

INSPECTION REPORT

PEGSWOOD FIRST SCHOOL

Pegswood, Morpeth

LEA area: Northumberland

Unique reference number: 122216

Headteacher: Mrs G.H.Philip

Reporting inspector: Dr J.N.Thorp
6327

Dates of inspection: 12 – 15 November 2001

Inspection number: 198409

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Pegswood First School Longhirst Road Pegswood Morpeth Northumberland
Postcode:	NE61 6XG
Telephone number:	01670 512834
Fax number:	01670 516195
Appropriate authority:	The Governing Body
Name of chair of governors:	Alan Le Chard
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	Dr J.N.Thorp	Registered inspector	Science; Information and communication technology; History; Music	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13450	J.Madden	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
2893	J.Manning	Team inspector	Special educational needs; Equal opportunities; English; Geography; Religious Education	How good are the curricular opportunities offered to pupils?
17456	A.Smithers	Team inspector	Foundation Stage curriculum; Mathematics, Art and design; Design and technology	

The inspection contractor was:

Glenside Education

3, Middlefield Close
Weaverthorpe
Malton
North Yorkshire
YO17 8EJ

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the village of Pegswood, about 3 miles to the east of Morpeth. It is housed in two substantial buildings on a spacious site. The school is average in size, with 162 pupils on roll organised into 6 classes; there is also a 52 place nursery which 31 children currently attend part time. Pupils are admitted into the school at the age of four. Until recently attainment on entry to the school has been significantly below average, although at present it is average, which reflects the changing nature of the community served by the school. There are no pupils who speak English as an additional language. Around 30% of pupils are entitled to a free school meal, which is higher than the national average. There are 4 pupils with a statement of special educational need; in total 20% of pupils are on the school's special educational needs register, which is similar to other schools nationally. Most of the pupils with special educational needs have learning difficulties.

HOW GOOD THE SCHOOL IS

This is an improving school, although it is not yet fully effective in enabling its pupils to achieve as well as they can. The headteacher provides effective leadership, ensuring clear direction for the school, a firm commitment to improvement and to education in the wider community. She is well supported by her acting deputy. Teaching is at least satisfactory and often good. Co-ordinators are becoming increasingly effective in supporting further development. The school provides satisfactory value for money.

What the school does well

- The headteacher's leadership of the school is good, creating an ethos of care and concern for children which informs all the school's work
- Teachers are very good role models for their pupils; the quality of relationships in the school is very good and pupils' personal development is very good
- Teachers manage their pupils well; behaviour is very good throughout the school
- Provision for pupils with special educational needs is good
- The commitment to family learning is very good and has a significant impact on the school
- There is a very good range of extra-curricular activities provided
- The school is very well maintained

What could be improved

- Standards in English and mathematics
- Standards in information and communication technology (ICT) and the opportunities pupils have to work with the computers
- The pace at which pupils work during lessons

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 previously inspected in November 1997, when some major deficiencies were identified in the leadership and management of the school and its curriculum. At that time the current headteacher had been in post for only a few weeks. Since then there have been considerable improvements. The management of the school is now much better. The

headteacher has a clear view of how to improve the school, presented in a comprehensive development plan. She undertakes regular monitoring to ensure that progress is being sustained. The role of the subject co-ordinators has been developed and they now contribute effectively towards the management of the school. The work to improve curriculum policies and planning has been successful. There is now an appropriate long term plan and good use is made of national schemes of work to support medium term planning. An appropriate curriculum for religious education is in place. Provision for pupils with special educational needs is good. Resources for some subjects, like ICT, have been improved and there are further planned developments. The local Education Action Zone (EAZ¹) has contributed positively towards a number of initiatives in the school. Although there are still areas for development and some important issues to tackle, progress since the last inspection has been good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
Reading	E	D	E	D	well above average A above average B average C below average D well below average E
Writing	E*	E	E	D	
Mathematics	E	E	E	E	

Over the last 3 years overall standards have been consistently below or well below average. This is because although average numbers of pupils achieve the expected level, fewer pupils than in other schools achieve the higher levels in national tests. However, since these pupils entered the school with low levels of attainment, their progress has generally been good. At this stage standards in science are average. By the end of Year 4 when pupils leave the school, standards in English and mathematics are below average and in science they are average. Challenging targets have been set for improvement. In both key stages, standards in ICT are below those expected of children their age. In religious education, art and design, design and technology, music and physical education standards are broadly in line with those expected. By the end of Year 2 pupils achieve expected standards in geography and history, but in these subjects there was insufficient evidence to support a judgement about standards achieved by 9 year olds. Children now start at the school with attainment that is broadly average and this is contributing to an overall improvement in standards. In the Foundation Stage, children attain the early learning goals in each area of learning. In personal, social and emotional development children make particularly good progress and some of them exceed the learning goals. This is because of the consistently good teaching they receive in this area.

PUPILS' ATTITUDES AND VALUES

¹ EAZ: Education Action Zone – an area in which additional resources are allocated to raise the standard of pupils' achievement.

Aspect	Comment
Attitudes to the school	Good overall. In lessons pupils listen attentively and many try hard. However, the pace at which they work is often too slow and this limits their progress.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. Pupils of all ages respond well to their teachers in lessons. They move around the school sensibly and quietly and play well together on the playground.
Personal development and relationships	Personal development is very good; relationships at all levels are a strength of the school. Pupils listen to each other and speak in turn. The School Council has had a positive impact on their understanding of citizenship. From the start pupils learn to take responsibility for tidying their own equipment, but generally there are too few opportunities for them to work independently.
Attendance	Attendance is broadly in line with the national average. There were almost no unauthorised absences in the last year and no exclusions. Pupils' punctuality has improved since the last inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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.

While the overall teaching is judged to be satisfactory, the proportion of good and very good teaching has improved significantly since the previous inspection. As a result pupils in most year groups are making better progress. The most consistently good teaching is seen in the nursery and with pupils in Years R, 1 and 3. The enthusiasm of the teachers working with these classes and their relationships with pupils are real strengths. Literacy is generally well taught throughout the school, but in numeracy there is often insufficient difference in the work teachers provide for pupils of differing abilities. Teachers manage their classes very well and this enables them to concentrate on teaching. In most lessons they carefully identify what pupils are going to learn, although they do not always explain this clearly to their pupils. Teachers' marking is not always helpful in indicating ways in which pupils can improve their work. Teachers generally provide too few opportunities for pupils to work with the computers in all areas of the curriculum. Teachers at the school work hard and put a lot of effort into their teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Significantly improved since the previous inspection. There are now appropriate longer-term plans in place for all subjects, although teachers' lesson plans lack precision in providing appropriate activities for pupils of differing abilities and attainment. Overall teachers set an appropriate amount of homework. Provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. Pupils' individual education plans contain clear targets and their progress is tracked effectively. Classroom assistants provide good support and work effectively to ensure that these pupils can join in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and a strong feature of the school. Provision for pupils' spiritual and cultural development is good, although there are limited opportunities and resources to promote pupils' understanding of contemporary multicultural society. Provision for pupils' moral and social development is very good and pupils have very good opportunities to develop socially.
How well the school cares for its pupils	Very good overall. There are high levels of care, support and concern for the welfare of all pupils. There are good procedures to assess pupils' attainment and track their progress, but this information is not used effectively to help teachers plan their lessons. Procedures for child protection are very good.

There are weaknesses in the school's partnership with parents. While the majority of parents are very positive about the school, a significant minority express real concerns about aspects of the school's work. It is clear that communication with some parents is not as effective as it should be. However, there are also real strengths in what the school is doing, in relation to family learning for example, which is clearly very effectively helping parents and others in the community and having a positive impact in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good and significantly improved since the last inspection. The headteacher, very well supported by her acting deputy, has rigorously tackled many of the identified areas of weakness. The school development plan is comprehensive and effectively informs and supports improvement. There is a strong sense of teamwork among staff and co-ordinators now play an increasingly active role, contributing effectively to the management of the school.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory responsibilities appropriately. Their individual roles are now more clearly defined than at the time of the last inspection. The headteacher keeps governors well informed about developments in the school.

The school's evaluation of its performance	Satisfactory overall. Good use is made of standardised test results to track pupils' attainment, although this information is not used as effectively as it might to help teachers plan their lessons. A programme of monitoring ensures that teaching is systematically evaluated.
The strategic use of resources	Good overall. Good use is made of the available accommodation to promote learning among both pupils and adults. Support staff are effectively deployed and have a positive impact on pupils' learning. Resources provided by the EAZ have also had a positive impact on teaching and learning in the school.

The school is adequately staffed to meet the demands of the curriculum. Two new teachers have brought stability to the Year 3 and 4 classes. Resources for learning are satisfactory overall, but there are not yet sufficient computers to meet the demands of the ICT curriculum for all pupils. Overall accommodation is good; it is very well maintained indeed. The school lacks suitable separate outdoor play facilities for children in the reception class.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ children enjoy coming to school ▪ quality of teaching is good ▪ good contacts with the early years teachers ▪ mixed age classes so older children can help younger ones ▪ courses for parents 	<ul style="list-style-type: none"> ▪ information about their children's progress ▪ the management of the school and communication with the headteacher ▪ the uncertainty of the change of teachers in Key Stage 2 ▪ behaviour in school, especially bullying ▪ the work pupils are expected to do at home

While most parents have a favourable view of the school, and inspectors agree with the positive points they make, a significant minority of parents has justifiable concerns. Inspectors agree that changes of staff in both the Year 3 and Year 4 classes have caused some uncertainty, although any difficulties caused have been beyond the school's control. The situation is now much more settled. Inspectors agree that the information provided on the written reports of some children is not as detailed and specific as it should be, although on others it is. There are appropriate other opportunities for parents to find out about how well their children are doing. Inspectors do not agree with parents that the school is not well managed. While communications with some parents have become strained recently, the headteacher has a clear understanding of what needs to be done to improve the school and she is doing it. The school is aware of the need to improve communication with parents. The concerns of a small number of parents about behaviour are not justified; inspectors found that behaviour was consistently very good and a credit to the children, their parents and the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Test results in 2001, which are the most recent for which comparative statistics are

available, showed that standards in reading, writing and mathematics were well below when compared with all schools nationally. This has been the pattern over the past three years. However, when compared with similar schools the picture is slightly more encouraging, with standards in reading and writing still below average and in mathematics they remain well below average. In teacher assessment of science standards were in line with the national average. These results however hide the fact that these pupils have made significant progress, since baseline assessment shows that their attainment in entry to the school was low and by the end of Key Stage 1 the proportion of pupils achieving the expected level was average. Comparisons with similar schools are unfavourable however, because fewer than average children achieve the higher levels in the tests. This pattern of achievement has been repeated since the previous inspection and masks the improvements that have been made.

