

INSPECTION REPORT

**ST. MARY'S CHURCH OF ENGLAND AIDED
PRIMARY SCHOOL**

The Green, Long Newton, Stockton on Tees. TS21
1DL

LEA area: Stockton on Tees

Unique reference number: 111712

Headteacher: Mr. P. Hall

Reporting inspector: Mr. C.T. Hemsley
1609

Dates of inspection: 26th to 28th November 2001

Inspection number: 194504

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: The Green,
Long Newton,
Stockton on Tees.

Postcode: TS21 1DL

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. C.D. Moore

Date of previous inspection: 14th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1609	Mr. C.T. Hemsley	Registered inspector	Science	What sort of school is it?
			Geography	How high are standards?
			Equal opportunities	How well are pupils taught?
				How well is the school led and managed?
				What should the school do to improve further?
11358	Mrs. V. Lamb	Lay inspector		Attitudes, values and personal development
1550	Mr. M. Pinch	Team inspector	Mathematics	How good are the curricular and other opportunities?
			Information technology	
			Design and technology	
			Music	
			Special educational needs	
			English as an additional language	
22522	Mrs. M. Warburton	Team inspector	English	
			Art	
			History	
			Physical education	
			Foundation stage	

The inspection contractor was:

Durham Local Education Authority

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small school in the rural village of Long Newton provides for 91 boys and girls aged 4 to 11, from two immediate parishes and a significant number from nearby settlements. It also has part-time nursery provision for 13 pupils. The local area is socially and economically advantaged. A significant feature of the school is the varying numbers of pupils and their attainment on entry. However, since the last inspection, the number of pupils has increased overall, more pupils than previously come from outside of the local area, often into different year groups. Almost all pupils are from a white UK heritage background (98%) and there are only two pupils for whom English is an additional language. The proportion of pupils eligible for free school meals has increased (now 5.5%), but is still below average. Standards on entry to the school overall are above average. The number of pupils with special educational needs (SEN) varies annually and is currently below average (7.7%), with no pupils having a statement of special educational need.

HOW GOOD THE SCHOOL IS

The school is effective in providing a satisfactory education for its pupils. Most pupils achieve at least average and often higher standards as a result of teaching, which, although showing variation, is mostly at least satisfactory and often good. This is backed up by sound leadership and management, in which the governing body provides a good lead. However, pupils in the Foundation Stage are not achieving enough. Although the cost to educate pupils is relatively high because of the school size, taking into account the above factors, the school provides satisfactory value for money.

What the school does well

- Pupils often achieve well above average in national tests.
- Standards in reading are above average across the school.
- Standards in mathematics are above average for Years 3 to 6.
- Standards in ICT are above average for Years 1 to 6 and there is good provision for the subject throughout the school.
- Attendance is well above average.
- Pupils' attitudes to school are good.
- Pupils in Years 3 and 4 achieve well because of the good quality teaching.
- The provision for pupils with SEN is good.
- Adults in school work well together to create a sense of community, with clarity of roles and a good level of care for pupils.
- The governing body's effectiveness is good.
- Parents have a very positive view of the school.

What could be improved

- Achievement, planning and teaching in the Foundation Stage.
- Standards of writing across the school are lower than other aspects of English, and standards in art and design in Years 1 and 2 are unsatisfactory.
- The challenge of work, particularly for higher attaining pupils, linked to the planning of skills development.
- The low-level inappropriate behaviour, which disrupts learning, is not effectively monitored and tackled.
- Assessment to support pupils' academic progress is incomplete and does not adequately affect curriculum planning.
- The effectiveness, focus and financing arrangements for the school improvement plan.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997 progress overall is satisfactory. Test results have often been well above national average but with significant annual variations, previous standards having been judged to be good. In response to the key issues of the last report satisfactory progress has been made in the management structure, curriculum planning, monitoring and evaluating, equal opportunities and cultural education provision. Progress in developing assessment is unsatisfactory. Not enough progress has been made in improving provision and standards in the Foundation Stage and for art and design in Key Stage 1.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
mathematics	A*	C	A*	A
science	A	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

- The general historical pattern for this school is of above average attainment and pupils achieving well, but there are currently some weaknesses in how well pupils achieve.
- In national tests, pupils often attain well above average standards, but attainment varies significantly each year. For Year 6 pupils in 2001, attainment in mathematics was in the highest 5% nationally. Despite this, the overall trend in attainment across the core subjects of English, mathematics and science was below the national trend in improvement. Standards for Year 2 pupils in 2001 were well above average for reading, above average for writing and average for mathematics. In comparison with similar schools, pupils achieved well above average in reading, average in writing and well below average in mathematics. Parents should treat national test statistics for this school with caution because of the small number of pupils involved.
- Standards are currently average and above average in most subjects across the school. This is a sound achievement. Standards in reading are above average across the school and standards in mathematics for pupils in Years 3 to 6 are above average. Pupils in Years 1 to 6 have standards in ICT that are above average. Standards in science are average and sometimes above. Pupils in Years 3 and 4 are achieving better than expected in much of their work. Pupils with SEN make good progress. Boys' and girls' achievements are not significantly different from each other. Pupils are able to think for themselves well and are articulate in their responses.
- Pupils currently in the Foundation Stage are not achieving as much as they should, even though their overall standards are average. Across the school, achievement would be higher if pupils, especially those higher attainers, were given more challenging work. Standards in writing, although average, are relatively weaker than other aspects of English. Standards in art and design in Years 1 and 2 are below average and pupils are not achieving as much as they should.
- The school has set appropriate targets for improving pupils' standards but needs to have a clearer focus on how those standards will be achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show good enthusiasm for school.
Behaviour, in and out of classrooms	Satisfactory.
Personal development and relationships	Good. Pupils are confident, like to take the initiative and show a good level of personal responsibility.
Attendance	Very good, well above average.

Pupils are interested and become involved in a variety of activities. Relationships of older pupils are quite mature. Pupils are polite, work well together in groups and are trustworthy. However, there is an element of disrespect for normal classroom conventions, often shown in pupils not listening or talking during the teacher's explanations. This happens frequently enough to slow the rate of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	Satisfactory	Good

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

Teaching and learning varies in quality across the school. In Years 1 to 6 the teaching of English and literacy is good and of mathematics and numeracy is satisfactory. Teaching of other subjects is satisfactory overall, with a mixture of strengths and weaknesses. Teaching in Years 3 and 4 is good, as is the teaching of lower attaining pupils and those with SEN. In the lessons where the teaching is at least satisfactory or good, the significant features include the quality of planning, especially for literacy and numeracy. Pupils are told what the lesson is trying to achieve, suitable methods are used and the teaching assistant supports the learning well. Teaching and learning could be improved if pupils, especially higher attainers, were given more challenging work, if activities were more stimulating and the pupils encouraged to move on more quickly. The school needs methods to tackle the low-level disruption caused by those pupils who do not pay enough attention. The quality of teaching in the Foundation Stage varies from very good to unsatisfactory, but overall is unsatisfactory because, as currently taught, pupils will not be on course to reach the early learning goals in mathematical development and those goals in communication, language and literacy only in pupils' stronger areas.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, statutory requirements are met. Some weaknesses in planning.
Provision for pupils with special educational needs	Good. Good use of individual education plans (IEPs).
Provision for pupils with English as an additional language	Satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory as a result of overt teaching of these aspects.
How well the school cares for its pupils	Good. Teachers know their pupils very well. Adults work well together.

The school works well in partnership with parents.

There is a good range of extra-curricular activities. Planning weaknesses exist in the Foundation Stage and in developing skills across the school.

Teachers use national assessments to guide their understanding of standards. However, personal development records on pupils are informal and the school's assessment system is not yet effectively functioning beyond English and mathematics and as result is unsatisfactory in supporting academic progress and influencing curriculum change.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. Clarity of roles has a positive effect.
How well the governors fulfil their responsibilities	Good. Clear impact on improvement.
The school's evaluation of its performance	Satisfactory.
The strategic use of resources	Satisfactory.

The school had particular difficulties in recruiting sufficiently experienced staff, partly because of short notice of staff changes, although all classes were covered temporarily during the inspection. Accommodation and resources are mostly sufficient although office space is inconvenient. The outdoor play areas are not stimulating and do not support teachers in planning appropriate activities.

Governors' good involvement in strategic planning, holding the school to account and acting as critical friends has helped the school to move forward. The school's aims and values are evident in much of the school's day-to-day work, reflected in the head teacher's caring leadership and the way in which all adults work well together in creating a sense of community. The school improvement plan is detailed but needs a clearer focus on priorities and the use of finances, resources and staff development. Best value principles are applied satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Improvements in ICT provision and provision for mathematics. ▪ Encouragement of pupils to work to potential. ▪ Staff openness and approachability and information available about their child. ▪ The way that teachers know pupils well individually. ▪ The way pupils look after each other. ▪ Explicit teaching of values and praise for achievements. ▪ Standards of behaviour. ▪ The way that pupils want to come to school. ▪ The level of communication. ▪ The community links. 	<ul style="list-style-type: none"> ▪ A few parents are not as happy with the provision of homework. ▪ A few parents are not as happy with the range of activities outside lessons.

