

## INSPECTION REPORT

### **BURNHOPE PRIMARY SCHOOL**

Burnhope

LEA area: Durham

Unique reference number: 114041

Headteacher: Mr D. Collingwood

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 26 February – 1 March 2001

Inspection number: 197390

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Langley Avenue Burnhope Durham
Postcode:	DH7 0AG
Telephone number:	01207 520243
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A. Heslop
Date of previous inspection:	September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M. Shepherd 11328	Registered inspector	English Information and communication technology Design and technology Geography Physical education Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr R. Watts 9399	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs K. Rawson 21534	Team inspector	Mathematics Science Religious education History Art Music Special educational needs Equal opportunities	How good are curricular opportunities?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Burnhope Primary School serves a small village community with a fluctuating population. Changes to the housing have had a detrimental effect on the school because they have made future planning unpredictable. At present there are 72 full-time pupils, which is less than the national average. There are 12 part-time children in the nursery, who attend in the afternoon. Not all the nursery children continue their education in the reception class because they have come from outside the village and continue their education closer to their homes. There are similar numbers of boys and girls. Thirty-two per cent of pupils are entitled to free school meals, which is above the national average. Fourteen per cent of pupils are on the special educational needs register, of whom 4 per cent have full statements. Both these proportions are broadly average nationally. There are no pupils from ethnic minorities. Attainment on entry is below the national average. Speaking skills are well below average.

### **HOW GOOD THE SCHOOL IS**

Overall, the school is not effective because standards drop in the Years 5/6 class. Children enter the school with attainment below average. They make good progress in English and mathematics up to Year 4. Standards drop after this because teaching is unsatisfactory in the next class. Year 6 pupils' attainment is well below average in English, mathematics and science. The headteacher has established support systems to improve this weakness, but they have not yet had enough effect. The cost per pupil is high. Value for money is unsatisfactory.

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

- Progress is good in the nursery and reception classes and in the Years 1 and 2 class in English and mathematics, geography, design and technology and dance.
- The headteacher and deputy headteacher work well together to lead and manage the school, particularly supporting new teachers.
- The curriculum from the nursery to Year 2 is rich and varied; extra-curricular activities are very good.
- The school uses information and communication technology well.
- The accommodation is spacious.

#### **What could be improved**

- Standards in English, mathematics, science and religious education, particularly in the Years 5/6 class.
- The quality of teaching in the Years 5 and 6 class.
- The level of challenge for more able pupils.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997. Overall, improvement is satisfactory. The school has tackled the previous key issues systematically and successfully. It has used the local education authority effectively to support its developments. The rate of progress has improved in reception. Standards have improved for 7-year-olds in English, design and technology, geography and dance. Teaching has improved because there is now more very good teaching and less unsatisfactory teaching. However, there is a weak teacher in the Years 5/6 class, which has reduced the rate of progress of these pupils considerably. Standards for 11-year-olds are now lower than in the past inspection except in information and communication technology and design and technology where standards have remained the same and games where they have improved. Rates of attendance have been rising over the past three years.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	E	D
Mathematics	C	B	E* <sup>1</sup>	E*
Science	B	C	B	A

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E  
 very low                E  
                                  \*

Standards in English and mathematics are well below average compared to national averages, but standards in science have risen over the past four years, and attainment in science was above average in 2000. Compared with similar schools, attainment in English and mathematics have been below or well below average; but attainment in science is now well above average.

Children enter the school with attainment that is generally lower than average. They make good progress in the nursery and reception classes and, by the time they are five, most are reaching average standards except in speaking where standards are below average. Pupils achieve well until the end of Year 4, but do not fulfil their potential in the top class.

Pupils with special educational needs make good progress in the Years 1/2 class and satisfactory progress from Years 3 to 6. More able pupils do not make sufficient progress, particularly in the Years 5/6 class.

The inspection evidence is that standards of 7-year-olds are above average in writing and average in reading and mathematics. The standards of 11-year-olds in English, mathematics and science are well below average.

The school sets appropriate targets, but pupils are not on track to achieve this year's targets because of the weak teacher in the top class.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are very good from the nursery to Year 2. They are satisfactory in Years 3 and 4 and unsatisfactory in Years 5 and 6.
Behaviour, in and out of classrooms	Behaviour is very good from the nursery to Year 2. It is satisfactory in Years 3 and 4 and unsatisfactory in Years 5 and 6. Behaviour is good from Years 3 to 6 when the headteacher is present.
Personal development and relationships	Personal development is good from the nursery to Year 2. It is satisfactory from Years 3 to 6. Relationships are good.
Attendance	Attendance is unsatisfactory and well below the national average. There is no unauthorised absence and pupils are punctual.

<sup>1</sup> The results for mathematics were not confirmed by the government due to inconsistencies in the test papers and were recorded as zero. Systems have been set up to ensure this does not happen again.

## TEACHING AND LEARNING

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

*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.*

Nine per cent of teaching is very good. It is very good in spiritual development in reception, in English in Years 1/2 and in the headteacher's teaching of mathematics. Twenty-nine per cent of teaching is good and there is good teaching in each age group. Fifty per cent is satisfactory. Twelve per cent is unsatisfactory, all in the Years 5/6 class except for one lesson in religious education in the Years 3/4 class.

Teaching in English and mathematics is good until the Years 5/6 class where it is unsatisfactory, and literacy and numeracy skills follow the same pattern. Teachers work well with their classroom assistants. They all use computers effectively across different lessons. Homework is very good in the Years 1/2 class, but poor in the Years 5/6 class.

Teaching of pupils with special educational needs is good in the Years 1/2 class and satisfactory in the rest of the school. More able pupils are not challenged sufficiently, particularly in the Years 5/6 class.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum from the nursery to Year 2 is varied and interesting. There are effective whole-school annual projects in geography. Visits out of school and visitors coming in enrich the curriculum. Extra-curricular activities are very good.
Provision for pupils with special educational needs	The curriculum and teaching is good for these pupils from Year 1 to Year 4. Teaching is good in Years 5 and 6 when the headteacher and specialist teacher work with these pupils, but unsatisfactory with the class teacher. Individual education plans provide clear targets to measure progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral development is good. Provision for social development is satisfactory. What the school does is unsatisfactory in preparing pupils for life in a multi-cultural society. Provision for spiritual development is unsatisfactory.
How well the school cares for its pupils	Procedures for assessment are good. The school provides a caring and secure context for learning.
Partnership with parents	Communication with parents is satisfactory. Annual reports give useful targets for development. There are some omissions in the annual report to parents and the school brochure.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a good understanding of the strengths and weaknesses of the school. He works effectively with the deputy headteacher. They both have a strong commitment to the school being a centre for the community. The information and communication technology co-ordinator provides good leadership.
How well the governors fulfil their responsibilities	There is a good balance of expertise in the governing body. Several governors are regularly involved in the daily work of the school. The school does not meet statutory requirements for collective worship.
The school's evaluation of its performance	The school evaluates its performance effectively. Monitoring of teaching and pupils' work is carried out regularly. There are good systems for monitoring future needs across the curriculum each term.
The strategic use of resources	The school makes satisfactory use of its resources. Principles of best value are used effectively.
Staffing, accommodation and learning resources	Staffing levels are good. There is a clear commitment to staff development. The accommodation is spacious and used effectively. The acoustics in two classrooms are unsatisfactory because of the wooden floors. Learning resources are satisfactory. There are good levels of games equipment. The organisation of computers is good, but the computer network is not reliable.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty-five per cent of parents returned the questionnaire. Seven parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• Their children like school.</li> <li>• The school has high expectations.</li> <li>• Teaching is good.</li> <li>• There is the right amount of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of behaviour.</li> <li>• A closer partnership between parents and the school.</li> <li>• More work to develop pupils' maturity and levels of responsibility.</li> <li>• More information about progress.</li> </ul>

Inspectors agree that the school responds to questions and problems well. They agree with parents' positive comments up to the Years 5/6 class where behaviour deteriorates, teaching is unsatisfactory, there are low expectations, fewer levels of responsibility and homework is poor. The partnership between parents and the school is satisfactory with sufficient information given about progress.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

1. Attainment on entry to the nursery and reception show that standards are below average across personal, social and emotional development; communication, language and literacy and mathematical development. Speaking skills are well below average on entry. The current arrangements of intensive work on basic skills in the morning in reception, coupled with the good quality teaching produce **good progress** across the early years. Children in reception are on track to meet all the Early Learning Goals except in speaking. **Good progress** is made in speaking, but the low level on entry is not fully retrieved and children's speaking skills are below the expected level.
2. The table below shows average attainment in English, mathematics and science.

	<b>National tests 2000</b> 7-year-olds	<b>Inspection judgements</b> 7-year-olds	<b>National tests 2000</b> 11-year-olds	<b>Inspection judgements</b> 11-year-olds
<b>English</b>	<b>Reading</b> Well below average <b>Writing</b> Well below average	<b>Reading</b> Average <b>Writing</b> Above average	Well below average	Well below average
<b>Mathematics</b>	Well below average	Average	Not validated	Well below average
<b>Science</b>	<b>Teacher assessment</b> Below average	Below average	Well above average	Well below average

3. The previous *trend* for attainment in the national tests for 7-year-olds over the past four years had been consistently well below average in reading, writing and mathematics. Last year, compared with similar schools, attainment was below average in reading and writing and average in mathematics. There has been a change of teacher for this age group. This has significantly improved standards. Assessment shows the current Year 2 pupils who were below average by the end of the reception class have made **good progress**. *Trends* in the standards at the age of 11 have risen in science over the past four years. There was an equal rise in mathematics until last year when the results of the national tests were not validated due to inconsistencies in the test papers. Pupils used different pens within one test paper, which could have indicated the use of incorrect procedures in carrying out the tests. The school has set up clear procedures to ensure this does not happen again. The *trend* in English shows a rise in 1997, but has been falling slightly over the past three years. The lack of mathematics data from last year makes the actual overall *trend* impossible to calculate. Compared with national statistics, girls' attainment is worse than boys' over a period of years in English and science. The school sets itself appropriate targets because the headteacher tracks the progress of individual pupils and makes sensible predictions. However, due to the change of the teacher in the Years 5/6 class, this year's targets are unlikely to be met.

4. The inspection judges that standards of 7-year-olds are average in speaking and listening, reading and mathematics. Standards are above average in writing. Most pupils read confidently, tackling new words systematically. Standards in spelling and grammar are higher than expected because the teacher teaches these skills very thoroughly. Pupils write at length in English lessons and across the curriculum. Standards in handwriting are lower than expected. Pupils have the expected level of speaking and listening skills because the teacher provides clear models for them to copy and insists that they respond in complete sentences. More able pupils reach their potential, reading fluently and writing imaginatively. Standards in mathematics are average across all the different parts of the curriculum. Pupils count in tens confidently, handle data at the expected level and understand about shape and space. More able pupils do not reach their potential. Standards in science are below average. Pupils have the expected level of knowledge, but the more able pupils do not reach the higher levels.
5. **Progress is good** in the Years 3/4 class in reading and mathematics. **Progress in writing is very good** because the teacher uses individual target setting very effectively and pupils are expected to develop writing skills across other subjects.
6. The inspection judges **progress is unsatisfactory** for the pupils aged 11 in English, mathematics and science because teaching is unsatisfactory. Pupils' standards in spelling, grammar, writing and handwriting are well below expectations. More able pupils are not challenged to attain their potential or to regularly produce extended pieces of writing. Pupils read fluently, but lack confidence in analysing the text or expressing personal views in response to fiction. They lack confidence in using the library for personal research. However, they access the Internet effectively to retrieve research information. Standards in speaking and listening are well below expectations because pupils do not have enough opportunities in lessons to develop these skills either in whole-class discussion or in groups. In mathematics, standards in number are below average and there is not enough coverage of data handling for pupils to reach the expected level. Pupils lack confidence in interpreting or answering mathematical questions. In science, pupils have a secure understanding of life process, but the coverage of the rest of the science curriculum is uneven. Pupils do not have sufficient skills in investigative science or the expected levels of knowledge across the other aspects of the science curriculum. More able pupils do not receive sufficiently challenging work in any subjects and do not fulfil their potential.
7. The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7 years</b>	<b>By the age of 11 years</b>
<b>Information and communication technology</b>	At the expected level	At the expected level
<b>Religious education</b>	At the expected level	Below the expected level
<b>Design and technology</b>	Above the expected level	At the expected level
<b>Art</b>	At the expected level	Below the expected level
<b>Music</b>	At the expected level	Below the expected level
<b>Geography</b>	Above the expected level	Below the expected level
<b>History</b>	Not possible to judge	Below the expected level

<b>Physical education</b>	Above the expected level in dance	Above the expected level in games; at the expected level in swimming

8. Pupils make **good progress** in Years 1 and 2 in all subjects apart from history, where it was impossible to judge. Pupils make **very good progress** in design and technology, geography and dance because the teacher has good subject knowledge in these areas and teaches the subjects thoroughly.
9. **Progress is satisfactory** in the Years 3/4 class because the teacher covers the curriculum effectively. **Progress is unsatisfactory** in Years 5 and 6 because the teaching is unsatisfactory.
10. Standards in literacy and numeracy are average for 7-years-olds and above average in writing. Pupils write clearly to record their work across the curriculum. Their spelling and grammar is at a higher level than expected. They read confidently both from non-fiction and from worksheets. They use numbers correctly to measure and calculate. Standards in literacy numeracy for 11-year-olds are well below the expected level because there is insufficient focus in these areas by the teacher. Pupils produce shorter pieces of writing than expected for this age and have difficulty in reading texts because they are often set at too high a level. They do not use measurements with enough accuracy.
11. Pupils with special educational needs make good progress up to Year 4. They receive good quality support from teachers and classroom assistants. In Years 5 and 6 these pupils make good progress when they are working with the headteacher or the specialist support teacher. Their progress slows in whole-class sessions because the teacher does not give them sufficient support in whole-class discussions.
12. The rate of progress has improved in the reception class since the last inspection. Standards of 7-year-olds have improved in English, design and technology, geography and dance. Standards of 11-year-olds have fallen in all subjects except for information and communication technology and design and technology where they have remained the same and in games where they have improved.