2 An analysis of the past two year's statutory assessment results indicates that the proportion of pupils achieving the expected standard in reading and writing at the end of Year 2 has improved at a faster rate than that nationally. The school is making good use of such analysis to set itself challenging targets for the future. The most recent test results show that boys out performed girls in reading, although there has not been a consistent trend over the past five years. In writing in 2001 boys and girls performed equally well.

3 The good teaching seen in most classes in the school is having an impact on the progress pupils make. The introduction of the national literacy strategy, in particular, is having a positive impact on raising attainment. The school has made considerable efforts to improve the standard of writing, including this as a priority in the school development plan. This is reflected in the quicker pace at which pupils have made progress in this subject compared with improvements nationally. However, there is still room for improvement in overall standards of writing by the end of Key Stage 1.

4 By the time they are 9, when they leave the school, pupils' speaking and listening skills are broadly satisfactory. Across the school generally, however, pupils speaking often lacks clarity and they have to be frequently asked to repeat their ideas. Nevertheless they do make progress in acquiring an appropriate range of vocabulary. Pupils are taught to listen carefully and to respect what others have to say and as a result, most feel confident to express their ideas and feelings openly. This is also helping pupils achieve better standards in their reading which are around the expected level for their age by the time they leave the school. Most teachers provide a good range of opportunities to develop pupils' skills in a variety of situations and this is contributing positively to their progress. Generally pupils are attentive and the quality of their learning is good. Pupils have made good progress in writing so that by the time they leave the school standards are in line with those expected for pupils aged 9, although their spelling is often inconsistent and lets them down. In their handwriting pupils frequently form their letters poorly and this often restricts the speed at which they can write. Pupils do write for a range of purposes and writing is used to develop work in done in other subjects.

5 Standards in mathematics have fluctuated over the past five years and despite the introduction of the national numeracy strategy pupils' progress has been unsatisfactory and standards in mathematics are too low by the end of the key stage. Standards have been consistently below average at the end of Key Stage 1 during this period. The evidence confirms that pupils of all abilities are making unsatisfactory progress. The mental sessions at the start of lessons sometimes lack sufficient pace to challenge the higher attaining pupils and there has generally been too little consolidation of number facts and this also restricts the pace at which older pupils can cope with these mental activities. There is some evidence of mathematics being used across the curriculum, for example, in science and design and technology, but generally insufficient opportunities are provided for pupils to use their mathematical skills in solving problems.

6 There is now a greater emphasis on investigative and experimental science throughout the school and this is contributing to the progress pupils make in this subject in both key stages. By the end of Key Stage 1 pupils' knowledge and understanding in science is in line with that expected for their age. Pupils make satisfactory progress in developing their investigative skills in Years 3 and 4, so that by the time they leave the school at 9, their attainment is in line with that expected. They are helped to become familiar with planning and organising investigations and understand the idea of a fair test, which was illustrated in a lesson on materials in Year 3.

7 Standards in information and communication technology are too low in both Key Stage 1 and Key Stage 2. The underachievement noted in the previous inspection remains and some of the older pupils in the school now have a significant amount of ground to make up. Standards are too low throughout the school. This is because resources have been inadequate to support teaching and learning in ICT and because there has been too few computers for teachers to provide opportunities for pupils to use them in their work in other subjects. The school has begun to address this issue, having very recently purchased a substantial number of new computers. Resources very recently made available through the EAZ may also help to overcome this difficulty.

8 Attainment in other subjects such as art and design, design and technology, music, physical education and religious education is in line with what is expected of pupils of at the ages of 7 and 9. There was insufficient evidence to support a judgement about standards achieved by 9 year olds in geography and history.

9 The attainment of children entering the school has improved since the last inspection and for the majority it is now around average for their age. Children are on course to meet the early learning goals set for them by the end of the Foundation Stage in communication, language and literacy; many of them they speak confidently, are able to read simple words and have opportunities to write in a variety of contexts. Most children are on course to meet the early learning goals in mathematics, able to count to ten and sometimes twenty accurately and recognise a range of simple flat shapes. They are also on course to meet the early learning goals in knowledge and understanding of the world, physical development and creative development. Because of the good teaching and high levels of encouragement they receive, many children are likely to exceed the early learning goals in personal, social and emotional development.

10 Pupils with special educational needs make satisfactory progress overall. The school's approach to educational inclusion for these pupils is appropriate and often good. All pupils are fully part of their classes and well supported and helped by support staff. Where required, pupils' individual educational plans match the individual needs of the pupils. Teachers are less effective in planning appropriate learning activities for the more able pupils in their classes and this inhibits their progress.

Pupils' attitudes, values and personal development

11 This aspect of the school was a strength at the last inspection and it remains so. Pupils enjoy coming to school, there is no lateness and the youngest readily leave their carers. Their attitudes to learning are good; they listen attentively right from their start in nursery onwards and are interested in what they are doing. In lessons, they are fully engaged with all the activities, enthusiastic and eager to please their teachers. However, in lessons where pupils are not encouraged to reach lesson targets, pupils work too slowly with little sense of achievement. Pupils enjoy the wide range of activities provided in the school. These have included, during 2001, cycling challenges, a French festival, a storyteller in the school

and at the end of the inspection week, a day of activities for Children in Need. Those pupils with special needs are also interested, keen to make progress as well as taking an active roll in the whole of school life. They enjoy learning and being in the school.

12 Pupils' behaviour has improved since the last inspection when it was judged to be good; it is now very good. Pupils respond extremely well to their teachers' good classroom management and learning is rarely disturbed by inappropriate behaviour. Pupils are similarly well behaved in the playground. There was no evidence of rough or oppressive behaviour during the inspection and the considerable numbers of pupils spoken to during the inspection had had little experience of it in the school. There have been no exclusions during the last reporting period. Pupils of all ages moving around the school unsupervised do so quietly and purposefully and are clearly proud of the trust placed in them.

13 Relationships in the school are also very good, again an improvement since the last inspection. Pupils listen to each other's opinions and are confident enough to make suggestions even when unsure. They work well together and in, for example, a Year 2 ICT lesson they were effectively helping their chosen partner to the benefit of both. Pupils learn to take responsibility from the nursery onwards where they tidy away after activities, gather equipment for lessons and return registers to the office. There are also some good examples of pupils working independently, in a Year 3 lesson on the alphabet for example. As pupils reach Years 3 and 4 they assume more responsibilities, including membership of the School Council, which considers suggestions put forward by pupils as well as initiating their own. The Council felt that their best initiative had been the setting up of a 'Buddy' system to help and include all pupils in the playground. Year 4 monitors contribute towards the smooth running of the school through a variety of activities including ensuring the school is quiet and well ordered at lunchtimes. The atmosphere in the school in general is warm and welcoming providing a good learning environment. Teachers have the trust and confidence of the pupils who want to please them. Pupils also form very good relationships with their classmates, sharing resources and helping each other. There is a noticeable lack of any kind of disputes amongst pupils in the classroom.

14 Attendance is satisfactory and generally in line with national standards. There is no lateness, which is an improvement on the past and in addition, there is almost no unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15 Overall the quality of teaching has improved since the previous inspection. The proportion of good and very good teaching observed has increased to around a fifth and there were fewer lessons judged unsatisfactory. Overall 93% of lessons seen were satisfactory or better. While the high quality of teaching in the nursery and Key Stage 1 has been sustained, teaching in Key Stage 2 has improved significantly. Teaching in the Year 3 class in particular is consistently good. Much of the improvement is due to the teachers' thoughtfulness, their determination to improve their own skills and their successful implementation of the national strategy for teaching literacy. Where this good and very good teaching is seen, classes are very well managed. Teachers know their pupils well and have appropriate expectations of their behaviour, which they communicate successfully right from the start. They draw effectively on a range of strategies to promote pupils' learning. All the teachers at the school work hard and pupils benefit from the considerable effort they put into their teaching. This is already ensuring some success in raising standards of attainment and provides the school with a secure basis on which to improve further.

16 Teaching in the nursery is consistently high in quality. The teacher and nursery nurse work very closely together. The consistency of their approach and quality of their work is

having a clear impact on the progress these children make. The teacher and nursery nurse show a good knowledge and understanding of the new national requirements and plan the curriculum carefully in line with them. They know the children very well indeed and relationships in the nursery are excellent. Consequently their teaching is underpinned by a clear understanding of their children's stages of development and detailed planning enables them to meet the needs of all the children successfully.

17 Teaching of children in the Foundation Stage and in Key Stage 1 is satisfactory overall, but with some good and very good lessons seen, particularly with children in Year R and Year 1. At this stage teachers are able to draw on a range of strategies to manage pupils' behaviour well and they manage their lessons at good pace, which keeps their pupils motivated and engaged. They plan lessons carefully and usually provide an appropriate variety of activities to develop pupils' knowledge, understanding and skills. The best lessons contain much strengths. For example, in one literacy lesson with the Year 1-2 class, the teacher successfully extended her pupils' understanding of rhymes. Lively and purposeful in her approach, she created just the right atmosphere for discussion and pupils listened to her and each other attentively. There was good use of a classroom assistant to support two pupils in particular, ensuring that they were fully included in the lesson. There was a buzz of activity as pupils tried hard throughout, with the teacher making sure this was both a challenging yet enjoyable lesson in which their learning was moved on effectively.

18 Where teaching was unsatisfactory at this key stage, teachers introduce inappropriate learning activities. In one ICT lesson, for example, learning activities were introduced which were either much too simple for some of the class or beyond the abilities of others. On such occasions, pupils disengage from the planned activities and waste time. In some lessons that were otherwise satisfactory, there are aspects of teaching to develop. In these lessons teachers sometimes provide too little challenge, particularly for some of the higher attaining pupils and opportunities are missed to extend their learning. In some lessons there is too little attention paid to planning learning activities which meet the specific learning needs of individuals and groups in the class. At other times the pace of lessons is sometimes too slow, with the result that some pupils lose interest and do not participate fully in the lesson.