Parents have a very positive view of the school. Inspectors agree with what pleases parents most, except that there are reservations about the level of challenge in lessons and in the standards of behaviour in lessons. The provision of homework is typical of what is found in schools, although the current system is relatively new. The school will continue to work to involve parents in homework provision. The range of activities outside of lessons is good and more than might be expected for a school of this size because of the commitment of staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards vary each year because of the small numbers of pupils in each year group, but are usually above average, with pupils achieving better than expected. Pupils are currently working at levels mostly average and above, a satisfactory achievement overall, although pupils currently in the Foundation Stage are not achieving as much as they should.
2. When pupils begin school, either in the nursery or in the reception class, they are assessed by the school as having standards that are usually above average. They have particularly good standards in speaking and listening skills and in their personal and social development. Evidence from inspection shows pupils to also have good physical development. These features, supported by average and above standards in reading and mathematics, mean that pupils are well placed to begin learning. Current standards are average but pupils are not achieving as much as they should because of weaknesses in planning and teaching.
3. Results in national assessments at the end of each key stage have generally been above average and often well above average. There are significant annual variations as a result of the small number of pupils in each year group, each pupil often representing more than 6% of the total.
4. Standards in English are currently average, with pupils having above average standards in reading but average standards in writing, an area of relative weakness evident throughout the school. Results in 2001 in Key Stage 1 national assessments were well above average for reading. They were well above average for English overall in Key Stage 2, although only an average number of pupils reached the expected level for their age (Level 4). General literacy skills across the curriculum are average and above and pupils make use of these skills, particularly of reading, in learning about the range of subjects. The school recognises the need to develop pupils' extended writing skills further, despite the good teaching already taking place through the national literacy strategy in specific lessons.
5. Standards in mathematics currently are above average in Key Stage 2 and average in Key Stage 1 but they vary significantly each year. In Key Stage 1 tests in 2000 results were well above average, but in 2001 were average while in Key Stage 2 in 2000 results were average, but in 2001 were very high. Pupils currently in school have particular skills in mental and oral mathematics, developed through sound teaching in numeracy lessons. As a result pupils' standards in numeracy are above average, enabling them to learn well, for instance in ICT.
6. Standards in science are average, although standards in 2001 in national assessments at Key Stage 2 were above average overall, an average number achieved the expected level (Level 4), a satisfactory achievement in comparison with similar schools. In 2001 teacher judged standards in Key Stage 1 to be well above average. The school recognises that it has not concentrated as much on science as other core subjects in recent years, while it has developed literacy and numeracy.

7. The school has invested in improved provision for ICT and has been supported financially by parents in this. Because of this, and a planned approach to the development of skills, pupils now have above average standards and are achieving well. For instance, pupils regularly use ICT across a range of other subjects.
8. Pupils are achieving better than expected in Years 3 and 4; this is particularly identifiable in English, mathematics and science. The mixed-age class is large but good teaching is enabling pupils to learn well and make good progress.
9. Pupils with SEN make good progress. This is because teachers make good use of the IEPs for each pupil, who they know well as individuals. Support from the teaching assistant and withdrawal of small groups to work with the head teacher is effective.
10. There are no significant variations between how well boys and girls achieve in their current work. Statistical analysis is inappropriate for any particular year group because of the small numbers involved and longer-term trend data is inconclusive. The number of pupils with English as an additional language is small and those pupils involved progress at the same rate as others do.
11. In Key Stage 1 there has rightly been some emphasis on ensuring that basic skills are taught. However, standards in art and design are below average, pupils do not have a wide enough range of experiences and are consequently underachieving.
12. In a minority of lessons pupils, particularly higher attainers, could achieve more than they do. This is because on these occasions pupils are not given hard enough work. It is one of the difficulties that the school has to face when preparing work with mixed-age classes. One effect is seen in English, where the achievement of higher attaining pupils in writing is unsatisfactory.
13. Governors have set appropriate targets for standards, increasing each year and the school has made sound progress towards its previous targets. The school would benefit from a more focused approach to reaching its targets, for instance by providing greater emphasis in curriculum planning to raise standards in writing, an aspect that the school acknowledges as an area of relative weakness.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to learning throughout the school are good and have been maintained since the last inspection. They are interested in their work and apply themselves to the tasks set for them. Pupils often concentrate well and co-operate with their teachers, classroom assistants and each other once they have settled to work. For example, pupils at upper Key Stage 1 were interested in making a lantern and followed the teacher's demonstration carefully. In the best lessons very good relationships are established between the teacher and pupils and pupils concentrate and work hard. Pupils at upper Key Stage 2 for example, responded well to the very calm and steady atmosphere during a literacy session to work with their teacher, following the work carefully and offering suggestions relating to order and layout. During physical education (PE) pupils use their imagination to perform sequences and those who demonstrate do so willingly and with confidence.

15. The school generally is an orderly community where the behaviour of pupils is satisfactory overall and reflects the standards expected by teachers. While there are many good features of behaviour throughout the school, the delays to learning in some lessons as a result of inattention mean that behaviour overall is satisfactory rather than good.
16. Pupils understand right from wrong and are courteous and friendly to visitors. They respond well to the happy and secure environment. Generally pupils relate well to adults and each other. Relationships are good and older pupils show a good level of maturity in their links with adults. Pupils share and take turns with equipment and move sensibly around classrooms and between different areas of the school. They work well in small groups and are keen to answer questions and share ideas. Pupils are familiar with school routines and maintain them without a lot of intervention from adults. In the playground pupils of all ages play well together and often the very youngest are kindly supported by the oldest. No bullying was seen during the inspection but supervisors were called upon several times to support a small number of children who had been hurt or upset in the playground. School committee members report that there are a few older boys who are badly behaved towards other children, although there was no evidence of this during the inspection.
17. In all classes, when given the opportunity, pupils are able to organise themselves and are happy to prepare for and clear away activities. Where opportunities arise, pupils use their own initiative successfully and are conscientious in helping each other when appropriate. Pupils are very willing to take responsibility for tasks in school, not only for general duties but for specific roles within the school committee or helping staff look after the younger ones during breaks or when moving around school. Older pupils frequently volunteer to lead the younger ones in from the playground or to hold doors open to assist easy movements around school. Pupils who act as year group representatives are conscientious in communicating the wishes of their peers and helping to bring about improvements in a mature and sensible way. Although structured opportunities to promote pupils' personal development are not well developed, for example through structured participation in the day-to-day life of the school, most pupils show a developing sense of responsibility as they move through the school. They present their work in books neatly and take a pride in the quality of presentation.
18. In too many lessons, a minority of pupils do not pay enough attention and do not follow usual classroom norms. Consequently, they call out, talk to each other, move about inappropriately and are generally restless and impulsive. This inattention also affects parts of assemblies. Most pupils are able to behave with self-discipline during reflection time in collective worship but some, especially some older boys, do not respect the occasion and display attention seeking behaviour. When adults intervene, pupils' response is good and they settle down, but often interruptions and lapses of conventional classroom behaviour are not sufficiently challenged and the pace of learning slows. It is important that the school takes steps to correct this behaviour so that pupils know more clearly what is expected of them as active learners and teachers can work with minimum interruption. The school has prepared a revised draft behaviour policy recently but it is undergoing further amendments before acceptance by the governing body.

19. Attendance is very good and is well above the national average for similar schools, partly because of the attention that the school pays to this. Registers are very well kept to quickly show the number of pupils present from the beginning of each session. Parents notify staff at the beginning of the first day that their child is absent and there are good procedures to obtain the reasons for any pupil not arriving at school should a message have not been received. The school is careful to keep track of pupils whose parents take them on holiday during term time to ensure that authorisation requirements are met. The rate of unauthorised absence from school is nil. The vast majority of pupils always arrive punctually to school and registration is well managed to ensure a prompt start to sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Although the overall standard of teaching is satisfactory, there are significant variations. It is good in Key stage 2, particularly in Years 3 and 4, satisfactory in Key Stage 1, but overall unsatisfactory in the Foundation Stage. The school was inspected during a period when there had been difficulty in recruiting experienced staff for temporary contracts, although adequate cover had been provided. This was partly as a result of short notification of staff changes. At the time of the last inspection there was a more significant level of temporary staff and the quality of teaching was weaker. Overall the school has made satisfactory improvement since the last inspection, despite the current temporary situation.
21. The school has dedicated time and effort to improving the quality of teaching and learning in literacy and numeracy. Much of the teaching takes place within dedicated English and mathematics lessons. Consequently teaching is good in literacy and at least satisfactory in numeracy. In teaching these basic skills, teachers plan well in relation to the national strategies. Teachers then let pupils know the purpose of the lesson and therefore there is a good level of clarity for pupils, which helps their learning. In these lessons, teachers have often assessed pupils' work well from the previous lesson so the learning develops effectively. This has particular effect in Years 3 and 4 where the teaching is based on high expectations and a good level of challenge.
22. In the better lessons across the school the methods are appropriate. For instance, in a science lesson in Key Stage 2 pupils investigated the rates at which cloths would dry under different circumstances. The teacher allowed pupils to investigate practically, for instance using hair dryers, this allowed them to recognise the difficulties of reducing the variables when trying to create a fair test, so developing an understanding of experimental approaches as well as factual knowledge about evaporation.
23. In the majority of lessons the teaching assistant is particularly useful in focusing support, often for lower attaining pupils, who make good progress overall. Similarly, the teaching assistant made a very valuable contribution to pupils' skills in one lesson by supporting a group working with computers. In a small number of lessons full use is not made of the skills of the teaching assistant during the introduction. Resources for most lessons are at least satisfactory and have a positive effect on learning.

