

# INSPECTION REPORT

## **HUTTON HENRY PRIMARY SCHOOL**

Hartlepool

LEA area: Durham

Unique reference number: 114232

Headteacher: Mrs A Bradshaw

Reporting inspector: Mr G Brown  
21060

Dates of inspection: 14 – 17 February 2000

Inspection number: 900352

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hutton Henry Hartlepool
Postcode:	TS27 4RY
Telephone number:	01429 836219
Fax number:	None
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K L Joss
Date of previous inspection:	17/11/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
George Brown	Registered inspector	Mathematics	What sort of school is it?
		Science	How high are standards? a) The school's results and achievements
		Geography	How well are pupils or students taught?
		Music	How well is the school led and managed?
		Religious education	What should the school do to improve further?
		Physical education	
		Under fives	
		Equal opportunities	
James Griffin	Lay inspector	N/A	How high are standards? b) 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?
Jim Hall	Team inspector	English	How good are the curricular and other opportunities offered to pupils or students?
		Information technology	
		Art	

		Design and technology	
		History	
		Special educational needs	

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Inspection Quality Division  
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Alexandra House  
33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Hutton Henry is a small rural school with 62 pupils on roll aged from four to eleven years. Reception and Key Stage 1 pupils are taught in one class and there are 2 classes for Key Stage 2, one for pupils aged eight and nine years and one for pupils aged ten and eleven years. Pupils are drawn from the village and two adjacent urban areas. The school enjoys close links with the nearby Anglican Church. Approximately 14 per cent of pupils are entitled to free school meals, which is about the national average. Thirteen pupils are on the school's Register of Special Educational Needs and one has a Statement of Special Educational Need. No pupil speaks English as an additional language. Attainment on entry is broadly average. Most children have a period of nursery education before entering full-time schooling, usually in the autumn term of the school year in which they are five. At the time of the inspection, there were six children under five years old.

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

Hutton Henry is a popular village school that serves its community well. Children are happy to come here and most achieve broadly average standards whilst making satisfactory and sometimes good progress. The school has undergone much change in recent times and is now in need of consolidation and further development. The changes made most recently have helped to make this an increasingly effective school that gives sound value for money. There are strengths within teaching and the quality of leadership, and these continue to be of considerable significance as the school seeks to raise its standards still further.

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

- Standards in reading and science are above average at both key stages.
- Much of the teaching is good and some is very good.
- The school is well led by senior staff and this increases the quality of learning experienced by the pupils.
- Attitudes to learning are consistently good and pupils are well behaved in class and around school.
- School is a harmonious place for learning with very good relationships in evidence.
- Attendance levels are well above the national average.
- There are very effective procedures for monitoring and supporting pupils' academic progress.
- The school has effective links with parents.

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

- Standards in pupils' creative writing need to be improved at Key Stage 2.
- All pupils, but particularly those at Key Stage 2, need to apply their skills and understanding of mathematics to help solve everyday problems.
- The school currently lacks an integrated, whole-school approach for the promotion of pupils' personal and social development.
- The school needs to rationalise and consolidate what it has achieved, declare its next set of priorities and ensure it has the agreed means of monitoring and evaluating its future performance.

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

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

When it was last inspected in November 1997, the school was judged to have serious weaknesses within its management, Key Stage 1 teaching and organisation of the curriculum. Good progress has been made since that time and the quality of education and pupils' standards have improved considerably. The new headteacher is providing clear educational direction for future improvement and school development. The school has many new systems and procedures in place that support the learning of the pupils and which have begun to raise standards further. The quality of teaching at under five and at Key Stage 1 has improved considerably and pupils now make a good start to their schooling. The curriculum is better organised, with teaching and learning well supported by the introduction of recent policies and improved schemes of work. There are now good procedures in place for the assessment of pupils' work and the results of assessment are used satisfactorily to plan the next phase of teaching and learning. There has been a gradual improvement in the range and quality of learning resources. While many systems and policies have yet to be fully implemented and

then evaluated, there is strong justification in judging that the school is on a secure footing for further self-improvement.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	E	C	C	well above average    A above average        B average                    C below average         D well below average    E
Mathematics	E	C	D	E	
Science	A*	A	A	A	

Standards at Key Stage 1 are broadly average, although pupils do particularly well in reading which is a curriculum strength of the school. Results in English and mathematics at Key Stage 2 have fluctuated year on year. The main reason has been the nature and size of the group of pupils taking the end of key stage tests. In 1999, 12 pupils took tests at the end of Key Stage 2, this year there will only be three. With such small numbers, the analysis of significant trends in attainment can be somewhat flawed. The performance of only one pupil can have a tendency to distort the statistics either way. For example, the low score in mathematics compared to similar schools, was partly due to the presence of a relatively high proportion of pupils with special educational needs who experienced particular difficulty with mathematical concepts and practice.

Over the period 1996 to 1999, the trend in the school's average National Curriculum points for all core subjects at Key Stage 2 was broadly in line with the national trend. The consistently high standards in science are due to the specialised teaching available to all pupils in the key stage. The inspection confirmed this particular trend in science and other judgements indicate that standards in English and mathematics are in line with the national average. Standards in all other National Curriculum subjects and in religious education are in line with the national and local expectation. The school has set appropriate and sufficiently challenging targets for future attainment in the core areas at both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Consistently good, particularly the pupils' response to learning in the classroom. Strong Christian values are carefully woven into school life.
Behaviour, in and out of classrooms	Good, reliable behaviour contributes significantly to pupils' learning. The school is a harmonious place.
Personal development and relationships	Relationships throughout the school are very good. Sound attention is given to the personal development of all pupils.
Attendance	The attendance rate is very high with low figures for unauthorised absence. The school day starts promptly and efficiently.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
25 lessons were seen in total	Good	Good	Satisfactory overall and often good

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

Some 64 per cent of all observed teaching was good or very good. The quality of teaching of pupils under five and at Key Stage 1 is good overall. Teaching at Key Stage 2 is satisfactory overall, but with strengths at Years 3 and 4. A very small amount of unsatisfactory teaching occurred at Key Stage 2. The teaching of literacy and numeracy has been given high priority and is generally good, particularly at Key Stage 1. The teaching of reading is good throughout the school and science is taught well at Key Stage 1 and very well at Key Stage 2. There are no subjects where teaching is less than satisfactory, although some areas of the curriculum could not be observed at a particular key stage during the inspection period. The strength of the most effective teaching is centred on very good planning and on teachers' good subject knowledge. The management and organisation of the pupils is also a considerable strength at Key Stage 1 and at the lower part of Key Stage 2. Pupils learn well because of the good teaching and through their own levels of enthusiasm, efforts and concentration. Pupils' needs are well met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory provision and meets statutory requirements.
Provision for pupils with special educational needs	Satisfactory overall. Pupils' needs are well identified and they make the expected rate of progress set against their previous learning.
Provision for pupils' personal growth, including spiritual, moral, social and cultural development	The provision is satisfactory overall although there are strengths within spiritual and social development. The school is rightly looking to establish a more integrated approach to personal development aimed at the growth and development of the whole child.
How well the school cares for its pupils	Staff provide a secure and caring environment for learning to occur. The welfare of pupils is given high priority. Child protection measures need to be more formalised.

The curriculum has been undoubtedly strengthened by the introduction of updated policies and schemes of work. It is broad and balanced for all pupils and ensures there is sound, progressive learning. The range of extra-curricular activities is satisfactory for the size of the school. There are good links with parents and effective partnership occurs. Parents' views of the school are very positive.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led, particularly by the headteacher and the second-in-charge. There is a strong commitment to improve standards and to correctly identify the priorities for school development.
How well the governors fulfil their responsibilities	Governors are committed to positive involvement and helping to raise standards among the pupils. They meet their statutory requirements and fulfil their responsibilities satisfactorily.
The school's evaluation of	An area for some improvement. The school has many new measures,

its performance	policies and systems in place. These now require consolidation and evaluating to ensure future targets are met and the development of the school continues on a firm footing.
The strategic use of resources	Satisfactory overall. Financial resources in particular are well used and effectively monitored.

Within management there is now a shared commitment to improvement and a good potential to succeed. There is a satisfactory match of teachers and support staff to help meet the needs of the pupils and the demands of the curriculum. The accommodation is sound and well used by staff to create an attractive place for learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Academic standards have risen since the previous inspection particularly in English and mathematics.</li> <li>• Pupils make at least satisfactory progress.</li> <li>• Children are well known and their needs are met.</li> <li>• Pupils are proud of their school and their own achievements.</li> <li>• Pupils develop a keen sense of respect and consideration for others. Relationships and behaviour are very good.</li> <li>• Homework is a positive feature in all year groups.</li> <li>• The new headteacher has made positive improvements in leadership, ethos and wider community links.</li> </ul>	<ul style="list-style-type: none"> <li>• Although improved, some parents would like to see a wider range of extra-curricular activities.</li> <li>• Some classes need to send out more frequent information about what pupils are expected to know and learn.</li> <li>• Advance information about topics in the curriculum would help strengthen partnership in learning.</li> </ul>