### **Pupils' attitudes, values and personal development**

13. Pupils have satisfactory attitudes to school overall, but they vary from very good to unsatisfactory. This is linked to the varying success of the teachers in maintaining discipline and stimulating their interest. Ninety-one per cent of parents who returned the questionnaire agree that their children like school.
14. In the nursery and reception classes, children are keen to learn and take part enthusiastically in the activities offered. In a literacy session, a group of reception children showed great concentration and zest for trying to spell words on their small whiteboards. Even when the word was difficult, they persevered, consulting each other, and then energetically corrected their efforts. In the Years 1 and 2 class, pupils listen carefully to their teacher, are eager to answer and ask questions and then start individual work with a will. They concentrate well on their tasks and continue to work with limited supervision. In the two junior classes, the picture is mixed. In physical education or swimming lessons, they are very enthusiastic; they are keen to learn and respond well to the teacher. Their attitudes to working with computers are also very good. In some lessons in the Years 3/4 class, pupils are motivated by the teaching style and show good interest, and the work in their books reflects this. However, in some lessons, particularly in Years 5/6, a significant number of pupils react to unstimulating or inappropriate tasks

by openly displaying boredom. The majority do not volunteer to answer questions and some refuse point blank to assist by handing round resources. The unsatisfactory attitudes of many older pupils, engendered by weak teaching and strained relationships, limit how much they can be taught and the progress they can make independently. When the headteacher is present in this class, pupils show positive attitudes. Pupils of all ages are keen to participate in the good range of extra-curricular activities offered and this is reflected in the good sporting prowess made by the school.

15. Behaviour overall is satisfactory, although the same pattern is displayed, with younger pupils behaving better than the older ones, with a clear link to the skill of the teacher in maintaining discipline. Behaviour is good in the nursery, reception and Years 1/2 lessons. The teachers need to spend very little time on discipline, other than to restrain over-eagerness in answering without being asked. Pupils respond well to adults and to the systems of rewarding good and improved behaviour by reward and praise. Higher up the school, particularly in the top class, there are too many lessons where there are minor incidents and general indiscipline by a significant minority of pupils. This occurs when teachers do not use strategies for managing behaviour consistently. Even when pupils are compliant, the awareness of an undercurrent of restlessness or the potential for disruption sometimes has a negative impact on teaching styles attempted and this limits how much pupils can learn. When the headteacher is present behaviour is good. Twenty per cent of parents who returned the questionnaire had some concerns about standards of behaviour. The inspection confirms these concerns in the top class, but not in the other classes or around the school.
16. Behaviour is generally good around the school, where there is often supervision by the headteacher. Assemblies taken by him were well ordered, but in another assembly the level of noise and disrespect, again by older pupils, was unacceptable. Behaviour in the dining hall is satisfactory even on the few occasions when pupils could play outside. Despite the awful weather conditions with thick snow during the inspection, pupils behaved well during playtimes and lunchtimes. No incidents of bullying were seen, but some older pupils were concerned that not all staff were as good as the headteacher at sorting those minor incidents that did occur. Last year one pupil was permanently excluded after a series of violent incidents.
17. Pupils' personal development is good from the nursery to Year 2 and is satisfactory in the school overall. Children have below average speaking and listening skills when they start the nursery, but adults work hard to extend these skills to improve communication in the lower part of the school. Younger pupils work well together and learn to collaborate to achieve common goals. These skills are not sufficiently developed in practice for older pupils and they sometimes demonstrate their lack of maturity, for example in a role-play session in a religious education lesson, where participants giggled and did not take the subject matter seriously. Pupils show that they appreciate the achievement of others, for example spontaneously applauding their efforts in a Years 3/4 personal and social education lesson and in Years 5/6 swimming. Pupils generally listen when others are talking in lessons, but this discipline is more strained in the classes from Years 3 to 6 when the teacher does not exert sufficient control or where the relationships are weaker. Relationships between adults and pupils are good overall. They are very good up to Year 4, but unsatisfactory in the Years 5/6 class, where some pupils are disrespectful to their teacher and show some discourtesy to each other. Around the school pupils are courteous to each other and adults. Pupils accept the responsibilities they are offered, although these are not extensive.
18. Attendance at the school is unsatisfactory and well below the national average, but there is little unauthorised absence and most pupils are punctual. Rates of attendance have been rising over the past three years. Last year a very small number of pupils with poor

attendance reduced the overall level. They have now left the school and attendance last term was much better.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is unsatisfactory because there is a high proportion of unsatisfactory teaching in the Years 5/6 class. The headteacher has identified this weakness and has begun an action plan in partnership with the local education authority to develop this teacher's skills. Teaching in the nursery and reception classes and in the Years 1/2 class is good.
20. Nine per cent of teaching is very good. It is very good in spiritual development in reception, in English in Years 1/2 and in the headteacher's teaching of mathematics. Twenty-nine per cent of teaching is good and there is good teaching in each key age group. Fifty per cent is satisfactory. Twelve per cent is unsatisfactory, all in the Years 5/6 class, except for one lesson in religious education in the Years 3/4 class. Overall, teaching has improved since the last inspection. There is now a higher proportion of very good teaching and a lower proportion of unsatisfactory teaching.
21. Teachers' subject knowledge is good in the two youngest classes. The reception and nursery teacher has a good understanding of the curriculum for the early years. She uses technical vocabulary effectively across different areas of learning, which supports children's speaking skills effectively. For example, in spiritual development she used terms such as 'Christian' and 'Bible' when reading a story of *The Lost Sheep*. The Years 1/2 teacher has very good subject knowledge in writing. She uses this understanding to provide clear frameworks for pupils to carry out their own writing, which raises their standards in this area. The subject knowledge of the Years 3/4 teacher is satisfactory overall. It is good in English, but unsatisfactory in religious education. It is good in information and communication technology. She uses this knowledge well in supporting the rest of the staff in her role as co-ordinator. The subject knowledge of the Years 5/6 teacher is unsatisfactory, particularly in English and music. His mispronunciation of key technical terms such as 'double bass' reduces the rate of pupils' progress both within the subjects and in speaking and listening skills.
22. Teaching of basic skills is good from the nursery to Year 4 and pupils make good progress in acquiring these skills. In the nursery and reception classes, the teacher breaks down each aspect of literacy and numeracy and targets the learning carefully to match each child's needs. In the Years 1/2 class, the teacher teaches basic skills very effectively both within literacy and numeracy lessons and across the curriculum. She is particularly good in teaching spelling. She uses a wide range of different strategies to ensure very good progress. These include the use of individualised spelling programs on the computer, identifying spelling patterns within texts, using individual whiteboards to write out spellings as part of a literacy hour and reminding pupils at the beginning of written tasks to be careful with their spellings. The Years 3/4 teacher develops basic skills effectively and gives pupils clear guidance in developing basic reading and writing skills. For example, she skilfully combined questioning with reading the traditional text of *Cinderella*, which developed pupils' predicting skills. Teaching of basic skills is poor in the Years 5/6 class. The teacher does not give sufficient explanations in whole-class sessions and does not support pupils in group work to develop their individual needs. Teaching of basic skills for pupils with special educational needs is good when they are withdrawn either by both the specialist support teacher and the headteacher. Their individual education plans are detailed and provide clear targets to measure their progress.
23. Teachers up to the Years 5/6 class work effectively with classroom assistants. The assistants have a good understanding of the work to be covered and have good

relationships with individual pupils. The nursery nurse plays an important role in providing support for the reception children when they work with the older pupils. The classroom assistant in the nursery is effective in extending children's speaking skills. For example, she challenged children to use and talk about the different bandages whilst they played in the hospital role-play area. The Years 3/4 teacher organises her classroom assistants effectively to use the computer in their support of pupils with special educational needs. For example, a pupil was really involved in telling a story because he could see his own words appearing on the computer screen when the classroom assistant recorded them for him. Opportunities are missed to use classroom assistants to extend pupils' research skills and personal responses to fiction in the library. The assistants accompany pupils to choose their books, but more systematic questioning would use this time more profitably.

24. Teachers all use computers effectively across lessons. They identify appropriate programs to support learning across the curriculum. They organise pupils effectively to take their turns. Teachers provide a range of non-fiction books in classes to support development of skills across other subjects. However, they do not provide stimulating displays of fiction books. Teacher use displays effectively within lessons. For example, in Years 3/4 the teacher changes the literacy display each week and uses it to reinforce the learning objectives at the beginning of each literacy lesson. This focuses pupils' attention on their targets for the lesson.
25. The nursery and reception teacher manages her children well. She reminds children regularly of the class rules and they expect to carry them out even when there are possibilities for inappropriate behaviour. For example, she provided opportunities for children to investigate some green viscous liquid. Children could have been badly behaved, but instead they co-operated with each other sensibly. This teacher provides a range of interesting activities and children move smoothly between them. The Years 1/2 teacher manages her pupils very well. She combines the more formal needs of the older pupils very effectively with the needs of the younger children in the afternoon sessions. She gives clear guidance to pupils of her expectations. For example, she insisted on pupils moving quietly between the classroom and the hall for dance and the pupils all walked sensibly, immediately sitting in a circle ready to start work. The Years 3/4 teacher has differing levels of controlling her pupils. In some lessons like creative writing, she organises the lesson to match the pupils' needs skilfully and pupils listen carefully and work hard throughout the session. In other lessons, she does not ensure that all pupils listen throughout the whole-class sessions, which reduces the concentration of some pupils. The Years 5/6 teacher's management of pupils is poor. He does not target individual pupils effectively during whole-class sessions or support them appropriately during their tasks. During the inspection the additional teacher in this class was very effective during the group work. He used carefully focused questions to develop pupils' thinking. He encouraged every pupil sensitively, which raised their confidence and motivated them to work harder.
26. The nursery and reception teacher has high expectations of children's work rate and children work hard to complete their tasks. There are high expectations in the Years 1/2 class in numeracy and literacy both within English and mathematics lessons and across the curriculum. Pupils try hard to produce work of a good standard and are proud of their completed work. For example, in design and technology every pupil concentrated hard to draw all the bricks on their houses for *Incy Wincy Spider*. Pupils with special educational needs make good progress in the Years 1/2 class because the teacher structures the work carefully to meet their needs. There are low expectations in the Years 5/6 class of the amount of written work pupils produce in lessons, particularly of the more able pupils. For example, pupils are often expected to produce exactly the same work with no additional challenge for the more able pupils.

27. The school has introduced target setting for individuals. The Years 3/4 teacher uses this particularly well in writing. Each pupil has their own target carefully produced and all pupils refer to them before they begin their writing. The teacher's discussion during the lesson and her marking is then focused on the target. This has had a positive impact on standards across the whole class. The Years 1/2 teacher gives detailed targets when she marks pupils' work. She has a good understanding of each pupil's needs and challenges them to reach the next level. For example, when responding to a letter from Florence Nightingale she expected a more able Year 1 pupil to answer detailed questions about the style of her writing. There was no evidence either in pupils' books or in lessons that the Years 5/6 teacher is using the school's policy on targets to raise standards.
28. The Years 1/2 teacher uses homework very well. She places a strong emphasis on this work, providing a good quality folder to store the worksheets and celebrating pupils' efforts in completing their homework at the beginning of lessons. She uses a range of stimulating worksheets for pupils to take home. The Years 5/6 teacher places little value on homework and his provision is poor. Pupils have produced very little formal homework over the year. This is a greatly missed opportunity both to raise standards and to develop independent study skills.