24. A number of inter-related factors prevent learning from being better than it is. In a significant minority of lessons pupils are capable of being given more challenging work. This is particularly true of higher attainers. The planning, other than in literacy and numeracy, does not pay sufficient attention to the different levels of skills of older and younger pupils. In these lessons introductions are often too long, lack stimulation, are slow and do not involve all pupils sufficiently. This is one reason why a minority of pupils are restless, talk to each other and do not pay sufficient attention, but then are able to answer the teacher's questions when asked directly about the lesson content. The management of this behaviour is only satisfactory and teachers need to challenge this inappropriate response more directly and consistently, since it directly affects the productivity of pupils' learning. In a small number of lessons administrative and other interruptions cause distractions and slow the pace of learning.
25. In the Foundation Stage, teaching is unsatisfactory overall. Although the majority of lessons are at least satisfactory and occasionally even very good, the proportion of unsatisfactory teaching and unsatisfactory elements is too high. In the best lessons for these pupils there are clear expectations and well-managed experiences. At other times, particularly for older pupils, the focus of work is not clear to pupils, nor planned well enough, too much time is lost in managing pupils and activities and expectations are too low. Consequently pupils in these lessons are less focused in their approach to learning and do not make the expected progress, the pace of learning being too slow.
26. Across the school it was not possible to see homework exercises being set, but records indicate that a satisfactory, although recent system is in place, with pupils receiving similar amounts to pupils in other schools, although the school reports that the completion rate is variable.

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

27. The school provides a satisfactory range of learning opportunities for children at the Foundation Stage and for pupils at Key Stage 1 and Key Stage 2 and there has been satisfactory improvement since the last inspection. The statutory requirements of the National Curriculum are met and the overall breadth and balance of the curriculum are appropriately aligned to the needs of the school. There is, quite rightly, a particular emphasis on literacy and numeracy, based on national strategies, and discrete time is allocated to spiritual, moral, social and cultural education. The provision for ICT is well developed through the teaching of skills progressively and their use to support learning in other subjects such as English, mathematics and geography.
28. Policies for all statutory subjects are in place and have recently been revised. In order to ensure appropriate coverage of the National Curriculum the school has almost completed the development of long and medium-term plans based on a two-year cycle and nationally recommended schemes of work. This positively assists teachers in their weekly and daily planning. However, it is still not bedded down and further revision is planned, for instance pupils currently in Year 6 are covering a history topic for the second time.

29. Although the topics chosen from nationally produced schemes of work units are generally appropriate the school has not developed the planning far enough to ensure that skills are taught to pupils at the right time in mixed-age classes. Similarly, the school recognises the need to improve pupils' writing skills but has not considered adequately how writing, particularly extended and creative writing, can be developed through other subjects.
30. The overall curriculum planning for the Foundation Stage is satisfactory, but the school's recent changes to provision and planning are not yet embedded successfully and consequently there is often insufficient focus in lessons and pupils do not build on previous experiences.
31. The school has sound policy and guidance notes for personal, social and health education and pupils are made aware of drugs through the science curriculum. Although the school provides appropriate sex education, it gives special provision to pupils in Years 5 and 6 only once every two years.
32. Provision for pupils who have SEN is good. There are clear, well managed procedures for identifying pupils at an early age. The curriculum for SEN pupils is well defined and documented and their progress is measured against targets in IEPs. Full access to the curriculum for all pupils is recognised as important by the school, including pupils who have English as an additional language and equality of opportunity in all areas of learning and social activity is assured.
33. At the time of the last inspection the provision for equal opportunities was judged to be unsatisfactory because all pupils in the school were not effectively provided for. Provision is now satisfactory within the curriculum, although some more progress is still needed in ensuring that higher attaining pupils are given sufficient challenge.
34. A good range of additional activities is available to pupils during and after the school day for a school of its size and kind. These are organised over the school year and include regular sporting activities such as football and a range of musical activities for pupils particularly at Key Stage 2, which enhance both their learning and social development. Pupils visit places of interest outside the school from time to time and visitors to the school also extend and enhance the quality of the curriculum. The number of opportunities for pupils to benefit from visits to other places is limited because the school feels that they are too costly, although annual residential experiences began in 2000.
35. The school has developed appropriate links with the church and the vicar is a regular visitor and makes an effective contribution to the life of the school, as do some members of the local community by bringing their experiences to the pupils.
36. Provision for spiritual, moral, social and cultural education is satisfactory in each aspect. There is a community spirit in the school, which is shared by all staff and the pupils. The pupils are given some opportunities to exercise choice and responsibility, although this could be extended further outside the spiritual, moral, social and cultural development sessions that are time-tabled. Pupils respond well to opportunities to take responsibility. For instance, the individual target-setting processes in Key Stage 2 involve pupils well.

37. Pupils are given time to reflect in assemblies and in lessons are occasionally helped to consider their own feelings about other people's actions and things that happen. Collective worship is well organised and clear emphasis is given to personal feelings, qualities and aspirations, although opportunities for quiet reflection are less emphasised. The music played as pupils move in and out of assembly supports a positive atmosphere. The school supports charities through which pupils are helped to understand the beliefs and circumstances of others. In one lesson pupils were encouraged to consider the importance of babies and new life, as a result pupils considered their own and others' experiences appropriately.
38. Pupils' moral development is appropriately fostered. Their views and work are valued throughout the school. An ethos has developed which is supported by clear values of care and honesty. Pupils are encouraged to acquire a sense of fair play, to learn to share and to know right from wrong. They have a strong awareness of each other and the things they do. However, teachers do need to pay more attention to the low-level inappropriate behaviour of pupils during lessons in order to improve levels of respect that pupils have for school conventions.
39. In their social development pupils learn to work and play together co-operatively. They often listen to each other and form good relationships. In this teachers and other adults in the school provide effective role models. Older pupils bring individual pupils in the reception class back to lessons after break, a good social and caring experience for both groups of pupils. Pupils are encouraged to consider environmental issues both locally and in the wider community. This is an inclusive school, which values individuals.
40. The school is increasingly extending its cultural development. Pupils are provided with opportunities to appreciate the beliefs and traditions of their own and other cultures. Pupils engage in making music, visiting theatres and getting to know about aspects of their own locality. A wider cultural dimension is provided through activities such as the visit of Raymond Otto who demonstrated aspects of African life, dance and music to the pupils. The school also provides a wider cultural dimension through pictures and artefacts, traditions and beliefs held by different faiths. Musical activities also make a significant contribution to pupils' cultural development. At the time of the last inspection this aspect of school life was unsatisfactory. There has been sufficient improvement and it is now satisfactory, although the extended cultural experiences are not yet bedded into the curriculum beyond religious education (RE) and there is no overall plan to ensure that all pupils consider a range of cultures. There is, however, no evidence of racism in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Overall, the school provides good care for its pupils. Parents are highly satisfied with the day-to-day arrangements and agree that they would feel comfortable about approaching the school with any concerns about their child. Staff know pupils very well and are conscientious in responding to their individual needs. Teachers and non-teaching staff supervise the pupils well throughout the school day. Parents are satisfied that their children like going to school. There has been satisfactory improvement since the last inspection.

42. The school supports pupils' personal development well. Staff maintain good relationships with pupils and this helps them to learn how to get along together. Pupils' self-esteem is enhanced by events such as celebration assemblies that highlight and reward significant achievements. Opportunities to help around school and in class are available for pupils of all ages that help them to become mature and responsible. Many of these are informally managed as pupils are encouraged to volunteer for a range of tasks. Older pupils are encouraged to provide support for younger ones during breaks. The school welcomes pupils' suggestions and takes their contributions seriously. For instance, pupils in the past year formed a committee of pupil representatives to raise funds for charity and to share views on desired improvements around school. As a result, pupils are contributing ideas on how they would like the outdoor play provision to be developed. The school takes part in local, national and international fund-raising, which helps pupils to develop responsible and caring attitudes towards those in need. Significant aspects of pupils' personal development are included in annual reports for their parents alongside areas to concentrate on for further progress. This provides a good means of acknowledging pupils' good points and boosting their self-esteem.
43. Arrangements for child protection are satisfactory. The school follows the procedures of the local education authority and the person with designated responsibility has received appropriate training. Although other members of staff know whom to contact with any concerns about a child's welfare, they have not received training to raise their awareness of issues and to guide their responses. There is a programme for personal, social and health education that provides a forum for pupils to express their views and feelings on a range of topics. Participation in events supported by the emergency services and, for instance the school nurse, help children to learn how to look after themselves. Pupils know whom to turn to for help and advice. The school maintains a satisfactory working relationship with outside agencies for additional support and advice when necessary.
44. The school has made satisfactory arrangements to meet health and safety obligations. Formal emergency evacuation practices and risk assessments take place. Staff handle accidents and illness promptly, with care and consideration. There are clear procedures for administering medicines during school hours. The school is careful to record accidents or first aid and to inform parents of anything that may need further attention.
45. The school's arrangements for monitoring and promoting good behaviour have been shared with pupils and parents through the prospectus and home school agreement. However, the school has not yet adopted a behaviour policy to provide a formal framework to demonstrate specifically what is expected, how staff will manage behaviour and how parents and staff could work together to ensure high standards. Governors have considered and rejected a first draft policy because they want to ensure that approaches will support the school's ethos. The school has identified, in general terms, the standards of behaviour expected from pupils and both teaching and non-teaching staff adopt a positive approach to discipline, using praise and rewards to acknowledge and promote good examples. This makes a significant contribution to good discipline in school. However, pupils need further guidance from staff about appropriate ways of conducting themselves to demonstrate due respect to conventions.