The inspection findings confirm many of the positive points made here by parents. The range of extra-curricular activities is about average for a small school and for where a significant number of pupils are drawn from outside the catchment area, resulting in some travelling difficulties. The inspection team agrees that parents could be usefully supplied with more information about half-termly topics and the school is looking to increase and standardise what it makes known.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. By the time they are five, the great majority of children achieve the standards anticipated for their age in all areas of learning. The majority enter school with broadly average attainment and make satisfactory progress as part of the Key Stage 1 class. The school's provision made for young children has improved considerably since the last inspection and they are able to develop the early essential skills in literacy and numeracy in particular. Standards in personal and social development are good with children benefiting from a wide range of experiences, some of them with older pupils. By the time they are five, children's skills, knowledge and understanding are average in relation to literacy and numeracy, creative and physical development and knowledge and understanding of the world.
2. The results of the 1999 Statutory Tests for pupils at the end of Key Stage 1 indicate that pupils at the school scored well above the national average in reading and mathematics and above the national average in writing. Pupils also scored above average in comparison to similar schools. Based on teacher assessments, pupils scored in line with the national average in science. The percentage of pupils reaching Level 3 in reading, writing and mathematics was particularly high and a strength of the group's overall attainment. However, it must be remembered that only 9 pupils took the tests and the size of the cohort can distort aspects of attainment. Over the past four years, standards in core subjects have fluctuated but have generally remained above the national average. The inspections findings confirm that standards in reading and science are high and that those in writing and mathematics have several strengths, but are broadly in line with the national average.
3. The adoption and practice of the Literacy and Numeracy Strategies is helping pupils to consolidate and extend many of their basic skills. Pupils are generally secure in their listening and speaking skills and talk with confidence about their work, views and suggestions. By the end of Key Stage 1, most pupils are adept in reading a wide range of stories and other texts. In one lesson, many showed well above average understanding of the nature of fiction and non-fiction texts. Stories and other accounts are generally well written, are of reasonable length, and include spelling, grammar and sentence structure at a level appropriate for the age of the pupils.
4. By the time they are seven, pupils have a good grasp of basic number and show average ability to work mentally, for example in the rapid recall of number bonds and their number tables. Pupils are also adept at addition in its various forms, but are less secure with the interpretation of data and how to express this in simple graphic form. Most know the importance of place value and have a sound understanding of the properties of many basic shapes. Much of the recent work undertaken in investigational science has introduced pupils to the concept of setting up a fair test and this has complemented former strengths in their knowledge and understanding of topics such as the human body and the nature of moving air.
5. Standards in all other subjects, including religious education, are in line with the national or local expectation. No physical education or music was available for direct observation so it was not possible to make a precise judgement in these areas, although these subjects are planned well and clearly enjoyed by the pupils. In religious education, pupils have a satisfactory knowledge of the stories and miracles of Jesus and show good understanding of signs and symbols, for example of the nature of Christian baptism. Their range in artwork is not extensive, but most pupils have appropriate skills, for example when producing self-portraits or making models from junk materials. In geography, they draw accurate maps to show their knowledge of their immediate locality, while in history, a majority show good use of language and a growing sense of chronology, for example when examining old and new toys. Computer skills are at the level anticipated for a majority of pupils at the end of Key Stage 1.
6. The results of the 1999 Statutory Tests for pupils at the end of Key Stage 2, indicate that standards are broadly in line with the national average in English, but below the national average in mathematics. Standards in science have been consistently good in recent years and in 1999, pupils' results were very high in comparison to the national average. When compared to similar schools, pupils' results are well below the national average in

mathematics, in line with the national average in English and very high in science. Comparisons with similar schools are based on threshold levels of pupils entitled to free school meals and this distribution does not always provide a good basis for comparison. In addition, the very small cohort of pupils taking the tests in 1999 (twelve in total), included a significant number with special educational needs. The performance either way of just one pupil has a tendency to distort the value of comparisons.

7. A more useful guide is to examine the end of Key Stage 2 attainment over time. During the period 1996 to 1999, the trend in the school's average national curriculum points score for all core subjects, was broadly in line with the national trend. This was confirmed by the results of inspection, which found that standards in English and mathematics were broadly average, while standards in science were above the national average.
8. Pupils make satisfactory progress with their speaking and listening skills and reach those standards expected for pupils at the end of Key Stage 2. They show signs of being able to debate and are relatively confident when sharing their views or discussing the outcomes of their class work. In reading, pupils' standards are above the level expected for the majority of eleven-year olds. A particular strength is their ability to recognise and use non-fiction. Most pupils have good strategies for tackling unfamiliar words and phrases and understand characterisation and why certain authors such as Roald Dahl appeal to them. Standards in writing are in line with the national average, but there are relative weaknesses in creative or imaginative writing. While pupils have a satisfactory grasp of grammar and spelling and present their work tidily and at reasonable length, much of their written work lacks flair and imaginative vocabulary. Some of their creative writing is, as a result, relatively flat and uninteresting although grammar and syntax are sound. The Literacy Strategy has helped extend the reading and grammatical skills of pupils, but done less well in terms of their extended writing.
9. In mathematics, Year 5 and 6 pupils have average to good mental skills and are relatively adept with addition and subtraction. They are less secure with other operations such as division, and often fail to understand the relationship between, for example, multiplication and division. Standards of presentation are inconsistent and can lead to inaccuracies. Pupils show a satisfactory understanding of a good range of topics including angles, shape, time, perimeter and area. Some of the work is repetitive in nature. Pupils have limited experience in data handling and information technology is used insufficiently to extend learning and understanding. Much of the work using large numbers is good. However, a weakness among upper Key Stage 2 pupils, is their uncertainty in the use and application of mathematics to solve everyday problems. More time for this aspect of mathematics has to be found.
10. Standards in science are above average, particularly in relation to the pupils' use and understanding of investigative work. For example, Year 6 pupils designed a series of complex experiments to test and record the elasticity and waterproofing of several materials and arranged their recorded work in a mature way. Pupils' understanding of a wide range of topics is often well above the level expected for their age. In information technology, pupils display an appropriate range of experiences and make satisfactory progress in most aspects of their work. A lack of software inhibits the support they can bring to the rest of the curriculum, but most pupils are confident with the language of the computer and perform with confidence an appropriate range of operations.
11. In religious education, pupils reach the local expectation by the end of Key Stage 2. Pupils' knowledge of stories and events in the Bible is particularly strong and their spiritual development is extended through reflective lessons designed to let them explore the values and beliefs of others. Some particularly good work is undertaken in other religions such as Sikhism and Hinduism. Compared to some other subjects, pupils' written work in religious education is good and is evidence of the wider and imaginative use of literacy across the curriculum.
12. Standards in all other subjects at Key Stage 2 are broadly average, although little work was available for observation in music, physical education and design and technology. In music pupils sing tunefully and maintain simple rhythms on a range of instruments. A handful of pupils play the flute. In Years 3 and 4, pupils make a combined study of symmetry using mathematics and art and the results are accurate and pleasing. In geography, pupils' interpretation of maps is below average but most show good understanding of the intricate stages a river goes through from source to mouth. In physical education, pupils achieve well in

swimming and show an enthusiasm for succeeding in games, despite some lack of opportunities in competitive sport.

13. Pupils with special educational needs make sound progress set against their previous learning and develop skills and understanding in keeping with their individual educational plans. Pupils throughout the school make sound progress overall and their achievements are mainly at the level expected for their age and circumstances. The great majority of pupils respond appropriately to the demands made on them and make satisfactory gains in their skills, knowledge and understanding as they move through and between each key stage.

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

14. Pupils' attitudes to school are consistently good. They are proud of their school and enjoy attending, a fact confirmed by parents. Pupils show interest in their lessons and most settle positively to their work and without delay. Children under-five are quick to accept the routines of school life and make good progress with their personal and social development. In all year groups, most pupils listen attentively and are comfortable answering and asking questions of their teachers. When engaged in practical activities, in particular, pupils show good concentration and perseverance. During literacy and numeracy hours, pupils work well in their groups while the teacher is working with other pupils. Parents state that pupils' are proud of their achievements in English and particularly in science, with many coming home keen to do more experiments. Pupils with special educational needs show good attitudes to learning. They work hard and enjoy the extra individual help they receive. The clear and consistent approach of teachers to behaviour and classroom routines provides pupils with a secure base from which to develop their liking for school and interest in learning.
15. Behaviour in classrooms, during lunchtime and playtimes is good. In lessons, almost all pupils are well behaved. Prior to working in groups, pupils routinely form orderly queues and move about without running or jostling. Many pupils hold doors open for visitors and for each other. During the inspection, the behaviour of pupils at lunchtime and playtimes was good. There was no sign of any bullying, racism or sexism. Pupils, however, confirm that rare incidents of bullying or other anti-social behaviour do occur in the playground. Pupils are also clear that they would inform adults in such an event. There were no exclusions in the previous school year which is typical. Based on questionnaire responses, parents are very positive about pupils' behaviour. The good and reliable behaviour of nearly all pupils helps create a good atmosphere for learning. Pupils take good care of property and resources and help keep the school in attractive condition.
16. Relationships between adults and pupils and among pupils are very good. Adults in the school act as very good role models. Teachers value pupils' work and effectively praise effort and good work. The pupils respond in a positive manner. Pupils show caring and consideration towards each other and adults in the school community. Most pupils work well in pairs and small groups and are able to collaborate more successfully as they move through the school. Pupils with special educational needs are fully integrated into lessons and playtimes
17. Pupils' personal development is satisfactory overall. By Year 2, most pupils are comfortable expressing their opinions in a supportive atmosphere where other pupils listen and wait their turn to speak. Pupils show respect for rules and other children and some are involved in making rules for their classroom and the playground. Pupils respond well to the opportunities to help and take responsibility in the day-to-day running of the school. For example, Reception pupils tidy up and help hang things on the walls of their classroom. Year 3/4 pupils take turns as half termly table monitors, handing out materials and tidying up at the end of lessons. Year 6 pupils hand out the milk at breaktime. Pupils compete in the inter-parish sports and a few football matches, thereby developing discipline, personal application, team spirit and a sense of fair play. Parents confirm that pupils show good levels of responsibility on educational visits. The school has yet to establish an integrated approach towards the personal development of pupils.
18. Attendance is very good. The attendance level is well above the national average and has risen in recent years. Unauthorised absence is very rare and well below the national average. Punctuality is very good. Pupils come to school on time and settle to their work promptly and calmly. This contributes positively to pupils' progress.

## HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. During the inspection, out of 25 observed lessons, 64 per cent of teaching was good or very good and four per cent was unsatisfactory. Some very good teaching occurs at both key stages and in several subjects. There are strengths in the teaching of information technology at both key stages. The teaching profile in general, particularly at Key Stage 1, has improved considerably since the previous inspection and continues to have a very positive influence on the quality of learning experienced by the pupils.
20. Teaching for the under-fives is mainly good. Considerable thought has been given as to how the very youngest children can best be served in a relatively large single Key Stage 1 class that includes pupils in the age range four to seven years. As a result, the children's work is very carefully planned and their day well structured. During the morning in particular, the children are partly taught as a discrete group, where there is considerable emphasis on all the areas of learning expected for this age-group. The actual activities are shared between the teacher and the part-time nursery nurse. As children mature and their skills increase, the work they undertake is gradually centred on that more typical of pupils at Key Stage 1.
21. There is particularly good provision for literacy and numeracy and the early skills in these subjects are well taught and consolidated. Staff also provide well for creative and physical activities, carefully building on children's pre-school skills and experiences. Through working in a small group, the listening and speaking skills of children are well addressed and assessed. For example, in an exercise in which the children had to recognise doubles on dominoes, there were many useful opportunities to talk and to discuss freely what they found hard or easy about their work. Overall, the quality of teaching enables children to reach and sometimes exceed the expected standards by the time they are five.
22. The quality of teaching at Key Stage 1 is good and some very good practice was observed. The weaknesses expressed in the past report have now disappeared and been replaced by many emerging strengths. Planning is consistently very good at this key stage and the teacher shows good subject and curriculum knowledge in the detailed plans she produces. Expectations are also good, both in relation to pupils' behaviour and attitudes, as well as to the quality of work anticipated from the entire class. For example, during a literacy lesson, pupils were expected to discuss the differences between fiction and non-fiction texts and then to explore and comment on a range of texts themselves, whilst the teacher focused on a small group in another area of the classroom. A further strength of the teaching at this key stage is the organisation and management of the pupils. Activities are well prepared so that there is real pace and challenge to the learning, with few opportunities for pupils to be off task. There is also a very good work ethos, with a strong sense of teamwork among the various adults who work alongside the pupils. Ongoing assessment is used satisfactorily to help prepare the next stage of learning and teaching.
23. Teaching at Key Stage 2 is satisfactory overall, but there are notable strengths in the teaching of pupils in Years 3 and 4. As at Key Stage 1, lessons in both Key Stage 2 classes are well prepared and resources used imaginatively and with good effect. In Years 3 and 4, the pace of learning is particularly good and several opportunities are given for pupils to set their own targets and work towards them. The work is well matched to the particular learning needs of the pupils, enabling them to work at their own speed and point of understanding. In a particularly good numeracy lesson in Class 2, pupils were challenged to work with large numbers and to find different ways of adding these together. During the session, the quality of pupils' learning was heightened by the pace, resourcing, class management and subject knowledge shown by the teacher.
24. Teaching in the upper half of Key Stage 2 is satisfactory overall and there are strengths in planning and general resourcing. Learning opportunities are many and the work environment is well laid out and attractive. On the few occasions where the general pace of learning is slower than it should be, a small minority of pupils becomes restless and this momentarily distracts the teacher from the learning needs of the majority. In all classrooms, the positive quality of the working relationships leads to sound and frequently good teaching.
25. Pupils with special educational needs are generally taught and supported well, ensuring they make at least satisfactory and sometimes good progress set against their previous learning

and achievements. Individual educational plans are well addressed and pupils are made to feel good about their achievements and enthusiastic about their efforts. Careful records are kept of their ongoing progress. Effective use is made of careful questioning in Years 3 and 4 that challenges pupils well. Pupils are mostly taught within their class groups, with pupils withdrawn occasionally for extra support. Teachers provide sound information to special needs support staff and close co-operation is evident in the planning of work.

26. The quality of teaching in literacy and numeracy lessons is frequently good, particularly at Key Stage 1 and in the lower part of Key Stage 2. In all classrooms, there is good emphasis on reading skills and on sound grammatical structure. Presentation and accuracy of work is usually of good quality as a result. In numeracy, pupils are given good opportunities to develop their mental skills but there is too little teaching emphasis on the use and application of mathematics in a wider setting. In information technology, all teachers are secure in their approach to and understanding of the subject and within the limits of the current resources, teach the basic skills of IT well, using the subject where possible to strengthen pupils' knowledge and understanding in other areas of the curriculum.
27. The teaching of science is also a strength, particularly at Key Stage 2 where a single teacher, the science co-ordinator, is responsible for all science teaching with junior pupils. This works well and the resulting quality of learning in all observed lessons was very good. The teaching of religious education works in a similar way at Key Stage 2 and pupils' learning is well consolidated and then extended. The teachers' subject knowledge is an important strength in both these areas of the curriculum. Homework is set regularly in these and other subjects and used satisfactorily to extend pupils' learning.
28. It was not possible to see enough teaching in music, physical education and design technology at Key Stage 1 in order to make an informed judgement about its quality and impact on pupils' learning, but in all other subjects the teaching was judged to be good and consistently effective. At Key Stage 2, the foundation subjects are taught satisfactorily and frequently well in Class 2.
29. In all classrooms, teachers are acutely aware of how pupils learn best and, in most lessons, they use an appropriate range of methods and strategies to ensure pupils make sound and frequently good progress. In Years 3 and 4 in particular, pupils apply considerable intellectual, physical and creative effort in their work and good learning and progress occurs regularly across a range of subjects. In all classes, pupils are regularly asked to reflect on their own efforts and to assess what they have learned and how standards could be further improved. This is best seen at Key Stage 1, where the targets and anticipated lesson outcomes are shared with pupils at the outset and then again at the end of a session, so that they can judge and understand their own learning and progress.

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

30. The school meets statutory requirements for the provision and teaching of all subjects in the National Curriculum, religious education and sex education. The curriculum is broad and balanced and all pupils are given equal opportunities to study all aspects of the National Curriculum. The provision made for children under five is satisfactory overall and is correctly centred on the areas of learning expected for the age of the children.
31. Significant improvements have been made since the last inspection in planning schemes of work in all subjects. The school has adopted the National Literacy and Numeracy Strategies and developed sound planning in both the medium and long term, for English and mathematics. The importance of progressive learning across the school is now better addressed in the schemes of work and policy documents, for example by introducing a 2 year planning cycle. Teachers' day to day planning is good in these subjects and provides detail of activities, objectives and those strategies that focus well on pupils' needs. The shortcomings identified in the last report at Key Stage 1 have been fully addressed. Policies and planning in all other subjects are sound and good in science and information technology. The school has useful policies for sex education and drug misuse. The policies for personal, social and health education, however, are currently underdeveloped and do not reflect a whole-school approach that is sufficiently centred on pupils' needs.

32. The school meets the curriculum requirements of all pupils on the special needs register. There have been substantial improvements made in the consistency of approach to individual education plans for pupils with special educational needs. These are now more detailed and include language and motor skills targets, and the school seeks to encourage parents to discuss these plans both formally and informally with a view to giving support in the home. Pupils on the Register for Special Educational Needs are regularly reviewed with the inclusion of outside agencies as appropriate. However, the systematic testing needed to provide further structured programmes, is currently underdeveloped. Support for pupils with special educational needs in the classroom is sound with the work and activities matched to ability.
33. The provision made for extra-curricular activity is sound. There is a craft club, maths club and football training. These activities are well supported given the size of the school and the fact that a large proportion of pupils travels by bus from the surrounding area.
34. The school makes good provision for the spiritual, moral and cultural development of its pupils. Pupils are encouraged to reflect on spiritual matters through class discussions and religious education, which helps make a significant contribution to their spiritual development. Pupils in Years 1 and 2 discuss the meaning of friendship with the teacher and reflect upon giving as well as receiving. Acts of Worship play a particularly important part in pupils' spiritual awareness when led by a local vicar as well as the headteacher. Pupils are provided with many opportunities for reflection through prayer and quiet moments.
35. Sound provision is made for pupils to develop moral awareness and a growing sense of right and wrong through the behaviour policy as well as discussion and stories in class and during assemblies. Pupils help to develop playground rules both as a whole school and in classes. These rules are printed and displayed for all to see.
36. Provision for pupils' social development is good. The school encourages older pupils to take responsibilities such as lunch and milk duties. Good collaboration is evident when pupils work together in groups during literacy and numeracy lessons. The local vicar and police visit the school for talks and discussions, which increases pupils' awareness of social issues. The size of the school has helped to develop a community ethos, which is evident in the way that everyone can share an individual's success or sadness.
37. Pupils are encouraged to appreciate the diversity and richness of other cultures in a variety of ways. In religious education, pupils in Years 3 and 4 study Sikh symbols and artefacts, developing an insight into the way of life, while older pupils are provided with the opportunity to contrast their own community with others in differing geographical locations. Art and music form a satisfactory part of cultural development.

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

38. Procedures to promote and ensure pupils' well being are good. Pupils are encouraged effectively to be sensible, to help, share, take turns and to respect and care for others. This leads to a calm and supportive atmosphere in school and has a positive effect on pupils' learning. The strengths identified here are similar to those reported during the previous inspection. Pupils confirm that they are well cared for if they are ill or otherwise distressed. Parents state that their children learn about the importance of good relationships and respect for others. As a result, there is a real sense of school community based on shared values. School has effective arrangements for induction to Reception and other classes. Year 6 pupils, who mostly transfer to the local comprehensive school, are well supported.
39. Procedures to ensure pupils' health and safety are satisfactory overall. The health and safety policy adequately defines responsibilities in school. Members of the governing body's premises committee do regular visual inspections and report any issues to the headteacher. Teachers make pupils aware of health and safety issues in practical lessons, such as physical education and science, thereby contributing to the development of a safety conscious attitude among the pupils.
40. Child protection procedures are unsatisfactory. There is no school based policy and there is no advice for staff in the handbook or for parents in the school prospectus. The headteacher is the

designated staff member, although there is no trained deputy. The school's arrangements are generally known to staff. Pupils get appropriate opportunities to develop an adequate understanding of these matters in assemblies and in classroom discussions as part of their personal and social education.