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

29. The school meets statutory requirements for the curriculum, but collective worship does not meet statutory requirements. Pupils throughout the school are taught all the subjects of the national curriculum and religious education. Health education is sound. It includes sex education and work on drugs awareness. The school has introduced some innovative ideas for developing pupils' understanding of the world. For example, in the summer term the normal timetable is suspended for several days whilst each class finds out about a different country and prepares a presentation for the rest of the school. The school uses visits and visitors effectively, such as a visit to Bessie Surtees' house in Newcastle, to broaden the range of experiences offered to the pupils. Links with the local community, including the mother and toddler group, are good. Links with partner secondary school are satisfactory. Analysis of the school's results shows a significant gender difference, with girls performing worse than boys over a period of years in English and science. The school has yet to monitor and establish why this occurs.
30. The curriculum for the reception and nursery children is well balanced and interesting. The reception children receive a good combination of time spent with their own age group to develop literacy and mathematical development and time with the older pupils in the afternoons. This prepares them well for their transition to Year 1.
31. The curriculum for pupils with special educational needs is good from Year 1 to Year 4. In the Years 5/6 class, the progress these pupils make is good when the headteacher or the specialist teacher teaches them. It is unsatisfactory with the class teacher as he does not give them sufficient support. Policies and paperwork relating to these pupils is satisfactory. The school ensures that the Code of Practice<sup>2</sup> for pupils with special educational needs fulfils requirements.
32. Policies for all subjects are in place and some of them are good, giving clear guidance on teaching and learning styles and the possible range of activities that may be planned by

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<sup>2</sup> Code of Practice – this gives advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.



teachers. This was an issue at the last inspection and the school has improved teachers' written half-term plans. Most of the teachers are conscientious in their planning and match activities and experiences to what the pupils need to learn, although through the school planned tasks do not always challenge the more able pupils. A significant weakness is the teacher in Years 5/6, who does not plan sufficiently well to meet the learning needs of most of the pupils in his class. The range of tasks is narrow and the level of difficulty is often not appropriate. This leads to their poor progress and low standards in literacy, mathematics, science, religious education, history, geography, art and music.

33. The quality of the curriculum for the Years 1 and 2 pupils is good. Basic skills in literacy are taught well. The application of the National Numeracy Strategy is sound. In addition, the pupils experience a good range of activities that develop their personal and social skills. Consequently, they are keen and interested in what they do. They work well together and develop curiosity and enthusiasm for what they learn. The range of activities planned by the teacher encourages this enthusiasm. For example, in religious education they visit the local church, have the opportunity to talk with the vicar, discuss the artefacts, start to extend their vocabulary to include words such as 'lectern', and then subsequently make a model of the church.
34. For pupils from Years 3 to 6 the quality of the curriculum is unsatisfactory overall, although there are a number of significant strengths. The amount of time allocated for all subjects is not balanced. Pupils only have half an hour each week for religious education and music. Together with weaknesses in the teachers' knowledge in these subjects, it leads to pupils not achieving satisfactory standards by the time they are 11 years old. The good features of the school's provision include information and communication technology. This is well planned and taught effectively. It is often used well in other subjects. Pupils have high quality opportunity to work with artists. For example, last year pupils produced batik panels. There are good features in the Years 3/4 class. The range of activities in science is good. It includes opportunities to experiment on a regular basis and develop investigative skills. The pupils are also involved in interesting projects. For example, they are designing some new church gates. This project has included visits from a musician and retired miners from the village and the learning of mining songs, as well as work in developing art and design ideas.
35. The main weaknesses are in the Years 5/6 class. Although schemes of work are in place, the teacher's weak subject knowledge means that tasks often do not meet the needs or aptitudes of the pupils. In this class, too many lessons in history, religious education and science involve completing worksheets so that pupils' investigative and research skills, as well as their numeracy and literacy skills, are not developed. They have insufficient opportunities in science to hypothesise, experiment and compare findings. Too often the teacher's focus is on the pupils completing a task - such as filling in missing words - rather than considering what the pupils will learn by doing it. Few lessons extend the range of tasks for pupils. These factors have a negative impact on the quality and range of their creative experiences on a daily basis of the Years 5/6 pupils.
36. The quality and range of extra-curricular activities are very good and strengths of the school's curriculum. They make an important contribution to the pupils' lives outside of daily lessons. Pupils have the opportunity to play a wide range of games as well as to become a member of a sports team, such as athletics. A table-top games club is provided for Years 1 and 2 pupils, which contributes very well to the development of their social skills. The headteacher, deputy headteacher and teachers from Years 3 to 6 organise an after-school mathematics session together for all Years 5/6 pupils. The

pupils enjoy this because of the range of activities on offer, including work using information and communication technology.

37. The school's development of pupils' spiritual understanding is unsatisfactory and this is a key weakness. In collective worship in particular, the pupils are not encouraged to reflect or given a period of silence in which to think about the theme for the session and the message it has for their own life. There is no visual focus for collective worship, such as a lighted candle or a flower, and no use of music to build up an atmosphere of calm and create the understanding that this is a special time for everyone. There are few opportunities in music or art lessons for pupils to learn to articulate a sense of appreciation of those things that 'touch the soul'. For example, to sing with joy or to reflect on their emotional responses to a beautiful painting. Pupils' natural appreciation of beauty, such as of works of art, historical artefacts and of flowers and shells, is not consistently used and developed into an explicit understanding of the 'specialness' of such things. They are not given enough opportunities to wonder. The exception to this deficiency is in the Years 1/2 class in dance and in the reception class in knowledge and understanding. The reception children are given clear guidance in understanding the importance of spiritual matters. For example, they all identified someone who loved them and then identified how their grannies or parents showed this love.
38. The way in which the school develops pupils' moral understanding is good. There is an established moral code and the pupils are aware of this. Rules are established in all classrooms and a rewards and sanctions procedure is in place. Pupils know right from wrong. Moral stories are used well in assemblies, such as the story of a good neighbour who helped a family move into a new home. Pupils develop a very good understanding of working within rules in the context of playing games in physical education from Years 3 to 6.
39. The development of pupils' social skills is good in Years 1 and 2. There is a carefully planned programme of lessons and activities to raise pupils' awareness of how to live and work together harmoniously. This helps pupils acquire skills in being considerate towards others. It is followed through well in normal daily activities where they are encouraged to admire each other's work, take turns and to listen to each other with respect. They have good opportunities to work together collaboratively and to solve problems together. This they do very well and good collaborative working is a special feature in the two youngest classes. For example, a small group of children in reception worked very well together on a phonics game. They worked out what to do together, were careful about taking turns and they helped each other well. Mixed gender groups working together is often a feature in these two classes and boys and girls work together well. Personal development continues to be planned for in the Years 3/4 class. Here, too, the teacher encourages pupils to share ideas and strategies and listen while classmates demonstrate their ideas on the board in numeracy lessons. This aspect of pupils' education is not developed coherently in Years 5/6. In this class, the planning for personal development is unsatisfactory. The development of pupils' independence as learners, confidence in using initiative, and sense of responsibility and duty within the school community are not effectively promoted to make sure that the oldest pupils mature and consider themselves important role models for the younger pupils. The teacher does not consider sufficiently how best to promote pupils' social development through the work and range of tasks that he plans for them to do in lessons. This is compounded by the problems associated with the teacher's management style and means that too often pupils are rude and inconsiderate towards each other in lessons and in times of collective worship. This has a negative impact on pupils' sense of self-worth and erodes the self-esteem of the most vulnerable pupils.

40. The school's arrangements for developing pupils' cultural understanding are satisfactory. There are some good examples of pupils being given the opportunity to engage in activities that help them understand the historical culture of their village. Visits to the high quality war memorial in the village, with its coal trucks and family names that pupils recognise, and visits from ex-miners, who talk about their experiences, help the pupils gain a sense of their own cultural heritage. Visits to the Bowes Museum and subsequent workshops with artists widen the pupils' awareness of art as both an historical inheritance and as an established profession in the modern world. However, teachers are not always aware of the potential for cultural development of these activities and do not sufficiently encourage the pupils to see them in this light. The school does have visitors from other cultures. For example, a group of Indian dancers visit to give a workshop and perform. Pupils learn about the major world faiths through lessons in religious education. The geography project, mentioned above, aids their understanding about the wider world. However, there are weaknesses in the way that pupils, particularly in Years 5/6, perceive life in the developing world, which is the result of the teacher's lack of understanding of multi-cultural issues, including the importance of challenging stereotypical views of countries in Africa and Asia. The school does not systematically plan for pupils to develop an understanding of Britain as a country of many races, including Scots, Welsh and Irish, as well as the richness and diversity of ethnic minorities who have settled in the country over the past two centuries.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school provides a caring and secure environment in which most pupils are able to learn, but some older pupils have concerns about weaknesses in pupil management by their teacher. Staff look after pupils who are ill or have accidents well; first-aid training has lapsed, but is about to be renewed. Pupils are taught to adopt healthy lifestyles and to be aware of personal safety. For example, pupils attended the *Safety Carousel* training days into how to react in hazardous situations. Appropriate child protection procedures are in place and staff are trained. The premises are safe, equipment is tested and the caretaker is assiduous in putting right hazards notified. Staff carry out regular risk assessment and governors are involved, which is an improvement since the previous inspection.
42. The school has clear written principles for promoting good behaviour, based upon use of praise and reward. Most pupils value the system of rewards and the certificates given for those who show improvement. These work well for the younger pupils, but more systematic structured sanctions are used for older pupils who are giving concern. When they are rigorously applied, they appear effective in controlling behaviour, but do not always improve the pupil's attitude to learning. Too often, pupils exhibit the unsatisfactory behaviour noted earlier without sanction from the teacher and this affects the rest of the class or, in assemblies, pupils from other classes. The school effectively counters the small amount of serious bullying which occurs in all schools, involving both parties and their parents as necessary, but older pupils are not always confident that they are adequately protected by all staff. The school promotes the personal development of younger pupils in well-planned lessons and intends to extend this scheme for the older ones. At present, uncertainties over discipline and relationships detract from the amount of freedom older pupils have to control their own learning and hence develop maturity. Correct procedures were followed when a pupil was permanently excluded. Attendance monitoring is satisfactory and good attendance is rewarded. This has resulted in an improvement this year.
43. There are good assessment systems in place. Class teachers are expected to assess each individual pupil's performance at the end of a unit of work. The records are individual for each pupil, which does make it a cumbersome tool, although with small

numbers in each year group it is manageable. The very good marking policy makes it quite clear what teachers should do in different subjects. However, marking is inconsistent and does not always provide enough information to take pupils' learning forward. Marking in the Years 1/2 class is good. Marking in writing in English in the Years 3/4 class is very good. It is detailed and closely linked to pupils' individual targets. In the Years 5/6 class marking is not diagnostic. Work is marked right or wrong and mistakes not analysed. The teacher does not work out what it is that the pupils have not understood in order to plan the next lesson. This means that pupils are not given the support they need to understand what has been taught and, therefore, are not able to achieve appropriate standards.

44. The use of assessment to match work to pupils' needs was an issue identified at the last inspection. Now, the use of assessment to plan work for the pupils is satisfactory overall, but there are still some weaknesses which affect the progress and attainment of the more able pupils in particular. There are some good examples of teachers using assessment records to guide their planning. For example, assessment records for information and communication technology are used well and have contributed to raising standards of attainment through the school. In mathematics, the teachers assess using the National Curriculum attainment targets. For the work in numeracy, this is not proving to be sharp enough to assist teachers plan the next step. In literacy, assessment is used very well in the Years 3/4 class to establish specific targets for improvement. The pupils are aware of these targets, they are written down and laminated and the teachers refer to them when marking subsequent work. In the Years 5/6 class where this policy is not adhered to, the pupils are unaware of any targets.
45. Teachers are not consistent in all subjects in the way they use observation and questioning to gauge the pupils' level of understanding and then use this information to plan the next work. This failure to use assessment information in planning contributes to a lack of challenge for all pupils in some lessons and, more generally throughout the school, for the more able pupils. In some lessons where teachers have good subject knowledge, they do it well. They notice that pupils have not understood something and they modify the remaining part of the lesson to address the misunderstanding. This was a feature of a good numeracy lesson in Years 3/4. In the Years 5/6 class, the additional teacher modified work so that pupils designing an anti-smoking poster began to use their reading skills to find facts about the ill-effects of smoking on health. This had a positive impact on their attitudes to work; they began to enjoy what they were doing and felt more confident, producing a good piece of work.
46. The school has a good system for tracking pupils' attainment and then target setting for the following year. In some classes, where the teacher's assessment is secure, the computer-generated graphs are a useful tool for identifying pupils' strengths, for grouping pupils by ability and for targeting pupils so that they make sufficient progress through the year. As yet, tracking systems have not been used to ensure that more able pupils are identified and then consistently challenged in the work that they do so that they achieve standards at the higher levels. There are problems where the formal recording of assessment is inaccurate. The headteacher and deputy headteacher have already identified this as an area for staff development and have set up a tracking system where staff work together at matching a sample of pupils' work to the assessment statements. This is kept in a model portfolio to support teachers' own judgements for the rest of their class.
47. Systems for tracking and supporting pupils with special educational needs are satisfactory. All relevant documentation is in place. Pupils' weaknesses are identified and targets set. The work of the external support teacher is valued by the school and also by the pupils, but there is little evidence that liaison between the support teacher and

