of children under five years of age is satisfactory, overall, and varies from good to satisfactory. It was satisfactory or better in all lessons of which 17 per cent were good. Children are well prepared for entry into Key Stage 1. Good relationships are quickly established between adults and children and the positive attitudes of staff encourage the children to quickly settle into daily routines and enjoy school. All staff work well as a team in providing regular first-hand learning opportunities which effectively build on children's previous attainment. They have high expectations of what pupils can achieve. Work is well matched to the children's abilities and assessment is used effectively to plan future learning. In the better quality teaching staff employ good questioning procedures and monitoring of group work to ensure that children make good progress through a brisk pace of work, as was seen in a science lesson.
29. The quality of teaching at Key Stage 1 is satisfactory overall and varies from good to satisfactory. It was satisfactory in all lessons of which 25 per cent were good. Staff have a secure knowledge of the curriculum and lesson planning is thorough with clear learning objectives which are shared with the pupils. Group work is satisfactorily monitored and there is an appropriate pace to pupils' work. Teachers have satisfactory expectations of what the pupils can achieve. In the better quality lessons, teachers successfully engage pupils' full involvement in the activities provided and through good quality questioning enable pupils to make good progress in their learning. For example, in a Year 1/2 numeracy lesson pupils were given a variety of practical activities to consolidate their number facts to ten and count in fives and tens from various starting points up to a hundred. By constant questioning of the pupils to explain their reasoning and how they made their calculations, their confidence in working with numbers to 100 was increased. The pace of the lesson was good and the majority of pupils made good progress.
30. The quality of teaching at Key Stage 2 is satisfactory overall and varies from good to satisfactory. It was satisfactory in all lessons of which 27 per cent were good. Lessons are well planned and learning objectives made known to the pupils at the start of the lesson. Teachers have a secure knowledge of the curriculum and generally manage the pupils well. At times activities are too tightly controlled and some pupils, especially higher attainers, have little opportunity to take responsibility for their own learning and show initiative. For example, in a Class 3 science lesson the introduction to the lesson was structured but overlong with all pupils given the same opportunities to increase their knowledge of methods of seed dispersal. This suited the needs of pupils with learning difficulties but slowed the pace for average and higher attainers. Not until the end of the lesson did they have the chance to learn at their own pace. Most lessons move at an appropriate pace and suitable activities are provided. Generally, teachers have satisfactory expectations of what the pupils can achieve but in some lessons these are not high enough to suitably challenge more able pupils. In the better quality teaching the pace of the lesson was good and pupils had some opportunities to complete their tasks more quickly and work at their own pace.
31. Across the school, too few opportunities are given to pupils to show initiative and take responsibility for their own learning. Opportunities to develop experimental and investigative science and to use and apply pupils' mathematical skills, although increased since the time of the last inspection, are still too infrequent.
32. The quality of teaching of pupils with special educational needs is good. Teachers and support staff work closely together in ensuring an appropriate blend of in-class and group withdrawal support that is well matched to the individual needs of pupils' learning difficulties.

33. The teaching of literacy is satisfactory overall and frequently good. Staff have a secure knowledge and understanding of the literacy hour framework and lesson planning is sound. Pupils are challenged by the work that is set and suitable group activities are generally set to match the needs of the pupils. The pace of lessons is satisfactory and effective use is made of homework to extend learning.
34. The teaching of numeracy is good. An extra class is created by the inclusion of the headteacher in teaching mathematics. Lesson planning is good and carefully matched to all pupils' abilities. A strength of the teaching is the priority teachers give to pupils explaining their thinking and the reasons for their answers. Good use of praise encourages pupils not to be afraid of answering questions and to gain confidence in their abilities. Homework is effectively used to extend pupils' learning.
35. Pupils' work is regularly marked. Teachers' comments are often supportive and sometimes inform pupils what it is they need to do to improve their work. Across the school, the quality of teachers' planning is good. Lessons have clear objectives and activities are planned in detail. Teachers' daily informal assessments, and weekly evaluations of previous lessons are effectively used to plan future work. However, these are not always rigorous enough to ensure that work is always well matched to meet pupils' individual needs.

35.

#### **The curriculum and assessment**

36. The overall curriculum provision for children who are under five years of age is satisfactory. There is a clear and comprehensive policy of provision for children under the age of five. Planning is thorough and assessment is used consistently to ensure that each individual makes progress.
37. The curriculum at Key Stages 1 and 2 complies with statutory requirements in all subjects. The schools' curriculum effectively takes account of pupil's ability, age, gender and background. It is broad, balanced and relevant and makes suitable provision for pupils' personal development. Good provision is made to enable all pupils to be able to swim. Suitable provision is also made for health and sex education and informing pupils about the dangers of the misuse of drugs. Opportunities for pupils to take responsibility for their own learning and to show initiative are limited. The curriculum is enhanced by a good programme of extra-curricular activities including after-school clubs; educational visits to places of interest and visitors to the school.
38. The school provides well for equality of opportunity in the curriculum, and teachers take care to ensure that pupils of all backgrounds and levels of attainment make equally sound progress. Pupils with special educational needs are effectively identified and helped to make progress through detailed individual education plans with specific targets. The school has a higher percentage of pupils with special educational needs than the national average and makes good provision for them. This provision runs naturally and unobtrusively through the whole life of the school. The curriculum is well matched to the individual needs of each pupil and all staff work effectively to ensure that these pupils make appropriate progress.

39. The school has a whole-school curriculum map that is based on a topic work approach. It is broad and balanced. Policies and schemes of work are in place for all subjects of the curriculum and the Qualifications and Curriculum Authority's schemes of work are being piloted in a number of subjects. Whole school planning procedures ensure that the requirements of the National Curriculum are met. Subject co-ordinators have the opportunity to scrutinise teachers' planning in the previous term and make suggestions and propose amendments if any area is not being sufficiently addressed. Teachers carry out an evaluation of the previous term's work to show if any planned work was not actually carried out. This ensures that provision for the same year group, although in different classes, is identical. Teacher's short-term planning is monitored by the headteacher and all lessons have clear learning objectives. Medium- and short-term planning is generally sufficiently detailed to include adaptation of the work to meet the needs of different ability groups in classes.
40. Assessment practice is good with many examples of positive arrangements being established. Informal assessments are made on an ongoing basis and used to plan future work. Teachers evaluate their weekly planning and note successes or otherwise, and these are monitored by the headteacher. However, from the evidence of the inspection assessment procedures are not always sufficiently rigorous to ensure that work is always well matched to pupils' levels of attainment, as was found when a Year 3 English group could not read the words they were given and in upper Key Stage 2, some pupils had been reading books which were too easy for them for some time. In English, mathematics and science, formal assessments are made of pupils' progress by the use of samples of pupils' work, annotated with comments from teachers, being kept in individual records of achievement. Annual testing also takes place and the results of compulsory and optional standard assessment tests are well used to set class, group and individual targets for improvement and to make any necessary changes in curriculum provision.
41. The school has maintained the high standards of curriculum provision and assessment procedures evident at the time of the last inspection. However, the weaknesses in providing opportunities for pupils to take responsibility for their own learning, although improving, still remain.
41. **Pupils' spiritual, moral, social and cultural development**
42. The school makes sound provision for all pupils' spiritual and cultural development and good provision for moral and social development, including children under five years of age. This is similar to the findings of the last inspection. There is no policy for spiritual, moral, social and cultural development.
43. Opportunities given for pupils' spiritual development are satisfactory. Teachers value pupils' ideas and opportunities are provided, particularly through the 'Celebrations' topic, to encourage thoughtfulness and an appreciation of different values. Those in Class 1 learned a little of Christian and Hindu wedding customs when two parents came into the classroom wearing their wedding dresses. Time is provided during assemblies for quiet reflection. Acts of collective worship are planned and structured thoughtfully. During the inspection, an assembly was taken by a member of the local clergy who knew the pupils well and contributed very effectively to their spiritual development.

