

# INSPECTION REPORT

## **BURRADON PRIMARY SCHOOL**

Burradon, Cramlington

LEA area: North Tyneside

Unique reference number: 108612

Head teacher: Mr A N Gilfillan

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> December 2000

Inspection number: 224304

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Front Street Burradon Cramlington Northumberland
Postcode:	NE23 7NG
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Redhead
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Hardman (17794)	Registered inspector	Science	Characteristics of the school
		Information and communication technology	Standards and the school's results
		Religious education	Teaching
		Music	Leadership and management
		Equal opportunities	
		Special educational needs	
Mrs L Buller (12511)	Lay inspector		Pupils' attitudes, values and personal development
			The school's care for the pupils
			Partnership with parents
Ms T Galvin (21020)	Team inspector	English	Curricular opportunities
		Art and design	Pupils' spiritual, moral, social and cultural development
		Physical education	
		The foundation stage	
Mrs J Gardner (23694)	Team inspector	Mathematics	Assessment
		History	
Mrs P Smith (28037)	Team inspector	Geography	
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Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Burradon Primary School is a small school situated in the old mining village of Burradon near Cramlington in North Tyneside. There is a broad social mixture in the school. Many pupils' attainment on entry to the school is below the national average although the full ability range is represented. There are 77 boys and 76 girls currently on roll and the full time equivalent of 13 children attending part time in the nursery. There are no pupils who have English as an additional language and none from ethnic minorities. Approximately 38 per cent of pupils are eligible for free school meals, which is above the national average. Twenty per cent of pupils have been identified as having special educational needs, this is in line with the national average and 0.6 per cent have statements of special educational need, which is below the national average. The majority of the pupils with special educational needs have speech difficulties.

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

There have been significant improvements in the quality of education provided at Burradon Primary School in the last year. The leadership and management of the school by the head teacher, key staff and governors have improved considerably since the previous inspection. However, there is still a need to monitor teaching and learning more rigorously, particularly for pupils in upper Key Stage 2, in order to improve teaching and learning still further. The school has successfully implemented the National Literacy and Numeracy Strategies and this, coupled with the quality of teaching and learning in the Foundation Stage, Key Stage 1 and Years 3 and 4, is improving pupils' attainment. However, these improvements have not yet had sufficient impact on pupils' attainment in Year 6 and the attainment of a significant number of pupils is below the expected level for their age in English, mathematics, science and information and communication technology. The good quality of education provided in most classes means that overall the school gives satisfactory value for money.

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

- Teaching in the Foundation Stage, Key Stage 1 and Years 3 and 4 is good, often very good, and is improving pupils' learning and attainment in these year groups.
- The leadership and management by the head teacher, deputy head teacher and governors are now good. There is a very clear educational direction for further improvements.
- The provision for pupils with special educational needs is good and they make good progress.
- The provision for monitoring and promoting behaviour is very good. As a result, pupils' attitudes, behaviour and relationships are very good.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Parents' support for pupils' learning both at school and at home is very good and having a positive impact on their attainment. There are also very good links with the community which greatly enhance pupils' learning.

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

- Pupils' attainment and learning by the end of Year 6, particularly for the more able, in English, mathematics and science.
- The school has made significant improvements to the quality of teaching and standards in information and communication technology since the recent acquisition of new resources. However, standards are not yet high enough and pupils do not have sufficient opportunities to practise and improve their skills, particularly in mathematics and science.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good and sometimes very good progress in dealing with and removing the serious weaknesses identified in the last inspection report. By providing written guidance for teachers and ensuring that all pupils receive daily literacy teaching, the school has raised pupils' attainment in reading in Key Stage 1 and they are on course to meet their targets. There has been similar improvement in the provision for religious education and pupils' attainment is now in line with the expected level for their age. The provision of a well planned and structured programme of work for children in the nursery and reception class, now called the Foundation Stage, is beginning to raise standards in language and literacy and mathematical development. There is now an established framework of leadership and management and governors are working closely with the school and have established agreed policies for all aspects of school life. These are beginning to be effective, for example, the school has a clear policy for effective teaching and learning and future staff training is well linked to the school development plan. A programme has been established in order to monitor teaching and learning, involving the senior management team, core co-ordinators and governors. This has contributed to the improvement in teaching since the last inspection but the disruption caused by the turnover of teaching staff has slowed the rate of change. This monitoring programme has not yet raised standards sufficiently in upper Key Stage 2.

The strengthening of the leadership and management of the school has led to much better communication between all staff and governors. They now share a common purpose and there is a clear direction for future improvements. The leadership provided by the head teacher and deputy head teacher is having a positive impact on the development of the school. The strategic role of the governors has been greatly improved and the well organised committee structure enables them to evaluate and monitor spending decisions to ensure that they obtain the best value for the school. This very good strategy has enabled the governors to remove the large deficit in the school budget at the time of the last inspection and to face the future with a healthy surplus. There are good schemes of work in place for all subjects of the National Curriculum which are currently being evaluated in the light of recent national changes. There are clear learning intentions for each class which are frequently shared with pupils. Teachers' planning now includes the identification of assessment opportunities that help to establish the effectiveness of the planned curriculum. However, the school has not yet established a system which sets challenging targets for individuals and small groups of pupils and so raise standards further, particularly for the higher attaining pupils in upper Key Stage 2. As a consequence standards are not as high as the could be.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E	D	A
mathematics	C	E	E	C
science	B	E	E	D

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the 2000 National Curriculum tests for 11 year olds, the school's results were below the national average for English and well below for mathematics and science. When compared to similar schools, pupils' results were well above in English, average in mathematics and below average in science. These low results are partly explained by the disruption to pupils' education over the previous two years by changes in staff and the fact that the school has had four different head teachers during this time. The older pupils particularly are still suffering from the impact of this disruption. This has affected their basic skills and is still influencing their attainment by the end of Key Stage 2. Inspection findings confirm that pupils' attainment is improving, especially in Key Stage 1 and Years 3 and 4. Although pupils' attainment is still below the average in Key Stage 2 in English, mathematics, science and information and communication technology this does show an improvement on the pupils' National Curriculum test results in 2000 when attainment was well below average in mathematics and science. The improved leadership by the head teacher, better teaching and the implementation of the Literacy and Numeracy Strategies are beginning to have a positive effect on pupils' learning. For example, in both key stages pupils' attainment is in line with the expected level for their age in all other subjects. The trend of pupils' attainment over time is below the national trend, but it is now starting to improve.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, they know what is expected of them and the majority behave well. Pupils are polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are good. They respond well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is above the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been two exclusions from the school in the last year.

Pupils' good attitudes result from the school's positive ethos and their response to the school's behaviour policy. Pupils understand the need for school rules and demonstrate this in their behaviour towards others. Pupils have very good relationships with each other and with staff. They are considerate of others and they respond well to the trust and respect they are shown.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good, sometimes very good.	Good, sometimes very good.	Good, particularly for lower Key Stage 2.

*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.*

Thirty seven lessons or part lessons were seen. Teaching was satisfactory or better in all lessons. It was good in 24 per cent of lessons, very good in a further 38 per cent and excellent in 8 per cent. Teaching is good, often very good in the Foundation Stage, Key Stage 1 and Years 3 and 4. This is an improvement since the previous inspection. There were three excellent lessons seen during the inspection. These were in the Foundation Stage and lower Key Stage 2 in English and music where the pace of the lessons was brisk, teachers' knowledge of the subject and relationships with pupils were excellent and pupils made significant improvements in the development of their skills. Although no unsatisfactory lessons were seen during the inspection, the work set for pupils in upper Key Stage 2 is

often not sufficiently challenging, especially for higher attaining pupils. There are sometimes distractions because of some immature behaviour by a few pupils and this adversely affects pupils' concentration and progress. However, the National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are improving in both key stages. The quality of some teaching and learning has been monitored by the head teacher, deputy head teacher and co-ordinators this year. The information from this monitoring has been used to modify the school's development plan to accommodate the findings. However, action to implement these positive recommendations is not yet improving the quality of teaching for older pupils to match the good practice in the rest of the school.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and where tasks are organised to challenge different ability groups in classes, pupils make good progress. However, teachers do not always use the results of their assessments of pupils' attainment to set targets for individuals and groups, consequently work is not always sufficiently challenging for pupils of all abilities, especially the higher attainers. Some teachers overcome this because they use their daily observations of pupils' work to set challenging tasks but this is not consistent throughout the school. Classroom assistants give effective support to both individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress in both key stages.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. The school provides a relevant curriculum that meets the needs of all pupils. The school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. There are very few extra curricular activities to enrich the curriculum.
Provision for pupils with special educational needs	The procedures and provision for pupils with special educational needs are good. The Code of Practice is implemented well, the curriculum is modified, external support agencies and adult helpers are used well. As a result, pupils with special educational needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is good. Collective worship makes a strong contribution to the positive ethos and pupils have a thorough understanding of living in a caring community. Pupils are taught to care for one another and property, respect the views and values held by others and take pride in their own cultural traditions.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. There are good procedures for assessing pupils' attainment and progress. However, the results of assessments are not always used effectively to set specific targets for individuals and small groups of pupils.

The school has formed a very good and effective partnership with most parents, which makes a significant contribution to pupils' learning both at home and in school. The school has good procedures in place to monitor and promote pupils' attendance and behaviour. These are effective and pupils' behaviour has improved since the last inspection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher and deputy head teacher provide good leadership and give a clear educational direction for the school. The quality of teamwork by most staff and volunteer helpers is very good and makes a very positive contribution to pupils' learning. Key co-ordinators are beginning to monitor teaching and learning in their subject areas.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. Governors are committed to helping the school move forward and are fully involved in the preparation of the school development plan intended to improve provision and raise standards further. Governors make a good contribution to the effective running of the school.
The school's evaluation of its performance	The school has satisfactory procedures for monitoring and evaluating the success of new initiatives. It has made use of the information generated by National Curriculum tests to identify strengths and weaknesses and target areas for development, for example, the identification of writing as a weakness and the preparation of an action plan, particularly for Years 2 and 6, to improve pupils' attainment and progress.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum. Support staff play an important role in the life of the school and make a significant contribution to pupils' learning. The accommodation is very well maintained. Resources to support pupils' learning are satisfactory and used effectively.

The head teacher and deputy head teacher provide a clear direction for continued future improvement. The school development plan has challenging targets and the monitoring of teaching and learning is used to identify areas for improvement. Governors are regular visitors to the school, monitor financial planning and have formed committees that are now more involved in all aspects of the school than previously. They make a good contribution to the preparation of the school development plan.