class teachers is sufficient to ensure that work in the classroom is focused consistently on the same targets and same range of activities. Some teachers modify materials and the level of support for these pupils, but this is not a consistent practice in all subjects or all classes.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. Parents are generally satisfied with the education provided for their children. At the meeting for parents' held before the inspection, which only seven parents attended, most were positive about the school, but there was some concern about the behaviour of older pupils. Ninety-seven per cent of parents who returned the questionnaire were happy approaching the school about problems and every parent felt that teachers had high expectations. A significant minority had a concern about behaviour. Detailed analysis of the responses is given in the table in Part C.
49. The school makes satisfactory efforts to involve parents. The school keeps parents informed about routine matters with regular newsletters. A good quality community newsletter called *The Burnhope Wheel* is produced by the pupils with the support of the information and communication technology co-ordinator. Pupils are proud of this newsletter and parents appreciate the quality of its format and content. Teachers arrange evening meetings twice a year to discuss children's work; at the last of these parents can discuss their child's annual report. These meet statutory requirements and give brief comments on attainment in all subjects. There is a brief comment on personal development. The report gives useful targets for the pupil in the main subjects for the following year. Whilst the school prospectus is a helpful document for new parents, it lacks some information that is required by law, for example national test results. There are similar omissions from the governors' annual report to parents. All parents are expected to sign the home-school agreement, which covers appropriate areas of responsibilities of the school, parents and pupils. The school's declaration is somewhat tentative, however, and in the view of the school, the document has little effect on the few whose support is most lacking. The school encourages parents to hear their child read at home and uses rewards effectively for older pupils, who keep up the good habits learnt when they were younger.
50. There are good arrangements for children to be introduced to the nursery. Parents are welcomed into the school and the teaching team work hard to ensure that parents understand the routines. For example, parents are encouraged to stay with their children when they first begin school in order to help children to gain confidence in their new surroundings. The school has good arrangements for children younger than three years. A mothers and toddlers group use the nursery twice a week, which provides very good facilities for these children and ensures a smooth transition into the nursery.
51. Parents give satisfactory practical support to the school. Many parents hear their child read at home and this has the benefit of raising standards, particularly for younger pupils. Many also encourage their child to do homework. A few parents help around the school, giving much valued assistance to class teachers, for example in hearing pupils read and in running the library. Although there is no formal home-school organisation, parents give good support to events organised by the school and these help cement the school and village community together.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. The leadership and management of the headteacher are good. He has a good understanding of the strengths and weaknesses of the school and uses opportunities for reorganisation effectively to raise standards. For example, he moved the deputy

headteacher to the end of Key Stage 1 last year, which has raised standards across reading, writing, and mathematics. He monitors teaching carefully and puts clear systems in place to improve the quality of teaching. For example, he identified the weaknesses of the Years 5/6 teacher early and used the local education authority's systems well to set up an action plan to improve the quality of his teaching. He has a strong commitment to the school being part of the village community and endeavours to offer pupils opportunities to extend their experiences that cannot be found in the village. For example, he runs a very good range of sporting extra-curricular activities across the year to develop pupils' physical and social development and to establish habits for healthy life styles. He delegates responsibilities well, giving additional support where necessary. For example, he set up systems for developing information and communication technology, delegated the responsibility to the co-ordinator and supported her initiatives, which raised standards in this subject.

53. The headteacher works very effectively with the deputy headteacher. They have clearly defined roles and balance each other's strengths well. For example, their expertise is used effectively in performance management because they are responsible for the key stages where they have the most experience. They have very good levels of communication because they meet regularly on both a formal and informal basis to plan developments and to monitor progress. The deputy headteacher has a good level of responsibility. She runs the weekly co-ordinator meetings and ensures that meetings are carefully minuted in order to record whole-school decisions. For example, she records the analysis of each subject in detail at the end of each term, which is used to improve curriculum provision the next time it is taught. She is an effective co-ordinator for mathematics and has set up useful extra-curricular clubs in both key stages to develop mathematical skills and positive attitudes.
54. The information and communication technology co-ordinator is very effective. She has introduced a range of strategies to improve provision. For example, each pupil has a detailed booklet related to their year group to record their progress across the curriculum. This tracks the coverage of the subject well and ensures that pupils' experiences from home are included in their profiles. She has good subject knowledge and she uses this well to train the rest of the staff. Being a small school each teacher carries a heavy load of subjects as co-ordinators. They are unable to follow through their responsibilities across each of these subjects effectively. The Years 5 and 6 teacher has little understanding or influence in his areas of responsibility.
55. The governing body has a strong commitment to the school. They value the role of the school being the heart of the village community. There is a well-balanced range of expertise across the different personnel. The chair of governors works closely with the headteacher and has a good understanding of the strengths and weaknesses of the school. Governors have different levels of involvement in the daily life of the school. One governor hears all the pupils from Year 3 to Year 6 read every week. The pupils value this interaction. Another governor visits the school several times each week and supports the practical aspects of the school's work. For example, he worked with the pupils in planting trees in the school and around the village. Governors have less understanding of the details of academic progress. Their last annual report to parents did not have all the details necessary to fulfil statutory requirements.
56. The school development planning is carried out in conjunction with the co-ordinators. They all produce clear action plans and monitor the development of the subjects across the school through the use of weekly co-ordinator meetings. This is supplemented well by an analysis at the end of each term of the need for further developments. The action section of the school's plan for development is clearly produced. It has clear criteria to measure the success of the school's priorities, the dates for monitoring the progress of

the developments and the associated costs. The school identifies appropriate priorities and four-fifths of the teaching staff and all the classroom assistants have a shared commitment to raise standards and the quality of the curriculum.

57. At the time of the previous inspection, the efficiency with which the school's funds were used was judged to be satisfactory and this is still the case. Although the plan for the school's development is written after the budget is set, the headteacher and governors have a satisfactory informal view of the priorities for funding. Their focus has been the management of fluctuating pupil numbers and the consequent effect on staffing. The current large surplus has been kept to ensure there is continuity of staff numbers despite the changes in pupil numbers. The school makes appropriate use of longer term forecasting. Once money has been allocated to budget headings, the financial administration is good. Action has been taken to put right the minor deficiencies identified in the last local authority audit report. The headteacher and governors keep a close watch on actual expenditure compared to budget. Information and communication technology is used well to support these processes and other areas of administration. The headteacher and secretary work efficiently together and have a clear understanding of each other's roles. Money allocated by the government or the local authority for specific purposes has been properly used.
58. The school obtains competitive tenders for maintenance jobs in order to get value for money and has made a satisfactory start to look at the wider issues of obtaining best value. The school makes good use of the educational services provided by the local education authority both for administrative support and for developing expertise in teaching. They have sought guidance effectively in order to respond to the previous inspection's key issues and to extend their own level of expertise across the curriculum. They have supplemented the school's expertise across the curriculum. They have evaluated this support carefully and have gained good value for money. There is a clear understanding of the value of the school to the local community, although as yet the school does not formally consult parents about their views on future developments.
59. The school has an adequate number of teachers and class sizes are relatively small. The school makes good use of the nursery teacher to teach children in the reception class in the mornings, when there is no nursery class. The Years 5/6 class is also very well provided for, with three teachers at some times of the day. There is also a good number of support staff, some of whom are attached to specific pupils with special educational needs. With a small staff, most teachers have more than one curriculum responsibility. Subject expertise is generally satisfactory, although there are some weaknesses in minor subjects. The management team have good systems for supporting new teachers to the school. They identify the needs of these teachers and provide well-focused support to extend their teaching skills. These systems worked efficiently to identify the weakness in the Years 5/6 teacher and to put support strategies in place. Staff development is taken seriously and both whole-school and individual development is addressed. For example, a well-organised portfolio of work is being collated to improve teachers' skills of target setting across pupils of different levels of attainment. Teaching resources are satisfactory and the amount of games equipment is good. Computers are organised effectively to allow computers to be used as parts of lessons. However, when the network breaks down this restricts pupils' access to computers.
60. The accommodation is spacious, with a well-equipped new nursery building. The caretaker keeps it spotlessly clean and pupils take care to maintain this level of care. For example, during the inspection with thick snow, the floors did not suffer from the bad weather conditions. There are several spare rooms, which were originally classrooms. These have been utilised to good advantage, for example to house a library and to provide an additional teaching area for reception children. Acoustics in some classrooms

are poor, however, and make it difficult for the teacher to make herself heard, particularly in the Years 3/4 class. The nursery building is of good quality because it is a modern addition to the school and has been designed effectively. It is currently used effectively by a mothers and toddlers group on two mornings, which provides additional social development for those who will eventually be pupils at the school. There is good all-weather space outside and a large playing field, which is well used for extra-curricular and sporting activities.

61. Children enter the school with attainment below average. They make good progress up to Year 4, but then progress is unsatisfactory. Standards by the time pupils leave the school are well below average. Teaching is unsatisfactory. Management and leadership of the headteacher and deputy headteacher are good. The cost per pupil is well above average. Taking all this into account the school gives unsatisfactory value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

62. In order to improve the school's provision the governors, headteacher and staff should:-

- (1) raise standards further in English by:-

- increasing the opportunities for developing speaking and listening skills both in English lessons and across other subjects from Years 3 to 6;
- developing skills in using non-fiction and personal responses to fiction;
- providing different writing tasks in lessons to support the less able and to extend the more able pupils in the Years 5/6 class;
- extending the very good use of target setting in writing in the Years 3/4 class to the Years 5/6 class;

Paragraphs 3, 6, 72, 75, 78-80, 82-84

- (2) raise standards further in mathematics by:-

- using the learning targets in the National Numeracy Strategy more precisely to track progress and fine tune planning;
- providing more opportunities for pupils to explain their mathematical thinking;
- balancing the different parts of the curriculum more evenly in the Years 5/6 class;
- raising the expectations of the Years 5/6 teacher;

Paragraphs 6, 44, 85, 88, 91, 94-95

- (3) raise standards further in science by:-

- improving assessment procedures and using them more effectively to track individual progress;
- increasing the investigational work in the Years 1/2 and 5/6 classes;
- extending the range of the curriculum in the Years 5/6 class;

Paragraphs 4, 6, 96, 99, 101, 104-106



- (4) raise standards in religious education from Years 3 to 6 by:-
- providing more opportunities for reflecting on religion as part of the curriculum;
  - improving the quality of the written work and matching the tasks more closely to pupils' interests;
  - improving teachers' subject knowledge;

Paragraphs 7, 34, 136, 138-140

- (5) improve the quality of teaching of the Years 5 and 6 teacher by:-
- continuing to carry out the action plan produced by the school;
  - maintaining a clearer focus on what the pupils are to learn and organising the different parts of the lesson more effectively;
  - improving the use of questioning in whole-class, group and individual sessions;
  - using homework more effectively;

Paragraphs 9, 19-22, 25-28, 32, 35, 44, 52, 76, 88, 91-92, 94-95, 99, 101, 104-106, 110, 116, 121, 127, 130, 136, 138

- (6) raise standards of more able pupils by:-
- identifying these pupils on entry to the school;
  - providing a more challenging curriculum to extend their learning when they move through the school;
  - monitoring their progress more closely.

Paragraphs 4, 46, 74-75, 87, 98-99, 106

In addition to the improvement issues the governors should also include the following weaknesses in their action plan:-

- improving the rates of attendance; Paragraph 18
- improving spiritual and multi-cultural development; fulfilling statutory requirements for collective worship; Paragraph 29, 37, 40
- ensuring the annual report to parents fulfils statutory requirements. Paragraph 49, 55

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	34
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
0	9	29	50	12	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	6	72
Number of full-time pupils known to be eligible for free school meals	N / A	25

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	11

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	8.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year		Year	Boys	Girls	Total
		2000	7	6	13
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC Level 2 and above	Boys	* <sup>3</sup>	*	*	
	Girls	*	*	*	
	Total	11	10	11	
Percentage of pupils at NC Level 2 or above	School	85 (74)	77 (68)	85 (74)	
	National	84 (82)	85 (83)	90 (87)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	11
Percentage of pupils at NC Level 2 or above	School	69 (63)	69 (53)	85 (84)
	National	84 (82)	88 (86)	88 (87)

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

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		Year	Boys	Girls	Total
		2000	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	14
Percentage of pupils at NC Level 4 or above	School	53 (53)	0 (79)	93 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	14	14
Percentage of pupils at NC Level 4 or above	School	87 (68)	93 (79)	93 (74)
	National	70 (68)	72 (69)	80 (75)

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

<sup>3</sup> -Statistics are not reported when there are ~~less~~ fewer than 10 pupils in a category.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	64
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	22.5
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	1.9
Total aggregate hours worked per week	63

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	6

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	3
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-1999
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	£
Total income	252,420
Total expenditure	261,239
Expenditure per pupil	2,214
Balance brought forward from previous year	31,104
Balance carried forward to next year	22,285

## Results of the survey of parents and carers

Questionnaire return rate 45%

Number of questionnaires sent out

78

Number of questionnaires returned

35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	28	9	0	0
My child is making good progress in school.	40	48	6	3	3
Behaviour in the school is good.	23	54	14	6	3
My child gets the right amount of work to do at home.	37	51	6	0	6
The teaching is good.	49	34	11	0	6
I am kept well informed about how my child is getting on.	46	40	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	34	3	0	0
The school expects my child to work hard and achieve his or her best.	51	49	0	0	0
The school works closely with parents.	40	46	14	0	0
The school is well led and managed.	43	43	11	3	0
The school is helping my child become mature and responsible.	43	40	11	3	3
The school provides an interesting range of activities outside lessons.	40	37	6	3	14

**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**

63. Children enter the school in the nursery and attend on a part time basis in the afternoons. They work in a good quality purpose-built Foundation Stage unit. Reception children work in this unit in the morning and join the Years 1 and 2 class in the afternoons. This arrangement works well. The children have the advantage of working in a small class where they concentrate on basic skills in the morning. This is complemented effectively with their time in the large class where the social context is widened and they benefit from working with older pupils. Good opportunities are provided for children to strive for the higher levels of work of the older pupils. This prepares them well for their transition to Year 1. The nursery nurse plays a valuable role in providing continuity across the school day and maintaining the children's confidence when they work in the larger class. For example, when the Years 1 and 2 pupils were involved in a formal information and communication technology lesson, the reception children developed creative and physical skills in play-based activities. Their curriculum is planned carefully to meet their needs and operates smoothly alongside the National Curriculum of the older pupils.
64. Attainment on entry to both reception and the nursery is below expectations, but speaking skills are well below this level. Progress is good because the teaching meets each child's needs effectively. This is an improvement on the previous inspection. By the time pupils leave reception their attainment is at the expected level across the Foundation Stage curriculum. The exception is speaking where children's skills have improved, but have not fully compensated for their low attainment on entry.