46. Pupils know whom to turn to for help and the vast majority of parents are satisfied that staff manage pupils' behaviour well. Many older pupils make friends with younger ones, which helps the younger ones to settle and feel safe. Arrangements for pupils to eat lunch ensure a calm and friendly environment and a very positive social occasion. However, the playground is not developed with apparatus, seating for quiet pastimes or much space for active games during breaks. This limits its potential to provide high quality play experiences and so reduce the likelihood of unacceptable behaviour.
47. The monitoring of pupils' attendance is good and the school effectively encourages high standards. Teachers complete registers promptly and carefully to ensure that all present are recorded and that reasons for absence are obtained. This gives pupils a clear message that attendance and punctuality are important. Parents are very conscientious in notifying the school at the beginning of their child's absence. The school keeps a close eye on individual attendance rates, especially those pupils whose parents take them on holiday during term time, to ensure that all absences are appropriately authorised and that all pupils achieve a good standard. Links are established with education welfare staff for further assistance if necessary.
48. One aspect of care for pupils is the development and use of assessment procedures, this is an aspect of the school which is unsatisfactory and where insufficient progress has been made since the last inspection.
49. The school keeps records about pupils' attainment on specific aspects but has only informal records of pupils' personal development. Given the changing nature of staffing this is an aspect requiring improvement, although current staff know individual pupils well and the head teacher knows pupils and parents. Similarly, the school does not keep a formal record of behaviour incidences in a way that could be analysed to identify patterns and improve pupils' responses. As a result, the school has not recognised the significance of the low-level inappropriate behaviour in classes.
50. Recording of academic progress is satisfactory and is based upon regular use of national assessments. However, the assessments do not yet extend effectively beyond English and mathematics. The school has designed an approach to assessing and recording progress in other subjects but the system is not yet fully functional and overall is unsatisfactory in supporting academic progress and influencing curriculum change. More progress in developing a system would have been expected since the last inspection and so therefore improvement in this aspect is unsatisfactory. The lack of data in a form that is easily analysed means that the school is not yet making sufficient use of assessment to support curriculum planning or to monitor patterns of progress among groups of pupils. However, individual records of pupils in Key Stage 2 are helping teachers to target areas for improvement. The school has a policy for gifted and talented pupils but the approach to using data to identify and extend these pupils is rudimentary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have very positive views of the school and staff and governors have established a range of good working links between school and home, maintaining a strength from the previous inspection. Parents make positive contributions to the work of the school. They find staff approachable and feel welcome in school. Day-to-day communications between school and home are good and are appreciated by parents.

52. Overall, parents regard the school very favourably. There are many things that please parents and two main areas with which they are less happy. They are particularly happy that their children like school. They are satisfied that the school expects their children to work hard and achieve their best. Parents like the way that the school teaches positive values, praises achievement and helps children to become mature and responsible. Parents are satisfied that progress and teaching are good and that the school works closely with them, providing sufficient information on how well children are doing. They believe that leadership and management and behaviour in school are good. Parents are less happy with the arrangements for homework and the range of activities provided outside lessons. Inspectors agree with most of the positive views expressed by parents but are not satisfied that behaviour is consistently good or that the school does all it can to help pupils reach their potential. The school provides a good range of extra-curricular activities and homework is satisfactory.
53. Good quality information is provided for parents about the life of the school and the progress that their children make. The prospectus and annual report from governors include a good range of information about school life, day-to-day procedures and the curriculum provided. The prospectus in particular is clear about the attitudes and values that the school aims to promote. Frequent letters keep parents up-to-date about new developments and special events. Staff, including the head teacher, are available for informal chats with parents each day and parents make good use of this facility to share information. Formal opportunities are provided for parents to consult teachers each term and these meetings are very well attended. Annual written reports provide parents with good quality information about their child's academic progress and personal development and identify some areas for further development in general terms.
54. Parents have shown their support for the work of the school by signing a home-school agreement that details the various ways in which staff, pupils and parents can work together. Most parents support the school and their children by ensuring that they complete homework. The recently adopted homework arrangements are a result of views expressed by parents who are generally satisfied with them so far, but are aware that they are not yet fully embedded. The information that parents receive about homework is obtained directly from the homework set and is not supported by guidance on how parents could help or by a means for parents and teachers to routinely communicate about achievements or difficulties, for instance through the use of a homework diary.
55. The school holds information sessions for parents on areas of the curriculum such as sex education, reading, writing and numeracy although none have taken place recently. Very few parents help regularly in school but the school receives a lot of help with excursions and special events. The school benefits from the very hard work of an association of parents and teachers who support the school by organising social and fundraising events that have provided significant extra resources and make a very good contribution to pupils' personal development. For example, parents have recently set physical challenges for pupils to raise money through sponsorship and are currently involved in providing apparatus to improve the quality of pupils' experiences in the playground.
56. Since the previous inspection the school has continued to work well with parents and parents continue to be very happy with the provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Overall leadership and management is satisfactory in its impact by providing a sound education for pupils. Improvement since the last inspection is satisfactory.
58. The governing body's effectiveness is good. This is because governors pay great attention to the work of the school. They look at analysis of data on standards, receive regular reports on developments in individual subjects, and do not accept policies unless they are sure they will support their view of the school. In this way they are holding the school to account. They act well as a critical friend, discussing developments regularly and being well aware of what is happening in school, although they would like to spend more time than they do seeing the work of the school at first-hand. Since the last inspection, the governing body has recognised the need to play an active role in determining the school's direction, this is now a strength and a very good feature. One effect of this is that there is now a detailed development plan, possible because the governors were able to release the head teacher from most teaching duties and not be class-based.
59. The head teacher provides sound caring leadership and ensures overall effective management. Responsibilities are met and the school functions day-to-day in an orderly fashion. His openness and accessibility are welcomed by parents, who regularly consult him about their child's progress. In his management he is ably supported by the second-in-charge, who helps to set the tone and standards in the school across a range of areas. The head teacher has ensured that responsibilities in school are clear and that subjects are co-ordinated effectively, this has a positive effect. The audits that subject co-ordinators provide for the governing body are particularly useful.
60. A strength of the school is the way in which all adults in school work well together, with a good level of care for pupils in a strong sense of community. In this way it is clear that the school's aims are reflected in the day-to-day life of the school.
61. In response to a key issue of the last report, a management structure has been implemented that plans for more than two years and it sets prioritised targets for the future. It has been useful in identifying areas that the school has been able to improve. Although this represents satisfactory improvement since the last inspection, there is still a need to establish more clearly which are the most important priorities and action in this detailed plan and allocating finance, resources and staff development accordingly.
62. In response to a key issue from the last inspection, there is now a structure for monitoring and evaluating the school, consisting of lesson observations through performance management and subject co-ordination, subject reports to the governing body and regular head teacher reports to governors on a range of issues. This is not yet contained within an overall framework that identifies how the system improves provision and outcomes, but overall improvement is satisfactory.

63. Financial control and planning is satisfactory. The school has responded satisfactorily to the last audit report. The school improvement plan has some financial implications indicated but needs a closer indication of the relationship between activities and intended resources so that value for money of decisions can be more easily identified. Governors have been careful to consider the wider aspects of school funding and its relationship to the varying number of pupils and have made good strategic use of funds in relation to major expenditure and have used specific grants appropriately. The school follows the principles of best value in its decisions, although there is not enough comparison with other similar sized schools about provision and costs of developments. Some financial benchmarking is considered by the governing body.
64. Although the school has made good provision for pupils in the use of ICT, its use in school management is less than might be expected. Although the school believes that its electronic systems are too complicated and unreliable, and not as important in a small school, unnecessary work occurs in recording and analysis of information and the school's approach to assessment relies too heavily on paper-based systems. The head teacher believes that most bureaucracy from outside comes from central and local government and individual separate organisations and too much of it is paper-based.
65. Staffing, resources and accommodation are satisfactory overall. At the time of the inspection two permanent teachers had left school very recently and the school had great difficulty in finding sufficiently experienced staff. Two classes were therefore covered temporarily. Induction procedures for staff are satisfactory as are procedures for staff development, which are linked to performance management. Professional developments linked to school improvement plan priorities are not clear enough. Although the school's decision to keep pupils with the same year groups is sensible for curriculum continuity and planning, varying numbers of pupils each year currently result in a very large class for Years 3 and 4, and despite good teaching, it is difficult for the teacher to cover the full range of ability.
66. The accommodation allows the curriculum to be covered effectively. The modern building has recently been improved to allow better use of individual rooms. The head teacher shares an office with the school secretary and this is inconvenient, for instance when parents visit. The school has a small area for outdoor play in the Foundation Stage. This area is not stimulating, although staff do take some larger play equipment outside. The school playground is similarly lacking in markings or different textures and is an awkward shape for teaching some PE activities.
67. Resources are satisfactory for most aspects of the curriculum. The classrooms are well organised with a sound range of equipment to support children in their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve standards of attainment, the provision of education and school management the governors, head teacher and staff should do the following.