## 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>• Their children like school</li> <li>• Their children are making good progress</li> <li>• Teaching is good</li> <li>• The information provided on pupils' progress</li> <li>• They feel they can go to the school with any questions or problems</li> <li>• The way the school works with parents</li> <li>• The school expects children to work hard</li> <li>• The school helps children to become more mature and responsible</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The behaviour of a minority of older pupils</li> <li>• The range of activities outside lessons</li> </ul>

The inspection findings confirm the positive views expressed by parents about the school. Parents consider that they have a very good partnership with the school and express satisfaction with virtually all areas of its life and work. The school has an established homework policy that teachers consistently implement and, as a result, homework is used well to reinforce pupils' learning. Regular, informative newsletters, an "open door" policy and discussion evenings, where teachers and parents discuss pupils' achievements, make a significant contribution to the partnership with parents. The inspection team agree that occasionally the immature behaviour of older pupils can be a distraction in some lessons. However, the head teacher is supporting the implementation of the behaviour policy aimed at improving these pupils'

behaviour. Inspectors also agree with parents that there is a very small number of extra curricular activities to support and enrich pupils' learning.

## **PART B: COMMENTARY**

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

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

1 Many children enter the nursery with standards of attainment that are well below those normally seen in children of this age, particularly in communication, language and literacy, mathematics, social development and knowledge and understanding of the world. Although they make good progress in the nursery their achievements in reading and mathematics are still below the level expected for their age when they enter reception. This is confirmed by the school's initial assessments that are undertaken with these young children. By the time the reception children are ready to start in Year 1 the majority of them achieve well and attain above the early learning goals in personal, social and emotional development. This shows very good achievement and reflects the skilful teaching in this area in both year groups. Most children achieve the levels expected for their age in knowledge and understanding of the world, creative and physical development because of the good curriculum and effective teaching in these areas.

2 The school builds on the good start made in the Foundation Stage and pupils make good progress in all subjects in Key Stage 1. Pupils' attainment is improving, particularly in Years 1 to 4, because of the successful implementation of the National Literacy and Numeracy Strategies. Inspection findings show that by the age of seven standards in speaking and listening, reading and writing are in line with those expected for their age. By the age of 11 standards in English are below those expected for pupils' age. These judgements reflect the results of the 2000 national tests. Standards in Year 6 could be improved by raising the teacher's expectations of what pupils can achieve in writing and by providing work that is better matched to the differing abilities within the class, particularly for higher attaining pupils. Marking could be improved throughout the school focusing more closely on what pupils need to achieve in their writing, sharing these targets with the pupils and assessing whether the targets have been achieved. Most pupils have a suitable range of words and express themselves clearly in conversations, in answering teachers' questions and expressing their ideas. Teachers provide many opportunities for discussion in small and larger groups in English lessons and in other subjects.

3 By the end of both key stages, pupils' speaking and listening skills are broadly similar to those expected for their age and this constitutes good progress. Pupils develop in confidence and, by the end of Key Stage 1, they are eager to contribute verbally in discussions using books during the introduction of the Literacy Hour. Most teachers place a good emphasis on the use of the correct technical vocabulary in all aspects of English and encourage pupils to use it. This leads to them making good progress in this area; for example Year 2 pupils use the terms "verb" and "alphabetical order" and Year 6 pupils "alliteration" and "glossary". From Year 1 to Year 4 pupils listen carefully to teachers' explanations and instructions and to the views of others. This is not always the case in Years 5 and 6 because a significant minority of pupils speak when others are speaking and do not always listen attentively to the teacher.

4 By the end of Key Stage 1, pupils make good progress in developing their reading skills and they are at the level expected for their age. They regularly read to their teachers individually and in groups and are given opportunities to read silently for their own pleasure. By the end of Key Stage 2, the more able pupils are eager, competent, fluent readers with well developed library and information retrieval skills. Through very good teaching in Years 1 to 4 pupils make good progress in writing in a range of different styles in English lessons and in basic skills, such as punctuation and spelling. Most pupils in Year 2 spell accurately and use full stops and capital letters correctly. They join their writing in handwriting practice but are not yet doing this in their independent work. Lower attaining pupils need and receive more help; a few do very well and reach the required standard for their age. However, in the Year 5/6 class the teacher's expectations of what pupils should achieve in their writing are not high

enough and this leads to them making unsatisfactory progress in their learning. Higher and average attaining pupils often produce work in which the punctuation, spelling and quality of vocabulary are not at the level expected for their age and capability. Teachers use pupils' literacy skills in other subjects effectively, for example, in the recording of experiments in science, in written descriptions of different faiths in religious education and in editing poems by using computers.

5 Pupils in Year 2 attain the standards expected for their age in mathematics. In the 2000 National Curriculum tests standards were comparable with national averages, but higher than those obtained in similar schools. Standards are improving and, since the previous inspection in 1998, there has been a marked increase in the proportion of seven year olds reaching the standards expected in the National Curriculum tests. In the current Year 6, pupils' attainment is below the expected level because the more able pupils are not working at an appropriate level to achieve the higher results. However, standards are improving because in the National Curriculum tests in 2000, pupils' attainment was well below the level expected for their age. The performance of 11 year olds is similar to the time of the last inspection, but the gap between the school's results and the national average has widened. There is much work still to be done, especially in providing appropriate work for the most able pupils. There has been good analysis of pupils' performance in previous tests and this has resulted in the setting of good class targets to focus on improving the weaker areas of mathematical knowledge. The school recognises that this process now needs to be refined and targets set for individuals and small groups in order to improve pupils' attainment further. There is no significant variation in the attainment or progress of boys and girls. Pupils use their numeracy skills well in other subjects such as science. For example, they work out the strength of forces and accurately record results of scientific experiments.

6 By the end of Key Stage 1, pupils' attainment in science is at the level expected for their age. In the teacher assessments in science in 2000 for Year 2, pupils' attainment was below the national average. It was also below the average when compared with similar schools. In the National Curriculum tests for 11 year olds in 2000, pupils' attainment was well below the national average. When compared with similar schools, the school's results were below the average. The school has not maintained the standards found in the last inspection but standards are now improving because of the good teaching in science, particularly in Years 1 to 4. These low results are partly explained by the disruption to pupils' education over the previous two years by changes in staff and the fact that the school has had four different head teachers during this time. The older pupils particularly are still suffering from the impact of this disruption. This has affected their basic skills and is still influencing their attainment by the end of Key Stage 2. However, the improved leadership by the head teacher, better teaching and the implementation of new programmes of study for science are beginning to have a positive effect on pupils' learning. As a result, there is a good capacity for improvement. During the inspection, there was no significant variation noted in the attainment of boys and girls.

7 Pupils with special educational needs make good progress in their learning, particularly in their literacy and numeracy skills. The school makes effective use of assessment data in the reception class to set targets for future improvement. Regular school-based subject tests and national test data are used to identify pupils with special needs who are then set challenging targets in their individual education plans. Pupils with special educational needs meet the targets set out in their individual education plans.

8 By the end of both key stages, pupils' attainment in information and communication technology is below the level expected for pupils' ages. However, pupils' attainment is improving because the recent provision of up to date computers and improved teaching is having a positive effect. Pupils in Key Stage 1 use their keyboard skills to manipulate figures to produce number patterns. They match text to pictures and draw their own pictures using art programs. However, many pupils still have limited knowledge of word processors and many cannot explain how to carry out basic operations, such as changing the size, colour and layout of text. Pupils in Key Stage 2 are now beginning to build on their skills and knowledge with more frequent use of the new computers and programs in school. Some pupils in Year 6 are very

confident and have a good understanding of how to set up and load computers and how to use their research skills, for example, in their project on Henry VIII. Their skill has been greatly enhanced by the use of the new resources. For example, pupils in Year 5/6 regularly use computers to write stories and are confident when editing their efforts on the screen, they use the facilities of the program well to change the size, colour and style of their work. However, pupils in Year 6 have limited knowledge of spreadsheets and how to handle and manipulate data or how to use sensing equipment to measure physical data.

9 By the end of both key stages, pupils' attainment in all other subjects is in line with the level expected for their age. Pupils in Year 2 gained much from a lesson on their visit to a synagogue and the importance of religious artefacts by explaining how carefully and respectfully the Torah scroll is handled. By the end of the key stage, pupils consolidate their learning about Christianity through stories from the Bible and from discussions. They know that the Bible is an important book to Christians and the significance of Christmas and birthdays. By the end of Key Stage 2, pupils understand the importance of religion to different people and they relate well to stories through discussions and writing about their own life experiences and present day issues. Pupils study world faiths and understand the significance of special festivals in Judaism and in Muslim beliefs. All pupils, including those with special educational needs make satisfactory progress in religious education.

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

10 Pupils enjoy coming to school and have very positive attitudes to learning. Children entering school for the first time settle quickly into the routines of school and are keen and enthusiastic about their lessons. Pupils are interested and involved in their work. They concentrate well and persevere with tasks in most lessons. They listen carefully to their teachers and take an interest in their classmates' contributions. Pupils want to learn and respond with enthusiasm to challenging tasks set by teachers. For example, in a Year 4 music lesson pupils of all abilities maintained concentration in order to produce a high standard of performance. Pupils co-operate well in a variety of situations and thrive on well earned praise in lessons and during the weekly celebration assembly.

11 The behaviour of the majority of pupils is very good. This is an improvement since the time of the last inspection when the behaviour of some pupils was found to disturb the learning of others in their class. Pupils enter and move around the school quietly and with due consideration for others. They are polite and helpful. Teachers and other adults are good role models and clearly expect pupils to be well behaved, considerate and orderly. Pupils respond to this in a mature manner and show that they recognise and value their own role in creating a pleasant, working atmosphere in the school. When behaviour falls below these high standards, for example in the Year 5/6 class where behaviour was found to be satisfactory, this is usually due to the quality of teaching, routines of appropriate behaviour are not securely established and the management of pupils is not always effective. Two pupils have been excluded in the past year in accordance with the school behaviour and discipline policy. The school makes it clear that bullying is not acceptable and that any incidents are recorded and dealt with promptly. There was no evidence of bullying during the inspection.

12 Personal development is good because of the very good relationships between staff and pupils. Pupils act responsibly within the school buildings and around the grounds. They show care for one another and through assembly themes, as well as many other areas of the curriculum, they demonstrate a developing awareness of the impact of their actions upon others. Pupils are polite to adults and other pupils. Personal responsibility is encouraged in all classes. For example, children in the reception class respond to teaching which interests and motivates them by taking a mature attitude towards their work. Older pupils are responsible for a variety of tasks including operating equipment in assembly.