**Personal, social and emotional development**

65. Reception children make good progress in personal, social and emotional development. They are provided with a good range of contexts to develop these skills. They learn to co-operate together on tasks. For example, they took turns to walk along a large number line to find the answers to simple sums. They develop a good awareness of others' feelings because the teacher structures lessons to build on this skill. For example, each child identified a person who loved them and worked out how they showed this love. Children listened sensitively to each other when they shared these feelings. Nursery children are developing skills of concentration because they are provided with interesting activities. For example, they experimented for over 20 minutes with a mixture of green viscous liquid, thoroughly enjoying the feel of the sticky liquid in their fingers. Both reception and nursery children have good relationships with adults and with each other. The adults set a very good model of speaking politely to each other and attending to detail in supporting children's needs.

**Communication, language and literacy**

66. Reception children all write their own names and produce simple sentences with support from the teacher. They receive well-focused support from the teacher when they produce this writing, which builds on their understanding of simple stories. They all identify key characters in stories and outline the sequence of events. For example, they describe the different characters in *The Big Pancake* and explain with relish how the pancake gets eaten at the end of the story. Children listen at the expected level, but they need support in talking, which the adults provide effectively. Children are content to reply in one-word answers and need specific encouragement to extend their speech. The nursery children follow the same pattern. They handle books sensibly and listen to stories, following the pictures in a book. They respond to questions with smiles and their physical responses show that they have understood. However, they greatly lack confidence in speaking.

Both the teacher and the nursery nurse work hard to provide a good model for speaking. For example, when working with a child in producing his name in glitter the teacher kept up an interesting running commentary of their progress.

### **Mathematical development**

67. Reception children use numbers under 10 confidently: 80 per cent correctly find a number which is more or less than another number. The teacher provides regular opportunities to develop mathematical skills. She knows the children's needs well and directs her questions to extend their individual learning. She uses a good range of different activities to reinforce understanding. For example, when consolidating 'more than' and 'less than', children played lotto, used number fans, walked along a number line, used individual number lines, completed towers of sequenced blocks and completed a worksheet all in one lesson. Nursery children are developing simple mathematical skills. For example, they identify patterns in beads and thread them in the correct order.

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

68. Reception children are interested in using techniques to make objects. For example, they produced a forest of simple flowers from straws and tissue paper and planted them in the sand tray. They work confidently on computers both in carrying out simple spelling programmes and games. They understand the instructions for printing out their work and enjoy walking to the computer suite to retrieve their printed work. They are developing a good understanding of Christianity because the teacher presents this knowledge precisely. For example, in a lesson about *The Lost Sheep* she explained about the story's place in the Bible and its importance of showing Jesus' and God's love for humans. Children have a good understanding of simple geography because they learn about different parts of the world through the travels of a teddy bear. Nursery children develop confident investigative skills. Interesting displays are available for extending these skills and adults use children's interests effectively. For example, when two children started playing with the objects from a table based on sight, the teacher intervened and showed the children how to use the binoculars correctly, asking them well-focused questions.

### **Physical development**

69. Reception children use small apparatus confidently. They handle the computer keyboard confidently and use simple tools to join materials. A very heavy snowfall throughout the inspection meant that there was no opportunity to observe the children with large apparatus outside. Nursery children develop their physical skills effectively. They work confidently with small apparatus and tools because the unit is set up with a range of interesting and challenging activities. For example, children developed physical skills when they cut different bandages playing in the hospital role-play area. The nursery nurse extended these skills effectively by showing them how to hold the scissors and providing a range of different types of bandages.

### **Creative development**

70. Reception children develop good skills of painting because the nursery nurse supports this work effectively. She ensures that they make considered choices of paint and brushes and think about how they are going to complete their pictures. Children are expected to concentrate until they have completed their paintings and to evaluate the completed piece of work. There are some low level colouring tasks provided that do not extend children's learning. Children develop simple musical understanding because the teacher offers them different experiences and expects them to respond to different pieces

of music. For example, they were required to identify whether a tune was fast or slow. She patiently worked with the children's responses until they understood that in fact the tune was lively and they wanted to dance to it. She seized this opportunity and they thoroughly enjoyed the dancing. Some opportunities are missed for the children to sing songs themselves in these lessons.

71. The early years co-ordinator is knowledgeable about this age group. For example, the local education authority has used her expertise to develop assessment across the authority. Her influence has ensured that the changes for the curriculum for this age group have been implemented carefully. Teaching for the reception and nursery children is good. The teaching team all have a good understanding of the children's needs and the curriculum each week. There are high expectations of the work rate and concentration of each child and, consequently, there is a good rate of productivity within lessons. The partnership between the teacher for Years 1 and 2 and the reception and nursery teacher is productive. For example, they are changing the half termly planning of the coverage of different religions to ensure they match their work more closely across the classes. Assessment of children's work at the end of the year is satisfactory. The school has identified the need to develop weekly assessment procedures to track the rate of progress of pupils more closely.

## ENGLISH

72. Standards are judged in different ways. The tables show the main judgements for the school.

<b>AT AGE 11</b>	SATs 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Well below average	Well below average	An issue: there is unsatisfactory teaching in the Years 5/6 class, and low expectations.
Level 5, above the expected level	Well below average	Well below average	An issue: the teaching does not challenge the more able pupils.

<b>AT AGE 7</b>	SATs 2000 National comparison	Inspection judgement	Comments
<b>Reading</b>			
Level 2, the expected level	Average	Average	Basic skills are taught very well; high expectations of less able pupils.
Level 3, above the expected level	Below average	Average	Good level of challenge in lessons; lower levels in individual reading.



<b>Writing</b>			
Level 2, the expected level	Well below	Above average	Spelling and grammar taught very well. Good range of writing styles produced.
Level 3, above the expected level	Well below	Average	High expectations of individuals across all aspects except in handwriting where expectations are lower.
<b>Speaking and listening</b>	2000 Teacher assessment		
Level 2, the expected level	Below average	Average	All pupils take their turns in speaking in formal contexts.
Level 3, above the expected level	Well below average	Average	More able pupils are challenged.

73. By the age of 7, last year's national tests show that standards in reading overall were well below average. Some pupils did not even reach Level 1, which is very low. There were also fewer pupils than average reaching the higher Level 3. The inspection judges that there has been considerable improvement from last year with the majority of pupils in Year 2 now on line to reach the expected Level 2. Equally the expected proportion of pupils now reaches the higher Level 3. The cause of this considerable improvement is the new teacher in this age group. She has high expectations in lessons and challenges pupils to develop their skills very effectively. There has been even more improvement in this subject, which she teaches very well, because more pupils than expected are reaching Level 2. Their levels of spelling and grammar are higher than expected for their age. Teacher assessment showed attainment in speaking and listening was well below average in 2000. Standards are now average. The teacher provides clear models of speaking for pupils and gives them time to practise these skills.
74. The attainment of the Year 2 pupils was below average when they entered the reception class. Their attainment in speaking and listening and reading is now average, which is **good progress**. In writing, their attainment is above average, which is **very good progress**. Two minor weaknesses are both associated with the more able pupils. Their standards of handwriting are lower than the other aspects of their writing and they are not developing sufficient personal responses to their independent reading.
75. Most of the pupils aged 11 have made **unsatisfactory progress** since Year 2, particularly in reading where standards when they were 7 years old were higher than in writing. More able pupils have not fulfilled their potential: no pupil is on line to achieve Level 5. Eighty per cent of pupils are not on line to achieve the expected Level 4. This year pupils have made poor progress due to the poor quality of the Years 5/6 class teacher. In contrast to this poor progress, pupils in the Years 3/4 class make **good progress**. This teacher allocates individual targets for developing a skill in writing very effectively. She links these targets very carefully to her marking. Consequently, pupils strive to improve their work and have a good understanding of what they need to do to improve their work.

76. Standards have reversed since the last inspection. They were then below average for the 7-year-olds in both reading and writing and have now improved, particularly well in writing. The *trend* over the past four years has been upwards, but still remained well below until this year. Standards for the 11-year-olds were average. The *trend* over the past three years has been steady, but nationally the trend has been upwards. The newly appointed teacher in the Years 5/6 class has had a significantly negative effect on standards. The headteacher identified this weakness and has supported the special educational needs pupils from this class. These pupils have made satisfactory progress. Standards of boys and girls by the age of 7 show the same national trend of girls achieving better than boys. However, the results of 11-year-olds show the reverse, with boys' standards consistently better than the girls. The school has not yet identified strategies to increase the rate of progress of the girls.
77. The quality of teaching in Years 1/2 is very good. The teacher has a very good understanding of the potential of each pupil and challenges each one very well. For example, in whole-class discussion she targets individuals and matches her questions carefully to their needs. She uses the National Literacy Strategy skilfully to maintain pupils' interest across the different parts of the lesson. For example, she used a letter from Florence Nightingale, identified key spellings from the text, used different versions to develop comprehension skills in group work and then discussed the different versions with the whole class at the end of the lesson. All pupils concentrated hard throughout the lesson and made very good progress. They all produced a good volume of work. This large amount of work is also evident in their exercise books throughout the year. Pupils have completed a large amount of work, both in the form of interesting grammatical tasks and free writing. Pupils develop skills across a range of different writing styles including poetry. The teacher selects tasks carefully to make maximum use of learning. For example, she chose a text for comprehension that tracked a child's understanding of how the pronunciation of her name of Chloe did not follow the spelling rule of the sound of 'c' and 'h' together. This task reinforced spelling and comprehension skills at the same time. Homework is used very well: it is presented carefully in interesting worksheets, marked well and linked effectively to the work in lessons. Pupils are reminded regularly of the need to carry out the work and their efforts are celebrated in lessons. Pupils are supported very well in developing basic skills, particularly in spelling and tackling new words in reading. The result is that all pupils, apart from those with special educational needs, read confidently. Pupils are less confident in expressing their own opinions about their responses to texts. The teacher develops speaking skills well because she insists that pupils answer her questions in complete sentences. When they are having difficulty she says the answer herself and the pupil then copies her. She expects other pupils to listen carefully to this process, which reinforces the skills effectively across the class. Pupils use the library regularly to choose a fiction book. However, these visits need to be extended to develop skills of using the non-fiction books. Pupils also need more opportunities to express their responses to texts in order to prepare them for achieving even higher levels in reading.
78. Pupils make good progress in the Years 3/4 class in reading and very good progress in writing. Pupils are required to refer to their current target at the beginning of each piece of writing. The teacher then tracks progress carefully and focuses her marking on this aspect of each pupil's work. She chooses interesting topics that allow pupils to extend their imaginations. For example, pupils read a traditional version of *Cinderella* and then discussed a modern version. They thoroughly enjoyed rewriting the story with Cinderella going to a rock concert and falling in love with a pop star. Opportunities to extend writing skills are used well across the curriculum and pupils regularly complete short written tasks to record their learning. Handwriting is practised regularly and pupils have a fluent writing style. Opportunities for extending pupils' speaking skills are not always used effectively across other subjects.