41. Procedures to monitor and promote good behaviour and discipline are good. As a result, the school's ethos provides good conditions for pupils' learning. A clear policy is applied consistently across the school. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils have responded positively. A clear range of rewards are in routine operation. In lessons, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. For the very few pupils with significant behaviour difficulties, parents and outside support services are effectively involved. Individual behaviour plans are put in place until behaviour improves. The lunchtime organisers effectively report any behaviour incidents or accidents to teaching staff. There is however no bullying policy or a register of such incidents and this is an important omission. However, pupils and parents confirm that staff take a serious view of bullying incidents and that these are rare. Pupils are also well acquainted with this issue through assemblies and class discussions. Pupils confirm that they are comfortable when informing adults, if either themselves or friends are subject to bullying or any other antisocial behaviour.
42. Procedures to monitor and improve attendance are good. Registers are fully completed. Weekly and monthly summary information is compiled and shared with the Educational Welfare Officer. Parents are clear on the need to inform school when pupils are absent.
43. The educational and personal support and guidance given to pupils is good overall. The arrangements to monitor and support pupils' academic progress are very good. Teachers have a very good understanding of the main strengths and areas for development of individual pupils in English, mathematics and science. This information is shared very effectively with parents and frequently with pupils in the form of clear and regular targets.
44. Procedures to support pupils' personal development are satisfactory although the school lacks a whole-school approach to personal development. Good work and attitudes are celebrated in weekly assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. The assemblies also provide pupils with good opportunities to reflect on the lives and needs of others. Class teachers, well supported by the headteacher, provide support to pupils who are experiencing difficulties at home or at school. In this respect, the school operates like a large, supportive and extended family. Pupils with special educational needs are well supported. Their needs are identified at an early age and good programmes are built in to support them and extend their progress wherever possible.
45. Assessment procedures are good and reflect a significant improvement since the previous inspection. Since that time, the school has identified an assessment co-ordinator and a substantial amount of work has been done on building effective procedures for assessment. For each cycle of topics within the curriculum there is an assessment grid, and assessment is now built in to the planning stage in each subject area. The school also maintains a portfolio of pupils' work, giving teachers a closer understanding of the National Curriculum levels of attainment. The tracking of some pupils in Years 1, 3 and 5 through into Years 2, 4 and 6 who are assessed against targets, increases the teachers' understanding of levels of attainment

against national standards. Pupils are now assessed more regularly and systematically as a guide to their attainment and learning potential. The results of assessment are also applied more successfully and rigorously to the next stage of teaching and learning.

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

46. The partnership with parents makes a good contribution to the quality of education provided and the standards achieved by the pupils. Since the previous inspection, there has been a significant improvement in the partnership's impact on pupils' learning. Good quality information to parents on the progress of their children and the good use of homework, now provide very effective support for pupils' learning, in all year groups.
47. About two thirds of parents replied to the questionnaire and a quarter of parents attended the parents' meeting. Parents are very positive about what the school provides and achieves. They feel comfortable approaching school with questions or concerns. Parents consider that the school is well managed, has high expectations, helps pupils become more mature and responsible and teaching is good. Almost all parents confirm that pupils like school, behave well and make good progress. A small minority, based on the questionnaire returns, do not feel well informed about pupils progress or that school works closely with parents or that that pupils get the right range and amount of homework. A significant minority do not think that school provides an interesting range of activities outside lessons. Judgements on their views are reported in the summary and, as appropriate, throughout the report.
48. The quality of information provided for parents is very good overall. Information on pupils' progress is very good. Pupils' annual reports are attractively presented. They provide very good advice on areas for improvement. This advice covers pupils' approach to English, mathematics and science, particularly in Years 3/4. Parents confirm that they know about pupils' targets from discussions at pupils' consultation evenings. The targets are also included at the front of pupils' homework books, which is a very effective way of reinforcing the message with pupils and parents. School related information, in the prospectus and governors' annual report, is of good quality. The prospectus gives parents a clear impression on the school's expectations and character. There are also useful outlines on the curriculum and on how parents can help their children prepare for the Reception class. Some parents would additionally like a half termly outline on the curriculum topics to be covered. Newsletters keep parents effectively informed about wider school life.
49. The links with parents make a good contribution to pupils' learning and the life of the school. School is working steadily to extend those links that would further support pupils' learning. School has effectively consulted parents prior to the introduction of the home school agreement. Meetings were held about homework and the literacy hour to explain the school's approach and how parents can help at home. Parents are effectively involved if concerns arise about pupils. Discussions with pupils indicate that most parents check that homework is done and help where appropriate. Most parents are positive about homework levels and its arrangements. Termly consultation evenings are well attended. Parents enjoy the Christmas and summer concerts but do not attend the weekly celebration assemblies or routinely help in school in good numbers. There is an active Friends group which works well with school. They organise and run the usual range of fundraising and social events. These events also help to establish and maintain informal links between staff, parents and pupils.

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

50. The school is well led and ably managed. These have become increasingly important factors in the development of the school following the serious weaknesses indicated during the last inspection. At that time, there were very important gaps in the school's management practice and in the lack of drive and educational direction identified within the school. Many of these weaknesses have been successfully tackled in the resulting school action plan and, most notably, in the approach adopted by the current management team. The school has made praiseworthy strides in the past two years. A basic aim has been to eliminate the errors and shortcomings of the past and to replace these with improved systems that will go a long way to ensuring better provision for children and staff and enhanced learning for the pupils. Although still in its early stages, such an approach is already having significant impact on the quality of

education offered to the pupils.

51. The quality of leadership offered by the headteacher and senior staff is good. The headteacher in particular has a strong and clear vision as to the educational direction required of the school and of how priorities can be both expressed and achieved. The problems that were identified during the last inspection have been appropriately targeted and the resulting changes managed effectively yet sensitively. A strength of the school's leadership has been the determination of senior staff to lead by example and to bring about greater opportunity to those working in support roles.
52. Considerable improvements have occurred in the number and quality of systems now in place to help the effective running of the school. Many of these refer to improved methods of monitoring the curriculum and pupils' standards. Although support systems are very new and are yet to be fully trialled, there is already a better sense of cohesion and purpose in much that the school does.
53. The school has a small number of teachers and hence subject responsibilities are difficult to distribute evenly and effectively. However, the role of the subject co-ordinator is now better defined and, particularly in relation to literacy and numeracy, there have been more opportunities for co-ordinators to extend their overview of subjects across the key stages. Other than in core subjects, there is little evidence that subject leaders are making impact on basic standards. Much of the work on improved targeting and monitoring of standards has been instigated by the headteacher and the work now needs to be carried through by other staff and governors.
54. The work and contribution of governors has improved since the last inspection. They are now acting from a more informed stance and there is a general commitment to an ethos that aims at driving up standards still further. Governors have a satisfactory understanding of their overall roles and responsibilities and are willing learners in their important but hitherto limited view of the school, including its strengths and weaknesses. Governors are now in school more frequently and with an agreed agenda, such as looking at literacy, numeracy or the provision made for pupils with special educational needs. Statutory requirements are met, although more work is needed to ensure that child protection measures are fully in place and that the school has a written policy on how it deals with any bullying. The governing body has recently set up an important and influential set of working committees to help oversee their responsibilities. These are already going some way to ensuring the actions it takes is from an informed basis and that governors have a sound role in helping to shape the future educational direction of the school.
55. The management of the school, particularly governors, has taken only limited action on how best to evaluate the school's overall future performance. This shortcoming may blur the accuracy of any future priorities identified in the school and needs to be addressed as soon as possible. The school has become considerably more involved with monitoring and evaluating its curriculum, and to a lesser extent, the quality of teaching and learning. These processes require to be formalised a little more so that strengths and weaknesses can be more readily identified and good practice disseminated.
56. The priorities expressed in the school development plan are generally appropriate to the immediate and longer-term needs of the school. The action taken to meet the immediate targets of the school has been good, but has largely been carried through by the headteacher. A greater sense of corporate responsibility is being rightly nurtured. There is no recognised formal system for staff appraisal and this needs to be rectified. Good support systems are in place for the induction of new staff and there has been greater emphasis placed on matters of staff development.
57. The school makes satisfactory use of its available financial and other resources. Senior staff and governors are jointly well involved in financial matters and available finance is appropriately linked to the school's declared priorities, most recently the development of literacy and numeracy. Specific grants are appropriately targeted and these and other expenditure is well monitored. The school uses the principles of best value satisfactorily. The day-to-day running of the school is good and largely centres on the headteacher and an experienced and efficient school secretary.
58. There is a satisfactory match of qualified and experienced teachers and other staff to meet the

needs of the pupils and the demands of the curriculum. Staff are used efficiently in terms of the experience and expertise they offer to particular age-groups and subjects. The accommodation is satisfactory for the needs of the pupils and is warm, clean and welcoming. Effective use is made of available space for the display of pupils' work. Learning resources are satisfactory for the correct delivery of the curriculum although those in information technology are now rather dated and limited in scope. Considerable attention and finance have been allocated appropriately to general learning resources because of a general shortage when the new headteacher took up post.