13 Levels of attendance are good. There has been an increase in attendance levels since the time of the last inspection, it is now above the national average. The school's capacity to further improve levels of attendance is currently being hampered by the increasing number of pupils who are absent during term time because of family holidays. The previous report was positive about pupils' attitudes, behaviour and personal development and this good standard has been at least maintained and in some areas, such as behaviour, has improved.

## **HOW WELL ARE PUPILS TAUGHT?**

14 Thirty seven lessons or parts of lessons were seen. Teaching was good or better in over two thirds of lessons, including almost a half where it was very good and occasionally excellent. Teaching has improved considerably since the previous inspection. The head teacher, deputy head teacher and core subject co-ordinators are implementing the school policy for observing, evaluating and improving teaching. It is being used effectively to raise the quality of most teachers' performance. Although no unsatisfactory lessons were seen during the inspection, the work set for pupils in upper Key Stage 2 is often not sufficiently challenging, especially for more able pupils, there are sometimes distractions because of some immature behaviour by a few pupils and this adversely affects pupils' concentration and progress. There was good teaching in the Foundation Stage, Key Stage 1 and Years 3 and 4. The quality of teaching and the teamwork of most staff make a positive contribution to pupils' learning. The teaching of basic skills in literacy and numeracy is satisfactory. Teachers make good use of the National Literacy and Numeracy Strategies, although sometimes explanations are too long. In both key stages, pupils with special educational needs are taught well and they make good progress towards the targets in their individual education plans. Teachers make good use of support staff and other adults who work with these pupils.

15 The school has placed great emphasis on raising the attainment of all pupils. The results of assessments are used effectively to guide teachers' planning and to set the classes for English and mathematics, which is having a positive impact on pupils' achievements and learning. However, the system now needs to be refined so that individual pupils and small groups are set targets for improvement and so raise pupils' attainment further. There is evidence of some good, thoughtful marking to guide pupils, however, this is not consistent throughout the school and, in some classes, there are too few comments that pinpoint areas for development. In both key stages, pupils learn more effectively when lessons are well planned to provide a suitable challenge for different ability groups. Learning is enhanced when pupils are given a deadline to work to.

16 The pace of most lessons is good and this ensures that pupils concentrate well and complete their tasks. Pupils have very good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Most teachers' expectations of pupils' behaviour and effort are high and they are expected to do their best. Although some teachers plan activities that challenge all pupils in their class this is not consistent across the school. Particularly for older pupils in Key Stage 2, more able pupils are not always well challenged by the tasks set, often because all pupils start lessons from the same point and more able pupils are given extension tasks if there is time, instead of more challenging work at the start of the lesson. For example, the scrutiny of pupils' previous work in science shows that many of the exercises and experiments are the same for all pupils. However, the school is aware of the need to set more challenging activities for the more able pupils to extend their learning further. For example, in science, pupils conduct experiments and accurately record their findings but there is no evidence to show that more able pupils devise their own experiments to answer specific questions or select their own equipment to test any hypothesis or prediction. Under the improved leadership and management of the recently appointed head teacher the school has the continued improvement of all pupils' attainment as a focus in the school development plan and discussions have already taken place which include a specific plan to raise attainment still further in Years 2 and 6.

17 Teachers in both key stages have a good knowledge and understanding of the subjects of the National Curriculum. They have undertaken training in information and communication technology to improve their skills with the new computers and are aware that further development is planned for the future. In both key stages, they use subject based language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, science, mathematics, history and music where specific technical language was used well. For example, in a Year 3 English lesson pupils understood the need for precise vocabulary when describing the sounds in a rainforest or a fairground. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they sometimes use good observational assessments of pupils to build upon the areas that the pupils need to develop. For example, in a mathematics lesson in a Year 2 class, the teacher effectively used well chosen questions to check that pupils understood the concept of tens and units. This developed well when specific questions were then directed to pupils who used coloured hats to show which number was a ten or which a unit.

18 Most teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers respond well to the needs of pupils, including those with special educational needs, and they intervene sensitively to offer support and encouragement. Teachers make daily informal assessments during lessons on which to base their future planning. The use of homework is good; it is given on a regular basis to support pupils' learning.

19 Teaching for pupils with special educational needs is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. Teachers use daily observational assessment to provide work that matches the requirements of pupils with special educational needs. There are good communications between teachers and support staff and this enables support staff to help pupils towards the targets identified in their individual education plans. These are used effectively to improve specific areas of pupils' learning. Pupils with statements of special educational need are well taught and make good gains in their learning. As a result of good teaching, pupils with special educational needs make good progress.

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

20 Children in the nursery and reception class receive a good range of stimulating opportunities that help them to make good progress in most areas of their learning, for example in knowledge and understanding of the world. Provision for personal, social and emotional development is very good and this results in children making very good progress in this area. The Foundation Stage curriculum is broad, balanced and relevant to children's needs in most of the areas of learning. However, in communication, language and literacy the curriculum for reading and writing does not extend children's skills sufficiently. The nursery and reception staff have spent a considerable amount of time recently devising planning for children's work based upon the new curriculum for children of this age. This has resulted in a good scheme of work that is beginning to have a positive impact on children's learning. This has been improved further in the nursery by planning lessons using the same structure as the reception class, so defining more precise learning targets.

21 The curriculum for both key stages meets statutory requirements and provides pupils with a good range of learning opportunities. These opportunities are well planned and prepared for pupils of all abilities from Year 1 to Year 4. The school has successfully implemented the National Literacy and Numeracy Strategies in these year groups and the effective teaching in lessons is leading to improved standards. The strong features in the school's approach are the detailed planning, clear learning objectives, which are shared with the pupils, and the good match of the group work to pupils' differing capabilities. Weaknesses in teaching in the Year 5/6 class reduce the impact of these strategies and

contribute to the below average standards by the age of 11 in English, mathematics and science. Religious education is taught according to the locally recommended guidelines and pupils' attainment is in line with the expected level for their age.

22 The school plans for a balance of all subjects within the curriculum. It does this by providing a suitable overall plan and good schemes of work for all the subjects of the National Curriculum. Many of the schemes have been introduced recently and they have not yet been in place long enough to have sufficient impact on pupils' learning, for example in geography and art and design. The school places a strong emphasis on developing pupils' literacy and numeracy skills. Additional lessons are in place for these subjects all year round as well as booster catch-up groups that take place before the National Curriculum tests. Information and communication technology is planned for in specific lessons as well as through other subjects. A good emphasis is placed on developing pupils' aptitude in basic skills, for example, in punctuation and spelling in English, and this has a positive effect on pupils' achievements across the curriculum in Years 1 to 4. The recent improvements in provision, such as new computers, are not yet having sufficient effect on the standard pupils attain in information and communication technology.

23 Pupils are offered a few extra curricular opportunities, such as recorder and guitar, and some sporting activities. An appropriate number of junior pupils take part in them. Resources from within and outside the school are used effectively to enrich the curriculum, for instance in art and design, geography and history. The school makes good use of a range of teaching methods, from working as part of the whole class, to group and individual work, both in the classroom and in appropriate withdrawal groups. Where pupils are withdrawn from classes, this is carefully monitored to ensure that they do not regularly miss the same lessons.

24 There are sound arrangements to ensure equality of access for all pupils. Planning for pupils with special educational needs ensures they take advantage of curriculum opportunities. Boys and girls have equal access to classroom resources. Detailed planning and the good match of work to pupils' capabilities ensures access to the full curriculum for pupils in Years 1 to 4 and enables pupils to work with sufficient independence. This is not the case in the Year 5/6 class and higher attaining pupils in particular are not receiving work that is sufficiently well matched to their capabilities.

25 The school provides suitable arrangements for health education, including drugs awareness education and sex education for Year 6 pupils. This is mainly undertaken through the science curriculum and the school nurse contributes to this work. Personal and social education lessons are provided throughout the school. Pupils' good progress demonstrates that staff are consistent in their promotion of the essential skills of this programme. The well written individual education plans for pupils with special educational needs and the effective support for these pupils demonstrates the school's commitment to help these pupils to develop social skills.

26 The school is well integrated into the local community and receives sponsorship from local commerce, for example for the school football strip. Good use is made of local facilities to enhance pupils' learning. There are regular trips to explore the surrounding area, such as walks in the area near the school to increase pupils' knowledge of geography, for example in reception. There are regular visitors to the school, including theatre groups and a historian. The multicultural nature of society is reflected in the religious education curriculum, displays and visits, such as to a synagogue.

27 The curriculum is enriched by the school's involvement in the local and wider community which is a strength of the school. As well as effectively contributing to pupils' knowledge, particularly in history and geography, it develops in them a real sense of community responsibility by helping them to understand their cultural roots. The school's involvement in the regeneration of the village has contributed to the positive view that the community now has of the school. Links with the wider community include

educational visits to places of interest both locally and further afield, for example, the Year 3 visit to the George Stephenson Museum as part of their transport topic. Links with the designated secondary school and other local primary schools are satisfactory and are continuing to develop, for example, teachers attend regular meetings within the local “cluster” of schools. A satisfactory range of information is provided when pupils transfer to the high school and this helps their smooth transfer into secondary education.

28 The provision for pupils’ personal, spiritual, moral, social and cultural development is good. Pupils are helped and encouraged to develop a spiritual awareness through subjects such as religious education and English. In a Year 4 religious education lesson pupils discussed and reflected upon the meaning of peace and friendship. The expressive telling of the story “The Donkey’s Christmas” inspired pupils with wonder. In an assembly for reception and Key Stage 1 pupils their spiritual awareness was developed well. This was achieved by using an attractive advent ring, involving a few pupils in acting out the Christmas story and through prayer and reflection. Collective worship meets statutory requirements and makes a good contribution to spiritual development. Time is provided for prayer and singing contributes to the pupils’ feeling of spirituality.

29 Moral development is promoted strongly in most classes through the good example that staff give of care and respect for others, for instance, they listen carefully to pupils’ contributions and sometimes use them as teaching points. Teachers consistently implement the clear behaviour policy, such as not interrupting others when they are speaking. However, this is not always the case in the Year 5/6 class and a few pupils do not show respect for others by listening to them when they are speaking. There are clear guidelines about what staff and pupils should do if pupils are bullied and discussion with pupils shows that they are confident that staff would deal with any problems if they occurred. This is also covered in personal and social education lessons. Pupils are given the opportunity to discuss issues, such as their relationships with others, to reflect upon their actions and to take responsibility for them. Stickers and certificates are used frequently to reward good behaviour and effort and this raises pupils’ self esteem and confidence.