44. The provision for pupils' moral development is good. The school very effectively teaches the principles which separate right from wrong. School and class rules are displayed prominently and are understood by the pupils. The 'pupil of the week' is featured prominently in the hall. Staff and the pupils themselves are good role models, fostering positive values such as patience, honesty and fairness. The school is fulfilling its mission statement, which aims to provide 'a safe and caring environment'. Class 2 have a weekly 'Let's celebrate', where a positive statement is written by each member of the class about a chosen pupil. During the year all will benefit from this.
45. The school makes good provision for the social development of its pupils. Pupils are encouraged to relate effectively to others. During lessons, most work happily in pairs and small groups. Many help and support each other and most appreciate the efforts of others. Pupils are understanding of the learning difficulties of pupils with special educational needs, and provide an accepting and supportive environment. Pupils in Class 1 perform their annual nativity play to residents of a nearby home. Opportunities for pupils to take responsibility are more limited.
46. Satisfactory provision is made for pupils' cultural development. Pupils appreciate their own cultural traditions and value the diversity and richness of others. This is fostered not only through religious education in Class 2, where pupils are developing some understanding of Diwali: but also history, where the pupils have studied the Durham coal industry. Class 1 pupils are aware of some of the similarities and differences between Christian and Hindu wedding ceremonies. Pupils have some opportunities, through art and music, to appreciate other cultures than their own.
46. **Support, guidance and pupils' welfare**
47. Provision for pupils' support, guidance and general welfare remains effective, and continues to make a positive contribution to the quality of their education. The school is a caring community, and one in which teachers know their pupils well, have very good relationships with them and respond positively to their needs. Parents indicate that their children like coming to school and that they are well supported by staff. Inspection evidence confirms this.
48. Procedures for monitoring pupils' personal and social development are mostly informal, but effective. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. Systems for monitoring pupils' academic progress are good. Provision for pupils with special educational needs is good. They are sensitively supported, and make good progress towards their individual targets.
49. The school has good procedures for promoting behaviour and discipline that are followed closely by all members of staff. Rewards and sanctions are appropriate and operated fairly. A simple, but effective, code of conduct ensures pupils' thoughtful and orderly conduct around the school. Bullying is not a problem, but clear procedures are in place to deal with any incidents that may occasionally arise.
50. Registers are maintained properly. They are monitored regularly and satisfactory procedures are in place to investigate any unexplained absence. Levels of attendance are reported appropriately to parents.

51. Pupils' general welfare is promoted successfully. Local authority guidelines have been adopted for child protection, with the head teacher having designated responsibility for liaising with outside agencies. A suitable health and safety policy is in place and full risk assessments have been carried out. Standards of cleaning and maintenance throughout the school are good. Pupils are supervised carefully throughout the day, and lunchtime routines are well managed. As a result, the school functions as a calm and orderly community. Satisfactory arrangements for dealing with accidents and illness, and for the administration of medicines are in place, and followed carefully. Emergency equipment is serviced regularly.

51. **Partnership with parents and the community**

52. Links with parents remain positive and the partnership with them is sound. They feel welcome in school and some regularly give up their time to help with various classroom activities. When they do so, they are well briefed and used effectively. Many others accompany educational visits. Parents are actively encouraged to support their children's learning at home, particularly with reading and mathematics, and indicate they are happy with the level of homework set. A clear home-school agreement has been produced and sent to parents. There is no Parent Teachers Association, but all fund-raising events organised by the school are well supported, and the proceeds used wisely for the benefit of pupils.

53. Communications with parents are generally good. They are kept well informed about life in the school through weekly newsletters that also contain some details about the work done in class, particularly in respect of literacy and numeracy. Parents are well satisfied with the information they receive about their children's progress. Written annual reports are generally informative. They indicate the progress the pupils have made, and set appropriate targets for future development. At other times, parents find teachers very approachable if they have any worries or concerns, and consider that matters raised are handled well. Formal meetings for parents to discuss the work of their children are held twice a year. The prospectus and governors' annual report meet requirements, and a useful starter pack is issued to parents of pupils beginning school in the reception class. Parents of pupils with special educational needs are kept fully informed about developments and invited to review meetings.

54. Links with the local community remain satisfactory. Educational visits to places of interest and visitors to the school, such as authors and artists, extend the work pupils do in class and provide first-hand experiences for them. Tuition in golf and football is provided by adults from the local community, and good relations have been maintained with a local group who make regular donations to help supplement school resources. There are, however, no residential visits for pupils and no educational links with local business. Arrangements for receiving new pupils in the reception class, and for transferring pupils to secondary school at the end of Year 6, are satisfactory.

54. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

54. **Leadership and management**

55. The leadership and management of the school are good and effective in raising standards. The good standards of management reported at the time of the last inspection have been maintained.

56. The governing body, is at present in a state of change owing to the resignation of some long serving members and the appointment of new governors. Although the governing body fulfils its legal responsibilities, the role of governors in monitoring the work of the school lacks commitment. There are no procedures established to enable them to carry out this work and visits to the school are infrequent although they are welcome in the school. Governors rely heavily on the headteacher and local education authority, who keep them well informed. Governors have yet to form a clear view of the future development of the school, including identifying their own training needs.
57. The headteacher provides good leadership and identifies a clear educational direction for the work of the school. She is effective in monitoring teaching and learning through a programme of formal and informal visits and feedback to staff about their performance. Information gained by the headteacher from the monitoring of teaching, is used to inform the school's good staff development programme and set future targets in the school development plan. All staff are involved in target setting to raise pupil attainment. Targets set for raising pupils' attainment by the end of key stages are appropriate and achievable. Individual pupil target setting is used well to involve children in their own learning and let them know what it is they now need to achieve. During the two years the headteacher in post she has concentrated on improving the school as a positive learning environment and raising the achievements of the pupils. This she has successfully done. She is aware that more work is needed in providing sufficient opportunities for pupils to take responsibility for their learning and to show initiative. She has closely monitored the school's progress towards addressing the issues raised in the last inspection report.
58. The headteacher, teaching and support staff work well as a team. Subject co-ordinators monitor teachers' planning and in English, mathematics and science pupils' work is also monitored. Roles and responsibilities are clearly established. All staff give good support to their colleagues but have had no opportunities to monitor teaching or demonstrate lessons for other staff to observe.
59. The school development plan is a thoroughly detailed document and includes appropriate time scales and success criteria, as well as stating who will be responsible for evaluating and overseeing particular developments. The implementation of the literacy and numeracy hours is closely monitored by the headteacher and her deputy. As a result of the close monitoring of lessons by the headteacher and local authority advisory staff, short- and medium-term targets for improving the teaching of English, especially the literacy hour, have been agreed with all staff. It is planned to repeat these procedures with the numeracy hour. All staff have recently received external and school training in the teaching of numeracy. The headteacher effectively monitors progress towards the targets and keeps the governing body well informed of progress to date.
60. The school places an appropriate emphasis on sustaining equality of access for all pupils of the full range of the curriculum. This shows itself in the quality of provision for pupils with special educational needs. Overall management of special educational needs provision is good. The headteacher has developed a comprehensive policy which covers all the various stages of need and arrangements for referral. All staff are fully aware of these. The special needs teacher and support assistants provide very effective help and work closely with the class teachers in planning, assessing and monitoring achievements. The system of integration and withdrawal works well, with all pupils taking part in the class lessons. Individual education plans are suitably detailed and regular reviews involve the parents and pupils concerned. There is a governor with responsibility for special educational needs, although this role is not yet developed fully to include classroom visits. All the statutory requirements of the Code of