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

59. In order to further raise standards of attainment and improve the quality of education provided by the school, the governors, headteacher and staff should:
1. Improve the range and quality of pupils' writing at Key Stage 2. In particular
    - Extend the opportunities for older pupils to write in a greater range of contexts. (para 72)
    - Encourage the wider use of grammatically complex sentences and more adventurous vocabulary. (paras 8,72 and 74)
  2. Improve standards in mathematics at Key Stage 2 by
    - Ensuring all pupils understand better the relationships between addition, subtraction, multiplication and division and investigate these more in numeracy. ( paras 9 and 81 )
    - Extend the opportunities for older pupils in particular to use their mathematical skills in wider investigative work and in helping to solve everyday problems. ( paras 9 and 82 )
  3. Examine the current curriculum for strengths and weaknesses in the provision made for the overall personal development of the pupils. Ensure that the school's policy for personal and social education, already tentatively in place, is more formally integrated into the curriculum and runs alongside those aspects that encourage the academic growth of the pupils. (Paras 17,31 and 44).
  4. Extend strategic planning and the means by which the school intends to monitor and evaluate its past and future performance. In particular
    - Further develop the roles and responsibilities of the subject co-ordinators so that they are in a better position to monitor and evaluate provision and standards in their subjects more effectively.
    - Use the information that becomes available to management to more accurately inform decisions about future targets and priorities expressed in the school development plan.
    - Gradually increase governors' involvement in forward planning based on informed information as to the strengths and weaknesses of the school and also its changing needs. (paras 53 to 56 )
  5. In addition to the above, the governors should consider for inclusion in their action plan, the following lesser areas of weakness.
    - Re-introduce a recognised and approved form of staff appraisal so that this can be used as a tool for staff development. ( para 56 )
    - Extend the training given to all staff in respect of child protection measures and have a clearer whole-school policy in this matter. ( paras 40 and 54 )
    - Compile and implement an agreed whole-school policy on anti-bullying strategies and make this more widely known among staff, parents and pupils. (paras 41 and 54 )

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

25

Number of discussions with staff, governors, other adults and pupils

18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	48	32	4	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	62
Number of full-time pupils eligible for free school meals	9

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	1.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	5	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	5	5	5
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	89	89	89
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	5	5	5
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	89	89	89
	National	82(81)	(85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	3	3	4
	Total	8	8	10
Percentage of pupils at NC level 4 or above	School	67	67	83
	National	70 (65)	69 ((58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	4	3	4
	Total	9	8	9
Percentage of pupils at NC level 4 or above	School	75	67	75
	National	68 (65)	69 (65)	75 (71)

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	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	3.7
Number of pupils per qualified teacher	16.8
Average class size	18.3

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

Total number of education support staff	1
Total aggregate hours worked per week	20

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

	Fixed period	Permanent
Black – Caribbean heritage	0	
Black – African heritage	0	
Black – other	0	
Indian	0	
Pakistani	0	
Bangladeshi	0	
Chinese	0	
White	0	
Other minority ethnic groups	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	1998/99
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	£
Total income	138804
Total expenditure	133740
Expenditure per pupil	1858
Balance brought forward from previous year	793
Balance carried forward to next year	5857

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	63
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	26	10	0	0
My child is making good progress in school.	48	45	5	0	2
Behaviour in the school is good.	40	50	0	0	10
My child gets the right amount of work to do at home.	36	40	17	2	5
The teaching is good.	64	31	2	0	2
I am kept well informed about how my child is getting on.	50	33	10	5	2
I would feel comfortable about approaching the school with questions or a problem.	71	24	5	0	0
The school expects my child to work hard and achieve his or her best.	69	24	0	0	7
The school works closely with parents.	43	40	12	2	2
The school is well led and managed.	52	33	2	0	12
The school is helping my child become mature and responsible.	52	33	5	0	10
The school provides an interesting range of activities outside lessons.	17	33	31	5	14

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

### AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The school has a single term entry into its Reception class. At the time of the inspection there were 6 children who had not attained their fifth birthday. The cohorts of pupils on entry are small and are considered to be broadly average in terms of their pre-school skills and personal and social development. Children under five are taught in a single class alongside all Key Stage 1 pupils.
61. By the time they are five, children's **social and personal development** is above the national expectation. Most children make rapid strides in this aspect of their development. Staff pay good attention to the children settling quickly into their new environment and they are soon at home among children as old as seven. Very good relationships are quickly established and this is shown in the way that children work and play well together. They take turns well and are fully aware that there are times when the teacher needs to work with older pupils and that they then need to relate more to each other and the nursery nurse. When asked to concentrate, for example, on a mathematical activity in the hall, they show good levels of perseverance and rarely move unproductively between a choice of activities. Children behave well and are aware of the rights and space of others. In an activity called the 'Friendship Ring' they confidently talk about themselves and what they enjoy. In the 'home corner' and around sand and water, they freely share resources and handle equipment with care. Most are quick to realise that tidying away is an essential part of learning and they do this well overall. Children are kind and supportive of others and do what they can to please their teacher and other adults helping them.
62. By the time they are five, standards in **language and literacy** are in line with the national expectation. The quality of learning and the progress children make are good. Speaking and listening skills are practised well in a variety of contexts and children quickly gain the confidence to talk about their discoveries and everyday life at school. In some respects, they gain from being familiar with the ways of working practised by older pupils and are perfectly at home taking part in some of their literacy hour sessions. They learn all the basic sounds and many letter blends. As a result, many read and write appropriately for their age forming or tracing their letters carefully and recognising many key words. There is good emphasis on all-round reading and all children are familiar with the main parts of a book. Most know the difference, for example, between an illustrator and an author. By the time they are five, most children write their own names and have moved away from close copy of a teacher's script, to more independent writing and attempts to describe the things that are important in their lives. Some write simple stories and illustrate them well.
63. Standards in **mathematics**, by the time children are five, are in line with the national expectation. A few children attain higher standards and are comfortable with some Key Stage 1 work early in their Reception year. All children count accurately to at least 20 and know something of the concepts, 'more or less than.' A few have immediate recognition of number groupings and recognise that 3 groups of 3 are 9, without counting. Most know the basic differences between shapes such as a square and a triangle and handle goods and coins when playing in 'The Café.' When playing doubles with dominoes, most children recognise up to double six and know its full number value. They sort and classify objects accurately by shape, colour or length and are very familiar with 'longer than' and 'shorter than.' Children make good progress overall with this area of learning and by the time they are five, are beginning to carry out simple additions and subtractions in their heads and to a sound standard.
64. By the time they are five, children's **knowledge and understanding of the world** is in line with the local expectation. Children make satisfactory progress overall and the quality of their learning is generally sound. Some children already have a basic understanding of a world beyond their own and talk freely about holidays they have enjoyed outside their own area. Their knowledge of their own environment is appropriate for their age. Children draw simple route maps showing the path they follow to get to school and are able to use symbols by way of recognition of features on the ground they pass every day. When playing with toy cars and small aeroplanes, they are aware of the relative distances real transport can travel. When making junk models or using constructional apparatus, most children are at least aware of the properties and strengths of different materials and can see something of their potential in

making, joining and building. When acting out role-play as shopkeepers or nurses, they have an appropriate understanding of different jobs and how these relate to health, law and order and the church.

65. By the time they are five, children's **physical development** is in line with the national expectation and most make satisfactory progress in this area of their learning. There is good provision made on a daily basis to help children explore their bodies and to develop, for example, eye and hand co-ordination. Their fine motor skills are developed and strengthened through handling light modelling materials and by guessing the likely contents of a feely bag. They enjoy and fully participate in a range of action songs such as 'hands, shoulders, knees and toes' and act out nursery rhymes. In the more formal physical education sessions, they handle hoops and balls appropriately for their age and stretch, curl, run, dance and hop in a confined space. A favourite activity is the 'beans' game' in which they react to their teacher when she calls out 'jelly beans, runner beans, jumping beans' etc. Children are willing to change quickly from their normal clothes and know something of the effect of exercise on their bodies.
66. Standards in children's **creative development** is in line with the national expectation by the time they are five. The quality of learning is good and most children make satisfactory and sometimes good progress in this area of learning. As part of their 'shop' they make painting prints of fruit and vegetables. They are allowed plenty of time to model with pliable material and make salt dough shapes before going on to paint these. As part of their creative and physical development, they are involved with weaving and most know an appropriate range of colours for their age. Standards in painting are broadly average, with most demonstrating sound techniques for holding and using a paintbrush. Some children help older pupils with the making of musical instruments from junk materials and can demonstrate some different ways that materials can be joined. Other than children singing in assembly, it was not possible to see any musical activities involving the under-fives. However, these activities are well planned for and occur at other times.
67. Overall, the quality of teaching for children under five is good. Much of the teaching is carried out by the Key Stage 1 teacher, although she also plans the work of the Nursery Nurse who takes the under-fives for part of each morning. All staff have a good working knowledge of the needs of the children and understand the standards in the areas of learning anticipated for their age. Children are well supported and their rate of learning is often rapid due to the range of activities they are offered. A particular strength of the Reception teaching is the organisation of all the other adults who support the pupils' learning. The pace of lessons is brisk and children change between activities without fuss and loss of time. A further strength of the teaching is the on-going assessment carried out by the teacher and support staff. Records of children's achievements are carefully maintained and used appropriately to determine the next stage of teaching and learning.