30 These systems lead to the very good behaviour of the majority of pupils in lessons, around the school and in assemblies. This demonstrates that pupils have a clear sense of the difference between right and wrong. There are appropriate sanctions for unacceptable behaviour. Teachers supervise pupils competently at short playtimes and when they move around the school. They encourage them to be courteous to other adults, for instance by standing back to allow adults to pass through a doorway. Discussions with pupils show that they know the rules regarding acceptable behaviour at lunchtime and playtimes.

31 The provision for social development is underpinned by the very good relationships between most members of the school community. Pupils are encouraged to work together in pairs or groups in lessons, such as music and science. The weekly achievement assembly promotes pupils’ personal development very successfully. Class teachers and the head teacher praise and reward the efforts and achievements of some pupils from each class by presenting them with certificates. In one of these assemblies during the inspection week the pride pupils felt in receiving these awards was evident in their faces and the applause of the other pupils.

32 Provision for playtimes is better for Key Stage 1 than for Key Stage 2, for example through provision of skipping ropes and markings for games such as hopscotch. This is partially compensated for at lunchtimes because the caretaker supervises a game of football each day. The school has plans to develop nature gardens in this playground. It is also having interesting play equipment for the Foundation Stage installed before the end of the term but the provision so far has been unsatisfactory. Year 6 pupils are given specific responsibilities around the school, such as helping in the dining room at lunchtimes or working the overhead projector in assemblies. Pupils’ sense of citizenship and care for others is fostered

through raising funds for charity. Strong links with the local community enhance pupils' personal development, for example with the local residents' forum.

33 Pupils' own cultural traditions and the diversity and richness of other cultures are promoted effectively through many subjects, such as art and design, music and literacy. For example, pupils study the work of famous artists, such as Mondrian and Da Vinci. They listen to the music from their own and other countries, for instance Year 4 pupils listen to the Moonlight Sonata by Beethoven and write effectively about the scene it creates in their minds. Year 5/6 pupils listen to music from the Tudor period and portray the style well in their own performances in dance. In a Year 3 poetry lesson the teacher successfully developed the powerful effect of well chosen words in pupils' evocative poems, for example about the fairground. Christianity and other faiths are studied in religious education, for example, Hinduism and Judaism. Displays around the school also contribute to pupils' development, for example on Christmas, Divali and Hannukah. Educational visits and visitors to the school also make a positive contribution to pupils' development. Visits are used well to enrich the curriculum, for example, Year 2 pupils visit a synagogue and Year 3 pupils a railway museum. Following this visit pupils worked with a local artist on a train mosaic for a local community project. Theatre groups and a storyteller have visited the school.

34 The improvement since the previous inspection is good, particularly in the past year. All pupils are now taught literacy and numeracy each day. Sufficient time is given to religious education and this has led to an improvement in spiritual development from satisfactory to good. There are now good schemes of work for all subjects and for the Foundation Stage and these ensure that pupils build effectively on their previous learning throughout the school. Communication, language and literacy and mathematical development for children in the Foundation Stage still need some further improvement. Outdoor provision for these children is unsatisfactory at present. However, a very good plan to develop the outdoor facilities is in place and will be implemented soon.

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

35 The procedures for promoting pupils' health, safety, welfare and child protection are good and have been improved since the time of the last inspection. The head teacher and caretaker, who is also a school governor, have a good working partnership which ensures effective implementation of the health and safety policy. Child protection procedures are good due to the knowledge and training which the head teacher brought with him from his previous post. The school policy is very outdated and the head teacher as the designated person with responsibility is aware of the need to address this. Fire safety, first aid and medical arrangements are satisfactory. Health education is delivered across the curriculum especially through science and personal and social education lessons.

36 The school has good procedures to monitor and promote good attendance. Class teachers and the head teacher keep a careful check on absence, any concerns are followed up with parents and when appropriate, referred to the education welfare officer. There have been two exclusions during the past two years but the rate is now falling.

37 The school has a range of systems to monitor and promote good behaviour which are valued by pupils. The school approach to behaviour management is positive and emphasises rights and responsibilities as well as rules. Pupils were consulted regarding expectations of behaviour and a reminder is displayed in every classroom. Pupils know the standards required and accept the steps that will be taken if they misbehave. They enjoy collecting the various stickers and certificates that are given for personal qualities as well as good work. The head teacher records any incidents of poor behaviour including bullying and works with parents to improve the behaviour of individual pupils. The effectiveness of the school's policies can be seen in the way that pupils move around the school, their behaviour outside, in assemblies and in almost all lessons.

38 The school has satisfactory procedures for pupils' support and guidance. All pupils feel valued, as teachers use praise well to encourage effort and good behaviour. Advice for improvement is given in a positive and encouraging way, always trying to raise self esteem. Reward systems, including the weekly celebration assembly are effectively used to raise standards of work. Marking is not yet used consistently across the school to set targets for future learning. "Booster Classes" aimed at raising standards of literacy and numeracy in Years 2 and 6 are beginning to have a positive impact on the standards attained.

39 Since the previous inspection the school has made good progress towards implementing a whole school system for assessing pupils' attainment and progress. This was a key issue in the last inspection report. A comprehensive new policy identifies the range and purposes of the assessment strategies used by the school. The gathering of information begins in the nursery and is followed by baseline assessments on entry into the reception class. Whilst this assessment is effectively used as a basis from which to move children forward, it is not yet used to provide different tasks for children of all abilities in the reception class. Pupils' progress is tracked through Key Stage 1 and Key Stage 2 by the use of statutory and additional tests in English, mathematics and science. Teachers also keep their own records of how successfully pupils complete each module of work or topic. As yet, there is no formal individual assessment system for the foundation subjects, although teachers do use check-lists based on the National Curriculum programmes of study to ensure that pupils cover the expected curriculum. Teachers' planning now includes the identification of assessment opportunities that help to establish the effectiveness of the planned curriculum. However, the school has not yet established a system to set challenging targets for individuals and small groups of pupils and so raise standards further, particularly in upper Key Stage 2. Individual portfolios of pupils' work are built up and used as visible evidence of standards and rates of progress. The school builds effectively on existing assessment procedures to identify pupils with special educational needs and to comply with the Code of Practice. The special educational needs register is in place and kept up to date.

40 Procedures for assessing pupils' personal development are good. Ongoing assessments are made by individual teachers in their lesson evaluations. Records of any incidents of bullying or concerns arising from changes in behaviour or attendance are carefully kept by the head teacher and discussed with members of staff. As a result, teachers know and understand their pupils well. The school is beginning to use assessment information effectively to raise standards. The school development plan for 2001 takes this a step further with the analysis of all existing records for end of key stage pupils. This information will be used to assess current attainment and to identify target groups of pupils who, if given extra support, could attain a higher National Curriculum level. Pupils with special needs are assessed regularly and their targets are linked with their individual education plans. The requirements for the review of pupils with statements are well organised and parents appropriately involved.

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

41 Parents have a very positive view of the school. They feel that the school has improved greatly in the last year since the appointment of the new head teacher. They consider that they have a very good partnership with the school and are happy with the progress their children are making.

42 The information provided to parents by the school is good. Parents are kept informed about school events through regular newsletters. Reports to parents provide good information regarding pupils' progress. The best examples provide guidance as to how pupils could improve further, however this is not yet consistent. The governors' annual report to parents now includes all of the statutory information required, this is an improvement since the time of the previous inspection. Information for parents displayed around the school is good with high quality information provided in the nursery entrance regarding the Foundation Stage. Meetings held with parents prior to children's entry into nursery and the

reception class provide parents with good quality information that enables children to settle quickly and happily into school routines. Evenings held for parents to inform them of major changes to the school curriculum, for example the introduction of the National Numeracy Strategy, are valued.

43 Parents are encouraged to help in classes and many do so by providing valuable support for teachers. One or two have gone on to take more formal qualifications as a result of the encouragement they have had from teachers and their involvement in the “Parents and Children Together” scheme. The school establishes very good relationships with parents through regular consultation meetings where parents get a chance to talk about their children’s progress. Parents value these and the informal opportunities they have to talk with teachers at the start and end of the school day.

44 Parents provide very good support for their children’s learning at home. The school has an established homework policy that teachers consistently implement and, as a result, homework is used well to reinforce pupils’ learning. The home/school reading scheme recently introduced in the nursery is already impacting on the acquisition of early literacy skills. Parents and grandparents are keen to share their memories regarding the history of the local area, which has provided very good support to pupils’ learning in history and geography as well as supporting their personal development. Overall the school’s links with parents are very effective and are a strength of the school.

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

45 The head teacher, key staff and governors provide good leadership and management and give a clear educational direction for the work of the school. The statutory requirements for Performance Management are in place. The quality of teamwork by staff is good and fosters a positive ethos in which all pupils are valued. The governing body is committed to helping the school move forward. Governors make a good contribution to the effective running of the school and are committed to maintaining and raising standards further. The school has made good and sometimes very good progress in dealing with and removing the serious weaknesses identified in the last inspection report. By providing written guidance for teachers and ensuring that all pupils receive daily literacy teaching, the school has raised pupils’ attainment in reading in Key Stage 1. There has been similar improvement in the provision for religious education and pupils’ attainment is now in line with the expected level for their age. The provision of a well planned and structured programme of work for children in the nursery and reception class, now called the Foundation Stage, has raised standards in communication, language and literacy and mathematical development. There is now an established framework of leadership and management and governors are working closely with the school and have established agreed policies for all aspects of school life. These are beginning to be effective, for example, the school has a clear policy for effective teaching and learning and future staff development is well linked to the school development plan. There has been a programme established for the monitoring of teaching and learning which has contributed to the improvement in teaching since the last inspection, but the disruption caused by the high turnover of teaching staff has slowed the rate of change. For example, this monitoring has not yet raised standards sufficiently in upper Key Stage 2.

46 All staff have a shared commitment to raise standards. They have succeeded in creating a learning environment where relationships are very good and pupils feel secure and valued. A positive ethos reflects the school’s commitment to improve educational standards and provide equal opportunity for all pupils. The governors are involved with the management of the school and are committed to improving the school building and raising standards. They are kept well informed by the head teacher and have a good committee structure to enable them to support the head teacher and to meet their statutory responsibilities. There are named link governors in place for literacy, numeracy and special educational needs who visit regularly and support the work in school. Governors have observed lessons and the establishment of a committee to support the development of information and communication technology shows how important this subject is in the governors’ efforts to raise standards. The school and the

governors have worked very hard to establish close links with the community and this is having a positive impact on the ethos in the school and pupils' learning. With their current level of involvement and commitment, the governors, in partnership with the head teacher and key staff, are well placed to plan and implement further improvements.