61. The school has agreed aims and values that effectively establish a positive ethos for learning and a commitment to high achievement. These aims pervade the work of the school and help to establish an orderly community in which pupils feel valued and well supported. Most of the weaknesses outlined in the last inspection report have been overcome. This is an improving school, and is well placed to make further improvement and continue to raise pupils' achievements.

61. **Staffing, accommodation and learning resources**

62. There is a generous number of staff, whose qualifications and experience match the demands of the National Curriculum. Non-teaching classroom staff contribute effectively to the quality of learning. Pupils with special educational needs receive good quality support. The school secretary and caretaker are committed and hard working and the midday assistants provide a happy environment at lunchtimes where the pupils play well together. Staff are good role models.
63. Formal appraisal of teachers is not taking place at present. The school's appraisal system does not meet statutory requirements because no formal system is established whereby teachers' performance is monitored and written targets for improvement agreed between the school and staff. However, the school management plan sets out priorities and the development of staff is sound. All staff have appropriate job descriptions and curriculum co-ordinators are beginning to have an impact on their subject areas. Their role is not yet fully developed to enable them to observe the teaching and learning of their subjects in classrooms. The induction of last year's newly qualified teacher was good.
64. The school is housed in a pleasant, clean and well-maintained building, which allows the curriculum to be taught effectively. Some classrooms are small, limiting space for learning and two of them have no water supply, making arrangements for art unnecessarily complicated. The school grassed area is adequate. The surface of the playground is pitted and could be dangerous. Plans are in hand to carry out some repairs in the near future. This was mentioned in the last inspection report.
65. The quantity and quality of resources, including resources for pupils with special educational needs, are generally satisfactory. Resources for mathematics and information technology are good and resources for all other subjects, including religious education are satisfactory. In music there are, however, few instruments from other cultures. For the children under five, resources are generally satisfactory except for outdoor play where they are unsatisfactory. They are limited and poor in quality. There is a lack of large construction equipment. Generally, resources are accessible and are used effectively to enhance learning. The non-fiction library is adequately stocked although it is under-used. There is an adequate number of centrally and class organised fiction books to assist teachers in successfully promoting pupils' literacy skills. Satisfactory use is made of resources beyond the school, and artefacts are used which are owned jointly by a group of local schools.
65. **The efficiency of the school**
66. Financial management is good and is based on a careful analysis of needs. The school's development plan identifies priorities with resource implications and success criteria where appropriate. The cost effectiveness of major initiatives is very carefully monitored. This matches judgements made during the previous inspection. All the recommendations of the last auditor's report have been actioned.

67. The use of teaching and support staff is sound, they are generally effective, taking their responsibilities seriously. Co-ordinators are involved in planning and monitoring their subjects, and their management of resources is efficient.
68. The school makes good use of its learning resources. Curricular time is used well, with little or no time lost during the day. Staff make efficient use of the accommodation, both inside and out. Resources in all subject areas, with the exception of those for children under the age of five and a lack of musical instruments from other cultures, are at least adequate and sometimes good. The building meets all health and safety requirements.
69. The school has very effective procedures in place for financial control. Finances are in a good order and through careful budgeting the school has created large surplus. This is being used effectively to raise standards. Money from the current surplus is being targeted to sustain the generous staffing levels which enable an extra set to be created for the teaching of numeracy and the setting up of a part-time 'booster' class at Key Stage 2 in the spring term. Resources for literacy are well used. These have been successful in improving end of key stage national test results. Extra money has also been allocated to mathematics resources for the teaching of numeracy skills. Governors receive regular reports and know what monies are available. Routine administration is carried out effectively by the headteacher and school secretary.
70. Ramshaw Primary School provides a satisfactory quality of education and pupils make sound progress and leave the school with sound overall standards of attainment. The school has a positive ethos, and pupils have good attitudes to learning. The overall quality of teaching is at least satisfactory and sometimes good. Taking all these factors into account, and balancing them against the very generous staffing levels, the school provides sound value for money.

70. **PART B: CURRICULUM AREAS AND SUBJECTS**

70. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

71. At the time of the inspection, nine children in the reception class were under five years of age.

71. **Attainment**

72. Generally, the attainment of the children on entry to the school, although wide ranging, is below average. While under five years of age in the reception, children make sound progress in all areas of learning. By the age of five, most children achieve the Desirable Outcomes for Learning in mathematics, physical and creative development, and in their personal and social development. However, their attainment in language, literacy and knowledge and understanding of the world is below average.

72. **Personal and social development**

73. The children settle happily and confidently to a variety of tasks. There is evident enjoyment and enthusiasm and relationships are good. Many are able to concentrate well, persevering with their work and play. They play well together and take turns, relating well to adults as well as other children. Behaviour is very good.

74. Personal and social skills are developed well and the children make good progress. This reflects the positive attitudes of both teacher and support assistants who set high expectations of behaviour and encourage the children to follow clearly established daily procedures.

74. **Language and literacy**

75. Many children enter the school with poorly developed language skills. Although to begin with, a few find listening without interrupting particularly difficult, concentration is encouraged through constant reinforcement and children soon listen well to stories and poems and talk readily about their experiences. They are beginning to use a widening vocabulary in explaining themselves and expressing their own ideas. By the time children enter Key Stage 1, they have made good progress in speaking and listening. Progress within language and literacy as a whole is sound. Most children are developing early reading skills, handling books with care and talking about the pictures. The classroom has a reading area with a good selection of books. Early writing skills are developing, with some children able to sound out initial letters. Most children make satisfactory progress in developing these writing skills through a range of carefully planned activities.

76. The quality of teaching is good. Relationships are good and there is considerable enjoyment in learning. Good progress has been made in building up children's involvement in the daily literacy hour by the good support given to children by the special educational support assistant who teaches the children while the class teacher works with the Year 1 pupils. Work is well matched to the children's abilities and assessment is used effectively to plan future learning. The teacher, who is also the literacy co-ordinator, provides a well planned programme of activities to develop pupils' speaking, listening, writing and reading skills.

## **Mathematics**

77. Children enter the school with mathematical development only slightly below the national average. They make satisfactory progress in mathematical skills which are promoted effectively through various activities, many of them practical. Children have a good knowledge of number songs and rhymes. Most recognise and create patterns. They add and subtract numbers to ten. They recognise 'long' and 'short', and 'more' and 'less' through a variety of activities.
78. Teaching is sound. Lessons are appropriately planned and resourced and good links are made between the whole-class mental activities and group work. Lessons planning is thorough and identifies key questions which the teacher will ask. There is good reinforcement of counting activities and time is well used. The special educational needs support assistant is fully involved and supports the children well.