## ENGLISH

68. The 1999 National Curriculum Tests for pupils at the end of Key Stage 1 indicate that attainment in reading was well above the national average and above the national average in writing. Tests at the end of Key Stage 2 in 1999 show that pupils' attainment was broadly in line with the national average. The comparatively small number of pupils in each year means that there is considerable variation from year to year in average test results, however the overall trend is one of improvement at both key stages. The school is particularly successful in gaining higher levels of attainment in reading at Key Stage 1 and a local authority analysis suggests that, at Key Stage 2, a similar picture emerges compared to writing. The overall findings of inspection are that pupils' attainment is in line with the standards expected nationally at the end of both key stages.
69. Speaking and listening is in line with the standards expected nationally at the end of both key stages. Pupils in Year 2 respond confidently to the teacher's questions about the use of an index and the differences between fiction and non-fiction books. In history, pupils enthusiastically discuss the age of a variety of toys, listening to each other's views and expressing their opinions thoughtfully. Pupils in Year 4 discuss the use of 'computer language' in an information technology lesson. They answer questions well and frame their responses using words such as 'graphics' and 'font' appropriately. Year 6 pupils express their opinions

confidently in a group discussion on metaphors, responding progressively to the suggestions of others and developing their language with confidence.

70. Attainment in reading is above the standards expected nationally at the end of both key stages. Pupils in Year 1 read their chosen texts accurately and with appropriate expression. They talk easily about their books and explain plots enthusiastically. Year 2 pupils attempt to read with expression, showing considerable understanding of the content. Library skills are well developed and pupils show a clear understanding of the differences between fiction and non-fiction books. They describe, for example, the use of contents and index confidently. Pupils in Year 3 demonstrate a sound sense of the plot of a book and the influence of characters, while older pupils at Key Stage 2 read with expression and confidence a range of more difficult texts. Pupils across Key Stage 2 talk about library classification and demonstrate an increasing ability to locate and retrieve information independently and quickly. Non fiction books form an important part of the development of independent learning and reading skills, contributing significantly to the strength of this aspect of the subject in the school.
71. Attainment in writing is in line with those standards expected nationally at the end of both key stages. Pupils in Year 2 convey meaning simply in a story of "Handa" using words such as "basket" and "village". Whilst punctuation is not always accurate, with some sentences, for example, beginning with 'and', handwriting is mostly legible, letters are accurate and consistent in size. Higher attaining pupils show a good sense of narrative with stories showing clear development from "once upon a time" to a logical conclusion. Pupils in Year 5 begin to understand onomatopoeia such as "splashing" for water, and "sloppy" for mud.
72. The grammatical structure of sentences is usually accurate and ideas are developed in simple sentences. However, there is little evidence of the development of more complex sentences. Pupils in Year 6 explore metaphors for sight and sound of a variety of objects developing vocabulary such as "a round smooth stone" for a loaf of bread, and "crackling pages" in a book. They write a poem about a member of their family using simple metaphors, but do not extend consistently their vocabulary in a more imaginative way. Whilst punctuation is usually correct, and the structure of sentences is sound, there is little evidence of more grammatically complex sentences being used, which restricts the variety, interest and impact within their writing. Pupils also need to extend the range of different contexts in which they write.
73. The standard of teaching is good at Key Stage 1 and has significantly improved since the last inspection. The teaching of the Literacy Strategy is helping to drive up standards. Teaching is sound overall at Key Stage 2 and good in Years 3 and 4. Good planning at Key Stage 1 with clear, detailed lesson structure has a positive impact on the pace of pupils' learning. This is also strongly influenced by pupils' good behaviour and the teacher's own enthusiasm and involvement. Effective use is made of resources and no time is wasted, ensuring an industrious working atmosphere with high expectations both of the quality and quantity of pupils' work. Planning is particularly very good in Years 3 and 4 with well defined outcomes. The activities are varied and structured which ensures that the learning of the lower attaining pupils, particularly those with special educational needs, is good. Good subject knowledge and use of questioning maintains pupils' interest and enthusiasm for their work as well as helping to maintain a brisk pace to lessons.
74. Planning for lessons is good in Years 5 and 6, with detailed activities and clear references to what pupils should study and achieve in the National Curriculum. Resources are deployed well, ensuring that pupils are able to begin their work with the minimum of fuss and sustain concentration. Occasionally, however, a minority of pupils display a lack of attention causing a disruption to the flow of the lesson, when the teacher did not pause to deal with the situation firmly enough. Pupils' acquisition of new knowledge, development of ideas and increase in understanding in Years 5 and 6 is generally sound. However, higher attaining pupils in these years are not always extended through the use of more complex vocabulary and language both in class questioning and individual activities.

75. There have been significant improvements in the schemes of work since the last inspection, based upon the National Literacy Strategy. Medium and long term planning is good, and much work has been done by the subject coordinator to improve the monitoring of pupils' work. The overall picture is coherent and a sound foundation has been laid for the future development of the subject.

## **MATHEMATICS**

76. The results of the 1999 National Curriculum Tests for pupils at the end of Key Stage 1 indicate that standards in the school are well above the national average. This also applies when pupils' results are compared with schools serving similar social areas. In these most recent tests, pupils at the school did particularly well in relation to the numbers reaching the higher Level 3. Over the period 1996 to 1999, standards in mathematics have fluctuated considerably set against the national norm but pupils do generally well in this area of the curriculum. The results of the 1999 National Curriculum Tests for pupils at the end of Key Stage 2 indicate that standards in mathematics were below average in comparison to all schools and well below average in relation to similar schools. The percentage of pupils attaining the higher level 5 was particularly low. Over the period 1996 to 1999, the performance of pupils was close to the national average, with girls being outperformed by boys.
77. The number of pupils taking the end of key stage tests has been traditionally small for a number of years. Additionally, a significant number of Year 6 pupils taking the tests in 1999 had recognised special educational needs. In these circumstances, the performance of just one pupil can distort the actual interpretation of the statistics. For this reason, the team looked particularly carefully at present standards and samples of work over a longer period. The results of inspection overall are that standards in mathematics are broadly average by the end of both key stages, but that there are some underlying weaknesses in mathematical attainment at the end of Key Stage 2. Apart from in the Reception class where standards have risen, attainment and progress are broadly at the levels reported during the last inspection.
78. By the end of Key Stage 1, pupils have a sound grasp of the main operations of number and understand well the importance of place value in our number system. They handle and work figures with confidence and accuracy, particularly in relation to addition and subtraction. The recently introduced Numeracy Strategy is helping to consolidate and extend pupils' mental skills and most show the expected levels of speed and accuracy during oral sessions. Pupils also undertake an appropriate range of work throughout the year. The work on the use and understanding of doubles is very secure and pupils illustrate they have at least a fundamental grasp of pattern in number, by their accurate use of a hundred number square.
79. By the end of Year 2, pupils have only a limited concept of fractions, but their work on shape, money, basic metric measurements and use of 'more than' and 'less than' is all the level anticipated for the age of the pupils. In a lesson on place value, many Year 1 pupils were able to 'partition' large numbers and accurately assess, for example, that the 5 in 258 was worth 50. Standards of presentation are very variable and some of the untidiness is carried over into Key Stage 2.
80. By the end of Key Stage 2, the concepts and understanding of pupils has moved on appropriately, although there remain gaps in their knowledge and particularly in their ability to use mathematical reasoning and facts in problem solving contexts. Pupils' books contain high emphasis on mechanical work in which they merely practise adding and subtracting numbers of different sizes.
81. The Numeracy Strategy has provided important consolidation of the main operations of number, although pupils' experiences of division are, at times, at a very rudimentary level. A further weakness is that a significant number of pupils do not fully understand the relationship between, for example, division and multiplication and cannot check their work using a variety of strategies. As well as their work on formal arithmetic and some rudimentary algebra, the pupils complete a useful topic book on other mathematical subjects including shape, angles and measurement.
82. Pupils work insufficiently on data handling, although they do understand the value of showing

some information in graphic form. One particularly interesting exercise was completed involving European distances and related journey times. By the end of Year 6, the work undertaken on area and perimeter is at the level anticipated for the age of the pupils. In Years 3 and 4, pupils work to a good standard on symmetry and use good mathematical vocabulary to explain lines of symmetry and the topic's extension into art. Pupils at Key Stage 2 have considerable difficulty in using and applying their knowledge and understanding to solving problems in a wider mathematical setting. They are often unsure what operation to use and how to reach a sensible answer. The balance of their numerical work outweighs the use and application of mathematics.

83. The quality of teaching and learning is good at Key Stage 1 and satisfactory at Key Stage 2. Pupils in Years 3 and 4 also make frequently good progress because of the careful structure of their lessons, that produces well targeted activities and which moves on pupils' learning in small but incisive steps. Lessons are very well prepared in Years 5 and 6, but occasionally pupils are insufficiently challenged to move on to new levels of understanding and this produces a secure but not a rapid rate of progress. Pupils with special educational needs are well known and supported and make satisfactory progress in all classes set against their previous learning.
84. At Key Stage 1, lessons are challenging, and pupils move through a wide range of activities, often during a single session and always without loss of time and pace. The approach suggested by the Numeracy Strategy is a major cause of good progress, and there is a real buzz for mathematical learning present in the classroom. At Key Stage 2, the Numeracy Strategy is also successful in making pupils more mentally alert. Teaching and learning in such sessions are always satisfactory and frequently good. The use of resources is a good feature of several lessons and in both classes, pupils are offered targets for improvement that are jointly drawn up with the pupils. This helps to give a little more initiative towards self-learning and motivation.
85. In the most effective lessons, as seen in one particularly good session involving pupils in Years 3 and 4, pupils are given several opportunities for extended work. They are praised and supported appropriately and on-going assessment ensures that the teacher knows exactly where the next stage of teaching and learning should be pitched. Homework is used at various levels and times to help reinforce learning, but could be used more consistently to extend pupils' experiences or to give additional practice with those pupils experiencing difficulty.
86. Standards in mathematics are now constantly under review following measures recently put in place by the headteacher. The subject coordinator is aware of trends in attainment and progress, but has found difficulty in tracking standards across the entire school or putting into place particular measures that will improve both teaching and learning. Gaps in pupils' knowledge require to be more systematically targeted. The introduction of the Numeracy Strategy has been initially handled well by all concerned. Resources are satisfactory and show considerable improvement over former levels. The use of information technology is not currently effective in helping significant numbers of pupils to progress in their mathematical learning.