19 Teaching in Key Stage 2 is satisfactory overall; almost half of all lessons seen were good. Teachers have a good knowledge of most of the subjects they teach; this has a positive effect on the work they do with their pupils. In a science lesson with Year 3, for example, the teacher was able to use appropriate scientific vocabulary accurately ensuring pupils were able to understand and use terms like transparent, opaque, translucent, rigid, absorbent when discussing materials. Pupils were fully aware of the learning objective for the lesson, since they were discussed and displayed throughout and they were told how this lesson fitted into a sequence about the properties of materials and their uses. The teacher's explanation of how to proceed with the investigation was clear and she provided very good support to individuals and small groups as they worked, which ensured that everyone in the class was able to participate fully in the lesson. She was positive and enthusiastic in her approach, pushing her pupils hard over the properties of some materials, for example, which she knew they were able to do. The teacher managed her pupils' learning most effectively in this lesson. Such skilful teaching has a positive impact on the good progress pupils make. In both classes at this key stage teachers conscientiously ensure that pupils are aware of the learning objectives of their lessons and this enables pupils to understand the purpose of their learning. Teachers are also consistently positive in their response to their pupils' efforts, which is motivating and effective in raising self-confidence and esteem. They provide good support to individuals, as in one art lesson seen with older pupils at this key stage, in which pupils were constantly challenged to use their own ideas but supported and guided about techniques where needed. This positive and encouraging approach clearly helped individuals

to evaluate and improve their work.

20 Where teaching was unsatisfactory at this key stage teachers did not plan specifically to meet the learning needs of all the pupils in the class. On occasions teachers manage their lessons at too slow a pace, as it was in a mathematics lesson observed at this key stage. While teachers have high expectations of pupils' behaviour, in some lessons the amount of work which pupils are expected to complete is too little. Without this appropriate demand, pupils' learning is slow. At times all pupils are given the same task, when the various groups in the class need specific tasks set at an appropriate level. This inhibits the progress that some pupils can make. In some lessons teachers do not explain the learning objectives sufficiently carefully to their pupils and on these occasions pupils are not always clear about the specific tasks they have to complete or how the lesson fits into a longer sequence of learning. At times throughout the school teachers make too little use of the good assessment information they have to help them plan appropriate learning activities for all the pupils in the class. Other than in English, teachers do not consistently implement the school's marking policy and their marking is generally ineffective in helping pupils understand how they can improve or develop their work further.

21 There are significant numbers of pupils in each class with special educational needs. The teaching of these pupils is good. One of the strong features of the majority of classrooms is the good relationship and mutual respect between teachers, pupils and the classroom support assistants. Teachers have high expectations of all their pupils' behaviour and as a result most have good attitudes to their work, try hard and contribute positively to lessons. In the most effective lessons, teachers involve all pupils regardless of their ability or gender. Pupils with special educational needs receive good support in the classrooms or, in small groups, withdrawn from the classrooms. However, when these pupils are withdrawn at the start of a lesson and return half way through it, they have to complete the work set without the benefit of the teacher's input to the whole class.

22 Teachers use homework well to extend pupils' learning. Pupils are carefully prepared and supported in what they are given to do at home. While homework is given regularly, teachers' marking of homework is not always completed as regularly. Teachers' marking of pupils' class work is more conscientious. Verbally they respond warmly and positively to pupils' efforts and they frequently praise the particular achievements of individuals. This is effective in motivating and encouraging pupils. Teachers are not consistently implementing the school's marking policy and their written comments on pupils' work are not always effective in enabling them to understand how to improve their work. At times teachers' set a poor example in their own writing in pupils' books, which is ineffective in helping pupils to improve the standard of their own handwriting.

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

23 The quality and range of learning opportunities are satisfactory with a number of features being very good. The school meets all statutory requirements and plans sufficient time allocations for all subjects. The curriculum for the foundation stage is satisfactory and gives children a sure start to their education.

24 There have been significant improvements to the curriculum, identified as a key issue in the previous inspection. Weaknesses in the whole school curriculum plan have been eliminated and long term planning is now more coherent. There are schemes of work for all national curriculum subjects and for personal, social and health education. Good use is made of national schemes to support and guide teachers' planning. The teaching of religious education now follows the locally agreed syllabus appropriately. The use of information and

communication technology is limited across the curriculum, although there are some good examples of word processing and data handling in pupils' English work. Time is created for the observation of teaching and learning and this has provided the headteacher with a good general overview of the curriculum. Such monitoring is better developed in literacy, numeracy and in religious education than in other subjects.

25 Pupils with special educational needs have clear targets set for them in their individual education plans, especially in literacy, numeracy and in social development. Overall provision is good. There are clear directions for classroom support assistants to ensure that these pupils can join in lessons, during the literacy hour in particular. The records kept by these support assistants to check progress in reading and writing are very detailed and informative. Boys and girls are treated equally and are included in all activities. There is no significant difference in their progress compared with national figures. All pupils get on well together in classrooms and in the playground. The school has no pupils who speak English as an additional language. Although no pupils are identified as gifted or talented, a draft policy for more able pupils has recently been prepared for discussion and a writer has visited the school to work with a group of more able pupils.

26 The plans for teaching literacy skills are satisfactory. The aims for the whole class session are often good and lead to really positive learning. The planned use of effective visual aids such as white boards, posters and artefacts adds interest also. This impetus is not always sustained because the follow-up work set for different ability groups, especially higher attaining pupils, is not well matched to their needs. Teachers are in the process of devising more coherent strategies to tackle the weaknesses in writing but only in English; pupils do not write extensively in other subjects where different styles and techniques could be practised. Provision for the additional literacy support for pupils with slowly developing skills is satisfactory. The school lacks a clearly stated whole school programme which lays emphasis on developing writing in all aspects of pupils' work.

27 The national numeracy strategy is being implemented but is not yet fully effective and standards in mathematics are not improving at a fast enough rate. Teachers' lesson planning lacks precision in setting work for pupils at different levels of attainment. Consequently in lessons the learning needs of the more able pupils and those with particular difficulties are not met. The planned mathematics curriculum is not ensuring that pupils' skills are appropriately consolidated, so that pupils are moving on to new work before they are ready. Consequently by the time they reach Years 3 and 4 they lack the required confidence and skills and teachers have to revise more than they should need to. This inhibits the rate at which these pupils can make progress.

28 The provision for personal, social and health education (PSHE) is very good. From the early stages of a child's entry to school they are taught to be aware of their own strengths and areas to develop. Circle time is planned for each class when they get the chance to think about personal development and relationships. Health and sex education are sensitively covered through a well planned and well-resourced programme. In assemblies and in classrooms the messages about safety and personal hygiene are reinforced effectively. The school has also made a very good start in helping pupils to understand aspects of citizenship. Older pupils stand for membership of the School Council and make simple speeches in assembly. The rest of the school participate in an election of representatives to the Council. This is sensitively managed so that every pupil feels valued and they all take their responsibility seriously.

29 Extra curricular activities are very good. They are supported by the school's involvement in the educational action zone. The musical opportunities offered are good with lively recorder group and violin and guitar lessons. There is a choir that performs for the local

community groups. Pupils play a variety of sports, including rugby, netball and soccer. They have the chance to learn French in a very good French club and there is a lunch time games club

30 There are very good links with the community. Many parents attend the family learning classes, where they work on a variety of curriculum projects with the children. Industries in the area have given help to the school. Local people with interesting experiences are invited to talk to classes about changes in the community and this helps pupils gain a clearer understanding of aspects of local history. There is a very close link with the church, which benefits the pupils' spiritual and moral education.

31 The liaison with the local middle schools is very good. Through the Education Action Zone, regular meetings have been established to discuss all subjects in the curriculum and this helps pupils make a smooth transition from their first school.

32 Provision for pupils' personal development is very good and is now much better than it was at the time of the last inspection. Collective worship is well planned with a series of themes which support the school's PSHE programme and this helps to reinforce pupils' understanding of the world around them. Spiritual development is good. There are some really effective poems about autumn written by pupils in the oldest class which capture the essence of the season, for example in the phrase, *'Magical mists change the mornings.'* In drama, Year 2 pupils enacted the story of Grace Darling in a very sensitive way that showed their understanding of her bravery. In assembly pupils were asked to reflect how other children in the world might be feeling on that day.

33 Provision for moral development is very good. Adults act as positive role models and there is a calm atmosphere in the school. Pupils learn how to make the right choices in PSHE. They are also introduced to the concepts of good and evil in religious education. Assemblies and circle time contribute positively to informing pupils about changes which will happen, such as when an experienced helper in the school told them of the good and bad things about growing older. Pupils support a range of charities and show kindness to others.

34 Provision for pupils' social development is very good. There are very good opportunities to participate in the School Council, for example, and pupils can volunteer to act as 'buddies' in the playground. These contribute effectively to pupils developing a sense of responsibility and community with others. Pupils help their teachers in class by calculating the attendance figures and taking registers to the office. They co-operate well in lessons such as physical education and drama. The older pupils have good opportunities to go on interesting trips, which broaden their cultural horizons as well as their social skills. The school welcomes many and varied visitors such as artists and writers.

35 The school's provision for cultural development is good. In history they learn about how time affects places and traditions. This was brought to them very vividly in the younger classes by a grandparent's account of the difference in toys over the years. In geography, the journeys reported by Barnaby Bear give pupils a taste of different places, cultures and lifestyles world wide. Recently pupils were fully involved in a very successful local art project. The school has also celebrated the cultural traditions of India in a special event on this topic. There are, however, relatively few books in the library or pictures around school which show children the rich diversity of cultures in contemporary Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36 This is a caring school where pupils are all very well known to their teachers. Teachers new to the school are quickly getting to know the pupils equally well, helped by the

very good knowledge and assessment recording in the school as a whole. The consistent approach to behaviour management has been sustained since the previous inspection; other aspects of provision for ensuring pupils' welfare have improved. Pupils with special educational needs receive good care and assistance. They have good support from teachers and classroom assistants and their individual learning plans help with the planning of work. The new code of practice will be in place by January 2002.