- (1) Improve achievement, provision and teaching in the Foundation Stage by:
 - improving the focus of activities through better planning;
 - making full use of the time available;
 - improving the rate of progress in the reception year.
(Paragraph numbers 2, 25, 70, 73, 74, 78)
- (2) Improve standards in writing and in art at Key Stage 1 by:
 - extending opportunities for extended and creative writing;
 - planning opportunities for writing in foundation subjects;
 - ensuring a balanced curriculum in art and design in Key Stage 1.
(Paragraph numbers 4, 11, 79, 86, 87, 91, 109, 111)
- (3) Improve the challenge of work, particularly for higher attaining pupils by:
 - planning the development of skills for different year groups;
 - improving the pace of lessons and involvement of pupils.
(Paragraph numbers 12, 24, 29)
- (4) Reduce the low-level inappropriate behaviour by:
 - developing and establishing a behaviour policy;
 - monitoring and acting upon patterns of behaviour.
(Paragraph numbers 18, 24, 45, 49)
- (5) Improve assessment by:
 - completing the introduction of the school's procedures for assessment;
 - introducing methods by which assessment data influences curriculum planning.
(Paragraph numbers 48, 49, 50)
- (6) Improve the effectiveness of the school improvement plan by:
 - identifying and focusing on the most important priorities for raising attainment;
 - allocating finance, resources and staff development activities more clearly to priorities.
Paragraph numbers 61, 63)

69. While not key issues, the school should also consider the following areas for improvement within the action plan:

- standards in science; (Paragraph numbers 6, 100)
- arrangements for sex education; (Paragraph number 31)
- planning for cultural understanding; (Paragraph number 40)
- use of ICT for school management; (Paragraph number 64)
- monitoring and evaluating framework; (Paragraph number 62)
- involvement of parents in homework provision; (Paragraph number 54)
- best value procedures; (Paragraph number 63)
- inconvenient office space; Paragraph number 66)
- quality of outdoor play areas. (Paragraph number 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	13	17	3	0	0
Percentage	0	6	37	49	9	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than [two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	7	91
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2.8

Unauthorised absence

	%
School data	0.0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	16	16
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	13	14
Percentage of pupils at NC level 4 or above	School	73 (93)	87 (80)	93 (100)
	National	75 (75)	71 (72)	82 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	10	12	15
Percentage of pupils at NC level 4 or above	School	67 (87)	80 (80)	100 (93)
	National	72 (70)	74 (72)	82 (79)

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

Because of the small number of pupils involved, no breakdown is provided for the results of boys and girls separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	89
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18.2:1
Average class size	22.8

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	42

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	14.0:1
Total number of education support staff	0.5
Total aggregate hours worked per week	30
Number of pupils per FTE adult	14

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	264,767.00
Total expenditure	262,337.00
Expenditure per pupil	2,705.00
Balance brought forward from previous year	20,552.00
Balance carried forward to next year	22,982.00

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	63	32	3	0	2
Behaviour in the school is good.	41	58	2	0	0
My child gets the right amount of work to do at home.	35	49	15	0	2
The teaching is good.	59	36	3	0	2
I am kept well informed about how my child is getting on.	47	46	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	32	0	0	2
The school expects my child to work hard and achieve his or her best.	66	32	2	0	0
The school works closely with parents.	38	57	2	0	3
The school is well led and managed.	47	41	7	0	5
The school is helping my child become mature and responsible.	49	46	5	0	0
The school provides an interesting range of activities outside lessons.	42	30	25	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children usually start school with standards above average, but this varies considerably each year. Pupils currently in school have a wide range of ability but academically are average and above. Although progress varies in each aspect of the curriculum, currently they are not achieving as much as they should because of some weaknesses in planning and teaching. The school has recently reorganised the arrangement of pupils into a Foundation Stage consisting of part-time nursery provision and a full-time reception class. For part of the week pupils are brought together and each day pupils in the reception class have access to the room and equipment used by pupils of nursery age. Although there have been improvements in several aspects of the school's provision, there has not been enough improvement in achievement since the last inspection.
71. Attainment on entry to the nursery, as judged by the school's baseline assessment procedures, is broadly average and above. Higher levels are evident in personal and social skills and in speaking and listening, with writing identified as a weaker area. Baseline assessment on entry to the reception class as judged by the LEA scheme, indicates a similar pattern, with attainment in reading and mathematical development around average for the LEA. Pupils have strengths in personal and social skills and speaking and listening, with writing below average.

Personal, social and emotional development

72. In personal and social development, children respond well to the routines in place, work and play confidently together and show an awareness of each other. Both in the nursery and the reception class they play together well, co-operating with each other. Their levels of concentration are generally satisfactory, although sometimes concentration in the reception class is poorer when tasks lack focus and they are unclear about what they have to do. Children make satisfactory progress in personal and social development, given that attainment on entry to both the nursery and reception classes is above average. Teaching of personal and social development is satisfactory, with opportunities identified in medium-term planning and appropriate use made of incidental opportunities to reinforce skills needed to work and play together. Pupils are well on course to reach the early learning goals.

Communication, language and literacy

73. In language and literacy pupils' attainment is in line with expectation for age overall, but is below in writing. In the nursery, children can talk about their experiences and what they are doing. They answer questions and listen carefully to instructions, although occasionally they do not listen well to stories when insufficient use is made of questioning to relate the story to their own experiences. In the reception class they generally listen well and can explain in greater detail what they have been doing and what they have learned. Some children in the nursery can recognise their own names and the names of others, know that print conveys meaning and how a book is organised. They enjoy looking at books and like to take them home. In the reception class many can read sentences and words written by the teacher. They like to look at books and can recognise a range of words, although few are able to use picture clues to help them guess unfamiliar words, and some are reluctant to talk about the story. Their attainment is in line with expectation for age, approaching the early learning goals. In writing, standards are below expectation for age overall, although in the nursery they are close to expectation for age. Children can use drawings, letters and symbols to record their ideas and the highest attaining can write their own names. However, these skills are not systematically built on in the reception class, so children's progress and achievement are unsatisfactory. Some can write their names and use opportunities provided to record some of their ideas but this is inconsistent and tasks provided often lack focus and challenge, particularly for the highest attaining. The teaching of language and literacy skills is satisfactory overall, but it is unsatisfactory in the reception class in writing because planned learning opportunities do not build on prior attainment and are insufficiently challenging for the highest attaining children in the group. As a result pupils are on course to reach the early learning goals only in their stronger areas.

Mathematical development

74. In the mathematical area of learning attainment is in line with expectation for age. Children in the nursery know the names of simple two-dimensional shapes and are beginning to understand terms such as "edge" and "corner". Some children recognise a hexagon, describing it as "like a flat tyre". They develop counting skills by counting corners and edges, and other objects in the classroom. They can thread beads in a logical pattern and are beginning to understand the language of length such as "a tall tower". In the reception class attainment is just in line with expectation for age but the pace of learning is too slow and achievement unsatisfactory. Occasionally the selection of resources does not promote focused learning, for example too many containers in the water trough. Children can recognise, count and write numbers 1-10, and most know numbers before and after, but there is insufficient challenge, particularly for highest attaining pupils, to extend their learning to include early addition and subtraction activities. Teaching of mathematical skills in the nursery is good because resources such as shapes are used well and good use is made of incidental opportunities to reinforce early number skills. In the reception class it is unsatisfactory because insufficient use is made of prior attainment to provide well-matched activities that promote progress. As a result, if this rate of progress continues, pupils will not be on course to reach the expected goals.

Knowledge and understanding of the world

75. Children's knowledge and understanding of the world is at a level expected for their age. They have visited local places of interest such as Saltburn and Preston Park and have made good use of the local environment to collect autumn leaves and use local playground equipment. They engage in a range of activities in the nursery to support their learning in this area such as playing with dinosaur toys, pouring water into different containers and making sandwiches. In the reception class good use is made of the role-play area to generate interest in the post office and one child knew that post boxes in Majorca are yellow. Children use computers well for their age, they can use the space bar and return keys and can control the mouse in the nursery, and in the reception class they can move images around the screen to create an island. Teaching in this area of learning is satisfactory overall and pupils are on course to reach the expected goals.

Physical development

76. Attainment in physical development is above expectation for age and children achieve well. Fine motor skills are well developed through activities such as cutting, sticking, threading and using construction kits and malleable materials. Gross motor skills are developed well through the use of joint nursery and reception sessions. In a very good lesson observed, appropriate tasks ensured that good progress was made. Children had good awareness of space and of each other and moved confidently at different speeds and levels. Most were able to throw a ball into the air and catch it and reception children were able to do this very accurately. Many pupils could roll and aim a ball with confidence, and used high levels of energy. Good use is made of the outdoor area to use wheeled toys and other apparatus. However, use of this area could be improved by the provision of fixed apparatus and imaginative markings. Teaching of physical development is good overall because lessons are well-organised, instructions are clear, expectations high and the pace brisk. Pupils are well on course to reach the early learning goals.

Creative development

77. Children's creative development is in line with expectation for age. In the nursery they can select materials to make a card and paint and draw at an appropriate level. They engage in role-play activities, playing imaginatively and with enjoyment. They make creative use of construction kits such as a train set to develop their own "small world" play. They play percussion instruments and use play dough to make models. In the reception class pupils were observed in a dance lesson where they acted out the movements made by a baby. There was little evidence of other types of creative development for reception-aged pupils. The teaching observed in this area was satisfactory overall and pupils are on course to reach the expected goals.