## **SCIENCE**

87. The results of the 1999 teacher assessments in science at Key Stage 1, indicate that pupils at the school achieved broadly average standards, but that no pupil was able to achieve the higher Level 3. The results of the 1999 tests for pupils at the end of Key Stage 2 indicate that in comparison to national averages in all and similar schools, attainment in science is well above the national average. The percentage of pupils reaching the higher level 5 was particularly high. These results, at both key stages, must be set against the relatively few pupils on roll in Years 2 and 6 who were eligible for the tests. The results achieved by only one pupil can often distort or obscure the actual standards overall. The inspection took into account the above results, the trend in attainment over time and the observations during the week, and came to the conclusion that standards in science at both key stages are above the national average. Standards in science have risen slightly since the time of the last inspection and pupils have continued to make mainly good progress in the subject.
88. By the end of Key Stage 1, pupils show above average knowledge and understanding of a

range of science topics including how materials are grouped, foodstuffs that undergo change and, particularly in the current term, some interesting science involving forces. Pupils understand that forces can move objects in a variety of ways. They carry out experiments with cylinders, cubes and prisms and record the various efforts needed to move them. Pupils try to conduct fair tests by moving toy cars along a range of surfaces and show good understanding of friction and how it can be overcome. They record much of their work in a standard way and therefore learn to predict, test and evaluate from an early age.

89. By the end of Key Stage 2, pupils have learned to modify experiments and use previous scientific understanding to solve new problems. They are also more adept at interpreting results and drawing good, accurate conclusions. In this context, much of their work is above the national average. When looking, for example, at life and living processes and materials, the majority of pupils know something of the practical applications of science and how these affect our everyday lives.
90. In Years 3 and 4 pupils carry out regular predictions before testing a hypothesis by investigation. They undertake work on the elasticity of materials by making a toy clown dance by stretching various materials. They understand a great deal about living and non-living things making in-depth studies for example, of animals with soft bodies. Some particularly detailed work is carried out on the human skeleton and they successfully study the bone structure of several small animals. Much of the work is very practical with pupils enjoying finding out as they go.
91. By the end of Key Stage 2, pupils show investigative and experimental skills that are well above average. Their topic for the inspection term is 'Changes' and they carry out a wide range of accurate experiments to test what happens to materials when they are stretched and heated. Results are recorded in a variety of ways including written and graphic representation. Pupils have a clear understanding that some materials are better thermal conductors than others, and accurately use terminology such as conductors and insulators. All pupils use apparatus with great care and follow through the investigative process in a highly logical way.
92. The quality of teaching and learning is consistently good and sometimes very good throughout the school. It is particularly good at Key Stage 2 where the science co-ordinator does all the science teaching and her own enthusiasm and subject knowledge lend themselves to good pupil learning. The teacher places great store on pupils discovering science for themselves and much of the pupils' work is practically based and well interwoven with discussion and pupil evaluation. Resources are well used and pupils learn well by using good quality materials safely and appropriately. There is also good emphasis on accurate recordings and most pupils have books to be proud of that contain details of experiments and conclusions. Pupils also use labelled diagrams well.
93. Pupils make good progress by revisiting earlier work and then extending their knowledge and understanding. This can be seen in the way they approach a 'fair test' and are fully aware of how important it is not to alter variables under test conditions. The teachers use good scientific language and this provides a good role model for pupils to do the same. Science is therefore a good subject to illustrate the use of literacy and to a less extent, numeracy, across the curriculum. There are some useful assessments carried out of pupils' work and careful records are kept of what individuals or groups of pupils achieve. The results are soundly used to decide the next phase of learning and teaching. Homework exercises are used satisfactorily to extend pupils' knowledge and understanding. The attitude of pupils to science is also a major contributory factor to their good learning. Pupils behave well and are usually very interested in the activities they undertake. They are also very thorough and like to get things right, which in turn helps to drive up their standards and rate of progress and learning.
94. The current policy and scheme of work have undergone several revisions and form a useful support for teachers. Information technology is used wherever possible; for example, testing materials using temperature probes connected to the computer. The subject is well led and organised and relevant points for further improvement are indicated appropriately in the school development plan.

## **ART**

95. By the end of both key stages, pupils' attainment is in line with the standards expected

nationally. Pupils in Years 1 and 2 use pre-formed card templates to print repeating patterns. They experiment with varying amounts of paint and discuss the results. Year 2 pupils understand the printing process and how their work may be improved, for example by suggesting that "the pattern is different in the second one because I used too little orange paint". Pupils in Years 5 and 6 demonstrate sound drawing techniques when they record a street scene using secondary sources. Some pupils demonstrate good observation skills in the amount of detail that they include. Pupils in Year 6 evaluate their own work, recognising shortcomings and strengths and making suggestions for improvement. Their work shows a basic understanding of perspective in the relative sizes of the buildings.

96. A stimulating classroom environment is evident at Key Stage 1 with lots of activity and an industrious working atmosphere. Very good use of resources helps pupils to sustain interest and increase their understanding, while a profusion of interesting examples of patterns enhances creativity and stimulates discussion. Activities are well planned and interesting, which helps to maintain a lively pace throughout. A group activity involves pupils in the pattern making process by taking it in turn to place objects in a regular grid to form a repeating pattern. Support staff are well briefed and contribute by focusing on individuals, thus helping to ensure that all pupils are engaged fully in the lesson. Teaching overall is good.
97. Good planning is evident in lessons at the end of Key Stage 2, where objectives, strategies and activities are clearly detailed. Resources are used well to enhance pupils' knowledge. A painting by Lowry stimulates initial discussion and a good demonstration, involving pupils at varying distances from a pole, contributes much to increasing pupils' understanding of the principles of perspective. Spending too much time on the initial class teaching session and consequent efforts to regain interest slows the pace of some teaching and learning. Activities are appropriate and resources readily accessible for individual work. Teaching is sound overall.
98. Policies and schemes of work are satisfactory and include appropriate references to the National Curriculum. Resources in classrooms are adequate to support the curriculum. The subject is soundly managed.

## **DESIGN AND TECHNOLOGY**

99. No lessons were available for observation during the inspection week. Judgements on standards therefore are based on the analysis of pupils' work and discussions with staff and pupils. On the basis of this evidence, attainment by pupils at the end of both key stages is in line with the standards expected nationally and pupils make satisfactory progress overall.
100. Pupils at Key Stage 1 have used templates to cut and assemble simple coat shapes from material using scissors and a variety of adhesives. They have experimented with colour and pattern to enhance the finished product. Some pupils in Year 2 demonstrate a sound understanding of a simple design process by describing the order of their work. Pupils in Year 4 make models of monsters with moving parts by using syringe mechanisms to blow air into either a balloon or second syringe. They demonstrate knowledge of the design process in their exercise books by selecting design, appearance and describing which parts will move. Pupils in Year 6 make a moving toy. They describe how to make it and demonstrate an ability to gather information and generate ideas. There is a good level of step-by-step planning in their exercise books which identify the main stages in making; an example being the description of a camber cog to create an up and down movement. Design work is clearly labelled, showing process and materials although there is little evidence of pupils evaluating their work.
101. Planning by teachers is good and marking of books is constructive and helpful giving pupils sound guidance on how they can improve. Policy documents and schemes of work are satisfactory with appropriate references to the National Curriculum Programmes of Study. Whilst the school has links with a local high school, with pupils using its facilities and a "loan box" of equipment, there is, nevertheless, a lack of construction equipment in general.

## **GEOGRAPHY**

102. Standards in geography are sound and broadly at the levels anticipated for the age of the pupils. The majority makes satisfactory progress as they move through the school. Standards are broadly similar to those reported during the previous inspection.

103. There were no geography lessons available for observation at Key Stage 1. However, Class1 had recently completed some work based in the local environment and this was scrutinised and discussed with pupils. Standards in this project were average. Pupils show sound observational skills and know the immediate environment well. They discuss the routes they follow to and from school and illustrate these by means of simple maps that use symbols and words to show significant features they wish to highlight. Pupils in Year 2 have an appropriate concept of scale and distance. They go on to look at their own village in more detail and are successful in explaining why things are where they are. A few are beginning to use geographical vocabulary that allows them to compare and contrast features that are familiar to them with more distant areas.
104. A similar theme is taken up in Years 3 and 4 and concepts are reinforced and extended. Pupils look at settlements as a major theme and they reach the anticipated level of knowledge and understanding in most of their work. Pupils look at what constitutes a village and how settlements such as small towns develop. They are aware of the importance of human activity and how this affects the lay-out of towns. They have the basic skills to compare Hutton Henry with a nearby 'new town,' Peterlee. Some good work results for wider studies involving seaside resorts, industrial ports and market towns.
105. In Years 5 and 6 pupils make an in-depth study of rivers. They use their previous experience of field visits well and their map work is at the level expected for the age of the pupils, although some experience difficulty. Pupils have a good understanding of the stages many rivers go through and of the way water can impact on landscape. Pupils' knowledge of world locations and features is less secure. For example, many pupils could not locate the River Mississippi in an atlas without a lot of prompting. Pupils successfully use the nearby coastal town of Seaham with their own village as areas depicting contrasting localities. Their knowledge and understanding of places, features and environments is average overall.
106. The quality of teaching and learning is satisfactory overall. Lessons are well prepared and termly themes are fully explored. Some pupils are able to extend their own learning by the use of the CD ROM but these occasions are too few. Pupils make appropriate progress in their field skills involving mapping and recording facts in different ways. The use of texts and atlases is not developed systematically. Most pupils are well aware of what themes or facts they set out to explore and this gives them appropriate targets for their own learning. Pupils are interested in the subject, behave well and are keen to explore links with other subjects. For example, pupils learn about Mexico from a geographical standpoint during their studies of The Aztecs in history. Teachers make good use of available resources and their own subject knowledge is most often good and provides a firm base of extra information for the pupils.
107. The school has recently adopted the QCA scheme in geography as, although topics were well developed, there was some danger of important skills being omitted under the former arrangements. The subject still requires a thorough audit in order to explore the exact standards being achieved by the pupils and the progress they make over time. The co-ordinator has little opportunity to influence standards and the overall quality of teaching.