## **78. Knowledge and understanding of the world**

79. Children make sound progress in knowledge and understanding of the world. A number of topics have been effective in widening children's experiences. The role play area in the classroom has been a hospital and pupils have dressed up as doctors and nurses, developing their understanding and imagination through role play. Opportunities are provided for sand and water play, although opportunities for water play were not seen during the inspection. A practical session on road safety encouraged the children to think about their environment and where they live. When working with the computer, most children operate the mouse accurately and some are familiar with the keyboard. They develop an understanding of similarities and differences through the class topic on 'Celebrations' when, during the inspection, two mothers: one Christian, one Hindu, came in to show the children their wedding dresses and to talk about their weddings.
80. Teaching is satisfactory. Opportunities are regularly provided for pupils to learn about the world around them. A wide range of practical activities are provided, lesson planning is thorough and ongoing informal assessments are made by the teacher in order to plan future work. Adults allow children sufficient opportunities to handle material themselves and to learn about their properties through play. Appropriate use is made of the outdoor environment to increase pupils' knowledge of their immediate locality.

## **80. Physical development**

81. The children make sound progress in their physical development. Children are generally aware of space and others. Some practise ball skills, kicking to each other with increasing skill. They work well with partners and as individuals. Children join together with the rest of the class to enjoy whole-class physical education lessons. They are increasingly confident in their movements and are reasonably co-ordinated as they stop and move to their teacher's instructions. Opportunities for outdoor play are provided daily by the midday assistants but are limited because of the lack of outdoor play equipment.
82. The quality of teaching is satisfactory. Frequent opportunities are given to the children to develop their physical skills, control their movements and work safely in a confined space. The teacher has a secure knowledge of the curriculum and is successful in communicating her own enthusiasm to the children. Good use is made of the resources and accommodation available.

82. **Creative development**

83. The children make satisfactory progress in developing their imaginative and creative skills. They paint and print, exploring different colours. They begin to recognise patterns and colours. There are opportunities for role play, where they act out stories; and music is used effectively. Children use a range of percussion instruments and they sing with great enthusiasm.

84. The quality of teaching is satisfactory. Regular opportunities are given to children to draw, paint, mould materials and make music alongside the rest of the reception class. Staff encourage children to use a wide variety of materials and to make their own choices in selecting them. Music lessons are well planned and provide sufficient opportunities for children to learn a variety of songs and to carefully use percussion instruments.

84. **ENGLISH, MATHEMATICS AND SCIENCE**

84. **English**

85. In the 1998 national tests in reading at the end of Key Stage 1, pupils' attainment was well below average in comparison with all schools and below average when compared with those schools who take their pupils from similar backgrounds. Pupils' attainment in writing was below average in comparison with all schools but average when compared with schools who take their pupils from similar backgrounds. Raw test data from the 1999 national tests in reading and writing are much improved and in writing all pupils attained the expected Level 2. However, the size of the cohorts in both years are small and the performance of one pupil can alter figures to be above or below the national average. Inspection evidence indicates that by the end of the key stage, pupils' attainment is in line with the national average. Over the last three years there has been an upward trend in pupils attainment in reading but attainment has fluctuated from year to year. Attainment has been maintained since the last inspection.

86. In the 1998 national tests in English at the end of Key Stage 2, pupils' attainment was below the national average in the percentage of pupils attaining the expected Level 4 and above, but above average in the percentage reaching Level 5. However, pupils' attainment was in line with the average of those schools who take their pupils from similar backgrounds. Results from the 1999 national tests are much improved but there is no national comparison data available as yet. Again the size of the cohorts involved is small and statistically unreliable. Inspection evidence indicates the pupils' attainment is in line with national averages.

87. Within English at Key Stage 1, pupils' attainment in speaking and listening is in line with national expectations. Pupils make good progress. They listen attentively to their teachers and other pupils, showing sensitivity to other pupils' points of view and answering teachers' questions appropriately. By the end of the key stage, most pupils listen to stories and instructions attentively and speak clearly and use a wide vocabulary when expressing their ideas. Pupils show an understanding of stories and are confident in giving answers and explaining their reasoning. Higher attaining pupils are very confident when talking to the whole class and talk effectively about their own experiences. Most pupils can describe the things they see and what they are doing, using a suitable vocabulary. Pupils are beginning to be aware of the need for more formal vocabulary and tone in some situations, such as when speaking to visitors. At Key Stage 2, pupils make sound progress in their speaking and listening skills. By the end of the key stage, most pupils express themselves clearly and can give reasons for their opinions. In class discussions, pupils are able to elaborate their ideas and talk in detail about what they have done. They state their opinions clearly about what information ought to

88. At Key Stage 1, frequent opportunities are given to pupils to speak in whole class and group discussions and when reading aloud to the class. Pupils make sound progress in retelling stories and developing, exploring and clarifying ideas. At Key Stage 2, pupils talk in increasing detail about their work and when expressing their ideas. They give clear explanations for their opinions, especially higher attaining pupils. Most pupils are making sound progress in speaking in more formal situations, such as speaking to the rest of the class or the school during daily assemblies.
89. Attainment in reading at the end of Key Stage 1 is in line with national averages. Pupils make good progress, including lower attaining pupils because of the good quality extra provision made for them. Most pupils read simple passages fluently and accurately and can talk with understanding about what they have read. They express ideas and opinions about the main events and characters in stories and use a range of strategies, including phonics, to read unfamiliar words. Higher attaining pupils read confidently and expressively. Most pupils make use of the contents and index pages of reference books when researching information. By the end of Key Stage 2, most pupils read a range of texts fluently and independently. They make reference to the text when explaining their views and show understanding of the significant themes, events and characters in the books they have read. Higher attaining pupils are beginning to use inference and deduction as they read beyond the literal meaning of the words. Pupils know how dictionaries and information books are organised and how to use them. Knowledge of the library classification system is good earlier on in the key stage but few opportunities are given to use this knowledge later on in the school. Lower attaining pupils expressed little knowledge of the classification system used or how to find a book.
90. Pupils make good progress in reading at Key Stage 1 and satisfactory progress at Key Stage 2. Appropriate emphasis is given to reading throughout the school in daily literacy lessons and in other subjects of the curriculum, such as when researching information in history and geography. Satisfactory use is made of the home-to-school reading liaison book to involve parents in their child's reading development. However, use of this book by teachers is inconsistent and there are few comments by the teacher or classroom assistants in the books seen at upper Key Stage 2. Consequently, pupils' books are not always changed on a regular basis and some pupils, notably the more able, make choices which are very easy for them and lack sufficient challenge to develop their reading skills. The use of an assessment sheet, recording pupils' progress during group reading sessions in the literacy hour, is being piloted by the school.
91. Attainment in writing at the end of Key Stage 1 is average and pupils make satisfactory progress. By the end of the key stage, most pupils write in a range of formats including stories, poetry, play scripts and accounts. Pupils make good use of punctuation in their sentences and use a widening vocabulary to express their ideas. Pupils' spelling is less well developed and many still have problems with the spelling of some simple everyday words and with their attempts at spelling more difficult words. A few lower attaining pupils make inconsistent use of capital letters and full stops and write as they speak. The presentation of their work is untidy and letters are inconsistent in size and not always correctly formed. Higher attaining pupils use a wide vocabulary and are able to develop their stories beyond a simple structure by adding description and dialogue, showing correct use of speech marks. By the end of Key Stage 2, most pupils have developed a fluent, cursive style of writing although a few still neatly print their work. Presentation is variable between pupils. Spelling of simple words is generally accurate and most pupils make use of speech marks and apostrophes correctly. Higher attaining pupils write good quality extended stories in which a lively and thoughtful choice of word is evident. Their more complex sentences are grammatically correct as they write varied and interesting accounts.