79. The teaching in the Years 5/6 class is poor. During the inspection the teacher was supported effectively by the headteacher, and an additional teacher interacted with pupils effectively during group work to help them to complete the task. However, the unsatisfactory features of the class teacher's introduction reduced the impact of this support. Lack of subject knowledge reduces the quality of whole-class discussion and does not allow pupils' contributions to be used appropriately. For example, when discussing traditional stories a pupil offering the story *Aladdin* was told that this was not a traditional story, but a pantomime. The class teacher has low expectations of pupils, particularly the more able. During a lesson of independent writing of over an hour these pupils produced a very small amount of work. The scrutiny of pupils' work throughout the year shows a similar lack of challenge for the more able pupils. Pupils are all expected to produce the same piece of written work. This does not challenge the more able or support the less able. Pupils have lower standards of grammar, spelling and handwriting than expected. Pupils read fluently, but lack confidence in analysing the text or in expressing personal views in fiction. They have insufficient knowledge about different authors. They do not understand how to access non-fiction books for independent research. However, they access the Internet confidently to retrieve information. Opportunities for extending speaking skills are restricted because pupils are not expected to respond to questions at length. The quality of homework is poor. Little work has been produced this year. This is a lost opportunity to develop both skills in English and study skills.
80. Pupils with special educational needs make good progress from Years 1 to 4. The teachers work well with the classroom assistants to support their individual needs. Progress of pupils in Years 5 and 6 is good when they work with the headteacher or the specialist teacher. It is unsatisfactory when they work with the class teacher because he does not match the tasks well enough to their needs or give them sufficient additional support during whole-class teaching.
81. The whole school uses computers well to develop English. All teachers plan carefully for this development in group work in the literacy hour. It is well organised and pupils expect to take their turns in carrying out the tasks. In the Years 1/2 class and Years 3/4 class, spelling programs are used effectively to support each pupil's own particular needs. Pupils use these programs confidently and teachers use the outcomes to analyse pupils' future needs.
82. From Year 1 to Year 4 teachers develop literacy skills effectively across different subjects. Pupils are provided with special words that are needed across the curriculum, which extends their vocabulary. They are given good support when reading new texts in other subjects. In the Years 5/6 class, literacy is not extended effectively across the curriculum. There is not enough emphasis on writing neatly or producing longer sentences.
83. A governor supports pupils from Years 3 to 6 effectively by hearing them read on a weekly basis. She has devised certificates to encourage pupils to read more regularly at home. Pupils value their time with her and strive to win the certificates. This good provision can now be extended to a deeper discussion about the texts, with a clearer focus on developing the skills needed to achieve Levels 4 and 5 in reading.
84. **Areas for development** In the Years 1/2 class and the Years 5/6 class, handwriting is not carried out regularly enough and pupils are not encouraged to write at a higher standard whenever they carry out a writing task. There is a spacious library. The school does not teach research skills explicitly to large groups of pupils or provide opportunities for them to develop independent research skills. Pupils from Year 3 to Year 6 do not

receive enough formal opportunities to discuss their responses to texts or to build up a personal profile of their reading preferences relating them to specific authors. The co-ordinator does not monitor this development closely enough. Teachers do not provide stimulating classroom displays of fiction books to match the displays of non-fiction.

## MATHEMATICS

85. Standards are judged in different ways. The tables show the main judgements for the school

AT AGE 11	SATs 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Not validated	Below average	An issue: unsatisfactory teaching in the Years 5/6 class, not challenging all pupils.
Level 5, above the expected level	Not validated	Well below average	An issue: not challenging the more able pupils.

AT AGE 7	SATs 2000 National comparison	Inspection judgement	Comments
Level 2, the expected level	Well below average	Average	Improvement due to better quality of teaching.
Level 3, above the expected level	Below average	Below average	An issue: not challenging the more able pupils.

86. By the age of 7, the 2000 national tests show that overall the standards are well below average because so few pupils achieve Level 3. When the results are compared with similar schools, the standards are average. No comparisons are possible by the age of 11 years. Last year, the test results were not validated. This means that the government did not confirm the test results because there were inconsistencies in the test papers. The school has set up systems to ensure that this does not happen again.
87. When the group of pupils who are now in Year 2 joined the reception class their attainment was judged below average. Pupils have made good progress over the past two years. This is due to good teaching in the Years 1/2 class. However, more able pupils are not sufficiently targeted and challenged to achieve at the higher levels.
88. Most of the Year 6 pupils have made **unsatisfactory progress** given that these pupils achieved average levels of attainment when they were in Year 2. The 2000 test results were not validated. However, previously to this the school's results have been average. The quality of teaching in the Years 3/4 class is satisfactory. The unsatisfactory levels of attainment are due to:
- unsatisfactory targeting for all pupils, and especially for the more able;
  - unsatisfactory teaching in the Years 5/6 class.
89. At the last inspection, standards by the end of both key stages were judged to be in line with the national average. The *trend* for the school's results by the age of 7 was sharply downwards for the years 1998 and 1999 and there was then an upturn last year. There is a difference in the performance of girls and boys. Taking results from the past three

years, girls have performed slightly better than the boys, but last year the girls' results were significantly below those of the boys'. By the age of 11 the trend over the past three years has been in line with the national picture until 1999. The difference in attainment between boys and girls of this age is not significant.

90. The quality of teaching for the Years 1 and 2 pupils is good and this has had a positive impact on standards, particularly for the pupils in Year 1. The teacher has a sound understanding of the National Numeracy Strategy and uses the termly planning effectively so that pupils achieve evenly across all the different types of work, such as shape and data handling as well as number. Pupils learn about doubling and move on to the two times table. They compare the information given in a block graph and draw sensible conclusions. They are comfortable counting in tens and many can give answers to questions using the 10 times table. The teacher explains tasks clearly and chooses tasks that the pupils will enjoy. Consequently the pupils are well motivated and enjoy grouping and counting wooden animals. A weakness in the teaching is the level of challenge, which is insufficient for the more able pupils. This is evident in the mental oral part of the lesson when the pupils are taught together. Pupils are motivated to participate because of the teacher's warm relationships and good control, but the teacher's questions do not challenge the more able to explain their mathematical thinking.
91. Between Year 3 and Year 6 the quality of teaching is variable. It is unsatisfactory in the Years 5/6 class and sound in the Years 3/4 class. This inconsistent teaching has a direct impact on the standards. Pupils in Years 3 and 4 are making satisfactory progress in relation to their previous levels of attainment. Most pupils in Years 5 and 6 make unsatisfactory progress.
92. Pupils with special educational needs are supported well by being given different tasks that match their level of understanding. The headteacher and another teacher often teach the Years 5/6 class. This focused support is helping to improve their level of confidence and they are making satisfactory progress.
93. The introduction of the National Numeracy Strategy has been effective in Years 3 and 4. The teacher plans activities to match the pupils' abilities. She is very clear when explaining to pupils how the lesson will help them make progress in their learning in mathematics. She demonstrates well and encourages pupils to show their methods on the blackboard. She uses assessment well in that she notes how pupils are doing a task and modifies the lesson when she realises that the pupils have not quite grasped the teaching point. This ensures that by the end of the lesson the pupils are back on track and are pleased with their success. She reinforces this by drawing attention to the progress they have made in the plenary session. She follows the termly planning carefully and pupils make good progress in work in shape and space particularly. They know the correct names of shapes, identify line symmetry within shapes and work on time and time intervals. There is a weakness in the amount of time allocated to the development of understanding in multiplication and division, despite the fact that the teacher's own assessment shows it is a weakness. A strength is the use of computer programmes to develop mathematical understanding, something the pupils enjoy. The teacher ensures that all pupils are silent and listening when she explains a task, but they do not remain quiet and listening at other times and a persistent hum and sounds of wriggling on chairs sometimes prevents pupils hearing parts of the demonstration. The acoustics in the classroom are poor and this makes the problem worse.
94. During the inspection the Years 5/6 class teacher was supported in all lessons by the headteacher, who withdrew a group of pupils during the main activity part of the lesson. The range of written work in number is satisfactory, with the exception of work on division. Work on shape and space is at Level 4, which is appropriate, but there is insufficient

coverage of aspects of data handling like probability and work on the median and mode. Pupils know about negative numbers, they follow a method for multiplying by a two-digit number and they calculate simple percentages, but the overall standard is below that expected of Year 6 pupils, particularly in their understanding of how to interpret and answer a question. When the headteacher teaches the whole Years 5/6 class the teaching is very good. He maintains a brisk pace and involves all the pupils through his warmth of manner, use of humour and motivating tactics that encourage pupils to want to be involved in the lesson. All enjoy the challenging pace and the more able are kept on their toes by having the role of 'checker'. Different work is planned for different abilities and then he modifies the task and support to match the pupils' emerging level of understanding so that the level of challenge is more keenly focused. This ensures that the pace is maintained and individuals kept working at a level that reflects their level of understanding. The more able have a more difficult sequence of tasks. They are expected to do a lot of work and they do. In most lessons, pupils are not challenged enough. The class teacher does state the objective of the lesson, but often the focus of the teaching is upon helping the pupils to complete the written task rather than on teaching them to understand mathematics. He does not set high enough expectations. The result is that pupils do not complete much work and, therefore, do not make sufficient progress, particularly the more able who are not offered work that matches their capabilities. The teacher has limited strategies for asking questions. Most of the questions are simple calculations and he is unable to gauge the pupils' level of understanding from these, particularly since few pupils proffer an answer. He does not ask the pupils to explain their methods and there is little evidence of the pupils trying their own methods. The pupils are not confident in trying to work something out independently and are reluctant even to ask a friend or the teacher for support. Within the lesson the teacher has limited strategies for involving and motivating the pupils. This means that few of them offer an answer and their written work shows a lack of pride. The class teacher does not use marking to assess pupils' level of understanding in order to ensure that future work deals with ideas they have not understood. All this has a negative effect on pupils' attitudes and behaviour. They are not motivated to co-operate with the class teacher and they challenge his authority.

95. **Areas for development** Improving the coverage of the curriculum and the quality of teaching in the Years 5/6 class. Although most teachers follow the school's assessment procedures, the statements in this are broad. The co-ordinator is aware that using the 'pupil outcomes' laid out in the National Numeracy Strategy would help the level of challenge become more focused and improve the use of assessment in future planning. It would also help all teachers in identifying very clearly what they want the pupils to be able to do by the end of each lesson. Through the school there is not enough emphasis on pupils' devising and sharing strategies or explaining their thinking to adults or to each other.

## SCIENCE

96. The tables show the main judgements for the standards the pupils achieve.

AT AGE 11	SATs 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Above the national average	Below average	An issue: unsatisfactory teaching, not challenging all pupils in Years 5/6.
Level 5, above the expected level	Close to the national average	Well below average	An issue: not challenging the more able pupils in Years 5/6.

AT AGE 7	Teacher assessment in 2000 National comparison	Inspection judgement	Comments
Level 2, the expected level	Below average	Below average	Sound progress for this group of pupils.
Level 3, above the expected level	Well below average	Well below average	An issue: not challenging the more able pupils.

97. When the school's results are compared to similar schools, the standards of pupils aged 7 are average at Level 2 and below average at Level 3. For pupils aged 11, the standards achieved in the tests are well above average at Level 4 and at Level 5. The inspection judgements agree with the teacher assessment for pupils aged 7, but are very different for the current group of Year 6 pupils.
98. Pupils aged 7 are assessed by the class teacher, not by a test. Inspection judgements reflect the results of the teacher's assessments of these pupils. When the Year 2 group of pupils started school their attainment was judged below average, so this inspection judgement represents **sound progress** over the past two years. However, the judgement also indicates that more able pupils are not sufficiently targeted and challenged to achieve at the higher levels.
99. Most of the Year 6 pupils have made **unsatisfactory progress** given that the teacher assessment for these pupils when they were in Year 2 was average. Up until this year the school's results have been average. The quality of teaching in the Years 3/4 class is satisfactory and the range of experiences is good. The unsatisfactory levels of attainment are due to:
- unsatisfactory targeting for all pupils, and especially for the more able in the Years 5/6 class;
  - unsatisfactory teaching in the Years 5/6 class.
100. At the last inspection, in 1997, standards by the end of both key stages were judged to be in line with the national average. For pupils aged 11 the trend over the past three years has been in line with the national picture. Boys consistently attain higher levels than girls.
101. The quality of teaching is sound in the Years 1/2 class and in the Years 3/4 class. In the Years 5/6 class, the teaching is unsatisfactory. This has a direct impact on the progress that all pupils, including those with special educational needs, make and on the standards

they achieve. Progress of pupils in Years 1 and 2 is satisfactory overall. In the Years 3/4 class, the progress pupils make is at least satisfactory and sometimes good. In Years 5/6 class, the pupils make unsatisfactory progress and this is why standards are below average by the time pupils are 11 years old. In some lessons in Years 5/6, the lower-attaining pupils make some good progress because of the targeted support they receive, but this has not been consistent over the whole year.