47 The school fulfils all legal requirements for special educational needs. Good policies and procedures aimed at ensuring support are in place. For those pupils who are on the school register there are clear, well defined targets to help them overcome their difficulties. The register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective; as a result, they make good progress in both key stages.

48 The school development plan provides a useful framework for improvement, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It identifies a baseline against which future development can be measured and is having a positive effect on the future direction of the school. Educational and financial planning are clearly linked. The governors' finance committee has been particularly successful in managing the school budget in the last two years. They removed the large budget deficit found at the time of the previous inspection and now have a healthy surplus which enables more secure future planning for the school. The head teacher, school secretary and governors work very well together to ensure that the principles of best value are followed. The school knows its strengths and areas for development and has a good grasp on how to improve. The head teacher, well supported by the governors, has been the driving force behind the school's recent improvements. Co-ordinators monitor teachers' planning and lead discussions on recent initiatives, for example the implementation of the National Literacy and Numeracy Strategies. Educational priorities are well supported through the school's financial planning. There have been good improvements since the last inspection. There is good leadership by the head teacher, key staff and governors, very good financial management and very good relationships in school. Inspection findings confirm that pupils' attainment is improving, especially in Key Stage 1 and Years 3 and 4. Although pupils' attainment is still below the average in Year 6 in English, mathematics and science, this does show an improvement on the pupils' National Curriculum test results in 2000 when attainment was well below average in mathematics and science. Although the cost of educating each pupil is above the national average, the school gives satisfactory value for money.

49 The school has sufficient staff to meet the needs of the planned curriculum. Teachers are suitably qualified and provide a good balance of experience and expertise. They are ably supported by a good number of competent and well-qualified support staff. The quality and provision for clerical support and caretaking are also good and ensure that the daily life of the school runs smoothly. Arrangements to support newly qualified teachers are good and fully meet national requirements. There is sufficient accommodation for the number of pupils on roll. The buildings are very well maintained and kept meticulously clean. Classrooms are suitably furnished and, together with corridors and public areas, contain good quality, attractively mounted displays, particularly of pupils' artwork, which makes a positive contribution to the ethos of the school.

50 The school is adequately resourced in virtually all subject areas. There is now better equipment for information and communication technology, but the school is aware of the need to provide extra programs to ensure that all elements of the National Curriculum are taught in more depth, for example, equipment and suitable programs to enable pupils to explore simulations and to sense physical data. Resources are well managed, used effectively and are easily accessible. Plans are in place to develop two nature gardens on the site and so enrich the rather barren effect of the two yards. The provision for outdoor play in the Foundation Stage is unsatisfactory at present. However, there is a very good plan in

place, to be implemented in the very near future, to develop the outside facilities for children in the Foundation Stage and provide an exciting range of physical activities for them.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

**51 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

- A.** Improve pupils' attainment and learning by the end of Year 6, particularly for the more able, in English, mathematics and science by:
- using the information gained from assessment in order to set challenging targets for individuals and groups of pupils, in particular the higher attaining pupils;
  - providing more opportunities for independent, investigative work in science and mathematics;
  - consistently implementing the school's marking policy to provide guidance for pupils to improve their work;
  - improving teaching and raising the teacher's expectations in Year 5/6 to match the quality found in the rest of the school;
  - providing more opportunities in upper Key Stage 2 for pupils to use their writing skills in other subjects, for example, religious education, history and geography.  
(Paragraphs 2, 3, 4, 5, 6, 11, 14, 15, 16, 20, 21, 24, 29, 38, 39, 45, 54, 59, 64, 65, 67, 68, 70, 78, 79, 85, 121.)
- B.** Improve pupils' progress and raise the standards further by the end of both key stages in information and communication technology by:
- providing more resources, for example sensing equipment and simulations, particularly in Key Stage 2, to ensure that pupils have opportunities to cover all the programmes of study of the National Curriculum in more depth;
  - giving all pupils more regular opportunities to practise and improve their information and communication technology skills;
  - ensuring that information and communication technology is used more consistently in other subjects, particularly mathematics and science, to further develop and extend pupils' independent skills in data handling.  
(Paragraphs 8, 17, 22, 75, 111, 112, 113.)

**Note:** The school is aware of the need to further improve resources for information and communication technology and for outdoor provision for children in the Foundation Stage and has good plans in place to be implemented in the near future.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	38

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	38	24	30	0	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	153
Number of full-time pupils eligible for free school meals	0	52

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	34

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	5.2
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	15
	Girls	-	-	-
	Total	20	20	24
Percentage of pupils at NC level 2 or above	School	83% (82%)	83% (82%)	100% (85%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	-	-	-
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	83% (82%)	83% (85%)	83% (88%)
	National	84% (82%)	88% (86%)	88% (87%)

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

Where the number of boys or girls is 10 or less figures have been omitted.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	18	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	13	10	12
	Total	21	17	20
Percentage of pupils at NC level 4 or above	School	78% (57%)	63% (52%)	74% (62%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	13	13	15
	Total	20	22	24
Percentage of pupils at NC level 4 or above	School	74% (62%)	81% (48%)	89% (52%)
	National	70% (68%)	72% (69%)	80% (75%)

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

Where the number of boys or girls is 10 or less figures have been omitted



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – Afro heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	126
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	18.4
Average class size	25.5

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

Total number of education support staff	5
Total aggregate hours worked per week	128

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	0.5
Total aggregate hours worked per week	15

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	336,542
Total expenditure	317,426
Expenditure per pupil	1,846
Balance brought forward from previous year	713
Balance carried forward to next year	19,829

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out

171

Number of questionnaires returned

38

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	3	0
My child is making good progress in school.	66	32	0	0	3
Behaviour in the school is good.	26	58	11	5	0
My child gets the right amount of work to do at home.	50	37	11	0	3
The teaching is good.	68	24	3	0	5
I am kept well informed about how my child is getting on.	53	42	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	50	47	3	0	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	53	45	3	0	0
The school provides an interesting range of activities outside lessons.	8	34	37	5	16

## **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**

52 There has been good improvement in the provision for children in the Foundation Stage. Co-ordination of the phase and curriculum planning are now effective. Children's behaviour has improved and is now good in the nursery and very good in the reception class. Children mainly make good progress and in the reception class there is now structured teaching of reading. Outdoor play is still not provided and this is a weakness but the school has impressive plans for play equipment. This is to be installed before the end of the term. The quality of teaching has improved from satisfactory to good. Teaching in the reception class is very good and this has a considerable impact on children's learning. The nursery and reception staff have spent a great deal of time recently discussing and devising planning for children's work based upon the new curriculum for children of this age. They have a good understanding of how young children learn and the work in classrooms reflects this and is mainly practical. This enables children to make good progress in most areas of their learning.

53 Many children begin nursery with low levels of skill across the range of their work, particularly in speaking and listening. Although they make good progress in the nursery, their achievements in reading and mathematics are still below the level expected for their age when they enter reception. This is confirmed by the school's initial assessments that are undertaken with these young children. By the time the reception children are ready to start in Year 1 the majority of them achieve well and attain above the expectations for their age in personal, social and emotional development. This shows very good achievement and reflects the skilful teaching in this area in both year groups. Most children achieve the expected level in knowledge and understanding of the world, creative and physical development because of the good curriculum and some effective teaching in these areas.

54 In communication, language and literacy and mathematics children continue to achieve below the level expected for their age. There is good teaching of letter sounds and of the reading scheme. However, the skills children learn are not used sufficiently across a range of books and this affects their confidence and progress. This affects children's achievements, particularly the more able children. From the beginning of reception the formal skills of letter formation are taught alongside reading and children are given opportunities to experiment with their own writing.

55 Through very good teaching in both year groups children make very good progress in personal, social and emotional development. Teaching and support staff work effectively together as a team and are caring, supportive and encouraging. For example, they constantly reward children for their efforts and encourage them to feel confident about what they can achieve. Adults set a good example for children to follow, always treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to understand one another's points of view.

56 Children are enthusiastic about their learning and they play and work together as friends. In the reception class, adults promote children's personal development successfully by encouraging children to take responsibility for resources, for example by tidying the equipment away at the end of a lesson. This type of responsibility is not encouraged sufficiently in the nursery. Children make choices about some of the activities they undertake. For example, nursery children make decisions about working in the sand tray or playhouse and know how many children are allowed to use each activity. Children settle quickly and happily into daily routines, such as registration or milk time, they develop a good awareness that some actions are right and some are wrong.

57 Most children make good progress in communication, language and literacy. All the adults encourage children to talk and are good active listeners. They show children that they value their efforts at communicating. By the time they leave reception most children are achieving the level expected for their age but a few lack the range of vocabulary to express themselves clearly or they have immature speech. In both year groups children enjoy listening to the stories that adults read to them. The reception teacher conveyed the wonder of the birth of Jesus through expressively telling the story of “The Donkey’s Christmas”. Children responded very well and listened with awe and close attention. Children in both year groups treat books with care, look closely at the pictures and begin to tell a story from them. Nursery children know a range of songs and nursery rhymes, such as “Twinkle Twinkle Little Star”. They begin to learn the sounds of some letters through a variety of interesting activities, such as throwing and catching a beanbag when they identify the sound of the first letter of their name. Their learning is enhanced by an impressive book loan system. This promotes children’s initiative and independence because the system has been devised so that children and parents operate it independently.

58 The reception teacher continues the practical approach and combines this with elements of the National Literacy Strategy. For example, children write the letter “p” in the air, they suggest more words beginning with “p” and these are used to create more verses of a song about a penguin. Children are filled with glee when the teacher works the penguin puppet and it fails to recognise some objects that start with the letter “p”. They begin to recognise the words in the early stages of the reading scheme. Children lack confidence in using these skills when sharing books with an adult. Regular teaching of handwriting has a positive impact on children’s learning. Many children form letters correctly, begin to write their name and copy a simple sentence. They are less confident in writing about their experiences or in writing for a specific purpose, such as a simple story.

59 The achievement of most children is mainly satisfactory in mathematical development. Nursery children count objects up to five, such as stars or Christmas stockings. They develop an understanding of size; for example, they decide which paper is the right size for wrapping a Christmas present for Santa. Reception children sort and count objects up to ten and begin to recognise numerals to twenty six, the number of children in the class. They are less confident when adding one more to a number. Adults sometimes ask questions that challenge children’s thinking, this type of work provides suitable challenge for all children.