37 Health and safety around the school is regularly and effectively monitored by the caretaker who is also the school governor with responsibility for this area of school life. The headteacher joins him in a termly inspection of the site as a whole and their findings are reported back to the governing body. The school has had a recent risk assessment carried out by the local authority. Pupils are well supervised during playtimes and lunchtimes with extra assistance being given by the school 'buddies'. At any one time a number of pupils may be being observed by lunchtime assistants for their behaviour, which is recorded daily and discussed with the headteacher immediately following lunchtimes. The school has sufficient trained First Aid staff and is well equipped to meet pupils' needs. An accident book is used effectively to record the slightly more serious injuries and notes are sent home to parents especially if these involve a head injury.

38 The personal, social and health education policy reflects the school's ethos. Pupils are constantly reminded of the dangers in their world such as traffic, water and fire by large effective displays around the school. The school is working towards a Healthy School standard that includes exercise, healthy eating, keeping fit and increasing self-esteem. Health and safety reminders are a regular part of lessons, for example in a Year 2 lesson on Hinduism where pupils were reminded never to light candles without supervision. Child protection procedures have improved since the last inspection and are now very good. The headteacher is the responsible person in the school. Each member of staff has received training, there is a good relationship with social services and an excellent guidance document for all staff provided by the local authority.

39 The promotion of good behaviour is very effective throughout the school. Each class teacher has a reward and sanction system tailored to their class and a sharing assembly is held each week to recognise those pupils who have succeeded in either academic or personal areas of school life. Class rules are discussed at the start of the school year and kept simple and sensible; pupils however need little reminder of them during lessons. Playground rules are clearly laid out and prominently displayed near exits and entrances. There is sometimes boisterous play in the Key Stage 2 playground, but pupils are very caring of one another, as was one boy, for example, who was observed fastening his friend's jacket on a particularly cold day.

40 The procedures for monitoring and eliminating oppressive behaviour in the school are good. The subject of bullying is dealt with in personal and social education, during circle time² for example, when pupils can talk about matters that are worrying them. It is also dealt with effectively in assemblies and in the curriculum when appropriate. Pupils however are very clear that they should tell the nearest adult in the school if they are upset by the behaviour of others.

41 The monitoring of pupils' personal development is done informally but effectively through day to day observation and is acted on in the classroom and more generally in the school. If pupils are felt to need monitoring during playtimes this is done by teachers and

² Circle time - planned occasions when all the class comes together quietly with their teacher to consider specific, often sensitive issues, usually related to pupils' personal, emotional or social development.

lunchtime assistants and detailed records kept. Each teacher has a conduct file to record inappropriate behaviour but this rarely needs to be used. The classroom reward system is used to boost self-esteem, as is the use of praise for groups and individuals during the school day. Circle time is used well as part of the personal and social development curriculum and provides an effective means of monitoring pupils hopes and fears. There are however few records kept of pupils' personal development except for the annual report to parents.

42 Assessment procedures are now clearly in place. Pupils are tested on entry and when leaving the reception year as well as being assessed through observation in the classroom. In Key Stage 1 and 2, assessment takes place annually through the NFER³ mathematics and reading tests as well as annual statutory tests. There is however very little use made of this information to inform teachers' planning or to enhance differentiation in lessons. As pupils with special educational needs are identified, appropriate support is provided. Their progress is monitored by the co-ordinator and new targets set for their individual education plans when they are ready to move on. Pupils who are higher attainers are similarly identified and set appropriate targets. Teachers monitor progress daily and weekly and some make appropriate use of this information in their daily planning. Overall however, there is insufficiently close attention given to the analysis of assessment and monitoring to provide specific activities to meet individual pupils learning needs.

43 The daily registration of pupils and monitoring of absence are efficient and effective and there has been little need to use the Education Welfare Officer. Lateness of pupils has all but been eliminated as has unauthorised absence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44 Partnerships with parents seen in the school during the inspection are positive and mutually supportive. This is similar to that found at the time of the last inspection. However, the results from the questionnaire show that parents' perceptions of the school vary, sometimes widely, especially between parents with children in the lower school and those with children in Key Stage 2.

45 The majority of parents are however in agreement that their children like school and that the school expects their children to work hard and achieve their best. There is similar agreement that children are making good progress in a school where behaviour is good. Parents are also generally pleased with the amount and level of homework given to pupils and the way the school is helping their children mature and become responsible. On other topics there is less agreement. While around 9 out of 10 parents with children in the lower school think teaching is good, fewer than 6 out of 10 parents with older children think so, although the teachers of these children were both new to the school at the time of the inspection. The difference is similarly marked between those parents who would feel comfortable approaching the school with questions or a problem. Parents also disagree on how well they think the school is managed, how well the school works in partnership with them and how well they are kept informed about their children's progress. Agreement that the school provides an interesting range of activities outside school is extremely low; of those with children in Key Stage 2 fewer than 3 out of 10 of parents are happy, whereas in the lower school this rises to more than 7 out of 10 parents.

46 A different picture appeared as a result of discussions with a considerable number of parents during the inspection where, apart from a small minority, parents were uniformly in agreement that this was a good school and they had no real concerns. A small but significant

³ NFER – National Foundation for Educational Research is a national body that designs and validates a range of standardised tests

minority of parents are particularly concerned about a lack of information about progress of their children in Key Stage 2 and the lack of response from the headteacher about their strongly felt concerns. These opinions echo those expressed by some parents at the pre-inspection meeting.

47 The inspection team found little evidence to substantiate the more critical opinions of parents. It is however clear that communication with some parents is not as effective as it should be, which is causing misunderstandings. This is a cause for major concern in the school and is being addressed as a matter of urgency.

48 Parents of children entering the nursery and reception classes welcome the invitation to discussions with the staff at which information is shared before children enter the school. A booklet provides valuable information about the day to day running of the school. There are regular discussions with parents about their child's progress both during and after school, and a more formal meeting with reception parents to discuss progress soon after the start of term. All parents of pupils in the main school are invited to two parents' evenings a year, that in the summer term giving them the opportunity to discuss the annual report. The school prospectus is clearly written and informative and the weekly newsletters user-friendly and up to date. Other than for pupils in Year 3, written reports to parents are good. They are informative, set clear targets and make it apparent that each pupil is well known to their teacher. Those written for pupils in Year 3 are unsatisfactory; they show a lack of individual knowledge of pupils, contain little indication of what pupils need to do to improve and they lack individual targets. Parents of pupils with special needs are kept fully informed and are invited to discuss progress and targets with teachers and the co-ordinator, although some parents fail to take advantage of this.

49 Informal day to day contact is a part of daily life in the nursery and lower school and a well sited notice board keeps parents fully informed. This is not the case in the Key Stage 2 building, which parents rarely approach except for a specific purpose. Teachers are not present in the playground before and after school to exchange information and there is no focal point for parents' information.

50 The school has a major initiative funded and provided by the EAZ partnership to train and involve parents in their children's learning as well as make valuable literacy and mathematics resources for the school. Parents can attend taster days before committing themselves to the one and a half days training in either or both of the numeracy and literacy initiatives. The take up has been extremely good resulting in well trained and knowledgeable parents assisting in the classroom and well informed parents able to give better help to their children. The Friends of the School Association provides valuable funding for the school and a social forum for parents. Homework is a regular feature of school life and is given to pupils on a Friday to complete over the weekend into the following week. This is well used to help and inform learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51 Overall leadership and management of the school is satisfactory and has clearly improved since the previous inspection. The headteacher provides good leadership. She has a clear vision, commitment and a determination that the school will improve. There is a clearly defined school improvement plan, which is effectively monitored and regularly evaluated by the governing body and which helps to give the school clear direction and purpose. The governing body shares the headteacher's vision and her views on how improvement can be secured. The commitment to education in the wider community is very good. The acting deputy provides very good support for the headteacher and makes a good contribution to management. There is strong teamwork, which contributes positively to the

effectiveness of the school. The school's aims and values are wholly appropriate and the school promotes them well in all its work.

52 The school has made satisfactory improvement overall since the last inspection. Although standards in some important subjects are not yet as high as they should be, the quality of teaching is contributing effectively to improving standards. There have been some improvements to the buildings and school environment since the present headteacher was appointed. Improvements have been made to the internal decoration, for example, to the library and its resources and to the outdoor facilities, which have been considerably improved with the provision of a good enclosed play area for children in the nursery.

53 The structures and procedures in place to monitor standards throughout the school are good. The headteacher effectively monitors teaching in all classes. She gives teachers oral and written feedback on performance and advises them on areas for further development. There is a timetable set for co-ordinators to monitor teaching and other aspects of provision in their subjects. Good use is made of available statistical information to track pupils' progress and to set targets for further improvement. This information is clearly communicated to governors, but as yet it is not effectively informing individual teachers' lesson planning.

54 The school's strategy for teacher appraisal and performance management is satisfactory. Teacher performance is evaluated effectively. The headteacher and her deputy are able to identify needs through reviews with teachers to discuss their professional development. The training programme available to teachers in the school is effective in raising their professional expertise. Much of this training has focused on numeracy and literacy. This has resulted in the school satisfactorily implementing national strategies for teaching literacy and numeracy. Good use is being made of grants currently available for individual development. The governing body monitors the performance of the headteacher appropriately. She is set targets which are to be reviewed annually. There are good induction procedures in place for newly qualified teachers and those new to the school. Arrangements for supporting the newly qualified teacher in school are fully in place and effective. She receives satisfactory support from a trained mentor, her teaching performance is regularly monitored and her professional development needs are satisfactorily met.

55 The governing body fulfils its responsibilities effectively. There is a clear and shared vision for the future development of the school among the governors and the headteacher and they work together well. Most governors have a good understanding of the strengths and weaknesses of the school. They receive very full reports from the headteacher on a regular basis, which they carefully scrutinise and question. At times reports from other members of staff also keep them well informed. Governors are actively involved in monitoring standards. With the headteacher, the chair of governors carefully scrutinises the performance of pupils in the annual national tests. He is fully aware of strengths and weaknesses in pupils' attainment. This is enabling governors to evaluate the effect of the school's spending decisions on standards. There is effective governor involvement in the strategic management of the school. Most governors are in a good position to make strategic decisions because they know and talk about relevant issues with clear understanding. Several governors help in school. For example one governor helps organise one of the after-school clubs. The governing body fulfils its statutory responsibilities effectively.

56 Systems for financial planning are good; the school manages its available resources well. Guided by priorities outlined in the school development plan, the budget is set by the finance committee after consultation with the headteacher and then submitted to the governing body for approval. Funds are appropriately allocated and kept under constant review by the finance committee, ably informed by the effective school administrator.