92. Most pupils make sound progress in writing at both key stages. Year 1 pupils learn to write their letters correctly and write short sentences and simple stories. By the end of Year 2 all pupils have developed the ability to write with a simple story structure and some are adding detail about characters and describing how things were done. Early on in Key Stage 2, most pupils' writing becomes more varied and interesting as descriptions and dialogue are added to their work. Pupils are able to write letters, reports, stories and poetry which show correct grammatical structure and good use of punctuation. Spelling is less well developed and presentation varies according to the task. Pupils' developing literacy skills are used well in other curriculum subjects, such as science, but standards of presentation are lower than when pupils write in English lessons.
93. Overall the progress of pupils with special educational needs is satisfactory in relation to their previous attainment and the targets set for them in their individual education plans. Sometimes their progress is good. Good provision is made for developing pupils' reading and writing skills and, through focussed discussion work, their speaking and listening skills.
94. Pupils' attitudes to English are good. Pupils listen attentively and enjoy listening to stories. They concentrate well during lessons and are well behaved. Pupils generally take pride in the presentation of their written work. They respond well to the structure of the literacy hour and enjoy discussing their work with adults. In both key stages, pupils are able to work independently when completing their work. Some pupils, early on in Key Stage 2, need constant adult support to complete their work. The relationships between staff and pupils are good and contribute significantly to the good behaviour observed.
95. The quality of teaching is satisfactory but varies from good to satisfactory. Teaching is good in 40 per cent of lessons. Staff have a secure knowledge and understanding of the English curriculum and the literacy hour. This enables teachers to make good use of questioning to develop understanding and extend learning, as was seen when Year 6 pupils were discussing play scripts and how stage directions indicate the emphasis which is needed to speak the actors' lines. Generally teachers and classroom assistants develop pupils' oral skills well. Pupils are well managed and fully involved and challenged by the work that is set. In group activities, suitable work is set for the differing needs of pupils with a range of ability in the subject. Occasionally work is not well matched to some pupils' abilities, as was seen in a Year 3 group who were unable to read the words the teacher had given them. The pace of lessons is satisfactory and good use is made of homework to consolidate, and sometimes extend, what pupils have learned at school. A well stocked library is sometimes used to improve pupils' skills in finding books, especially in lower Key Stage 2, but the use made of the library is constrained by its use as a teaching area for group work, especially for pupils with special educational needs. Teachers make appropriate use of a range of good assessment procedures. As well as daily informal assessments, more formal assessments are made of pupils' written work and one piece of unaided writing is kept each term, annotated with the teacher's comments about individual pupils' attainment. Throughout the school, pupils also complete a self-assessment of their English skills. Annual testing, using compulsory national and optional national tests, is carried out.

96. The subject is well co-ordinated by the deputy headteacher who has a good knowledge of the curriculum and keeps herself up-to-date by attendance at training courses. Through discussion with staff she has drawn up a literacy action plan for the school and is well aware of weaknesses in provision such as the need for a more systematic approach to improving pupils' spelling skills. Resources are satisfactory and good use is made of them. Good use is made of sharing resources with other schools in the 'cluster' group and the local education authority's loan schemes. To date the co-ordinator has had no opportunity to monitor her colleagues teaching but has worked closely with the local authority's inspectors who have. However, she monitors pupils' work on a regular basis and had tracked pupils' work over a period of time. Her findings are shared with colleagues and together targets are set for improving provision for the subject.

96.

### **Mathematics**

97. Pupils enter Key Stage 1 with levels of attainment which are generally in line with that expected of five year olds nationally. By the age of seven, their attainment is above national averages and by the age of 11 it is still above that expected nationally. This represents an improvement in attainment at both key stages from the last inspection.. The national test results for 1998 show pupils at Key Stage 1 to be above the national average in comparison with all schools and well above average when compared with schools who take their pupils from similar backgrounds. Over the last three years results show a steady rise in standards from below to above the national average. In 1999 all pupils achieved the expected Level 2 but there is no national comparative data available as yet. Test results for 1998 show pupils at the end of Key Stage 2 to be below the national average when compared to all schools and average in comparison with those schools who take their pupils from similar backgrounds. There has been an upward trend in standards over the last three years and preliminary results from the 1999 tests show that standards at Key Stage 2 have risen again this year.
98. By the end of Key Stage 1, pupils use the four operations with increasing confidence. Most have some understanding of sets and place value. Following work on fractions, they tell the time in quarters, with those of higher ability using minutes, and they can calculate time elapsed. They match patterns and recognise simple symmetry. By the end of Key Stage 2, pupils' understanding of numeracy is good. Pupils convert percentages to fractions and decimals with great confidence and growing accuracy. They use co-ordinates on a variety of grids and work with multiples and factors. Pupils calculate the sizes of angles in a triangle and construct their own angles using compasses. They use calculators with confidence. Most pupils determine the area and volumes of shapes, some by counting squares and cubes, with those of higher ability calculating them mathematically.
99. Pupils make good progress through Key Stage 1. Here pupils work on developing their understanding of mathematics, mainly through number work, with a variety of activities including counting, doubling, ordering and sequencing numbers; grouping and matching.
100. Progress through Key Stage 2 is good. A wide range of well-matched mathematical activities are covered effectively. These include the development of shape, fractions and time. Most pupils understand and are able to calculate weights and measures. Those with special educational needs receive good levels of support through both key stages and generally make good progress. Work is set for these pupils which, although often within the general class topic, matches their abilities and ensures learning.