## **HISTORY**

108. By the end of both key stages pupils achieve standards in history in line with those expected nationally. At Key Stage 1, pupils analyse the features of a variety of toys and discuss the ways in which they might distinguish age. They suggest that old toys might be "dirty, broken or torn" and new toys may be "shiny, colourful or made of plastic". Pupils understand that historical inventions, such as batteries and electricity, play a part in deciding the age of toys. Pupils in Year 2 produce a simple time line, based upon the evidence they have gathered, to place the toys in sequence. In Year 6, pupils make comparisons of Victorian costumes with modern day dress and record their opinions in written work and pictures. They make drawings and paintings of Victorian buildings from secondary sources and, in discussion, show understanding of some of the characteristic features of these buildings.
109. The quality of teaching and learning is sound overall with some good teaching evident at Key Stage 1. Planning is good with clearly detailed activities and objectives enabling pupils to understand what they are doing and where they are going. Class management is sound overall and pupils respond well to teachers' questions in class. The deployment of resources and

support staff is good at Key Stage 1. A variety of old and new toys placed in the middle of a circle immediately enthralls pupils and engenders enthusiastic discussion. Support staff are well briefed and effective in helping pupils to work productively and at a good pace.

110. The quality of schemes of work, policy, and planning is sound. Pupils are encouraged to analyse their own work and understand how well they are doing by the use of well-planned self-assessment sheets. The school uses resources, such as project books and Roman artefacts, from a variety of local sources to support the curriculum. Good use is made of local historical sites and museums to enhance pupils' learning and to ensure they make satisfactory progress in much of their work.

## **INFORMATION TECHNOLOGY**

111. Standards of attainment are in line with the standards expected nationally at the end of both key stages. Pupils in Years 1 and 2 distinguish between real and imaginary settings whilst using an adventure program-'The Teddy Bears' Picnic'. They predict some outcomes of decisions that they are making and understand simple cause and effect issues in a modelling situation. Year 4 pupils understand and use words such as 'font' 'graphics' and 'text' in a class discussion. They confidently generate and edit text in a variety of ways, adding and manipulating a picture of a Roman soldier to a passage on 'Queen Boudicca' on screen. At the end of a session, pupils save their work to a floppy and hard disk and understand the difference. Pupils in Year 6 test the properties of materials using a temperature probe attached to a computer and record their results. They make good evaluations of the outcomes on the screen. By the end of Key Stage 2, pupils draw simple figures using a graphics program and print their work. They enter data, make calculations and produce a printed chart of the results.
112. As well as using information technology in many areas of the curriculum, the school teaches computer skills to whole classes of pupils. The quality of teaching seen in these lessons is good at both key stages and allows pupils to make good progress overall. Good planning is evident in lesson plans with well-defined activities and objectives. Teachers demonstrate very good subject knowledge and confident delivery of lessons. Whilst demonstrating on the computer directly, pupils were engaged well and gained a direct insight into methods of manipulation of graphics and text on the screen. Questioning in class is well structured and produces rising degrees of difficulty and challenge for higher attaining pupils.
113. Teachers have good relationships with pupils and class routines are clearly established. Pupils are involved well in their work and sustain concentration, interest and enthusiasm. Particularly noteworthy are the levels of co-operation pupils demonstrate when working together, and in turn, at the computers. The success of pupils using computers to support learning in other subjects is variable, but can sometimes be good, particularly in science for measurement, and mathematics to calculate. The use of information technology is directly related to the subject being studied in these lessons, which enhances pupils' knowledge in the subject area and consolidates their information technology understanding.
114. Policy, supporting schemes and planning are all very good. The development of information technology across the school is clearly detailed and thorough. Very good systems for tracking pupils' work help to ensure that every pupil has the opportunity to study all relevant aspects of the subject. Assessment sheets are very closely linked to programmes of study within the National Curriculum and give a clear and comprehensive picture of each pupil's achievements. The ageing computers and software are placing increasing limitations upon the opportunities that pupils have to develop their skills, but future financial plans are specified in the school development plan in order to carry the subject forward. The subject is very well managed by a co-ordinator who has good subject knowledge and a clear concept of what is required for future progress.

## **MUSIC**

115. Apart from whole-school singing during acts of worship, only one lesson at Key Stage 2 was available for observation and comment. Music however is planned for regularly and during the term appears well integrated into school life.

116. During the observed lesson, pupils in Years 5 and 6 sang tunefully to a pre-recorded background and developed the concept of a refrain. They showed good awareness of tempo and duration. The lesson however, did not allow for enough variety and variation in pupils' work and their overall response lacked conviction. It was not possible to judge the quality of music teaching throughout the school based on this single lesson. The unison singing during acts of worship is good with plenty of enthusiasm and enjoyment.
117. The overall provision for music is satisfactory. Pupils are introduced to all elements of the music curriculum throughout the year, although the co-ordinator reports some difficulties with the teaching of composition. Resources for music are adequate for the numbers of pupils on roll. A small group of pupils are able to learn the flute under a private contract and this extends the musical skills and knowledge of these pupils a great deal.

## **PHYSICAL EDUCATION**

118. Only one physical education lesson was available for observation during the inspection week, making it difficult to assess both pupils' standards and the quality of teaching and learning. Standards at Key Stage 2 are in line with the national expectation. The subject is at a similar level to that reported during the previous inspection.
119. During the observed Year 3/4 lesson, pupils reached the expected standards of skill in throwing and receiving large balls and in putting these skills into practice in the context of a minor game. Pupils develop a sound sense of teamwork and know the importance of their own efforts. Several were able to improve their own performance by listening carefully to the teacher and by watching the techniques of others.
120. The quality of teaching and learning in the one lesson seen was good. The teacher planned the lesson well with plenty of different activities but still maintained the main focus on skill development. The teaching and learning was particularly effective when the teacher introduced performance targets during some competitive paired work and this increased pupils' enthusiasm and levels of motivation. The behaviour and attitude of pupils to their work was very positive and contributed effectively to their learning.
121. The provision and planning for physical education is satisfactory. All elements are introduced to the pupils during the year, except for swimming, which is confined to Key Stage 2 pupils only. Standards in swimming appear good based on the number of pupils who can swim 25 metres or more and who hold certificates for this and other achievements.
122. The provision for gymnastics is far from ideal, because of the lack of suitable apparatus for older pupils and the restrictive height of the hall. Games provision is a little better, with the use made of a hard-core outside area and a small field. Pupils have limited experience of competitive sport but do have opportunities to play football and kwik cricket. The school makes good use of the well established LEA scheme for physical education that ensures good coverage of skills and generally progressive learning. The older pupils also benefit from an extra-curricular football club run mainly by a parent. As part of their outreach into the community, Hartlepool Football Club has training sessions with the pupils and has also recently started to return in order to help pupils with their reading.

## **RELIGIOUS EDUCATION**

123. By the end of both key stages, standards are in line with those set out in the Local Agreed Syllabus and pupils make good progress overall. Pupils' attainment in the subject has remained broadly the same since the previous inspection.
124. At Key Stage 1, pupils understand that Jesus was a special person and know what qualities he had which made this so. They are able to reflect on special people in their own lives. They also understand that special people often make an impact on the lives of others. To illustrate their growing knowledge of the life of Christ, pupils make detailed studies of stories such as 'The lost coin,' 'Jairus' daughter and 'Jesus calms the Storm.' In most of these stories, pupils have an appropriate grasp of the main events and understand the nature of a miracle in the

context of Christ's life. During the year, pupils are also introduced to the religions of others and know about belief and faith.

125. At Key Stage 2, some of the earlier themes are revisited and pupils understand at greater depth the beliefs and traditions of Hinduism and Sikhism. Pupils in Year 6 understand the background to the Hindu 'Puja Tray' and make a good attempt to compile their own, based on symbols representing those possessions and feelings important in their own lives. In Year 5, pupils' work on other religions is well supported by the visit of a Sikh who explains the symbols of his own religion. By the end of Year 6, pupils have covered a good range of subjects including Christian baptism, commitment and the teachings of Jesus. Their knowledge and understanding are broadly at the level expected for their age.
126. The quality of teaching and learning is judged good at both key stages, although it was not possible to actually see any teaching at Key Stage 1. Work there however is well planned and involves pupils in being able to express their own views and beliefs. Pupils' notes are usually their own and not based on worksheets. The most effective teaching allows pupils to reflect on previous learning and then to introduce new experiences and contrasting stories and beliefs. At Key Stage 2, the subject co-ordinator is responsible for all the teaching and this brings good, progressive learning opportunities for many of the pupils. The teacher's subject knowledge is also strong and she designs a range of interesting activities for the pupils that helps quite difficult subjects to 'come alive' and mean more to them. The response of pupils is good and is an important factor in the quality of their learning. Pupils are genuinely interested in the subject and take pride in their recorded work or are willing participants during oral work. There are no formal assessments carried out in religious education, although teachers have a good impression of what pupils have learned and understood.
127. Religious education makes a positive contribution to the moral and particularly the spiritual development of the pupils and is well led by the subject co-ordinator. Some of the themes undertaken in worship are further developed in religious education lessons and vice-versa, allowing pupils to touch upon and reflect on issues of values and their own spiritual worth. The strong links with the neighbouring church are used effectively, as are some of the resources and interesting artefacts and books on show throughout the school.