Governors have a clear focus on securing best value. The school has been successful in securing additional funding from external sources, from local industries for example and these have contributed to specific improvements. The school also uses funds designated for particular purposes well. For example, grants designated for improving the environment and for further developing community links have been used effectively, resulting in improved facilities and greater participation in the family learning programme.

57 Effective routines are in place for day-to-day administration and these ensure that the school runs smoothly. The most recent audit of the school's accounts found the school to be well run and managed; some minor recommendations were made and the governors have addressed these appropriately. Satisfactory use is made of ICT in the administration of the school. The school has satisfactory procedures in place to ensure the cost effectiveness of the goods and services it purchases.

58 The school is adequately staffed to meet the demands of the curriculum. With such a small team of teachers, including one away on secondment and two very new to the school, the number available to take on management roles is limited. As a result some more experienced teachers carry quite a heavy managerial load. The acting deputy supports the headteacher particularly well. All teachers have clearly designated responsibilities. Management by subject co-ordinators has improved since the last inspection; it is at least satisfactory and sometimes good, as for example in religious education. The school has an adequate number of learning support assistants who give good support in the classrooms, working in effective partnership with teachers. Resources for teaching are satisfactory overall.

59 Accommodation overall is good; it is very well maintained. The school has addressed all the concerns expressed in the last inspection report. Classrooms and other areas of the school are maintained as stimulating and interesting environments, with attractive displays of pupils' work. Valuable teaching and storage areas are available in addition to the classrooms and these are used well, for small group teaching for example. The library has been effectively developed, with improved resources and layout and the introduction of a computerised library system. The school lacks suitable outdoor play facilities for children in the reception class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60 The headteacher, staff and governors should continue to build on the work they have already undertaken in improving the school. To improve the standards of pupils' attainment and the quality of education provided by the school, the headteacher, staff and governors should:

1 Take steps to raise the standards of pupils' attainment in English and mathematics throughout the school, by:

- (a) identifying specific learning objectives for every lesson which address pupils' individual learning needs and communicating these to pupils (paragraph 20)
- (b) raising teachers expectations of pupils' learning, particularly of higher attaining pupils (paragraphs 79, 93)
- (c) using assessment information to ensure that activities are planned to meet individual pupils' learning needs (paragraphs 53, 82, 91)
- (d) devising strategies to develop pupils' oracy, providing a wider range of spoken tasks and opportunities for discussion (paragraph 83)
- (e) providing more opportunities for pupils to develop their skills in extended pieces of writing and teaching them skills of planning, drafting and re-drafting their work, more often using the computers (paragraph 81)
- (f) ensuring that pupils gain a firm grasp of basic number facts (paragraph 92)

2 Take steps to raise standards of attainment and ensure that pupils are able to use the full range of skills in information and communication technology across the curriculum by:

- (a) reviewing teachers' planning to ensure that they identify opportunities for pupils to use the full range of ICT skills in all subjects (paragraph 128)
- (b) devising schemes of work and guidelines to ensure progression in the development of pupils' skills in ICT in all subjects (paragraph 127)
- (c) ensuring there are sufficient hardware and software resources to support pupils' work with the computers in all subjects (paragraph 127)
- (d) providing more opportunities for pupils to use the computers in all areas of the curriculum (paragraph 81)
- (e) providing time for the ICT co-ordinator to work alongside teachers to support them and to improve their confidence and competence in using the computers in all subjects (paragraph 128)

3 Improve the pace at which pupils work and their productivity, by:

- (a) raising teachers' expectations of what pupils are capable of producing in lessons (paragraphs 18, 20)
- (b) ensuring that tasks set are appropriately demanding (paragraphs 18, 20)
- (c) setting targets for the completion of work (paragraph 20)
- (d) setting demanding targets for pupils capable of making quicker progress (paragraphs 18, 20)

In addition to the key issues above, the following other weaknesses may be considered for

inclusion in the action plan:

- Improve communication with parents to ensure that they all feel fully part of the school community (paragraphs 44 – 47)
- Ensure that the school's agreed marking policy is consistently implemented (paragraph 20)
- Provide appropriate outdoor play space and equipment for children in the reception class (paragraphs 59, 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	16	15	3	0	0
Percentage	0	17	39	36	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	25	154
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	8	31

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	5
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.9
National comparative data	5.6

School data	0.1
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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	11
	Girls	14	14	13
	Total	27	27	24
Percentage of pupils at NC level 2 or above	School	87 (84)	87 (77)	77 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	13
	Girls	12	14	14
	Total	21	25	27
Percentage of pupils at NC level 2 or above	School	68 (80)	81 (93)	87 (80)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	66
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2

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	0	0
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.

Financial information

Financial year	2000 – 2001
	£
Total income	370048
Total expenditure	381117
Expenditure per pupil	2402
Balance brought forward from previous year	2490
Balance carried forward to next year	-8579

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	3	1	0
My child is making good progress in school.	63	25	2	1	9
Behaviour in the school is good.	58	30	3	1	8
My child gets the right amount of work to do at home.	39	43	8	3	6
The teaching is good.	64	21	4	3	8
I am kept well informed about how my child is getting on.	41	34	13	11	0
I would feel comfortable about approaching the school with questions or a problem.	58	26	5	8	3
The school expects my child to work hard and achieve his or her best.	63	29	1	0	7
The school works closely with parents.	48	31	11	7	2
The school is well led and managed.	42	32	9	10	6
The school is helping my child become mature and responsible.	62	28	1	6	3
The school provides an interesting range of activities outside lessons.	37	23	11	16	12

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

61 The overall quality of education provided for children in the Foundation Stage is sound and similar to that found at the time of the last inspection. Staff have successfully put in place the new requirements and curriculum framework for children in the early years taking good account of national and local guidance. All children attend the nursery class part time for 3 terms; some attend for 4 or 5 terms. Children enter the Reception Year in the September prior to their fifth birthday and are taught in 2 classes. Older reception children work with younger Year 1 pupils. All the classes provide an attractive, purposeful and well-resourced early years' environment. There is a good induction process into the nursery class and children visit the reception classes regularly in the summer prior to entry. Assessments are carried out during the first few weeks of admission to both the nursery and reception classes and staff use these, and regular observations and assessments to identify areas for development.

62 When children enter the nursery class their attainment is broadly average. This is an improvement since the last inspection. By the end of the reception year the children have made steady progress and attain the early learning goals in communication, language and literacy, mathematics, knowledge and understanding of the world, and creative and physical development. In personal, social and emotional development children make particularly good progress and some of them exceed the learning goals. This is because of the consistently good teaching they receive in this area.

63 Since the last inspection a small play area has been made into a garden and this has greatly improved the facilities for the nursery class. However, it is not used sufficiently throughout the year for a wide range of learning activities. Reception children are able to visit this area in the summer and there is also an area designated for their outdoor play but currently this is unsatisfactory because it lacks appropriate equipment and secure fencing. The school still needs to review and improve its outdoor provision for all children.

Personal, social and emotional development

64 When they start in the nursery class, children settle into school life quickly and happily. The good teaching and high levels of encouragement in each class help them to develop confidence and a good level of maturity. This means that children make good progress in these areas of learning, and by the time they leave the reception class some of them exceed the learning goals. Children are given opportunities to work, play and learn together well. They share equipment such as the computer without difficulty. They are kind to each other and are sensitive if anyone gets upset. They are beginning to be able to express their feelings and say who is special to them, be it members of their family or a pet.

65 The children are enthusiastic about their learning and become engrossed when they are painting pots to hold their lights, and making Barfi sweets, for the festival of Divali. The adults provide very good role models and treat each other and the children with courtesy, respect, and friendliness. As a result, children learn to trust and co-operate with each other and are given a successful foundation for the very good level of behaviour and positive attitudes found throughout the school. In all the classes, children are given frequent opportunities to work in small groups, and this helps them to develop good personal and social skills. Adults also help them to become independent by effectively setting up areas like

'Dansie's Cave' and by making resources easily accessible. However, much of the directed work is too closely supervised and children are not expected to think about what they have to do and take some responsibility for starting and completing their work.

Communication, language and literacy

66 By the end of the foundation stage most children meet the early learning goals for communication, language and literacy. In both the nursery and reception classes children listen well and by the reception class, many children speak confidently in sentences, and can weave imaginative situations into their talk when they play with the construction equipment. Occasionally, opportunities are missed by teachers and other adults who do not give children the time to respond in their own way, and questioning is not often phrased so that children need to give longer explanations.

67 Nursery children join in the repetitive phrases from the big book *Quiet in the Library* and can remember the animals in the story. Good use is made of linking this book with other aspects of the curriculum, for example the movements of the animals while in the hall and the sounds and rhythms within the prose as part of music and this helps the children to remember it all more easily. In the reception classes, children routinely practise individual letter sounds. Many are able to read simple words. They apply this knowledge soundly when sharing books with the teachers, adult helpers, and each other. All staff skilfully use a range of strategies to interest and enthuse the children when teaching basic skills. Nursery children enjoy their visit to the school library.

68 Children are given plenty of opportunity to develop their writing skills whatever their stage of development. They practise writing their names and 'have a go' at writing messages in greetings cards, or simple messages in the office. They make little books illustrating different feelings for each day of the week and copy the teachers writing accurately. Staff create attractive displays of children's work, which illustrate well loved stories such as *The Very Hungry Caterpillar*. They display books the children have written and illustrated and books are available at all times. Sometimes books on display are too difficult for the children and so opportunities are lost for them to find out for themselves.

Mathematical development

69 By the end of the reception year most attain the early learning goals for mathematics. They are familiar with nursery rhymes, counting games and action rhymes. Most children in the reception class and some of the children in the nursery class can count to ten reliably. The more able reception children can count to twenty. Reception children are given frequent opportunities to count on and to count back, and always work out and record how many children are present in their class. Many children recognise flat shapes such as square, circle, rectangle and triangle, and older children can identify repeating patterns.

70 The teachers and teaching assistants plan and organise interesting whole class and group activities, and use resources, which are relevant and interesting. They encourage children to participate orally and incidental classroom events are used wherever possible. However, there are not enough practical activities available which allow the children to explore and investigate mathematical concepts when they choose their own activities.