102. In the Years 1/2 class, the teacher plans a satisfactory range of work. Pupils grow beans and sunflowers. Year 1 pupils write down their close observations noting that 'the root grows at the bottom' and 'it has four leaves'. In Year 2, they sort living things into groups and some recognise that humans can be included with animals. The teacher has appropriate expectations of the presentation of work. Observational drawings of onions, courgettes and peas are very carefully done. Some are labelled. Pupils consider what forces are needed to make things move or stop and they classify objects according to the materials they are made from, such as 'wood' metal' or 'plastic'. More generally, the teacher does not require pupils to record any hypotheses they might make so that later they can reflect and see if things have turned out as they originally expected. Nor are the more able pupils finding information from texts.
103. In the Years 3/4 class, the teacher plans well, demonstrating a secure understanding of the subject. This ensures that the pupils cover the range of work expected and the work incorporates a good level of experimenting and investigating. Pupils are set to achieve appropriate standards by the end of Year 4. The level of challenge for more able Year 3 pupils is good. Pupils predict what will happen in a circuit when two batteries are used instead of one, and are amused when in the actual experiment the power blows the bulb. They consider what makes a healthy diet, maintain a food diary for a week, analyse the healthiness of their eating habits and set personal targets: 'keep eating vitamins', 'drink less coke, drink more milk'. They test materials for their conductivity and record the results in a table. The teacher's expectations for written work are good. The work in pupils' books is well organised, neat and generally well presented. The use of language is appropriate and makes a satisfactory contribution to the development of pupils' literacy skills. The teacher presents some challenging tasks with good pace. This promotes some good progress in lessons. The pupils move on from making observational-type drawings of bulbs and wires to drawing accurate plans for a wiring circuit using the correct symbols.
104. In the Years 5/6 class, the level of challenge is too low for the pupils to make progress in lessons and over time. The teacher is not always clear about what scientific understanding he wants the pupils to acquire through a particular task. For example, in a lesson about the dangers of drugs the pupils spend most of the time drafting and then improving a poster about not smoking. In work on healthy diet, they fill in a pie chart with pictures, but do not complete the section where they are required to think about what a healthy diet might look like. The balance of work is uneven. Pupils are quite secure in their work on life processes. They are less sure of what is involved in scientific enquiry. They have few opportunities to consider changing variables in experiments or drawing conclusions or making suggestions for improving their work. They have few opportunities to apply their literacy skills by writing a report about science experiments. The teacher is developing confidence in enabling the pupils to discuss answers as a class, but is less skilled in using a mixture of open and closed questions to involve the pupils more. The pupils are interested and have information they wish to share, but this is not always well managed. The teacher's expectations for the quality of written work are too low. Pupils are careless in the presentation of their work. They often do not complete the work, or do it very sketchily. The teacher's marking is too often cursory. There is a lack of attentiveness to the detail in pupils' answers that show inaccuracies in their understanding and a lack of use of scientific vocabulary. For example, they all define



translucent as being where an image can be seen, but 'a bit wobbly' and this is marked correct. The teacher does not use marking as a tool for him to understand what the pupils have understood and what they need to do next in order to make progress.

105. Pupils with special educational needs make good progress from Years 1 to 4, but unsatisfactory progress in Years 5 and 6. Where progress is good teachers ensure that pupils understand the tasks and additional help is given with reading and writing. In Years 5 and 6, pupils do not receive enough help.
106. **Areas for development** The headteacher is aware that there are problems with teacher assessment. The school's management team has taken steps to try to improve teachers' understanding of the National Curriculum levels, but teachers are not yet fully confident. Target setting is carried out following teacher assessment each year, but is not used to target pupils to improve their rate of progress. More able pupils especially are not successfully targeted throughout the school. The range of the curriculum needs to be extended in the Years 5/6 class, together with the quality of teaching.

## ART AND DESIGN

107. By the time pupils are 7 standards are in line with national expectations. Progress is satisfactory. By the time pupils are 11, unsatisfactory progress in Years 5 and 6 means that pupils' standards of work and understanding in Year 6 are below the expected level. Pupils with special educational needs make progress similar to that of the rest of their class.
108. In the Years 1/2 class, the teacher plans relevant work and pupils make sound progress in developing their skills in art. The teacher's good expectations of how they should draw mean that pupils apply these skills well in other subjects. For example, they produce carefully executed observational drawings of courgettes, podded peas and onions in science. They produce portraits scrupulously showing ears and eyes, including the iris, eyelashes and eyebrows in their art sketchbooks. They control paint satisfactorily to produce self-portraits. They look at the patterns in textiles and reproduce them using coloured crayons. They cut and shape card to make a model of a church in their work in religious education.
109. In the Years 3/4 class, the teacher plans appropriate activities to develop these skills further. Pupils make satisfactory progress and continue to work on representing the human figure. They draw their teacher in the classroom. The teacher encourages them to reflect on their work and consider what they might improve: 'I like the face that I have drawn. I don't like the hands'. She ensures that they experience mixing paint to produce different tones using black and white and water, although the development of this skill is not consistently pursued in later work. The teacher plans a satisfactory range of work. Pupils look at pattern in a range of contexts. They do mono-printing, they make patterns with cut paper and look at patterns in artefacts. The teacher makes appropriate links with work in other subjects, such as history. Pupils draw historical artefacts. In the one art lesson seen, the quality of the teaching was satisfactory. The teacher made clear the link to previous work, using examples displayed on the wall. She gave a good demonstration of the printing techniques she wanted pupils to experiment with. Consequently, the pupils were interested and motivated. After applauding the teacher's demonstration, they set to work with a will.
110. In the Years 5/6 class, the teacher's written plans indicate that lesson activities are designed with reference to the national scheme of work for art. The pupils' work indicates that pupils do not make sufficient progress in developing their skills in art. Pupils complete few pieces of work. Their paintings demonstrate poor brush control. For

example, pupils are not skilled in painting to the edge of a shape. In discussion, they are enthusiastic about art. They select paintings that they like from those on display in the library, but are unable to remember artists' work they have learned about since September. There is no evidence to suggest that pupils consider the impact of colour or of the design of graphics when they produce a poster linked to their work on healthy eating. Representations of a monster show a lack of interest and pride in their work. Some are unfinished, some pupils have begun to colour in their drawings in felt tip and then continued in crayon, some have used pre-mixed paints and some are left unfinished. The pupils have sketchbooks for design technology but not for trying out ideas for art, for writing down responses to artists' work, or for reflecting on their own work. This means they are not developing the skills they have practised in Years 3 and 4.

111. The previous inspection found that standards were satisfactory through the school. The school makes good use of opportunities for the pupils to be involved with artists and artist residencies. This enriches the pupils' experience of art. Last academic year, the oldest pupils were involved in an artist residency project in partnership with Bowes Museum. The pupils visited the museum and then the artist came to the school and worked with groups of pupils to produce a series of accomplished batik panels. This year an innovative project involving pupils from Years 3 to 6 in designing new gates for the church is under way.

## DESIGN AND TECHNOLOGY

112. Standards are higher than expected for pupils aged 7 because all pupils achieve the expected level, including pupils with special educational needs. Teaching is good. This is a considerable improvement since the last inspection where standards of work and teaching were below expectations. Pupils are provided with regular opportunities to develop their skills. The teacher has high expectations of the quality and complexity of the final artefact. For example, pupils produced high quality models of *Incy Wincy Spider*, climbing up three-dimensional house walls. These models include two different mechanisms; an axle for winching the spider up and down and a spindle for identifying whether it is raining or sunny. The finish of the models is consistently good and shows a pride in the final outcome. Each house is completed with attention to the brickwork and each spider has different characteristics. Pupils have good designing skills because they are expected to produce careful drawings and record what they will need to complete the artefact. When they have completed their models they identify ways of improving their construction methods. Literacy and numeracy are developed well because pupils are expected to write complete sentences in their evaluations and produce accurate spelling. The use of a poem to stimulate the design process is a very effective strategy for stimulating pupils' imagination and extending their literary experiences.
113. Standards by the age of 11 are at the expected level both in designing and making. Pupils develop skills of drawing objects from different perspectives. For example, they drew a vehicle from the side, the front, above and below. They produce simple designs and identify the necessary materials. They cover the full design process. For example, before they made a pair of slippers they identified the wearability of materials and the needs of the wearer. Pupils produce well-finished artefacts and justify their choice of materials. For example, they explained why they decorated their slippers in different ways. Pupils develop a good understanding of their local culture through this subject. For example, Years 5 and 6 pupils learnt how to make bread and pease pudding in a project about their local mining community.
114. The co-ordinator took up his responsibilities in September. He has little idea of the work going on through the school despite the school's system for passing on subject files to new co-ordinators. The effective systems for co-ordinating subjects have supported the

other teachers in maintaining developments in this subject. For example, at the end of each term all teachers identify the successes of their subjects and the developments needed. The deputy headteacher has ensured that these systems have continued the improvement in this subject.

## **GEOGRAPHY**

115. Standards of the pupils aged 7 are above the expected level. This is an improvement on the previous inspection. It is due to the expertise of the different co-ordinator, who has good subject knowledge and enthusiasm for this subject. Teaching is good for the Years 1 and 2 pupils. The teacher covers the curriculum very thoroughly and pupils produce a large amount of work, which ensures a good rate of progress. Pupils use geographical vocabulary correctly. They have good understanding of maps because they carry out a range of different activities to develop these skills. For example, they produce simple maps to show how to get around a village and then develop this understanding by producing small books with each page identifying the stages of a journey to their grandmother's house. They have a good understanding of their own locality and compare this effectively with other localities. The teacher uses stories very effectively to develop these comparative skills. For example, she uses the story of Katie Morag based on a Scottish island to directly compare the characteristics of Burnhope village with the imaginary village. Pupils develop good skills of identifying human and physical features of countries. In a comprehensive topic on Mexico, pupils compared the differences between their own lives and those of children in Mexico. For example, they compared different food they eat and activities they carried out in their everyday lives. Resources are used very well to extend learning. Worksheets used are attractive and displays are of a high quality. Non-fiction books are attractively displayed to encourage pupils to use them. Literacy is developed effectively through this subject. Pupils are required to write in complete sentences and to use the correct spelling. The quality of the presentation of pupils' work is good. The use of stories and the production of pupils' own miniature books extend their experiences of fiction effectively.
116. Standards of pupils aged 11 are below expectations. This is worse than the previous inspection. It is due to the unsatisfactory teaching in the Years 5 and 6 class. During the inspection there was a high level of support in this class in this lesson. The headteacher withdrew pupils with special educational needs, who made very good progress. They understood the importance of location of their local village high street and produced written work to explain their understanding. The additional teacher supported pupils effectively during group work by posing well-focused questions and extending pupils' knowledge. However, the teacher did not support pupils effectively either in the whole-class discussion or in the group work. Although his planning was detailed he did not follow through the learning objectives in a structured way, which restricted pupils' rate of progress. Scrutiny of work shows that although interesting tasks are provided, they are not linked together effectively to build on previous learning. Discussion with pupils shows that they do not have a secure understanding of the geography curriculum. Pupils lack confidence or enthusiasm in this age group when discussing this subject. Progress in the Years 3/4 class is satisfactory.
117. In contrast to the Year 6 pupils' attitudes towards their general lessons, they are enthusiastic about the annual whole-school geography themes. The co-ordinator has introduced an interesting project to develop pupils' understanding of world geography. Every year each class chooses a country and researches its key features. They then present their findings to the rest of the school. This develops their literacy skills effectively and offers opportunities to develop speaking skills for formal audiences. The co-ordinator produces high quality displays along shared corridors and in the hall to extend pupils' learning across the school. For example, she used digital photographs to

record the whole-school presentations of different countries and found newspaper articles about different countries that she displayed around a world map.

## HISTORY

118. Standards achieved at the end of Year 6 are below those expected nationally. In Years 1 and 2, the teacher has focused the time on geography and too little written work was available to make secure judgements about teaching, standards or progress in history. The co-ordinator has introduced a good policy, which emphasises the importance of developing historical skills, particularly by using artefacts. Recently the co-ordinator has involved pupils from Years 3 to 6 in a local initiative to research the life of the mining community and then design some new church gates. This is a good example of the way the school works with the local community to enhance the pupils' experiences.
119. In Years 1 and 2, the pupils know about Guy Fawkes and retell the story remembering significant details like 'he had a tinder box'. The teacher organises relevant first-hand experiences. Pupils visit the local war memorial, sketch a section and copy down some of the names on it. The teacher makes close links with literacy. For example, in this term's work on Florence Nightingale she has used history texts very effectively to extend pupils' skills in non-fiction in literacy.
120. In the Years 3/4 class, the teacher plans a satisfactory range of activities to help pupils acquire skills and knowledge in history. They compare the lives of rich and poor in Tudor times and write responses to questions about what they have learned in their study on the Saxons - 'they had to write on animal skins'. She also makes good use of opportunities for pupils to consolidate skills learned in literacy lessons. They write good character descriptions of Henry VIII using portrait paintings to work from. The teacher makes good use of visits. On a visit to Bessie Surtees' House in Newcastle the pupils observe artefacts and relate these well to what they have previously learned about life in Tudor times. Pupils make satisfactory progress in developing history skills from this range of work.
121. In the Years 5/6 class, the teacher uses the national study units for Ancient Greece and for Britain since the 1930s. However, the work in pupils' books indicates a narrow range of activities that do not develop the pupils' skills and knowledge of history sufficiently well. Almost all the work is worksheet based. This means that pupils are unable to demonstrate attainment at the level expected. For example, they do not produce their own writing using historical dates and terms, which is expected in Year 6. The pupils do compare life in Athens and Sparta and they answer questions about farming and trade in Ancient Greece. They write down what the thoughts of a Greek trader might have been, but do not relate these to historical facts. There is little evidence that they research from books. They do have access to Internet sites, but none of the written work shows that they have extended their knowledge from this. The teacher's expectations are often too low. Some of the work is filling in missing words. The first letter is given and the pupils only have to find the missing words at the bottom of the page. This work does not challenge them to think or to compare and contrast changes in historical times, nor does it develop or extend their literacy skills. Retelling the *Theseus* story through a diary entry offers an opportunity for pupils to apply their knowledge from diary work they have carried out as part of the literacy strategy, but the outcome is well below standards expected for Year 6. Systems for recording teacher assessment are in place, but are not currently being used in Years 5/6.