60 Children’s knowledge and understanding of the world is developed effectively in both year groups. Adults in the nursery support children competently in their work on the computer. This work is extended successfully in reception. Children use the mouse confidently to work a variety of programs and use a digital camera with developing skill. Reception children discuss the things Jesus would have had when he was a baby and compare them with what a baby has today. In an excellent lesson in reception the teacher shared the learning targets with the children. They explored a variety of materials and glues to make attractive beds for Santa’s elves and identified possible improvements to them. Lesson planning in the nursery could be improved further by having precise learning targets and using a similar planning system to the reception class. In both year groups children use tools safely to construct and build.

61 Children in both year groups make good progress in physical development despite the lack of appropriate outdoor play facilities. This is because of the effective teaching that takes place in lessons in the school hall. In a dance lesson in reception the good choice of music and the enthusiastic demonstration of movements by the adults motivated the children. This promoted their good concentration and learning and very good behaviour. The teacher encouraged children to carefully watch and evaluate the performance of others. They showed a developing awareness of rhythm and space when linking a series of jumps together. In both year groups teachers teach the skills to help children gain safe control of finer movements, such as cutting with scissors.

62 Children make good progress in creative development throughout the Foundation Stage. In the nursery, adults effectively support and extend imaginative play situations. For instance, during the inspection the imaginative play area was set up as Santa's workshop. Adults encouraged children to act out the role of Santa, the elves or reindeer. Children responded well, for example, they wrote messages for Santa. Reception children mix paint together, for example, they made a range of shades of green by mixing blue and yellow paint. In both year groups children join in enthusiastically with familiar songs, such as "A Long, Long Time Ago".

## **ENGLISH**

63 Pupils' attainment by the end of Key Stage 1 is in line with the level expected for their age. In the 2000 National Curriculum tests for seven year-olds standards in the school were in line with the national average in reading and writing. When compared with pupils in similar schools pupils' performance was well above average in reading and writing. Pupils' attainment by the end of Key Stage 2 is below the level expected for their age. In the 2000 National Curriculum tests for 11 year-olds standards in English were below the national average but were well above average when compared with similar schools. More pupils than expected reached the required standard but fewer pupils than expected reached the higher level. In the 2000 National Curriculum tests, the attainment of boys was higher than that of girls, a result which was influenced by the presence of three girls with special educational needs in the cohort. The achievement of most pupils is satisfactory in relation to their prior attainment. In the past four years the overall trend in improvement is still below the national trend.

64 Inspection findings show that by the age of seven standards in reading and writing are in line with those found in other schools. By the age of 11 standards in English are below those found in other schools. These judgements reflect the results of the 2000 national tests. Standards in Year 6 could be improved by raising the teacher's expectations of what pupils can achieve in writing and by providing work that is matched to the differing abilities within the class, particularly for higher attaining pupils. Marking could be improved throughout the school by teachers focusing more closely on what pupils need to achieve in their writing, sharing these targets with the pupils and assessing whether the targets have been achieved. Most pupils have a suitable range of words and express themselves clearly in conversations, in answering teachers' questions and expressing their ideas. Teachers provide many opportunities for discussion in small and larger groups in English lessons and in other subjects.

65 By the ages of seven and 11 most pupils' speaking and listening skills are similar to those found in other schools. Most teachers place a good emphasis on the use of the correct technical vocabulary in all aspects of English and encourage pupils to use it. This leads to them making good progress in this area; for example Year 2 pupils use the terms "verb" and "alphabetical order" and Year 6 pupils "alliteration" and "glossary". From Year 1 to Year 4 pupils listen carefully to teachers' explanations and instructions and to the views of others. This is not always the case in the Year 5/6 class because the teacher does not insist that pupils listen when others are speaking. As a result of this, a significant minority of pupils speak when others are speaking.

66 Throughout the school there is good teaching of basic reading skills, such as phonics and rhyme in Key Stage 1 and reading for meaning in Key Stage 2. Reading interviews with pupils and lesson observations show that pupils enjoy reading. By the age of 11 many pupils discuss what they read, showing that they understand it well. By the age of seven average attaining pupils read aloud confidently and accurately and higher attaining pupils read with fluency and expression. Lower attaining pupils begin to use a range of reading strategies independently in order to read the new words they encounter, such as letter sounds and picture cues. The subject has good stocks of fiction and information books and an attractive library that is used well by the Key Stage 2 pupils. As a result of this, Year 6 pupils have good reference skills, such as how to locate books in the library and how to find information from them, for example by using the index, page heading and subheadings. Year 2 pupils would benefit from using the

library and the school has plans for this. The resources and pupils' learning could be improved further by continuing to improve the range of reading scheme books in Key Stage 1.

67 Work on display and in pupils' books shows that teachers throughout the school provide a broad writing curriculum, for example pupils are given opportunities for original story writing and poetry. Pupils' literacy skills are promoted effectively in other subjects. For example, a Year 4 pupil wrote about "The Moonlight Sonata" in a music lesson, "The wolf dodged all the wondrous beams and ran up a steep, dark, old mountain...howling at the twinkling stars and moon with its reflection in the water beneath". Through very good teaching in Year 1 to Year 4, pupils make good progress in writing in a range of different styles and in basic skills, such as punctuation and spelling. Most Year 2 pupils spell accurately and use full stops and capital letters correctly. They join their writing in handwriting practice but are not yet doing this in their independent work. Lower attaining pupils need and receive more help; a few do very well and reach the required standard for their age. However, in the Year 5/6 class the teacher's expectations of what pupils should achieve in their writing are not high enough and this leads to them making unsatisfactory progress in their learning. Higher and average attaining pupils often produce work in which the punctuation, spelling and quality of vocabulary are not at the level expected for their age and capability. Older pupils do not get sufficient opportunities to further develop their writing skills in other subjects such as science or geography.

68 The quality of teaching is good. A feature of all the lessons seen from Year 1 to Year 4 is the effective management of pupils' behaviour. This is the result of the interesting work pupils are given and of the high expectations that teachers have of pupils' behaviour. This promotes very good behaviour and positive attitudes to their work. Pupils listen courteously and attentively when other pupils and teachers are talking and are keen to learn. They get on well together when working in pairs or groups. Pupils with special educational needs have equally good attitudes and try their best. Most pupils have equal access to the curriculum, except for the higher attaining pupils in the Year 5/6 class who are not receiving a writing curriculum that is appropriate for their ability.

69 In the most effective lessons, time for the different parts of the Literacy Hour, and organisation of the group work, are managed competently. This means that pupils cover a good deal of work during the lesson. In the excellent lesson the teacher encouraged the pupils to use a precise vocabulary in their poetry writing. A pupil wrote, "The shivering of the ghost train, The squeaking of the wheel, The screaming of the children, The scraping of the steel". Higher attaining pupils were challenged to make the second and third lines of each verse rhyme. Throughout the school pupils with special educational needs make good progress towards the targets in their individual education plans. This is because of the good support they receive from the school and specialist support staff.

70 Improvement since the previous inspection is good and the effective co-ordinator has made a significant contribution to this. The quality of teaching has now improved from satisfactory to good overall. Teachers have worked hard to implement the Literacy Strategy and this has been achieved effectively in most classes. In Key Stage 1, pupils' progress has improved from satisfactory to good and higher attaining pupils now reach the higher levels in reading and writing in National Curriculum tests. In the past two years there has been a decrease in standards in writing by the age of 11. During this time pupils' learning has been disrupted because of changes in teaching staff. The school's curriculum and assessment procedures have improved. However, this information is not yet being used sufficiently to provide work that is challenging enough in the Year 5/6 class. English is given a high priority in the school development plan and good progress has already been made in implementing the targets that have been set for the subject. The school is now very well placed to bring about further improvements in the subject.

## **MATHEMATICS**

71 By the end of Key Stage 1, pupils attain the standards expected for their age in mathematics. In the 2000 National Curriculum tests standards were comparable with national averages, but higher than those obtained in similar schools. Standards are improving and, since the previous inspection in 1998, there has been a marked increase in the proportion of seven year olds reaching the standards expected in the national tests. However, there has been a slight drop in the number of pupils attaining the higher levels. There is no significant variation in the attainment or progress of boys and girls.

72 Inspection findings indicate that pupils in the current Year 6 are broadly in line to attain the standards expected for their ages in the national tests, although the more able pupils are not working at an appropriate level to achieve the higher results. Standards attained by last year's Year 6 were well below national averages and in line with those attained in similar schools. The performance of 11 year olds is similar to the time of the last inspection, but the gap between the school's results and the national average has widened. There is much work still to be done, especially in providing appropriate work for the most able pupils. In the 2000 National Curriculum tests, the attainment of boys was higher than that of girls, a result which was influenced by the presence of three girls with special educational needs in the cohort.

73 Pupils with special educational needs make good progress throughout the school. They are supported well both in the classroom and in the small mathematics withdrawal groups. Individual education plans are referred to, but are not often mentioned in teachers' planning.

74 By the age of seven pupils recite number bonds to 10 accurately. They have an increasing understanding of place value and separate two digit numbers into tens and units. The most able pupils work on place value with three digit figures. In their written work pupils add and subtract to twenty. They record information in an appropriate manner and read a graph of pupils' favourite food. They halve shapes and solve simple money problems. By the age of 11, pupils have an increasing knowledge and understanding of the facts of mathematics. They develop an appropriate mathematical vocabulary, for example, when talking about number factors and prime numbers. They begin to develop strategies for problem solving, illustrated in a lesson on pairs of factors where pupils had to find all the factors of numbers between fifty and sixty. Pupils use fractions to describe percentages of a whole and add decimals and percentages together. Diagrams are often used to communicate findings. Pupils organise their work well.

75 In both key stages the pupils' ability to use information and communication technology to develop their mathematical knowledge, skills and understanding is not well developed. Until recently there was a shortage of computers in the school, which prevented teachers from providing appropriate tasks in information and communication technology. Teachers are beginning to include suitable programs to support daily numeracy lessons, as in a Year 4 lesson where pupils calculated the difference between the time shown on two twelve hour clocks and recorded their answers on a digital clock. Pupils use mathematics to help learning in other subjects. For example, pupils are involved in numerical work when drawing up timelines in history and drawing up and reading graphs in science.