101. Mathematics is linked well to other subjects, which make a positive contribution to numeracy. These include information technology for data handling, where pupils enter the results of a survey on seed dispersal and print off graphs and charts of their results. In geography pupils study directions and make maps using co-ordinates. There is an appreciation of rhythm in music and time-lines in history. There are mathematical displays in all classes and in Class 2, where there is a 'shop' setting out various money sums. In Class 3 there is a display of Chinese, Babylonian and Roman number patterns.
102. Pupils' attitudes to mathematics are invariably good and many enjoy the subject. They work well together, supporting and sharing tasks when appropriate. In all classes, behaviour and relationships (both with the teacher and other pupils) are good. Many pupils are positive, concentrating well and showing enjoyment in their work. The quality of written work is often poorly presented.
103. The quality of teaching is good. Teachers' planning is specific in all lessons, work is carefully matched to pupils of all abilities, the pace is brisk and good questioning makes the pupils think. Relationships are good and the contributions of all pupils are valued. A strength lies in the priority teachers give to pupils explaining how they have reached a particular answer. This encourages pupils to think mathematically and some pupils in Year 6 are very confident. However, insufficient opportunities are provided at both key stages for pupils to develop independence in using and applying mathematics by taking some responsibility for their own learning.
104. The policy and scheme of work for mathematics are good. The numeracy strategy is already bringing about an improvement in teaching and learning, although this has not been fully adopted by all classes. Assessment is good and is used consistently to inform planning, so that work is set which is suitable for those of all abilities, including the more able. This is an improvement since the time of the last inspection. With the introduction of the numeracy hour in September, the school has built up its resources, which are good, readily accessible and are used effectively. The subject is well co-ordinated.
104. **Science**
105. At Key Stage 1, compulsory teacher assessments of pupils attainment in 1998 show that pupils' attainment is very low in relation to national averages with only 45 per cent attaining the expected Level 2 and above. However, this particular year group of pupils has a higher than usual proportion of pupils who have special educational needs. In 1999, the percentage of pupils reaching Level 2 and above is 88 per cent but there is no national comparative data available as yet. The national average in 1998 was 86 per cent. Evidence from the inspection indicates that attainment at the end of Key Stage 1 is in line with the national average.
106. At Key Stage 2, the results of the 1998 national tests show pupils' attainment to be well below average in the percentage of pupils achieving the expected Level 4 and above, but that the percentage who achieve the higher Level 5 is in line with the national average. Attainment in relation to all schools was low and below average when compared to those schools who take their pupils from similar backgrounds. Raw data from the 1999 tests show that the number of pupils gaining Level 4 and above has improved and that the percentage achieving Level 5 has improved considerably. No national data is currently available to make comparisons with. The size of the cohorts involved was small. Attainment has shown a consistent upward trend over the last three years but remained below the national average. Girls generally attain higher standards than boys at this key stage but in 1999 there were many more girls than boys taking the tests. Inspection evidence indicates that standards of attainment are in line with the national

107. By the end of Key Stage 1, most pupils are knowledgeable about the dangers of electricity in the home and can make simple circuits. They can identify a range of everyday materials, and even the youngest pupils can classify them into groups and name the material used. Pupils classify materials according to given criteria, such as shiny or dull, hard or soft. Most know the different parts of a flowering plant and the names of the external parts of the human body. Pupils are aware of the need for the body to have exercise and higher attaining pupils the need for a balanced diet to stay fit and healthy. They can name natural and man-made sources of light. Pupils are aware of the need for a test to be fair when carrying out investigations.
108. Pupils make good progress in their knowledge and understanding of life and living processes, physical processes and materials and their uses. Progress in carrying out their own investigations is satisfactory as most pupils still need considerable adult support. Average and below average attaining pupils have not yet developed a systematic way of working when carrying out an investigation and wait to be told what to do next. More opportunities are needed to develop their confidence when working independently and in small groups.
109. By the end of Key Stage 2, pupils are knowledgeable about the different parts of the human body and how the skeleton and muscle attachments allow it to move. They are aware of the dangers of smoking and the misuse of drugs. Most pupils have a good knowledge of the properties of different materials and how some can be changed by heating and cooling. They classify materials into solids, liquids and gases and are aware that some materials, such as water, appear naturally in a variety of states. Pupils know how electricity is made and can build series and parallel electric circuits. They define a force as a pull or a push and know that objects exert a force on one another, as in the gravitational pull of the Earth. Recent work on seed dispersal shows that pupils are able to use their existing knowledge of the natural world to identify how different kinds of seed are adapted to ensure that they find an appropriate place to grow. Pupils are given more frequent opportunities to carry out investigations and make their tests fair but these are closely controlled by the teacher and pupils are not always given sufficient freedom to show initiative. Most pupils can record their work in a variety of ways, making suitable use of graphs and tables.
110. Pupils make sound progress across the key stage. Pupils' knowledge and understanding of science is well promoted as they revise work done earlier in the key stage during their last years in the school. Progress in experimental and investigative science is satisfactory. Pupils have frequent opportunities to carry out investigations, such as growing seeds, and to record their work in a variety of ways. However, too few opportunities are given for them to do so independently.
111. Pupils enjoy finding out about the natural world and particularly enjoy first-hand experiences. They are keen to answer the teacher's questions during lessons and are well behaved. Pupils share equipment well when working together in small groups. Enthusiasm for the subject is particularly evident when practical activities are provided and pupils find out information for themselves.

112. Only two lessons were observed during the inspection, one at each key stage. At Key Stage 1 the lesson was good. The teacher's introduction to the pupils was concise and consolidated their previous knowledge of the different materials objects are made of. Use of a 'feely bag' ensured that all pupils were excited as they had to name what an unseen material felt like. A variety of materials were provided for pupils to sort and classify by a given criteria. Higher attaining pupils had to decide their own criteria and this they did successfully. The teacher constantly reiterated the vocabulary needed by the pupils to complete their tasks and monitored the work of all ability groups to ensure they were successful in their work and completed it in good time. Good questioning ensured that pupils of all abilities made good progress. At Key Stage 2, the lesson was satisfactory. Good questioning by the teacher encouraged pupils to use their existing knowledge of seeds to help them identify how they were adapted to spread widely. Examples of different types of seed were available for pupils to observe closely. However, the introduction to the lesson was overlong and the activity did not successfully challenge all pupils in the class.
113. The subject is well managed by the headteacher who monitors teachers' planning and ensures that the National Curriculum Programme of Study is sufficiently covered. Assessment procedures are satisfactory and include annotated samples of pupils' work being kept in individual pupils' records of achievement. Resources are satisfactory for pupils to gain first-hand knowledge of the areas of science covered. They are adequately organised and used.

113. **OTHER SUBJECTS OR COURSES**

113.

**Information technology**

114. Attainment in information technology is generally in line with national expectations at the end of both key stages and pupils, including those with special educational needs, making satisfactory progress.
115. Although information technology was above average at the time of the last inspection, the National Curriculum in this subject has broadened what should be covered and standards within the school are rising. There are, however, strands of the National Curriculum which are not covered sufficiently, particularly information handling at both key stages, and controlling, monitoring and modelling at Key Stage 2. This is recognised and the development of the subject appears among the school's aim to 'blend traditional values with the latest technology'. This aim has not yet been fully achieved.
116. Pupils enter Key Stage 1 with average standards of attainment and make satisfactory progress. By the end of the key stage, pupils know that the computer responds to commands and signals and understand the basic functions of keyboard and mouse, using them with some degree of accuracy. Pupils in within this key stage use a variety of programs confidently for word processing and finding information, for example using a CD-ROM encyclopaedia to research information about different countries. Pupils in Class 2 are developing their ability to word-process, designing posters on screen, editing the font, style and size and printing them. Pupils in Year 2 use 'dreamwriters' effectively in mathematics lessons, calculating pre-set sums on screen. In Years 4, 5 and 6, pupils enter their findings from a survey on seeds and print off charts and graphs showing their results. Pupils are involved in the development of a web site, and are exploring all that this has to offer.
117. Pupils' attitudes to information technology are generally satisfactory at both key stages, with pupils interested, attentive and usually confident. Most are co-operative and willing to take turns. Those pupils observed using the Roamer were keen and concentrated well, plotting shapes and programming carefully.
118. The quality of teaching is satisfactory. When skills are taught, the tasks are explained clearly and carefully, with good quality support given. Little direct teaching was seen during the inspection. There is a good policy and teachers' planning shows that the subject will be covered more fully through the year but from the scrutiny of work from the previous educational year, there is little evidence of work in control, and sensing physical data. Resources are good, and are used effectively. The subject is satisfactorily managed.