Knowledge and understanding of the world

71 Children start in the nursery class with a broadly average range of experiences, in this

area of learning. Staff plan interesting opportunities for them to find out and talk about the world in which they live and, as a result, children make sound progress and eventually achieve the early learning goals by the end of the stage. Nursery children listen to the sounds made by toys and are able to decide what action needs to be undertaken to make the sound. For example, the musical box needs to be wound, and the rain stick turned. Reception children talk confidently about their families and past and present events in their lives. All children explore living things by studying plants and animals. They find out about changes to materials by cooking.

72 The teachers and teaching assistants effectively organise opportunities for children to learn about their own culture and beliefs. For instance, nursery children learned a lot about symbolism through their role-play of a Christian wedding. They also learn about other cultures, for example, by celebrating the festival of Divali. Children use the computer with growing confidence and most can already control the mouse, for instance, when using an art programme to colour objects. One little boy made his duck purple, as he wanted it to be 'dark and scary'. In both classes, children can select resources and use tools safely, for instance younger children cut out with scissors. Older children can construct and build imaginatively with bricks, and have a good sense of how things join together.

Physical development

73 By the end of the foundation stage all children meet the early learning goals and move with good control and co-ordination. Nursery children are beginning to have good awareness of space and take account of others while moving around the hall and can balance while walking on their toes and hopping. Reception children can travel over climbing equipment and many have the confidence to jump from high stools and balance with adult support while walking a high plank. However, the provision does not give them opportunities to gradually explore higher and more difficult tasks for themselves and to move over equipment without adult help and this can be frightening for a significant minority.

74 Children listen well to instructions and respond quickly and enthusiastically. Nursery children enjoy action songs and move or stop, as the song requires. Reception children behave very well, sitting quietly in lines while waiting for long periods to take their turn on the apparatus, but this practice does not help the children to engage in sustained activity and keep their muscles supple throughout the session. Children are given regular opportunities to practise skills such as cutting and manipulating mouldable materials and as a result most are able to control their fingers and hands well.

Creative development

75 In creative development children receive sound teaching, make steady progress and attain the expected level by the end of the reception year. Children mix paint and experiment with a range of resources. With help, they are able to create interesting collages, for example, a tree bearing autumn leaves. They use materials such as card, tissue and metallic paper, and fabrics. They paint pictures illustrating fitness day.

76 Staff effectively plan to develop children's imagination in the role-play areas, and children use props, construction and small world equipment creatively. For example, when they created imaginative situations while playing with a garage, they sustained story lines with good concentration and enthusiasm. Sometimes adults tell the children how to do the task but do not talk to children about what they are doing, so opportunities are lost to reinforce and extend pupils' ideas and thinking. Children can sing simple songs from memory well and play musical instruments enthusiastically. Many recognise sound patterns and match movements to music. Some nursery children can recognise the same sound from two closed containers,

but most require help.

ENGLISH

77 The provision for English is satisfactory overall. The strengths are:

- the sharply focused introductions to literacy lessons with all pupils being fully involved
- the marking of pupils' work which is very detailed and thorough.

The areas to be developed are:

- to set more challenging work for pupils of differing ability in the group sessions so that they can practise writing at greater length and complexity
- to create opportunities for pupils to write regularly in other subjects.

78 In tests at the age of seven, writing improved in 2001 and is now around average after several years of results well below the national average. While an average proportion of pupils achieved the expected level two in reading, overall standards were below those achieved in other schools because fewer pupils reached the higher levels. Nevertheless, there has been a slight improvement in recent years. Pupils' attainment on entry to the school is higher now than it was in previous years. The achievement of most pupils is satisfactory. There is no significant difference in the performance of boys and girls. Pupils with special educational needs also make satisfactory progress.

79 Standards in lessons seen are below expectations in writing because many pupils do not work hard enough on their own. They are better in reading and in speaking and listening. Few pupils are attaining the higher levels in English. Most have made satisfactory progress overall since their arrival in the school.

80 Pupils speak readily in all classes but some lack clarity, and teachers have to ask them to repeat their ideas. They listen attentively in lessons though sometimes for too long a period. In Year 1 the teacher presents both aural and visual aids to help them extend their vocabulary. The subtle use of questions also means that pupils of different abilities can take part in the lessons. When one boy suggested the word 'crunchy' to describe a leaf in autumn, others built on this using 'crinkly' and 'crackly' prompted by the teacher. In a drama and history lesson in Year 2, the teacher was particularly effective in getting pupils to respond to ideas as she built up a word-picture of the story of Grace Darling. During the lesson the pupils' oral skills developed noticeably from hesitancy to greater fluency in expression. Support staff for pupils with special educational needs are good at involving them in the whole class work and in follow up activities such as using the computer to learn the alphabet. As a result pupils are able to develop their confidence and their skills.

81 By the age of seven pupils' reading is satisfactory. They can recognise words by working out the letter sounds and they are able to read their own work aloud with understanding. Few pupils are able to bring the words of a story to life but they can talk about characters and their favourite incidents with enthusiasm. Teachers do not give pupils enough opportunities to develop reading by regular use of computers and by encouraging research in the school library on a regular basis. In history, pupils were using books to find out more about Grace Darling's life but they needed close support from an assistant. Pupils with special educational needs have a clear programme to help them improve their reading and most achieve well by the age of seven.

82 Writing could be improved. Some of the stories about dragons in Year 1 are lively and show that pupils are gaining a sound knowledge of how to make descriptions more

interesting by using different adjectives. The teacher stretched more able pupils in Year 1 by setting imaginative tasks. They produced little booklets with clues about an animal on one page and the answer hidden by a flap of paper on the other. This resulted in very good use of descriptive sentences followed by a lively quiz, involving all pupils, to find the right animal. This good practice in writing was not widely evident, however. Spelling is as expected although handwriting is less consistently legible than is usually found.

83 Older pupils continue to develop their speaking and listening skills. Most pupils are prepared to answer questions and also to ask if they are unsure. Too many speak without thinking and the teachers have to work hard to make them consider a range of ideas before plunging in. In Year 4 there were some good examples of pupils looking at ways of manipulating words. The teacher provided them with examples of puns and they then tried to adapt some of their own in newspaper headlines, for example: 'Humpty Dumpty cracked it again!'

84 Reading is satisfactory and pupils talk with great enthusiasm about Harry Potter and the heroes and villains of Roald Dahl. The range of their choice is fairly narrow and predictable, however. Some would benefit from more opportunities to read aloud.

85 Writing displays some weaknesses in that pupils' spelling reveals a number of inconsistencies. The handwriting of several pupils is often ill formed. There are examples of good creative writing. The poetry that pupils compose is very inventive and uses carefully chosen vocabulary, for instance in poems about autumn: 'squashed berries on the boot of a car' and 'umber and amber are the colours on display'. There is also a good feeling for time and place shown in their imaginary accounts of Roman legionaries on Hadrian's Wall, in history.

86 The school's planning for literacy and for the additional literacy periods has some strong features. Teachers have shared good practice after observations and some of this is evident in the lessons. The whole class introductions are well paced and pupils are hard working when directed by their teachers. The group sessions are less successful because pupils are not given precise tasks and time targets with enough challenge to motivate them. Many are too dependent on the teachers even in the older classes. The school's determination to raise standards in writing would be more effective if pupils were encouraged to apply what they learn in English to their geography and religious education writing, for example.

87 The quality of teaching is mostly good and never less than satisfactory. It is most effective in lessons where teachers keep the momentum of the opening sessions and expect pupils to produce work to test out in the final ten minutes. The marking is good and in much of the work a genuine dialogue occurs between teachers and pupils. This is complemented by the homework set where pupils are asked to prepare word lists for their writing. Teachers use good resources such as white boards and posters and their sharply constructed questions keep the pupils on their toes. Unfortunately pupils do not produce such good work when left to their own initiative. The support staff are very skilled in bringing the best out of pupils with special educational needs. They also give valuable help to other pupils in the class making sure that they understand what they have to do.

88 The management of English is sound. Improvement since the last inspection has been maintained at a steady rate. There are some good examples of effective monitoring to share common elements that need to be addressed. More use is being made of test results and an analysis of what pupils should achieve. This information now needs to be translated into a clearer plan to raise standards in English from satisfactory to good.

MATHEMATICS

89 The provision for mathematics has some unsatisfactory features. The strengths are:

- the effective teaching of younger pupils
- the good classroom support for teachers of younger pupils

The areas to be developed are:

- the consolidation of basic number facts among older pupils and the speed with which they can recall them
- the provision of appropriately challenging activities for all the groups in each class
- the pace at which lessons are managed

90 In last year's tests for seven-year-olds results were below average in mathematics. Inspection evidence indicates that currently standards in mathematics are below average in Years 2, 3 and 4 and progress is unsatisfactory. The number of pupils who achieve Level 2 is at the level expected nationally but not enough pupils attain the higher levels and a significant number of higher ability pupils are under achieving. The current Year 4 pupils did not make sufficient progress in Key Stage 1 and Year 3 and so their knowledge of basic facts is below that expected.

91 Test results have improved slightly over the last three years but not significantly when compared with the rising national trend. The school analyses the pupils' performance and sets targets for improvement for individuals and classes. These are not used sufficiently throughout the year to help pupils and teachers raise standards.

92 Effective teaching ensures that younger pupils use patterns such as odd and even numbers, and count in twos, fives, and tens however these basic facts are not consolidated and older pupils do not easily know their two, five and ten times tables. A very good variety of activities are provided that enable pupils to practise counting combinations of numbers, for example robot function machines and dart boards. However, the majority of pupils do not have quick recall of all the numbers that combine to make ten and this limits the speed of their calculations as they progress through the school. More able pupils' progress is sometimes restricted by a lack of challenge in the tasks that they are given. Teachers make good use of the technique of asking harder or easier questions to individuals according to their ability but there is insufficient difference in the work pupils of differing abilities are given when they are recording in their books.

93 Teachers of the younger pupils, are very well supported by other adults and the organisation and management of these adults is good. However, pupils rely on adults to help them and do not think about how they should start and complete the task for themselves and so find it difficult to work independently as they get older. Without the close adult supervision of small groups pupils do not settle quickly to work nor do they take a pride in finishing the tasks set. Teachers provide insufficient guidance on their expectations of how long the task should take and pupils use many work avoidance strategies, such as sharpening pencils, to limit the amount of work they undertake in the time.