Summary

78. Although many pupils attain standards in line with and above what is expected nationally, their progress through the Foundation Stage is still less than that which should be expected for their abilities. This is largely because they do not make sufficient progress in the reception year, where pupils are currently showing underachievement. They make a sound start in the nursery where satisfactory progress is made towards the early learning goals. However, this progress slows in the reception year because planned activities do not build sufficiently on prior attainment, and often lack challenge for the highest attaining children. Through the Foundation Stage, medium-term planning is sufficient to ensure that all areas of learning are addressed and that a broad curriculum, which offers opportunities for learning through play is provided. However, short-term planning does not indicate clearly what children need to learn, particularly from the ongoing self-initiated tasks that are available. Some time is lost through practical arrangements. The Foundation Stage staff have recognised the need to review provision, and some aspects such as joint planning are at an early stage of implementation. The reception teacher is new in post, although the Foundation Stage is led by an experienced nursery teacher who is part-time. Although the school has recognised some of the difficulties and has used some external advice there has been insufficient monitoring and support to ensure that pupils are learning sufficiently. The school needs to review provision to ensure that children make better progress, particularly in the reception year.

ENGLISH

79. Standards are currently average and pupils are achieving satisfactorily, given their previous attainment. This is a result of good teaching and learning in literacy lessons and above average standards in reading, but insufficient work by the school to raise standards in writing by using the wider curriculum. Improvement since the last inspection is satisfactory.
80. Standards in national tests vary considerably because of the small number of pupils in each year group, but by the end of Key Stage 2 they have regularly been well above average overall, with achievement better than similar schools.
81. Over the past three years there has been a steady improvement in results at Key Stage 1, although standards in writing have been below those achieved in reading, and more pupils achieve Level 3 in reading than in writing. Nevertheless, reading was well above average and writing above average in the most recent tests. In Key Stage 2 over the past three years, results have fluctuated, with reading overall being much higher than writing, and overall standards well above average. However, the overall trend in improvement at Key Stage 2 has been below the national trend.
82. Scrutiny of pupils' work and lesson observation indicates that currently standards in English are around expectation for age with few of the present pupils achieving more highly than this.
83. In speaking and listening pupils overall achieve levels expected for their age with some achieving more highly than this. By the end of Key Stage 1 most can converse with each other and with adults, recalling their experiences and talking about their work. Most listen carefully to their teachers and when working in groups or pairs, they listen to each other. However, they are not often asked open-ended questions by their teachers, so opportunities for them to give extended answers are infrequent.
84. By the end of Key Stage 2 pupils speak confidently to each other and to adults. They are good at explaining their thinking and their ideas. They answer questions sensibly and during the closing sections of lessons in both mathematics and English they are able to explain what they have learned. They usually listen well to instructions and explanations, although throughout the key stage there are instances when lack of concentration has a negative impact on the development of listening skills for some pupils.

85. Standards in reading are generally above expectation for age throughout the school. By the end of Key Stage 1 most pupils can read at the expected level and some achieve more highly than this. The highest attaining pupils read complex texts fluently, understanding the plot and developing understanding of themes and characters. Almost all pupils in Year 2 can identify favourite authors, can predict what might happen in a story and can talk about the plot. Throughout Key Stage 2 pupils continue to make good progress and their achievement is good. Almost all older pupils show interest in reading and have read a range of texts. They express preferences for authors and styles and the highest attaining read with fluency and expression. Most pupils can describe characters and enjoy humour in books. Many pupils in Key Stage 2 have read Harry Potter books and can talk about the stories and characters. The school makes good use of resources designed specifically for the literacy hour, and there is a good range of books in classrooms and the library. Pupils are fully aware of how they can access books, that they can use the local library van which visits the school and that they are encouraged to bring books from home. This range of choices motivates them to read a range of material.
86. Standards in writing are in line with expectation for age. By the end of Key Stage 1 most pupils can write for a range of purposes such as describing, reporting and poetry. The highest attaining pupils use interesting vocabulary, choosing adjectives carefully for effect. They can use a story plan to structure a story and the spelling of basic words is usually correct. Handwriting is generally neat and some higher attaining pupils are beginning to use a joined script. The attainment of some Year 1 pupils is higher than expectation for age when they are given the same or similar work to Year 2 pupils in the same class.
87. By the end of Key Stage 2 most pupils have a good understanding of grammar and spell most of the words they use in their writing correctly. They can write instructions and reports using a neat, joined script. Pupils in Year 5 were able to write accurate instructions about how to make toast, while Year 6 pupils were able to turn an article about doing patchwork into a set of instructions. However, there is very little evidence of extended creative writing and in this aspect, standards are lower than they should be. However, in lower Key Stage 2 (Years 3 and 4) standards in writing are above expectation for age with the highest attaining pupils in Year 4 writing descriptively and at length, building up stories by exploring character, setting, plot, description and dialogue. These pupils are attaining levels well beyond expectation for age. Pupils in Year 3/4 use their knowledge of imperative verbs to write instructions for playing conkers or football. Lower attaining pupils are able to do this with the support of a writing framework.
88. Baseline assessment carried out by the school indicates that standards on entry to the reception class are usually higher than the LEA average in speaking and listening, average in reading and below average in writing. Given the standards attained at the age of eleven, pupils' achievement is satisfactory and they make steady progress overall in English. However, the achievement of higher attaining pupils in writing is unsatisfactory, because few achieve higher levels and they are insufficiently challenged. Expectations of how much writing they will do are too low and too often pupils of different ages and prior attainment in the same class are given the same work to do. The exception to this is in the lower Key Stage 2 class where expectations are higher and pupils' achievement is good.

89. Teaching in Key Stage 1 is satisfactory. Explanations are clear and the intended learning is shared with pupils at the start of lessons. Resources for learning are good and are well prepared. The teacher works effectively with small groups and individuals, and tasks usually build well on pupils' prior attainment. However, sometimes the pace of the lesson is too slow for pupils to make good progress and there is insufficient challenge for higher attaining pupils. Lower attaining pupils are supported well by the teacher and classroom assistants and they often make good progress.
90. In Key Stage 2 teaching is good overall, particularly in Years 3 and 4. Planning is usually clear and identifies the intended learning. Tasks build well on prior attainment. In both classes, for example, work on instructional writing was well planned over a week, so that pupils built on and improved their skills. Lessons are well structured, for example a session taught by the head teacher with a group of lower attaining Year 6 pupils included the use of short, specific tasks that maintained their concentration. Tasks are usually well matched to prior attainment, although there is sometimes insufficient challenge for the highest attaining pupils, particularly in writing. Relationships are good and teachers are skilled at identifying where pupils have misunderstood or are having difficulty, and providing extra help or further explanation. Lessons usually start briskly but sometimes the pace slows when expectations of what pupils will write are too low. Although there are some sound classroom routines in place, sometimes pupils are slow to respond to these and time is wasted as they give out resources or tidy up. This slows the pace of learning. However, most of the time there is a quiet working atmosphere in lessons, which enables teachers to work effectively with individuals and small groups.
91. The school makes good use of the national literacy strategy framework to plan lessons and ensure that literacy skills are systematically taught. However, planning for two age groups in a class sometimes means that there is little difference between what older and younger pupils, or those of different prior attainment, are expected to do. Although the school provides a specific time to develop sustained writing on a Friday, this is insufficient to ensure that all pupils achieve what they are capable of.

MATHEMATICS

92. Standards are currently average in Key Stage 1, with pupils achieving satisfactorily. They are above average in Key Stage 2. This is because the school is making good use of the national numeracy strategy, which is enabling pupils to achieve well through a mixture of sound and good teaching. As a result the school has made satisfactory improvement since the last inspection.
93. Results in national tests in mathematics vary each year, partly because of the small number of pupils involved. For instance in 2000, results in Key Stage 1 were well above average and in Key Stage 2 were average, yet in 2001 the position had reversed so that Key Stage 1 results were average and Key Stage 2 results were very high, in the top 5% of schools nationally.
94. At both key stages boys do better than girls in mathematics. Pupils who have SEN receive good provision at both key stages and achieve levels in national tests commensurate with their abilities.
95. The oldest pupils in Key Stage 1 attain average standards currently. For instance they can count to at least 100 in fives and tens and can recognise a range of number patterns, both oral and written at the expected standards. These are used effectively to introduce the basic steps of multiplication. Pupils can use the addition and subtraction of small numbers effectively to solve simple problems involving measures such as money and length. They are familiar with zero. Pupils' knowledge and understanding of the properties of shapes and measures is evident from their work and pupils know how to represent data in simple bar graphs. Higher attaining pupils are gaining a sound understanding of place value and they work confidently and accurately. In their work on the beginnings of multiplication, pupils, particularly the more able, are given insufficient opportunity to describe their methods or explore situations such as the connection between five lots of three and three lots of five, and as a result do not make as much progress as they should.
96. Most older pupils in Key Stage 2 attain above average standards. Much of the work completed by pupils currently in Year 6 is designed to develop pupils' skills in addition, subtraction, multiplication and division and the uses to which these can be applied. Consequently they are particularly good at mental and oral mathematics and have an effective understanding of the relationship between decimals, fractions and percentages. Opportunities for problem solving are limited, particularly those which challenge more able pupils. Older pupils can use and convert analogue and digital time effectively using both the 12-hour and 24-hour clock. Pupils' work indicates a wide range of topics that include aspects of data-handling and the properties of shapes. Fractions and measures are also effectively addressed. Pupils throughout the key stage are beginning to use computers to develop their skills in mathematics particularly in their work on shape, space and data-handling.