118. **Religious education**

119. Attainment, at the end of both key stages is generally in line with the locally agreed syllabus. This is similar to judgements made following the last inspection. Progress is largely satisfactory.

120. At the end of Key Stage 1, pupils have some knowledge of Christianity and Hinduism. Reports sent home state that pupils have 'done work on Christianity, Sikhism and Buddhism, but little evidence was available during the inspection to confirm this. They have an appreciation of things that are special, particularly celebrations, the topic under way during the inspection week. There are links with the local churches and visits are made. During Key Stage 1, pupils study a variety of stories from the Bible, and are becoming aware of the similarities and differences between different religions. Class 1 learned this from a practical demonstration, when two mothers, one Christian, the other Hindu, put on their wedding clothes and talked to the pupils. Class 2 designed a card for Diwali.
121. By the end of Key Stage 2, pupils have some knowledge of Christian festivals, in particular some of the rituals and symbols associated with this religion, such as Christening and communion, exploring the symbols of bread and wine. Pupils with special educational needs receive good levels of support through both key stages and generally make sound progress. The topic of 'pilgrimages' has briefly covered this element of different religions.
122. There is little written evidence for religious education. Much of the work covered is oral which, although valuable in itself, risks the subject being devalued.
123. The attitudes of pupils to religious education are good. They enjoy the lessons, showing a genuine and sensitive interest in the beliefs of others. There is a display in Class 1 covering the 'Celebrations' topic and artefacts from various religions on show in the main passageway. In Class 3, pupils have looked at the use of different types of bread used in religious practice as part of their work linking religious education and design and technology. Management of the subject is satisfactory.
124. The quality of teaching is generally sound. Most lessons are prepared carefully, with clear learning objectives identified. There is a useful policy, with the scheme of work based on the locally agreed syllabus. The quality and quantity of resources are satisfactory and the school is able to share artefacts within the small schools' cluster.
124. **Art**
125. Standards of work in art, at both key stages, are generally in line with those normally found in most schools for pupils of this age, and pupils make sound progress. Pupils with special educational needs receive good quality support and their progress is also satisfactory.
126. As part of their 'Celebrations' topic, pupils explore colour and shape, working effectively with a variety of materials, such as leaves and flowers to produce three dimensional work of which they are justly proud. In Class 2, they produce posters, linked to the history topic on World War II, discussing those elements which make a poster effective. A good range of art is covered, and pupils mix colour effectively to produce different shades and textures. There is a satisfactory range of two-dimensional art, including collage, fabric printing and observational painting and three-dimensional clay work in Class 3. There is little evidence of art from non-European cultures.
127. The pupils' attitudes to art are good. They enjoy the subject, listen attentively and concentrate on their work. Most work well individually, whilst appreciating the endeavours of others. Two of the three classrooms have no water supply, and pupils in Class 3 who had completed their work with clay washed their hands sensibly in a bucket, brought in for that purpose. Information technology is used effectively in Class 2, where cards and wrapping paper have been designed on the computer.

128. The quality of teaching is satisfactory. Lessons are prepared well, with suitable resources readily available. The quality and quantity of these resources are satisfactory. A wide range of art from all classes is used effectively to enhance the school, creating a rich learning environment. Of particular interest is a 'millennium' tapestry in the hall, created with the help of parents. Attainment has been maintained since the last inspection.

128.     **Design and technology**

129.     At the end of both key stages, standards of work are in line with those found in most schools. Pupils make satisfactory progress. Standards have been maintained since the time of the last inspection.
130.     At Key Stage 1, by the end of Year 2, pupils cut and stick with reasonable skill and use their knowledge of materials to make simple products. At Key Stage 2, pupils design skills are developing appropriately as they annotate their plans, listing the materials they will use. They amend designs when considering suitable materials and during the construction process. Early on in the key stage, pupils have opportunities to use a variety of materials, especially different types of paper and card to make calendars and photograph frames. As was seen in one lesson, their skills in using scissors to cut out and different glues to stick are effectively developing. By the end of the key stage, Year 6 pupils evaluate their finished designs and can say how they could have improved them. Recent work in looking at different types of bread, and designing and making their own, shows that most pupils can gather information and use this to generate their own ideas.
131.     Pupils at both key stages, including those with special educational needs, make sound progress in manipulating simple tools, such as scissors and knives. Later on in the school, with appropriate adult supervision, they learn to use saws and glue guns safely. Pupils make sound progress in generating their own designs as they begin to add detail to their early drawings and progress to annotated plans.
132.     Pupils' attitudes to their work are good. They are well behaved and concentrate well when making products. They enjoy lessons and show interest in their activities. They share ideas and opinions with one another.
133.     The quality of teaching is satisfactory. Teachers plan their lessons well and provide a wide range of design and make situations for pupils. Real life situations are used, such as the setting up of a bakery, to successfully challenge and motivate the pupils. Pupils are well supported during the making process and encouraged to evaluate their products as they work.

133.     **Geography**

134.     Pupils' standards of work are in line with those usually found in most schools for pupils of this age.
135.     By the end of Key Stage 1, pupils have a good knowledge of their own locality and some awareness of other localities, such as the seaside town of Seaton Carew. They draw and use simple maps and can follow a route along it. Pupils in Year 1 were seen describing the position of different classrooms in the school, using such terms as 'before', 'after' and 'next to' to describe their position. Pupils ask questions of people in the school, for example the cook, to find out what they do. Some pupils use a CD-ROM to select information about the places their classmates have been on holiday to.
136.     By the end of Key Stage 2, pupils have a sound knowledge of the places they have studied. They draw maps of their routes to school and study their own locality, including nearby Linton. Pupils talk about attractive and unattractive features of the area. They are knowledgeable about the different parts of a river and how they wear away the land and deposit rocks and silt when they are nearing the sea. They name similarities and differences between their own lives and that of a child in Chembakolli in India. Pupils study weather patterns in different parts of the world and make their own record of local weather making use of standardised symbols.

137. Pupils, including those with special educational needs, make sound progress at both key stages. Pupils make sound progress in their knowledge of people and places. Pupils mapping skills are systematically developed as they progress through the school, and develop from drawing pictures to drawing increasingly complex plans using keys and standard map symbols. They make good progress in using geographical terms.
138. Pupils enjoy geography lessons. They listen attentively during lessons and contribute eagerly during whole class discussions. They settle quickly to their work and concentrate well.
139. The quality of teaching is satisfactory. Lessons are well planned and contain clear learning objectives that are shared with the pupils so they know what it is they are to have achieved by the end of the session. Lessons move at a suitable pace and teachers make good use of questioning to extend pupils' oral responses. Attainment has been maintained since the time of the last inspection.
139. **History**
140. Standards of attainment, at the end of both key stages, are in line with those found in most schools for pupils of their age. Only one lesson was observed during the inspection. Judgements are based on a scrutiny of pupils' work from the last academic year, teachers' planning and through discussions with pupils.
141. By the end of Key Stage 1, most pupils are knowledgeable about some of the conditions in Britain during the Second World War. They know that children were evacuated from London during the Blitz and are beginning to empathise with what it must have been like to have to leave your home and be sent away to the country. Most pupils are aware of the need for identity cards, rationing books and the reasons why everyone was issued with a gas mask. Pupils have opportunities to handle real artefacts and to discuss what they might have been used for. They report back to the class about what they have found out.
142. By the end of Key Stage 2, pupils are developing a sound understanding of the chronology of the periods of history which they have studied. They talk knowledgeably about the Roman invasion of Britain and some of the reasons why they came here. They compare living conditions in Victorian times with how we live today, such as going to school. Through local study of Ramshaw they learn about the mining history of the area and how the village owes its development to the coke factory at Evenwood.
143. Pupils, including those with special educational needs, make sound progress at both key stages. Pupils' knowledge and understanding of other societies, such as the Aztecs, develops appropriately. As they progress through the school they begin to develop a concept of the chronology of events in the periods of history which they have studied. Pupils are able to use their existing knowledge of different historical periods to find reasons for why people acted as they did.
144. In the one history lesson observed, pupils responded well. They enjoy finding out about the past and having opportunities to handle artefacts from the Second World War. Pupils listen attentively and show their understanding of what has been said by appropriately answering the teacher's questions.