76 The teachers are familiar and secure with the National Numeracy Strategy, which is very well used for planning and teaching mathematics. The oral and mental sessions are a strength. Consequently, pupils are showing the benefits of daily routines and are developing considerable mental agility. Teachers are careful to include pupils of all abilities at the start and end of lessons, supporting those who are less able and challenging those who attain well. In Key Stage 1, teachers use imaginative methods to demonstrate mathematical ideas, for example, in a Year 2 mathematics lesson where pupils wore different coloured hats to denote tens and units. In a Year 1 lesson pupils were all given a clock face to enable them to show their answers to the teacher. The same class was also entrusted with real money to assist pupils in their written money calculations. Teachers explain carefully to pupils what they will learn in each lesson and constantly refer back to these learning objectives, checking for understanding. In the best lessons a good balance is achieved between exposition, discussion and practical work. Good

examples of such teaching were observed in a Year 3 lesson on fractions and a Year 4 lesson on the measurement of time. Homework is regularly set and contributes to pupils' progress.

77 The scrutiny of pupils' work indicates that the quality of teachers' marking is variable. Work is always marked, but not all teachers use written comments to extend pupils' learning and understanding or set targets for future improvement. Whilst the quality of teaching and learning throughout the school is good overall, expectations of pupils towards the end of Key Stage 2 are not high enough. The more able pupils are only working at average levels; there was very little evidence of pupils being set tasks at the higher levels and so extend their knowledge, skills and understanding further.

78 Pupils' attitudes to learning are very good. Almost all pupils work with sustained interest and concentrate very well on the tasks set. The only occasions where pupils become distracted occur when teachers misjudge pupils' attention spans and continue with the delivery of material planned. This occurred in a Year 5/6 lesson where pupils' attention was lost during a plenary session where too much new information was given.

79 Assessment in mathematics has improved since the previous inspection. Pupils' attainment is assessed each half term and results of statutory and non statutory tests are analysed regularly, particularly in Year 2 and Year 6. Pupils identified as needing extra help attend "booster" classes which are effective in improving basic skills. However, teachers do not always use the results of their assessments of pupils' attainment to set targets for individuals and groups, consequently work is not always sufficiently challenging for pupils of all abilities, especially the higher attainers. Teachers' assessment of pupils' attainment levels did not correspond to actual test results in the 2000 National Curriculum tests. At Key Stage 1, they underestimated pupils' attainment and at Key Stage 2 they overestimated attainment, demonstrating that teachers do not yet have an accurate picture of the National Curriculum standards.

80 The mathematics co-ordinator is leading the school forward in analysing test results in an effort to identify weak areas of the curriculum and of pupils' attainment. There has been some observation of the teaching of the Numeracy Hour in both key stages and this has raised awareness of the strengths and weaknesses of the subject. The co-ordinator is beginning to give colleagues a sense of direction and appropriate support to achieve the aims of the useful mathematics policy which was rewritten earlier this year to incorporate the National Numeracy Strategy.

## **SCIENCE**

81 By the end of Key Stage 1, pupils' attainment in science is in line with the level expected for their age. In the 2000 teacher assessments in science, pupils' attainment was below the national average. By the end of Key Stage 2, pupils' attainment is below the level expected for their age. In the 2000 National Curriculum science tests, pupils' attainment was well below the national average. The school's results were also below the average for similar schools. The trend of pupils' attainment over time is below the national trend. During the inspection, there was no significant variation noted in the attainment of boys and girls. Pupils make steady progress overall in Key Stage 1, where the curriculum is planned around science led topics. The recent change in the planning of the curriculum in Key Stage 2 to match the revised national guidelines has not yet been in place long enough to have a significant impact on pupils' attainment. Teachers' lesson planning, which is satisfactory, does not always indicate activities which are well matched to pupils' previous gains in knowledge and understanding. Both the recently appointed head teacher and the science co-ordinator are well aware of the developments needed to improve the standards in science, particularly by the end of Key Stage 2. There is a good capacity for improvement.

82 In Key Stage 1, pupils understand that plants need sun and water to grow and pupils explain how seeds grow into a new plant. They understand the principle of a fair test and record in their work that to deprive some of their planted seeds of light or food would not be fair. By the end of Year 2, pupils recognise that exercise affects their body and they made accurate charts after counting their heart beats following a period of exercise. They extend this work with their studies of food. They record their favourite food and, in discussion with the teacher, identify the different “sets” that food can be listed under, for example, fats and carbohydrates. Pupils recognise the names of some animals which live in a pond or underground, such as a frog and a duck. They identify the life cycle of a frog and study mini beasts found in the local area. They match sounds to living things and name everyday sounds around the school. They record simple experiments and make simple predictions.

83 Progress in science is satisfactory for all pupils, including those with special educational needs. Their progress in lower Key Stage 2 is better and is seen clearly in their experimental and investigative work. For example, pupils in Year 3 study the effect of forces on objects and conduct an interesting experiment using an elastic band as a force. They knew that the only thing to change was the distance the elastic was stretched to make the test fair and they measured their results very carefully before recording them. This work in groups made a significant contribution to their scientific knowledge and their ability to co-operate in small groups to complete a set task in a given time. This work is developed well in Year 4 when pupils record their experiments and draw accurate conclusions, for example, that an object is stationary when forces are balanced. A good investigation using circuits and switches encouraged pupils to test different articles to establish whether or not they are good conductors or insulators. Pupils in the Year 5/6 class know that the heart is a muscle and they experiment with the effects of exercise on the heart rate and accurately record their findings. They are aware that recovery times vary for different people and following exercise of longer periods of time. They experiment with liquids and understand how to separate substances by either filtration or evaporation. Pupils in Year 6 understand the concept of a fair test and explain that only one element in an experiment is changed to make the test fair. Standards in science are improving, especially in Years 3 and 4 with the introduction of the more focused management of the school and the new programmes of study put in place. However, this improvement has not yet had sufficient time to have the desired impact on pupils’ attainment in Years 5/6. Homework is given regularly and this contributes effectively to pupils’ learning.

84 In both key stages, the teaching of science is at least satisfactory and sometimes very good. Pupils are aware of how to conduct a fair experiment. For example, in a Year 3 lesson pupils conducted an investigation into forces. The teacher explained the work clearly and provided good support so that pupils completed their tasks. Pupils are taught the correct scientific vocabulary to talk about what they are doing and this makes a good contribution to their basic literacy development. The teaching helps pupils to develop positive attitudes towards science and they are given a good introduction to conducting investigations. By the end of Year 2, pupils recognise that certain foods are healthy and that too much chocolate is not good for you and can damage your teeth. Pupils’ learning is good when they are encouraged to discuss different aspects of the food they eat. For example, in a Year 2 lesson on healthy eating they effectively discussed their own ideas of what food they need in order to grow and recognise that all creatures need nourishment to stay alive.

85 In the best lessons teachers plan interesting investigative activities that capture the imagination of pupils and lead to good learning. However, as they move through Key Stage 2, older pupils are not given increasing opportunities to take charge of their own learning, choosing their own methods and equipment and deciding for themselves how best to complete the tasks set for them. Particularly in Years 5/6 all the work is the same and pupils complete worksheets, this is helping to improve their scientific knowledge but not always their understanding. This has an adverse effect on their learning and sometimes leads to restless behaviour where pupils are easily distracted. For example, in a Year 5/6 lesson pupils used a worksheet to record their ideas about how to separate different substances. Although most pupils concentrated on their task a significant minority disturbed others by talking and

making a minor nuisance of themselves. In good lessons teachers use a clear, authoritative teaching style and they have good subject knowledge, which enables pupils of all abilities to learn well. Classes are well managed, there are high expectations and pupils behave well. In most classes throughout the school, pupils enjoy their work in science. The combination of activities, a lively, engaging teaching approach and good promotion of individual learning, ensures that pupils develop positive attitudes to the subject.

86 The curriculum for science is broad, with balanced coverage being given to all areas. The school has recently adopted the new national guidelines for science and is planning reviews at the end of each term to monitor its implementation. The new policy provides good guidelines for developing pupils' investigative skills, so that they learn the importance of fair testing, understand how to observe carefully, record their observations and evaluate accurately their own and other people's work. The breadth of the curriculum ensures that pupils of all abilities, including those with special educational needs, make good gains in learning as they move through the school. The assessment of pupils' skills in science is in its early stages of development and the school does not yet have a system for setting specific targets for individuals and small groups of pupils to further develop their learning and improve their attainment. However, the school is using the results of National Curriculum tests to target specific areas for improvement. For example, in Year 5/6 the weaknesses identified have led to a greater concentration on scientific facts such as the causes of evaporation and condensation. Standards in science have been maintained in Key Stage 1, but not at Key Stage 2, since the last inspection.

87 The subject co-ordinator is aware of issues relating to the development of the subject, these are well linked to the long-term aims of the school in the development plan. She has worked hard, in consultation with staff, to update the science policy in line with the new national requirements for the curriculum. Some work has been done on monitoring teachers' planning and pupils' work but there is not yet a system in place to monitor the teaching and learning throughout the school. Resources for science are good, well organised and readily accessible to staff. Due consideration has been given to safety aspects and staff have been made aware of the importance of safety when undertaking practical science activities. The local area is used well for practical work on environmental science.

## **ART AND DESIGN**

88 By the end of both key stages, pupils' attainment in art and design is in line with the level expected for their age. Pupils, including those with special educational needs, make satisfactory progress in their learning. The organisation of the school's curriculum meant that it was not possible to see any lessons during the inspection. Evidence was gained from discussions with pupils and teachers and from pupils' work in sketchbooks and on display and by scrutiny of teachers' good planning.

89 Discussions with Year 6 pupils show that they are given a suitable range of experiences. They have a sound understanding of the work of famous artists, such as Van Gogh and Da Vinci. Year 4 pupils use a variety of materials to produce collages about a dream in the style of Matisse. Art and design is linked well to work in other subjects, such as history. For example, Year 5 pupils make sketches of a miner's lamp and Year 6 pupils paint effective pictures of instruments, such as the lute. Year 2 pupils mix paints to produce dark and light shades of colour, such as red. They weave with different materials, for example paper, cloth and wool.

90 The curriculum is enriched by visitors, such as a ceramic artist who worked with Year 3 pupils on a mural for a community project. Art and design makes a good contribution to pupils' spiritual, moral, social and cultural development, for instance through the work on famous artists and the opportunities provided for pupils to work together in pairs and groups. Numeracy and literacy are used well, for instance through work on pattern and shape and through pupils writing about their pictures. Information and communication technology is used effectively to support pupils' learning. For example, Year 2 pupils used a drawing program to produce attractive pictures in the style of the artist Mondrian.