## INFORMATION AND COMMUNICATION TECHNOLOGY

122. The school has worked hard since the last inspection to improve the quality of the curriculum in this subject. Standards are at the expected level by the time pupils are aged 7 and 11 years. Pupils with special educational needs also meet these standards because they get regular practice to develop their skills with well-focused support from classroom assistants. Computers are used effectively as a tool to extend these pupils' learning. For example, in the Years 3/4 class the classroom assistant recorded a statemented pupil's story on screen whilst he suggested ideas.
123. The headteacher uses computers confidently both for administrative purposes and in teaching. He has a commitment to improving their use across the school. He works hard to gain grants to increase the school's resources. For example, he has recently applied for a further grant to provide better facilities for the community in the school. In partnership with the governors, he has employed a co-ordinator with good subject expertise. Her influence has been significant in keeping abreast of all the changes in the subject. The school has invested in setting up new computers that are networked across the school. These are used effectively by all teachers. However, the provider does not ensure that this facility is reliable. Although the headteacher arrived very early on the first day of the inspection to check the network, it broke down and for most of the inspection was inoperable.
124. The co-ordinator is in charge of the teachers' training, which she uses effectively to set up consistent systems throughout the school. This ensures that pupils make continuous progress when they move through the school. All teachers plan for work on computers during the literacy hour. Programs are found that match the work carried out during these lessons. This consistency has not yet been extended to the National Numeracy Strategy. Teachers consistently use pupils' work in attractive displays. Work from computers is used across the curriculum and included in pupils' books. For example, pupils used computers to produce bar charts to record outcomes in science in Years 1 and 2. The co-ordinator has introduced the use of good quality individual record books throughout the school. Each year group has a separate record to track the particular learning for that age group. Pupils fill them in assiduously. This gives a very good guide to the rate of progress and gives teachers a clear means of ensuring each aspect of the curriculum is covered. An effective system has been introduced to monitor teaching across the school. Teachers provide a piece of work each term for targeted pupils for the school portfolio. This will build into a useful record of the different rates of development of individuals. The co-ordinator runs extra-curricular clubs for the Years 3 and 4 pupils. She uses the older pupils effectively to support the learning in this club. Pupils gain good levels of confidence in using the Internet through this very good facility. The club supports progress of skills very effectively both within the subject and for social development. Teachers encourage pupils to use computers during indoor playtimes and this effectively extends their level of skills.
125. Teaching is good in the Years 1/2 class. Pupils build on the early confidence established in the early years. They expect to work regularly on computers and use the keyboards with confidence. They have a good understanding of the network arrangements of the school and retrieve their printed work independently from the computer suite. They co-operate sensibly with each other when working in pairs. The teacher organises regular weekly lessons using interesting resources to extend pupils' learning. For example, she introduced a new topic of interpreting data by using a range of different toys. She organises individualised spelling programmes very effectively on a daily basis, which makes a positive contribution on the good standards of spelling.
126. Teaching from Years 3 to 6 is satisfactory. Discussion with the Year 6 pupils showed an understanding across all the aspects of the information and communication technology curriculum. The pupils were keen to explain the different work they had carried out and

were enthusiastic about their different experiences. Pupils from Years 3 to 6 learn to use the Internet because teachers plan this across different topics. For example, pupils in Years 5 and 6 surfed different websites confidently because the teacher had found appropriate addresses and produced a good quality display above the computers. Teachers ensure that pupils develop skills of e-mailing by teaching this explicitly. Pupils enjoy sending messages to each other across the network. The Years 3/4 teacher continues the pattern of teaching the subject each week. Pupils are very keen to carry out their tasks because she uses interesting programs. She has good subject knowledge and uses this well to reinforce subject knowledge throughout lessons. For example, she regularly used the terms 'field', 'databases' and 'retrieve' when introducing data handling. She does not always analyse the tasks that she sets for pupils at the end of the day. A whole-class lesson was inappropriate for half an hour at this time and pupils did not sustain their concentration despite the interesting lesson content. She provides good quality resources to engage pupils' interests and organises pupils carefully to ensure they all have their turn to develop computer skills.

## MUSIC

127. By the age of 7 standards in music are just in line with what is expected nationally. By the age of 11 the standards pupils achieve are below the national expectation. All pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2 and unsatisfactory progress in Years 5 and 6. The last inspection found standards to be satisfactory throughout the school.
128. The lack of progress through the school is related to two main issues. The first is that the amount of time allocated for teaching in music is insufficient, particularly from Years 3 to 6. This means that pupils have little time to experience and consolidate all the required aspects of music to a high enough standard. Pupils have little experience of composition. They have few opportunities to play known melodies or to experiment and improvise their own and a lack of tuned instruments compounds this. The second issue is that, although all the teachers use a commercial scheme of work, the level of teachers' knowledge is insufficient to ensure that the activities help the pupils in their class acquire skills and understanding in music. The school does not have a 'music culture'. Music is not used to create a calm, reflective atmosphere in assemblies or at other times, for example, when pupils are changing for physical education. There are missed opportunities for pupils to sing with enjoyment in assemblies.
129. The quality of teaching is just sound in Years 1 and 2 and unsatisfactory into the Years 5/6 class. In the Years 1/2 class, pupils sing to a recording. The teacher sings alongside the tape and helps the pupils maintain pace with it. She identifies articulation being a problem and carefully goes over the words, but does not identify errors in pitch or demonstrate passages of the melody with her own voice in order to enable the pupils to sing with greater accuracy. The teacher establishes good relationships and control and pupils respond by waiting quietly and behaving well because groups of pupils take it in turns to play instruments to the beat of the music. On another occasion they enjoy selecting instruments and making sounds for a horse trotting, cantering or walking slowly whilst the teacher recites a poem. The teacher is very dependent on the commercial scheme and does not modify it to keep the lesson focused on the pupils improving their skills in singing or playing or improving their knowledge about music, for example by introducing music vocabulary such as 'pulse' or 'rhythm'.
130. The Years 5/6 teacher's subject knowledge is weak and the teacher is too reliant on teaching lessons from the commercial scheme without first assessing the abilities and level of knowledge of the pupils in his class. In the lesson seen, two other teachers were present and sat amongst the class in order to support him. The pupils listened well to

Beethoven's *Ode to Joy*. The music made them want to move in response to the powerful phrasing. The teacher's expectations for the lesson required them to have had more experience of listening and responding than is the case currently. Pupils do not have the vocabulary or knowledge necessary to discuss a piece of music and express opinions about what they hear. The teacher's questioning and own lack of knowledge meant that they did not know how to answer the questions – even in a simple way – until the teacher prompted them from his notes. The teacher did not use information from the pupils' responses to modify work in the rest of the lesson. The worksheet the pupils were given contained vocabulary that several pupils could not read or understand, for example *viola*. Nevertheless, the pupils all tried to do the task, and continued to listen well. At the end of the lesson they considered their emotional response to the music - 'it made me feel happy' - but the gains they made in their knowledge and understanding of music was unsatisfactory.

## PHYSICAL EDUCATION

131. Standards of pupils aged 7 in dance are above the expected level. This is a good improvement on the previous inspection where standards were below expectations. Progress is good in the Years 3 and 4 class because the headteacher takes these lessons and challenges pupils to try harder. This good progress is extended to the older pupils because there are very good opportunities for developing games skills in the wide variety of extra-curricular activities. By the time pupils are 11 standards are above expected levels in games and at the expected level in swimming.
132. Teaching of the Years 1 and 2 pupils is good in dance. The teacher creates stimulating and imaginative contexts, which allow each individual to respond in her or his own way. For example, using delicate sounding music she challenged pupils to imagine raindrops on their fingers and then supported them whilst they produced gentle, rhythmic movements mimicking the pattern of the rain. She uses pre-recorded tapes effectively by explaining the tasks carefully and setting a sensitive pace to lessons. She moves pupils quickly through the sequences of tasks, but allows time for them to build individual imaginative responses to the music. She provides good opportunities for spiritual development. For example, during the cool-down part of the lesson, pupils lay silently whilst the teacher took them through the different colours of a rainbow. She controls pupils sensitively and standards of behaviour are very good.
133. The headteacher is the co-ordinator and has good levels of expertise. He sets a very fast pace in lessons and challenges pupils to achieve their best. He combines a range of different tasks across lessons very effectively, mixing individual tasks to develop skills with different team contexts to develop co-operative skills. He works sensibly with the classroom assistant, allocating responsibilities to meet the needs of the pupils. For example, during individual work the classroom assistant supports the pupil with special educational needs to demonstrate the different movements for throwing. During the team games, she works with the slower pupils to provide a team game that meets their needs. The headteacher organises pupils swiftly, which makes very good use of time. For example, pupils move quickly into teams and begin the team games quickly. Girls and boys are both expected to take a full part in lessons. They both take turns to be team captains and work comfortably with each other. Moral development is good because pupils are expected to respond positively to the rules of the different games and accept the decision of the umpire.
134. Pupils have regular access to swimming from Year 1. They make satisfactory progress through the school and by Year 6 have reached the expected level. Pupils are given effective opportunities to develop this aspect of their work. One pupil has reached a much higher level than the rest of the Year 6 pupils.

135. The headteacher is very aware of the restricted opportunities available in the village for sporting activities. He makes up for this deficiency by providing a breadth of activities for pupils. These include football, netball, cricket, athletics, tennis and cross-country. A governor plays an important role in developing the netball. The headteacher involves many pupils in different tournaments and leagues in the locality. The successes are celebrated in school by awarding certificates and presenting trophies. Pupils are proud of their achievements. Governors take part in these celebrations. The headteacher uses facilities in the region effectively. For example, 30 pupils attended additional tennis coaching at the regional tennis centre. Visiting coaches are welcomed into the school to extend pupils' experiences. The headteacher takes full advantage of national schemes to improve the school's resources. He has attended all the courses for Top Sport and has received all the accompanying equipment. His level of expertise has been recognised nationally because he has delivered national training for games.

## RELIGIOUS EDUCATION

136. Pupils' attainment is in line with the expectations in the locally agreed syllabus by the time they are 7 years old. By the age of 11 pupils achieve the expected standard in their knowledge about religion, but do not reach the expected level in reflecting on religion. The progress made by all pupils, including those with special educational needs, is sound in Years 1 and 2 because the teaching is satisfactory. Progress is unsatisfactory from Years 3 to 6 because the teaching is unsatisfactory.
137. In the Years 1/2 class, the teacher plans a good range of activities to develop the pupils' awareness of religious artefacts and places of worship. They draw a menorah and write about the festival of Hanukkah. Pupils visit the local church and learn about the features within it. They correctly identify the font and suggest scenes that might be represented on a stained glass window - 'Jesus, when he was a baby'. The teacher encourages the pupils to reflect on what they see and hear. They write personal responses. They like the 'Bible rest' (the lectern) and know that the Bible is a special book, read on Sundays, which 'you can read and read for ever'.
138. Years 5 and 6 pupils also work on aspects of Christianity. The teacher's low expectations result in pupils describing the Bible simply as a 'big book'. In their work on remembrance, pupils are not sufficiently challenged to research accurately the symbolic meaning of the poppy. The range of work is sufficient for pupils to gain a broad outline of information about religion, but they rarely reflect on or consider the meaning of artefacts, of places, or of rituals for those who are believers in a faith. The range of work is limited. Pupils do not find out about other peoples' feelings through drama and their skills of empathising or considering a spiritual response are underdeveloped. Too often the work is on worksheets and involves answering simple questions and colouring in; for example, they colour in a Rangoli pattern. The teacher is conscientious in planning in detail on paper. However, his explanations lack clarity and structure so that the pupils arrive at erroneous conclusions. For example, from a lesson on charity many pupils conclude that all people in Africa need soap and water. He focuses on the pupils working at a task and completing that task, rather than considering what they might learn from doing the task. Because of this lack of focus on how the pupils will make progress, either in skills or in their level of understanding, the work is mismatched to their current level of understanding and to what it is they should be learning at the standard for Years 5/6.
139. In the Years 3/4 class, the teacher does plan for pupils to reflect and to make sense of religion. For example, they consider people who are special to them - 'My nan is special... she helps me with my homework' - before considering Guru Nanak and Jesus as special people. They think about their own special places when learning about places



of worship. The teacher's lack of confidence in the subject sometimes means that the choice of activity does not match the pupils' level of learning or engage the pupils' interest. In one lesson, the pupils found it difficult to make sense of a story about the life of Bede and became restless. Consequently, the amount they learned was unsatisfactory.

140. The school has received some good support from the local education authority in developing the policy and scheme of work. These are very focused and supportive. They include a very useful section on teaching and learning styles, emphasising the use of all the senses. The school has access to a wide range of religious artefacts through a loan service. At the last inspection, all aspects were judged in line with expectations, although with some poor written work. Now the written work is sound in Years 1 and 2, but remains an issue from Years 3 to 6. Literacy skills are not developed satisfactorily through the work that pupils do in this subject. The amount of time allocated to teaching religious education is low from Years 3 to 6. The main development issues are related to teachers' subject knowledge and the use of assessment to gauge what pupils need to learn in order to make good progress and develop good attitudes.