145. No judgement can be made of the overall quality of teaching but in the one lesson observed it was satisfactory. The teacher made good use of a range of sources, including video and artefacts, to interest the pupils in their work. The lesson was well planned and pupils made sound progress in their knowledge and understanding of war conditions in Britain. Standards have been maintained since the last inspection.

145.

145. **Music**

145.

146. Although only a narrow range of music was observed during the inspection, standards are generally satisfactory at the end of both key stages, with pupils making sound progress through the school. Pupils with special educational needs make satisfactory progress through good quality support. Good links are made where possible with other subjects, for example in Class 2, where the effect of songs from World War II on morale was discussed. Pupils in Key Stage 1 handle instruments carefully and are able to clap a steady beat.

147. Pupils' attitudes to music are usually good. Pupils enjoy listening to music. They are keen and confident, the younger ones especially singing very enthusiastically in lessons and assemblies. Pupils behave well.

148. The quality of teaching is sound overall. The best teaching occurs when the lesson is planned well, with clear and achievable aims. Pupils are involved and given opportunities to contribute. There is a brisk, purposeful pace and expectations are high. Relationships are good and everyone is valued. This encourages learning.

149. There is an up-to-date policy and the school relies on a published scheme. There is a lack of musical instruments from other cultures. Pupils benefit from weekly visits from a peripatetic instrumental teacher who takes a small group for the recorder and one pupil the cornet. Standards have been maintained since the time of the last inspection.

149. **Physical education**

149.

150. The majority of pupils, at both key stages, achieve at expected levels for pupils of their age. No lessons were observed at the end of Key Stage 2 but evidence is taken from pupils attainment demonstrated at lunchtimes during games activities.

151. Early on at Key Stage 1 pupils show confidence in their movements as they run, jump hop and skip when responding to music. They show sound control in stopping and starting as they travel across the floor in a variety of ways. By the end of the key stage, pupils are developing good hand-eye coordination as they throw and catch balls of different sizes. In gymnastic work they improve their performance by practise and can link a series of movements into a simple sequence. By the end of Key Stage 2, most pupils show good control in their movements as they stop, turn, twist and move off in a different direction. They get out and put back gymnastic equipment in a safe manner. Most pupils throw a ball with reasonable accuracy and are mostly successful in their catching. In football activities, most pupils can pass a ball with the inside of the foot and a few can do so with the outside. Year 3 and 4 pupils work safely in a confined space and show imagination in creating long thin shapes as they roll, jump and travel across a mat.

152. Pupils make satisfactory progress in their gymnastic and games work at both key stages. The quality of pupils' movements develops appropriately as they begin to extend their limbs when performing simple gymnastic movements. Sound progress is made in controlling landings before setting off in another movement. The pupils' games skills are developing appropriately as they pass and throw a ball or aim at a target. They are developing an understanding of the need to find and move into space during small sided games activities.
153. Pupils enjoy physical activities and behave sensibly when carrying out their work. They listen well to instructions and concentrate well when carrying them out. Pupils share mats well when working in twos and threes and are able to constructively criticise their own and others performance. Pupils are aware of safety issues and handle equipment sensibly.
154. The quality of teaching is satisfactory. Lessons are well planned and suitable activities are provided which successfully encourage and challenge pupils of all abilities. Teachers make good use of pupil demonstration to improve performance. However, opportunities are sometimes lost because teaching points are insufficiently used to help pupils improve their work.
155. The subject is soundly managed by the co-ordinator who monitors teachers' planning but has had no opportunity to observe her colleagues teaching. Appropriate provision is made for the development of pupils' swimming skills. All pupils in Year 2 and Key Stage 2, travel to Barnard Castle swimming baths for a terms swimming lessons and the vast majority of pupils can swim 25 metres by the time they leave the school. Many pupils can swim considerably more than this. Standards of attainment have been maintained since the time of the last inspection.

155. **PART C: INSPECTION DATA**

155. **SUMMARY OF INSPECTION EVIDENCE**

156. The inspection team consisted of a registered inspector, a team inspector, and a lay inspector. The team spent a total of seven inspector days in the school. During that time:
- . approximately 22 hours were spent in direct classroom observation of a total of 33 lessons or part-lessons, with approximately 40 minutes spent on average in each lesson;
  - . approximately five hours were spent in hearing a representative sample of pupils read and in talking to them about their work;
  - . approximately 11 hours were spent scrutinising samples of the work of pupils from each class;
  - . approximately eight hours were spent in discussions with members of staff and with all members of the governing body;
  - . the operation of the school during lesson times, breaks and lunch-times was observed closely;
  - . registration procedures were observed in each class;
  - . a very extensive range of documentation about the school and its work was examined in detail.
1. Seven parents attended a pre-inspection meeting and 32 parents returned questionnaires giving their views on a wide range of topics about the work of the school. These views were taken into account in preparing for the inspection and during the course of it.
- 157.

## DATA AND INDICATORS

### 157. 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	75	3	23	16

### 157. Teachers and classes

#### 157. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	4.3
Number of pupils per qualified teacher:	18

#### 157. Education support staff (YR – Y6)

Total number of education support staff:	2
Total aggregate hours worked each week:	48

#### 157. Average class size in the school

Average class size:	26
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157.

### Financial data

Financial year:	1998 – 1999
	£
Total Income	158,927
Total Expenditure	159,037
Expenditure per pupil	2,039
Balance brought forward from previous year	19,585
Balance carried forward to next year	19,475

### 157. PARENTAL SURVEY

Number of questionnaires sent out: 50  
Number of questionnaires returned: 32

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	53	44	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	41	3	0	0
The school handles complaints from parents well	30	67	0	3	0
The school gives me a clear understanding of what is taught	29	65	0	3	0
The school keeps me well informed about my child(ren)'s progress	31	62	3	3	0
The school enables my child(ren) to achieve a good standard of work	50	47	3	0	0
The school encourages children to get involved in more than just their daily lessons	41	56	3	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34	62	3	0	0
The school's values and attitudes have a positive effect on my child(ren)	47	53	0	0	0
The school achieves high standards of good behaviour	37	60	0	3	0
My child(ren) like(s) school	56	44	0	0	0

#### 157. Other issues raised by parents

Parents were appreciative of the hard work of staff and the provision made for extra-curricular activities including visits and visitors to the school..

157.