97. Overall the quality of teaching is satisfactory. In lower Key Stage 2 it is good and makes a significant contribution to pupils' learning resulting in above-average achievement. The numeracy strategy is being implemented successfully in Key Stages 1 and 2 and a suitable range of approaches to teaching and learning is employed because the subject leader co-ordinates mathematics well. There is appropriate support for colleagues and a monitoring programme is in place that assists in the identification of strengths and aspects for development in the teaching and learning of mathematics. Teachers have completed and responded well to the training provided both in planning strategies and the organisation of lessons that have a clear structure. As a result teachers give precise instructions that enable pupils to know what they have to do and what they are expected to learn.
98. In the best lessons there is good involvement of pupils in discussions and they work well together completing their tasks neatly and accurately. Teachers conduct lessons at a good pace in Key Stage 2, however the pace of teaching is slower and more deliberate at Key Stage 1. Teachers are careful to match work to pupils' ability, however there are occasions when more able pupils are not sufficiently challenged. Most pupils usually sustain interest and engagement in their work, however in a minority of lessons a small number of pupils become inattentive and restless. Appropriate resources are employed and these enhance pupils' learning. The planning and assessment strategies that are in place are clear and useful. There is a system that employs data from annual and half-termly testing, through which pupils' individual progress is tracked and personal targets are set for mathematics. In support of this teachers mark pupils' work carefully, use praise in their remarks and, in the best examples, provide challenges and directions for further work and consequently this helps the quality of pupils' learning.

SCIENCE

99. Standards in science are average and sometimes above and pupils are achieving satisfactorily as a result of teaching which is at least satisfactory and sometimes good. Satisfactory progress has been made since the last inspection.
100. Pupils often attain above average results in national tests but the statistics show significant variation. Statistics should be treated with caution about individual years because of the small number of pupils involved, but there is still an overall pattern of decline in standards at the end of Key Stage 2 over recent years. The school is aware that it has placed less emphasis on science while concentrating on literacy and numeracy.
101. Standards are currently average in Key Stage 1. For instance in recent work pupils demonstrate how to plan a simple but fair investigation, using a good basic prompt sheet from the teacher. They use this investigation to extend their knowledge about parts of the body and recognise senses. As a result when they study fats, carbohydrates and proteins they realise the effect on their own bodies. They relate this information satisfactorily to the need to keep healthy, recognising that drugs can affect people differently and can be administered in a variety of ways. This is the expected standard for pupils in Year 2.
102. The satisfactory teaching in Key Stage 1 ensures that pupils are making satisfactory progress. Well-prepared resources, appropriate tasks and reminders of previous work support learning. Care is taken to emphasise the dangers of drugs from whatever source. In one lesson the task for some pupils to use a scenario board helped to extend their understanding. A long explanation at the beginning of a lesson caused a few pupils to lose interest.
103. Progress in between Years 1 and 2 is satisfactory, in that older pupils show higher standards in the breadth of content and in the quality of their work. However, because all pupils in the mixed-age class cover similar work, older pupils do not study topics in as much depth as they might and lower attaining pupils do not manage to complete all of the investigations.
104. In Key Stage 2, current standards are also average and above and pupils achieve satisfactorily. Older pupils understand the differences between solids, liquids and gases. Higher attaining older pupils explain differences logically and carry out sensible experiments. These pupils understand the need for a fair test and understand some of the ways of reducing the number of variables but are not challenged enough by the teaching. For instance, in one lesson, pupils tried to dry cloths using either a hair dryer, or a radiator, or air movement but the higher attaining pupils knew what the likely result would be. The work of the middle and lower attaining pupils is similar, but is more descriptive than analytical and at times incomplete. This is because there is insufficient match of work to the previous attainment of pupils in relation to skills, an aspect not planned for in the school's scheme of work.

105. Satisfactory progress is made in Key Stage 2, but most progress is made in the early part of the key stage. Between Years 3 and 4, pupils increase the depth of their answers to scientific questions, and provide more detail. This is because the teaching makes the work challenging and interesting. For instance, the teacher requires pupils to write up a science experiment as a newspaper report, a good way of making use of work in literacy.
106. The teaching in Key Stage 2 varies between satisfactory and good. Explanations are clear but, because they are a little long, a minority of pupils begin to lose interest and this slows the pace of the lessons. The methods are appropriate, for instance, pupils in one class experimented to find out whether coffee dissolves in cold water, an activity that provided interest, as well as a route into planning an experiment, and related well to work in numeracy lessons.
107. Although it is clear that teaching needs to take more account of the range of ability within classes, this is a difficulty for the lower part of Key Stage 2 where the range is very wide and the class size large. In two lessons the quality of resources affected the ability of the teacher to explain and pupils to carry out the experiment. For instance, pupils found it difficult to judge the rate of evaporation when weighing materials because the scales were not sensitive enough. The school was reminded of the importance of considering health and safety when organising experiments.
108. Since the school was last inspected some progress has been made in developing the enquiring approach in science and the prompt sheets tailored to different ages of pupils is a useful step forward. Similarly the assessment of pupils done through a concept map at the start of a new topic helps teachers to judge what pupils need to learn. The school still needs to plan more clearly for the development of skills, since too much of the work is still the same for pupils of different ages and this affects the quality of pupils' learning.

ART AND DESIGN

109. Standards are average in Key Stage 2. They are below average in Key Stage 1; this is because, although individual samples of work are average, the breadth of provision is unsatisfactory and as a result achievement overall is unsatisfactory. Consequently not enough progress has been made since the last inspection, when pupils made satisfactory progress overall but barely satisfactory progress in Key Stage 1.
110. Pupils in Years 5 and 6 demonstrate good observational skills and use of paints, pastels and crayons in their still-life pictures of a fruit bowl. Their paintings of goldfish based on a study of the work of Henri Matisse show good development of proportion and use of colour. In Year 3/4 work on mosaics is at a standard in line with expectation for age. Pencil and crayon drawings of parts of boxes and wrappers show good observational skills and attention to detail, and pictures portraying relationships using pastels show standards above expectation for age, with good use of colour and shading using the work of famous artists as a stimulus.
111. It was not possible to observe the teaching of art during the inspection. Very little work was available for scrutiny in Key Stage 1, but over the first half of the term pupils worked on portraits, using sketch books to develop drawing skills. Portraits produced were at a standard appropriate for age but the pace of learning was slow. Little work to develop art skills and appreciation was planned for the second half of the term. Overall, therefore, provision at Key Stage 1 unsatisfactory.
112. Planning for art is over a two-year cycle and as currently organised does not ensure satisfactory provision in Key Stage 1. Resources are satisfactory and good use is made of the Internet to access copies of works of art. Assessment in art is planned but is not yet in place.
113. The curriculum for art has been greatly enhanced by visiting artists and members of the community who have worked with pupils to produce a ceramic tree celebrating local nature and wall-hangings using appliqué and batique techniques. These are individually high quality pieces of artwork of which teachers and pupils are justifiably proud.

DESIGN AND TECHNOLOGY

114. Standards are average in Key Stages 1 and 2 and pupils are achieving satisfactorily. No judgements were made regarding standards at the time of the last inspection.
115. During the inspection a single lesson was observed at Key Stage 1 and pupils' previous work across both key stages was examined. These indicate that standards are satisfactory and are in line with expectations. Pupils make satisfactory progress in acquiring skills, although their progress in understanding and applying design and make processes, while average at the end of each key stage, is less secure.

116. In Key Stage 1 pupils learn to make designs and decide with assistance what tools and materials they will require. They learn basic cutting, shaping and fixing skills using a range of tools such as brushes, scissors, punches and adhesives. In Year 2 pupils have designed and made vehicles to a good standard, which they have tested. They have also designed and made artefacts such as masks and patches from fabric to be joined to form a wall hanging. They follow instructions effectively from flow charts and texts. There is less evidence of individual designs being prepared to guide the making of artefacts. However, pupils also make a range of artefacts successfully from commercial construction kits.
117. Pupils at Key Stage 2 have examined packaging and box construction. They have designed kits for the construction of boxes and have decorated them in keeping with their purpose. Pupils have also learned to work with fabrics, designed and made a moneybag and made pop-up books and explored aspects of food technology. The standard of artefacts varies with the skills acquired and the design ability of individual pupils. The best products are carefully constructed and well finished. Although classes follow a two-year cycle of work based on a nationally recommended scheme of work, there is insufficient indication of a clear progression of acquired skills in either using tools, materials or refining design techniques and processes.
118. In the lesson seen the quality of teaching was satisfactory. Teaching and learning were effectively planned and the teacher provided appropriate types of materials, although choices were limited. Clear instructions were accompanied by a precise learning outcome. Pupils worked well together and could remember the process for making a Christmas lantern after a description and demonstration by the teacher. However, lower attaining pupils could not read the instruction sheets provided to accompany the task and this slowed their learning. The teacher shows a strong awareness of health and safety issues and rightly demonstrates good care in this aspect of the lesson. Pupils respond well to their tasks and are proud of what they make.
119. The subject leader for design and technology has revised the policy and a suitable scheme of work has been prepared, this is a satisfactory improvement since the last inspection when the school's policy required considerable work.