94 The national guidance for teaching mathematics has been adopted and teachers effectively plan within this framework. Good amounts of time are allocated to each aspect of the session, but the pace within each is often too slow. Good use of resources such as 'number fans' keep pupils fully engaged in the oral sessions but the pace does not challenge the higher attainers nor encourage quick mental agility for younger pupils. By Year 3 the

teacher is restricted in the speed of her questioning as, due to the lack of consolidation prior to this, pupils have difficulty halving and doubling numbers such as twelve and twenty four. Sometimes pupils sit in a circle and pass number calculations around the ring, this can be effective in speeding up the answering process but within this arrangement staff are unable to manage who gets the hardest questions and pupils are not always kind if another pupil is having difficulty.

95 The work in pupils' books is marked for correctness and pupils are encouraged through praise for their efforts. There is insufficient focus on pupils working to targets and taking responsibility to ensure they are making progress in their learning. Where there is evidence of teacher intervention during the recording of tasks, as for example in Year 3, pupils make greater gains in their knowledge. Homework is used effectively throughout the school and the involvement of parents who make resources and family learning groups is helping to provide positive attitudes. Computers are used to reinforce learning but are not used widely as a tool for learning, for example in collating information and producing graphs.

96 The curriculum is well balanced; there is appropriate emphasis on basic numeracy but it also includes aspects such as shape and space, measurements and data handling. The co-ordinator monitors the attainment and teaching but is not yet sufficiently confident to make it rigorous and does not have sufficient time allocated to make an impact.

97 There has been an improvement in the planning within the whole school since the last inspection. Assessment procedures are now in place but the information gained is still not used sufficiently to ensure pupils move forward at the most efficient pace.

SCIENCE

98 The provision for science is satisfactory overall. The strengths are:

- the good progress pupils make in science
- the good opportunities pupils have to develop their skills of investigation

The area to be developed is:

- to ensure that the curriculum provided for pupils of the same age in different classes is consistent

99 Standards in science have been sustained since the last inspection and they remain average throughout the school. Pupils make satisfactory progress in developing their knowledge, understanding and skills. This is reflected in the most recent standardised test results at the end of Year 2 and in the work seen in Years 3 and 4.

100 In the last report it was noted that the science curriculum lacked coherence, with some classes doing more and others less as a result of the lack of a whole school plan. To a large extent this has been rectified, with each class now being taught science regularly and guided by clear planning. However, where pupils of the same age are taught in different mixed age classes, planning does not always ensure that these pupils experience the same curriculum or work at the same level.

101 Starting from a very low base of scientific knowledge on entry to school, by the age of seven, most pupils, including those with special educational needs, have made good progress and achieve standards in line with those expected for their age. The recent work of pupils currently aged seven indicates that most of them are aware that living things grow and change over time. Many know that some things such as food and water are essential to

support life. They use careful observation to note the features of various creatures and they use appropriate scientific vocabulary accurately to describe them. In their work on forces they are introduced to appropriate scientific methodology as they investigate a falling object for example. They are beginning to include prediction at the start of their investigations and they learn to record their observations accurately.

102 By the age of nine, pupils have extended their knowledge of science well. They use scientific vocabulary to name parts of the body for example, like patella, cranium, pelvis and tendon and they understand the functions of different organs. In their work on electricity pupils demonstrate their understanding of electrical circuits, which they can use to test which materials are conductors and which insulators. They have a good understanding of some of the dangers with electricity. Their understanding of scientific investigation is extended in Key Stage 2, where Year 3 pupils were able to explain a fair test in their work on materials.

103 Teaching overall is good and shows a marked improvement since the last inspection. Teachers introduce appropriate scientific vocabulary right from the start and develop pupils' understanding of scientific investigation effectively. In a particularly good lesson with pupils in Year 2 for example, in their continuing work on forces, the teacher guided her pupils through the process of investigating the effects of increasing the angle of elevation on the distance travelled by cars running down an inclined plane. This was carefully planned and organised, with clear differentiation of tasks for different groups within the class, which enabled all pupils to succeed in their set task. The teacher provided clear explanation of how the problem could be investigated, she posed good questions to ensure that pupils thinking was extended and she provided time for pupils to undertake their investigations. Good use of other adult support ensured that all pupils could participate appropriately in the lesson. In a very good lesson with Year R and Year 1 pupils the teacher built effectively on her pupils' understanding of the forces of push and pull, using toys to illustrate. Teaching was skilful, ensuring that all pupils were fully engaged in the tasks set with good questions posed and positive response to pupils' ideas and efforts. As a result, right from the start pupils develop good attitudes towards their work in science.

104 Teachers in Years 3 and 4 ensure that pupils build effectively on the good start they make in Key Stage 1. They use a variety of strategies successfully, providing good opportunities for pupils to work in groups and support each other's learning. They provide a range of practical activities that enrich pupils' learning, with good opportunities for pupils to learn to plan and conduct their own investigations. Pupils have positive attitudes towards science and are able to work both independently and collaboratively to develop scientific ideas.

105 Science is well managed. The science co-ordinator has recently taken over this responsibility and has carefully planned for her own professional development needs. She has quickly audited available resources and begun to develop a strategy for their more effective and efficient storage. Good use is made of a national scheme of work to guide teachers' planning and this ensures that pupils learn skills and develop their scientific understanding successfully over time. This is an improvement since the last inspection. Good use is made of visits out of school, like that to Science for Life and of the local environment to support work in science.

106 Provision for pupils with special educational needs is good. They receive good support in the classroom, which enables them to participate fully in science lessons.

ART AND DESIGN

107 The standard of work throughout the school is what you would typically see from pupils of their age. Only a limited number of lessons were observed and the judgement is mainly based on evidence from teachers' planning, pupils' work on display and in sketchbooks, and photographs.

108 Pupils are acquiring and consolidating skills and techniques as they move through the school. Teachers are good at giving pupils the opportunity to work with a variety of media, tools and techniques to communicate their ideas and feelings. Younger pupils learn about mixing colours and how to make shades within these colours. They then use these shades to create effective patterns using different techniques and their final work is displayed well to give them a sense of achievement. Year 2 pupils frame small sections of a whole picture and carefully reproduce what they can see.

109 Year 3 pupils are given challenging tasks and through their enthusiasm and the teachers' skilful development of the ideas, pupils achieve drawings which have energy. However, many lack the basic skills of perspective and proportion. The good teaching provides effective feedback and guidance and pupils are gaining confidence. Year 4 pupils create pictures about the weather using chalks, charcoal and pencil for different effects. For example some use a smudge technique to create mist and fog while others do line pictures and shade with their pencils.

110 Many art projects are linked to work in other subjects. Year 2 pupils study the Isle of Struay in geography and co-operate as a class to produce a lovely picture of the island showing its geographical features while at the same time use a variety of techniques learned during art sessions. They use a computer programme to create pictures of fireworks. Year 3 pupils copy the mosaic designs they see while looking at pots in history.

111 Pupils are given the opportunity to study the works of other artists including those from around the world and produce effective pictures, such as those entitled 'Out of Africa'. Recently the school exhibited a good range of pupils' work in the nearest town, and this was shown on television. This exciting experience provided pupils with an understanding of how an artist may feel at seeing their work in the public arena and broadening the pupils' perceptions of how the world beyond school functions.

112 Since the last inspection, the planning which provides an overview of how the whole school will develop the subject, has improved and now national guidance is used effectively. It is a recent introduction and has not yet impacted on pupils throughout the school so that there are gaps in some pupils' knowledge. There has been some monitoring of the subject but this has not yet produced changes in provision.

DESIGN AND TECHNOLOGY

113 The standard of work throughout the school is what you would typically see from pupils of their age. Only a limited number of lessons were observed and the judgement is mainly based on evidence from teachers' planning, pupils' work on display, and photographs. This indicates an appropriate range and variety of work, including the teaching of relevant skills. The pupils make models with a variety of materials and learn different ways of attaching things and making them move. They learn about the preparation of food and the importance of hygiene.

114 Younger pupils are able to create a design for a toy box and the majority take some account of symmetry with both the shapes and colours they use. A significant minority start

well but lose concentration as work proceeds. Most pupils are able to follow instructions when working in small groups and make a pop up toy to protrude from the top of their toy box design. They are able to use scissors correctly to cut out and join card with glue. Year 2 pupils follow instructions and use templates to make puppets of clowns, snowmen, and ghosts. They colour and cut out clowns from card and fasten the moving joints with paper fasteners effectively. They create ghosts and snowmen from felt and stick them together with glue. They are encouraged to use the correct vocabulary and are aware of what is required when they are asked to plan and design. However, the tasks they are given are too prescriptive.

115 Year 3 design photograph frames, considering the kind of photograph they want it to hold and who will use it. Year 4 link their work with their science and use the knowledge they have gained about electrical circuits to make a casing for a source of light. They cut and measure appropriately. There is insufficient rigor in their evaluation and adaptation of their products. Pupils throughout the school enjoy food technology. Younger pupils make porridge and fruit salads and older pupils design fillings for sandwiches.

116 Standards have improved since the last inspection. Recently, teachers have begun using the national guidance to plan for the requirements of the National Curriculum and this has directly impacted on both the provision and standards. However, the school still needs to improve teachers' subject knowledge and develop pupils' skills more systematically and to a greater depth.

GEOGRAPHY

117 No lessons were observed in geography and there was limited availability of written work but from discussions with pupils and teachers, standards are as expected from pupils at the age of seven. In Key Stage 2 it is not possible to judge achievement. There has been improvement in planning since the last inspection because the school has adopted the nationally produced guidelines in geography.

118 There is good display for the younger classes showing the worldwide travels of Barnaby Bear. Locations include India, Turkey, the United States and Europe. Opportunities are taken to draw to pupils' attention the customs and religions of different nations, thereby extending their knowledge of cultural issues. In Year 2, pupils are studying geography through the stories based on the fictional island of Struay. There is a very attractive and helpful display that invites pupils to answer questions about Scotland and its physical features to give them an idea of technical terms such as mainland, glens and lochs.

119 In Year 3 pupils draw plans of their locality using symbols and a key. They also are able to consider why buildings are located in particular areas. For instance, they chose a new site for a playground based on available space and looking at other features of the school grounds. It was not possible to make a judgement on teaching and learning.

HISTORY

120 It was possible to observe only two lessons in history during the inspection, both in Key Stage 1. Standards remain much as they were in the last inspection. Attainment and progress are satisfactory at this key stage, but there was insufficient other evidence available to support a judgement about standards in Key Stage 2. The school's planned programme of work in history is ensuring that pupils make satisfactory progress in extending their knowledge of the past. Their ability to discuss various aspects of the past and topics in history they have studied and to communicate their knowledge and understanding orally is

better than their written work suggests. Overall however the standard of their attainment is in line with that expected of pupils of their age by the time they reach the end of Year 2.

121 Young children learn appropriate words to describe or compare past and present. In Key Stage 1 pupils are introduced to relevant aspects of the past through stories of famous men and women, like Grace Darling for example, in which there is an appropriate emphasis on the continued acquisition of appropriate historical vocabulary. By the age of seven, pupils can explain why Grace Darling was important and they understand that hers was a great achievement for a woman at that time. Pupils learn to understand how things have changed over the recent past and some good work has been done in promoting this understanding using toys. Pupils are beginning to understand chronology at this stage.

122 Teaching is good in Key Stage 1. Lessons are well planned and prepared and activities are designed so that all pupils have full access to them. As a result pupils' attitudes to history are good. They enjoy the opportunities created to participate in discussions and this contributes to their effective learning. Some of the methods used in lessons are very effective. In one lesson, Year 1 and 2 listened to a grandparent talking about toys when he was a boy. This approach to oral history, with a focus on toys, ensured pupils were fully interested and engaged in thinking purposefully about the past. The effectiveness of this approach accelerated learning very well. There was good use of artefacts to support pupils' learning. Such learning activities are made enjoyable and are very well organised so that pupils build up knowledge and understanding effectively. At other times good use is made of visits to sites and museums to further promote pupils' learning.

123 The curriculum is good. There has been discussion with the local middle school to ensure that the curriculum at Key Stage 2 is planned as a coherent whole. Both literacy and numeracy are evident in history work. Pupils have insufficient opportunities to use their ICT skills in support of their work in history. The subject makes a good contribution to social and cultural development through the study of different past cultures. For example, pupils in Year 4 learned about the Ancient Greeks in a manner that helped them to develop some understanding of a democracy. This has been effectively linked to citizenship and their own voting for the School Council.

124 The co-ordination of history is satisfactory. This has contributed to the improvement in the standards attained by pupils in Key Stage 1 since the last inspection and to the quality of the history curriculum at this key stage. However, there needs to be more effective management to promote the importance of this subject in Key Stage 2, to support planning, monitor teaching and learning and pupil progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

125 The standards of pupils' attainment are too low at the end of both Key Stage 1 and Year 4 when pupils leave the school and below those expected of pupils of their age. This is a consequence of the previous lack of resources and the limited opportunities provided for pupils to work with the computers noted at the time of the last inspection. While pupils acquire some basic skills, they have not yet been able to develop the full range of expected skills in this subject. Throughout the school pupils have had too few opportunities to work with the computers in other subjects; there is little evidence of their use of the computers in any of the pupils' completed work in Key Stage 1. The school is tackling this situation very positively however, with help from the EAZ.

126 There were very few opportunities to observe teachers and pupils working with the computers in Key Stage 1 during the inspection. Where they do work with the computers, pupils demonstrate their skills, showing they can load a program from within the computer,

manipulate it with the mouse and close down when finished. Their keyboard skills are not yet well enough developed however and as a result their progress is sometimes slower than it should be. Their learning was satisfactory in the one lesson seen, where they made progress in developing their understanding of the function of different keys on the keyboard.

127 Teaching of ICT varies across the school. This is because teachers have varying levels of confidence and skill in using the computers and because until very recently there have been insufficient computers available in the school. The school is taking steps to address these shortcomings. At the time of the inspection the school took delivery of a substantial number of new computers and further training has been organised for some teachers; the EAZ is also providing additional support and resources. Not all teachers are aware of the resources available in school however and this limits their ability to plan and teach ICT skills effectively.

128 The new co-ordinator has been in the school for only a very short time but is well aware of aspects for improvement and the subject is appropriately identified as a priority for further development. A great deal has already been achieved however in improving a subject which was poor at the time of the last inspection. The information and communication technology policy has been appropriately revised and this is now beginning to inform and support teaching and learning effectively. There has been an audit of staff training needs and these are gradually being addressed. As yet there is insufficient monitoring of teaching and learning in classrooms and of teachers' planning for the use of ICT across the curriculum, although some opportunities are planned to work alongside and support teachers who are less confident. The co-ordinator has rightly identified as a priority the need for assessment in ICT and the recording of pupils' progress.

MUSIC

129 It was possible to observe only a small number of music lessons during the week of the inspection. However, pupils throughout the school achieve satisfactorily in music; they respond well to the range of activities provided in their lessons and they sing well. Older pupils have the opportunity to learn to play the recorder. Good opportunities are provided to sing songs in other activities, like the French club for example.

130 In Key Stage 1 provision is made for older pupils to learn some basic rhythm patterns, which they practice effectively, using the names of animals. Pupils at this stage can keep a steady pulse. In a good lesson with Year 2 pupils, the teacher was able to guide her pupils to compose a song related to their work about Grace Darling in history. Younger children have good opportunities to explore sounds and to create sound pictures in response to a stimulus, as they did in a very good lesson in the Year 1 and 2 class. These pupils worked intently on their own group compositions and were able to play an autumn piece from a graphic score.

131 Pupils listening skills are effectively extended in Key Stage 2. In a good lesson with pupils in Year 3, the teacher was able to draw them into a discussion about how composers communicate things through their music. She made good use of Saint Saens' *Carnival of the Animals* to illustrate this. Pupils listened intently to the sections played and were able to offer some very good ideas to the discussion. The teacher was sensitive in her responses to pupils' ideas and helped them articulate what they had felt as they listened. In this lesson the pupils' learning was moved on well. Pupils' confidence was boosted by the teacher who was supportive, encouraging and skilful in helping them improve their listening skills. The lesson was extended at this stage as pupils were introduced to a range of basic percussion instruments and given time to experiment with the sounds they made. They then had a brief opportunity to use some of their ideas in composing their own pieces.

132 Teachers' planning indicates that all the elements of the music curriculum are included in the school's programme of work. The activities include singing with other children, using percussion instruments, composing and working with key elements of rhythm and pitch. Pupils have good opportunities to perform both in school and out in the community. Some opportunities are taken to enable pupils to listen to music outside their music lessons, when they enter the hall for collective worship for example. On these occasions the music heard often links to the theme of the service. An appropriate range of styles of music is included, although the opportunity is not always taken to provide pupils with information about the music they hear or to extend their skills of evaluation. Some teachers lack confidence in teaching music, but they work hard to overcome their lack of expertise and use a variety of recorded and other materials satisfactorily. In lessons teachers provide pupils with an appropriate range of musical experiences. Overall, the quality of teaching and learning in music throughout the school is satisfactory.

133 Leadership of the subject is good. The co-ordinator is enthusiastic about the subject, ready to advise colleagues on how lessons might be planned and organised. She is aware of the need to improve the quality of some of the resources for music.

PHYSICAL EDUCATION

134 The attainment of boys and girls is satisfactory overall. All aspects of the National Curriculum are planned for. Older pupils go swimming and the majority are successful.

135 Very effective teaching in Year 1 links the programme for dance with the topic on toys. Pupils make stiff strong movements and soft floppy movements to music while stationary or travelling across the floor. They enjoy the activity, and they behave well due to the very good relationships they have with the teacher. Good resources enable Year 2 pupils to perform physical actions miming opposites such as 'hello' and 'goodbye' to music.

136 Year 4 pupils are aware of the effects of exercise on their body. They curl and stretch while making jumps and have an appropriate awareness of the space available as they carry out their actions. They enjoy performing to one another and a small minority are able to make constructive comments which will improve future performance. Teachers make good use of time and questioning to check effectively on previous learning. Pupils recall that movements can be straight or curved, forwards, backwards or sideways. They have time to experiment and decide how to combine a sequence of movements at different levels from the floor.

137 The co-ordinator is new to the post and development of the subject is a future priority for the school. However, scrutiny of the planning and discussion with staff indicates that although a framework is in place it is not clear when pupils will learn specific skills and techniques. Accommodation is good and resources are adequate in quantity. Some of the apparatus used in gymnastics is large and it is not always suitable for the age of the pupils.

138 The provision has been maintained since the last inspection.

RELIGIOUS EDUCATION

139 The provision for the subject is satisfactory. Progress since the last inspection is good. The school now follows the guidance offered in the locally Agreed Syllabus, provides better coverage of topics, and standards have improved. Lessons observed show that pupils are attaining what the expectations set out in the Agreed Syllabus at both key stages.

140 In the younger classes, pupils consider the idea of being special and how celebrations

of special people are held. They compare their own birth with that of Jesus. This gives them some historical perspective of the stories in the Bible. In Year 2 pupils showed an understanding of the different faiths that exist. The teacher helped them to gain some empathy for aspects of the Divali celebration by singing a song about the festival of light and using effective visual stimuli such as lighting candles. Most of the emphasis in Key Stage 1 is on the oral elements of the subject where pupils show sound understanding. There is a limited range of writing beyond some fairly simple illustration of worksheets so that pupils' learning is rarely reinforced.

141 In Year 3 pupils have devised some interesting questions about the creation which shows that they have thought about the immensity of the idea. Several opportunities are given in the work set for pupils to gain spiritual insight. A play script based on the Moses story was well attempted but fairly brief. Pupils are not encouraged to develop their ideas in writing to any real extent. Pupils in Year 4 have recently visited the local church and are starting to understand some of the symbolism associated with the Christian faith. In a discussion following a viewing of a video programme about angels, pupils found it quite difficult to understand the symbolism intended. Higher attaining pupils were able to talk about the effect created by angels represented in stained glass windows. They also became quite animated in their recollections of seeing *The Angel of the North* sculpture. Some described the role of angels as the messengers of God.

142 The quality of teaching is satisfactory. Some of the lessons with older pupils lack impact towards the end after a bright start because the work for varied ability groups is not always well planned. There are good resources used to stimulate discussion in lessons but the written work set is often undemanding and relies quite heavily on simple work sheets. Religious education makes a good contribution to pupils' spiritual, cultural and moral development and helps them to think about their world. Teachers' knowledge of the subject is now more secure because they have a structured scheme of work to follow. The co-ordination of the subject is better than before and there is regular monitoring of the work undertaken.