GEOGRAPHY

120. Standards in geography are average, this is a satisfactory achievement for pupils. Although standards are similar to those at the last inspection, there has been a satisfactory improvement in provision.
121. In Key Stage 1 the school had little work available for scrutiny, indicating that there is insufficient focus on knowing how well pupils are achieving and insufficient information available to pass to teachers in succeeding years. The work from the first part of the term indicated that the work done was appropriate to the age of pupils. For instance pupils decided what a teddy should wear on a holiday and what should be in a suitcase to travel to a distant place. Further to this pupils had written down some sensible information from what they had learned about Mexico, usefully tackled as an enquiry exercise. Presentation and content at this stage is average.

122. In Key Stage 2 standards are average and it is clear that there are elements of geography where pupils make good progress. The most recent work for the older pupils, about water, was usefully related to the science curriculum and also made a good contribution to pupils' social and moral development when considering water supply in Africa. Pupils write good explanations of similarities and differences between children in the United Kingdom and Ethiopia. The teaching has ensured that there is suitable reference to maps at different scales and pupils are learning sufficiently about the location of named places. Younger pupils in Key Stage 2 are able to relate maps and oblique aerial photographs to areas that they know. This is because the teaching has enabled pupils to consider changes in the local village, rightly considering similarities and differences. Although at an early stage, pupils were rightly beginning to compare their village with the location of a school in Australia, using information through the Internet.
123. It was not possible to observe any teaching of geography during the inspection and the co-ordinator has had subject responsibility for only a few weeks. However, since the last inspection a plan of subject content has been completed and sensibly revised in the light of the first run through. Evidence from work for scrutiny indicates some good approaches to teaching the subject but also areas where a more consistent approach is necessary, for instance in developing the enquiry approach and in ensuring that all pupils have work set that they are able to complete. Overall progress since the last inspection is satisfactory because a scheme of work has been introduced. There is also a system for assessment based upon national standards, which has been introduced recently, but it has not yet provided enough information to be able to judge patterns of achievement.

HISTORY

124. Standards in history are average at the end of both key stages and pupils are achieving satisfactorily. This is a satisfactory improvement since the last inspection when attainment in Key Stage 1 was below average. It was not possible to observe the teaching of history during the inspection due to the time-tabling of blocked work.
125. By the end of Key Stage 2 pupils have sound knowledge of different periods of history such as the Victorians and the Romans. They use a range of resources, including the Internet, to find out about the past. Older pupils can sequence events during the Victorian era, and have studied artefacts and techniques of the period such as candlesticks and copperplate. Pupils in Year 3/4 have used a good selection of books to find out about Roman times and have learned about many aspects of Roman life.
126. There was no recorded evidence of pupils' attainment in history at the end of Key Stage 1. However, scrutiny of teachers' planning and discussion with Year 2 pupils shows that they have good understanding of the Great Fire of London. They talk enthusiastically about how and where the fire started, how many houses and churches were burned, and how people escaped in boats. They have good knowledge of what houses were like at that time.

127. There is currently no co-ordinator for history, but the subject is temporarily being co-ordinated by the head teacher. Planning for history has recently been reviewed and this has resulted in some repetition for pupils in Year 6, which is unsatisfactory as it restricts the range of historical topics taught to this group. Assessment is at an early stage of development and there are currently no records of the skills and knowledge that pupils have acquired in history. This needs to be resolved when the new assessment system is implemented and a portfolio of assessed work developed. Resources for history are good with good resource packs for certain units of work and good use made of the Internet and library service where there is a shortfall.
128. Apart from the church, little use is made of the local area in the study of local history. However, good use is made of visits to Hartlepool Historic Quay and Hexham to enhance the curriculum for history.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards in ICT are above average and pupils are achieving well, because of the school's good provision and the quality of the planned activities. The school has made good improvement in provision since the last inspection, but at that time no judgements were made about standards.
130. During the inspection only one lesson was observed at each key stage, but an extensive range of work completed by pupils, including that displayed in the school, was examined. Throughout the school ICT is taught as a discrete subject to enable pupils to acquire the necessary skills and it is well used in a range of subjects such as English, mathematics and geography to support pupils' learning, a good feature which is helping to extend pupils' skills.
131. Pupils at both key stages, including those with SEN, make good progress in learning a range of skills. These include activities in Key Stage 1 with pupils using the keyboard and mouse, word-processing such as deleting text and composing and drafting on screen. They learn to use a range of packages, which enables them to colour pictures they have drawn, move images around the screen, produce posters and add text. Most pupils can log onto the systems unaided and the most able are confident in their work, apply additional skills they have learned from others and use a good level of technical language to describe what they have done.
132. Older pupils extend their learning rapidly and by the end of Key Stage 2 they use "Publisher" and "SPEX +" well, to create virtual environments such as the interior of an ancient Egyptian tomb or to design attractive notices. Their skills extend to the use of "Startime Graph" and "Information Workshop" to help them with data-handling, together with 'Excel' spreadsheets. Lower attaining pupils use ICT to assist them in writing sentences and sequencing their ideas. Most pupils can search the Internet for information to support their work in subjects such as history, where they gather information on topics like the wives of Henry VIII, gathering both text and pictures.

133. The quality of teaching in ICT is good. Pupils are given clear instructions about what they have to do and what they will learn. Teachers and classroom assistants demonstrate skills effectively and pupils are provided with good learning resources in the form of 'big books' that are set up in the ICT suite. Lessons provide effective practical challenges for pupils of all abilities. This is partly because the clear schedules of work for each class, prepared by the subject co-ordinator and based on the nationally recommended schemes of work, help to identify necessary skills' development. The school has a good range of software and suitable hardware in sufficient quantity to support its use and this is very helpful in providing opportunities to extend pupils' learning. Pupils respond well to the use of ICT, both in support of other learning and in developing new skills. Pupils are keen to show what they can do and their success in lessons indicates how well learning is taking place.

MUSIC

134. Standards in music are average and pupils are achieving satisfactorily as a result of suitable provision and the good response from pupils. Improvement since the last inspection is satisfactory.
135. During the inspection no music lessons were observed but pupils' singing was heard in assembly, in hymn practice and during a practice session of the school choir. During these musical interludes pupils sang with spirit and enthusiasm, often accompanied by the guitar or piano. Pupils at both key stages were involved and demonstrated their ability to sing in rounds and hold a tune. They remember the tune and words of a wide range of songs and hymns, which the youngest pupils quickly acquire as they move through the school. The pupils enjoy singing and what it sometimes lacks in finesse, pitch and timing, is replaced by vigour and confidence. The youngest children are taught the names of simple percussion instruments such as triangles and drums, how to play them and what they sound like. It is at this early stage that musical vocabulary is introduced. This continues throughout the school and is evidenced in several classroom displays.
136. Alongside the formal teaching of music there is a significant number of pupils involved in the choir, which performs in school concerts, local competitions and in church. Music in the school is further enhanced by the provision of tuition for individual pupils who play a range of instruments that include violins, clarinets, saxophones and cornets. The recorder group also meets weekly at lunchtime. The school also has an association with the local secondary school. Together these musical activities make a significant contribution to the wider curriculum and cultural development of the school.
137. The subject leader has only recently taken on this responsibility from another colleague who had undertaken a revision of the policy and planning to enhance the teaching of music in the school. A good range of both tuned and un-tuned percussion instruments is available and these are appropriate to support the two-year cycle of the music curriculum for each class. The staff have limited musical expertise but ensure that the available opportunities are used to good advantage.

PHYSICAL EDUCATION

138. Standards in PE are average and pupils are achieving satisfactorily. Although improvement in achievement since the last inspection is overall satisfactory, because at that time pupils did not make enough progress, teaching is not yet consistently satisfactory.

139. Pupils in Key Stage 1 are imaginative in their use of movement and can balance at different levels using different parts of the body. They stretch, jump, and link movements together to make a sequence. They demonstrate what they have achieved confidently and identify where their sequences would be improved. In Key Stage 2, pupils practise netball skills satisfactorily with a particular focus on running and passing and have team work skills suitable for their age.
140. Teaching is not consistent. Although it was not possible to see more than two lessons, one satisfactory and one unsatisfactory, during the inspection, it was clear that the lack of information about the standards of pupils limits the quality of learning. In a satisfactory lesson, suitable warm-up activities ensured that pupils recognised the health aspects of the subject, and then appropriate aerobic exercises reinforced pupils' skills. Learning was satisfactory, although lack of detailed preparation meant too slow a pace. In an unsatisfactory lesson it was evident that pupils had more skilful throwing and catching skills than those being taught, because the teacher was unaware of standards. As a result, there was insufficient challenge and opportunity to develop skills resulting in unsatisfactory learning. Nevertheless, taking into account pupils' overall attainment there is a satisfactory level of achievement across the key stage.
141. Despite weaknesses in teaching, pupils respond well to PE, partly as a result of wider opportunities. The curriculum is enhanced by provision of a football club and the Thursday Club gives opportunities for both indoor and outdoor games. The school also participates in local athletics events. The school celebrates pupils' successes, for instance 25 pupils received their 25 metres swimming award in an assembly during the inspection.