91 Progress since the previous inspection is satisfactory. Good subject guidance was already in place and the school has recently implemented new nationally approved guidance. Teachers now make good use of this information in their lesson planning, this was not the case in the previous inspection. Standards at the age of 11 were judged to be above average in the previous inspection and they are now average. However, since then the school has effectively implemented the Literacy and Numeracy Strategies and less curriculum time is now available for art and design.

## DESIGN AND TECHNOLOGY

92 Only two lessons were seen during the inspection. Judgements are based on an examination of pupils' work and discussion with pupils and staff. There was work on display in all classes with evidence that all the required aspects are addressed satisfactorily. This indicates an improvement since the last inspection when the design element was under-developed. Pupils' attainment by the end of both key stages is in line with the level expected for their age. All pupils, including those with special educational needs, continue to satisfactorily develop skills, knowledge and understanding in a step-by-step way throughout the school following the good start they make in the nursery and reception classes. Standards have been maintained since the last inspection.

93 In Year 1, pupils incorporate paper weaving skills when making Christmas cards from their own designs. Computer generated "Greetings" effectively extend pupils' word processing skills. Food technology has recently featured in this class, with pupils effectively extending their knowledge of healthy living by designing and making a fruit salad for their friends. Year 2 pupils demonstrate attainment above the expected level in their recently completed puppet topic. Designs and evaluations are detailed and well recorded. Pupils evaluated the design and making of manufactured puppets and, as a result, their own designs are original and attractive. The puppets are well made. Good subject knowledge and teachers' high expectations have made a significant impact on pupils' learning.

94 Pupils in Year 3 effectively extend their scientific learning of pneumatics to make fun models with inflating noses or heads that rise and fall. The designs are detailed, clearly labelled and thoughtful. The finished products are of good quality. Pupils evaluate their work and know where improvements can be made. Pupils in Year 4 successfully extend their scientific knowledge of electrical circuits by designing, making and evaluating a torch. The high quality products show originality of design and secure knowledge of scientific facts. In Year 6, pupils design and carefully make attractive three-dimensional Christmas tree decorations. They use good stitching techniques and display a pride in their work. They make musical instruments mostly from their own design with a small minority copying designs from books. They clearly label designs and indicate resources but these could be improved with more detail, including measurements. They evaluate their work well through discussion, clearly stating how they arrived at the required sound effect. They suggest sensible improvements. Their written evaluations are limited because the teacher's expectations are too low.

95 A strong feature of the subject is the way it links naturally and effectively to other curriculum areas, consolidating pupils' learning. The new scheme of work guides teachers' plans well, but it is the teachers' skill which brings success. For instance, the puppet topic encourages pupils to create puppet plays and extend their speaking and listening skills well. Pupils in Year 4 understand why their torch lights up and how a switch opens the circuit through their scientific work.

96 The quality of teaching seen in lessons is satisfactory, however good teaching is evident from the quality of work on display. Teachers plan work well and most have a good knowledge and understanding of the subject. The majority have high expectations and set appropriate challenges to meet the needs of all pupils. Pupils' work is valued and well displayed. Parent help effectively supports pupils in Year 6. Pupils with special educational needs are well supported. Pupils respond well to the challenges set for them, they discuss their work enthusiastically and knowledgeably. Behaviour is good.

97 The subject is well led by the subject co-ordinator, who is developing links with local industry to further enrich the subject. Assessment opportunities are incorporated into the planning system. This is an improvement since the last inspection. Planning is monitored and the products on display are evaluated. However, there are no opportunities for the co-ordinator to monitor teaching and learning in the classroom.

## **GEOGRAPHY**

98 It was only possible to observe one lesson during the inspection. Judgements are based on examination of pupils' work, teachers' plans and discussion with staff and pupils. Pupils' attainment in geography in both key stages is in line with the level expected for their age. Most pupils cover suitable work and all make satisfactory progress in each key stage. Pupils with special educational needs make the same progress as their classmates because they are well supported.

99 Significant improvements have been made to the subject since the last inspection where it was found that enquiry skills were under-developed and no fieldwork was undertaken. Enquiry skills are now a strength of the curriculum. For instance, pupils in Year 3 prepare questions to interview members of the community about their jobs. Pupils in Years 3 and 4 use the local environment very successfully as a "field" study. There is still evidence, however, that a small minority of pupils do not make the progress that they could because activities are not always well matched to their ability. This happens when Year 5/6 pupils receive the same curriculum, with insufficiently planned challenges to meet the needs of the more able pupils.

100 By the end of Key Stage 1, pupils develop a satisfactory sense of place. Pupils in Year 1 use a globe and simple atlas to follow the journey of Barnaby Bear as he travels around the country and world. This on-going project appeals to pupils and effectively enriches the curriculum. In the Year 2 lesson pupils made very good learning gains with attainment above the level expected, because of the very good teaching, high expectation and brisk pace of the lesson. Pupils in Year 2 have a good knowledge and understanding of an "Island Home" set in the Western Isles of Scotland. They accurately identify the countries of the United Kingdom and the majority know simple compass directions. Through very good teacher questioning, pupils are given the opportunity to think independently and answer geographical questions, such as "Which water runs under a bridge?", "Where does it come from?". Pupils make well reasoned suggestions based on their knowledge of the island.

101 By Year 6, pupils know the main physical features of a river system. They know why settlements occur near rivers and explain the water cycle. Using maps, they locate famous rivers of the world, Europe and the United Kingdom. They report on the recent floods throughout the country. Work recorded in books, however, is too directed by the teacher and, as a result, pupils do not record their own independent geographical research. This is not the case in the rest of the school. As pupils move through Key Stage 2 they study appropriate geographical topics and make satisfactory progress in mapping skills and their understanding of different locations. They find out about world locations and research the seasons and climates. They make comparisons, record their work appropriately and include map references.

102 The strength of the subject throughout the school lies in the study made of the local environment. Good foundations are laid in the reception class when children learn about the area around and about the school. In Year 1 the study effectively extends to the local environment with pupils recording the area in written and picture form. In Year 2, pupils successfully discuss the similarities and differences between Burradon and the Western Isles of Scotland. Pupils in Year 3 collect information of how land is used and effectively record their information in graphs. Pupils in Year 4 have satisfactory knowledge and understanding of how the locality has changed over the years in land use and jobs and clearly state their own views regarding future changes. This progressive curriculum gives pupils a strong sense of community as well as developing geographical skills.

103 Pupils in Year 2 respond very enthusiastically to the subject and sustain concentration and interest. They confidently ask and answer question. Behaviour is very good and pupils take a pride in their work because of the high expectations of the teacher. Maps are clearly drawn and work is generally well presented. The subject is well led by an enthusiastic co-ordinator who monitors planning

and is beginning to monitor teaching and learning in Key Stage 1. The budget is well managed and ensures resources are of good quality and quantity.

## HISTORY

104 Only two history lessons at Key Stage 2 were observed during the inspection week. Evidence from a scrutiny of pupils' work, from teachers' plans and from talking with pupils shows that all pupils, including those with special educational needs, make good progress through both key stages. Attainment is broadly in line with what is expected of pupils by the end of both key stages, with some high attainment within Key Stage 2. This is similar to the findings of the previous inspection.

105 Year 2 pupils demonstrate a range of history skills through their interesting topic on Grace Darling. For example, they place events, including the birth of Grace Darling, on a timeline and make a study of lifeboats in the past. In Year 3, pupils imagine that they are Celtic or Roman survivors of Boudicca's revolt and describe how they feel towards their enemies. By Year 6, pupils display a factual knowledge of aspects of British history. They use this knowledge to describe important members of the Tudor dynasty. Having watched a video about Hampton Court, they give very detailed accounts of what they saw, imagining that they had actually been on a visit. Pupils' enquiry skills have improved since the previous inspection.

106 The subject makes a very good contribution to pupils' literacy development. Topics on the Tudors and Invaders and Settlers give pupils opportunities to put themselves in the role of historical characters, writing letters and accounts of how they felt about important events. Pupils are also given opportunities to read their work aloud, giving them valuable experience of reading to an audience. Art work is used in many contexts to enhance pupils' history lessons.

107 The school makes a very good contribution towards reinforcing pupils' cultural identity through the teaching of history. The pupils' mining heritage is celebrated through projects such as the restoration and resiting of "The Scroll", a commemorative poster bearing the names of men and children killed in the 1860 Burradon pit disaster. Many of the present pupils at the school are descendants of these miners and this work teaches them about the consequences of changes which have happened to their families. Pupils recently took part in a "Transport Mosaic Project" following a visit to the George Stephenson railway museum. A mosaic of "The Rocket" made during this topic is proudly displayed in the entrance hall and reminds pupils of the region's important contribution to the history of the railway.

108 Pupils' attitudes towards history are very good and this has a positive effect on their progress. They respond very well to teachers' high expectations. Pupils work well in pairs, for example in a Year 4 lesson when they examine photographs of Ancient Egyptian artefacts and work out what they tell us about their way of life. After a visit to a local museum during this topic one boy was so fascinated that he went home and made his own "mummy" by bandaging his Action Man and entombing him in a decorated cardboard coffin.

109 Inspection evidence indicates that the quality of teaching is good. Teachers display a very good subject knowledge and their teaching of historical vocabulary is a strength. Teachers are very enthusiastic about the subject, challenging pupils' thinking and demonstrating that history can be exciting. This high quality teaching is enhanced by stimulating displays, such as the "Toy Museum" display in Year 1, which the pupils are very keen to talk about, and the three dimensional display of old and new housing on the village main street. Teachers make very good use of the local library service for the loan of history reference books. School based resources have been insufficient to meet the needs of the National Curriculum but are being built up with the addition of interesting resources, such as a photograph pack on the Ancient Egyptians which is already being well used.

110 The history co-ordinator provides enthusiastic and effective support for the subject. The newly revised scheme of work provides a structure which helps teachers in their planning. The co-ordinator has begun to monitor coverage of the National Curriculum by checking teachers' long term and medium term

plans. At present there is no formal assessment of pupils' attainment in history, but the co-ordinator has devised an assessment sheet which is to be trialled over the next two terms.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111 Only one lesson in information and communication technology was observed during the inspection. However, the scrutiny of pupils' work, displays and discussions with pupils and teachers allow judgements to be made. By the end of both key stages, pupils' attainment in information and communication technology is below that expected for pupils' ages. There has been a slow rate of progress since the previous inspection but this is understandable because of the change to different computer systems which have only been in place for a very short time. The school has plans to improve resources for the new computers in order to allow pupils to have more access to the full requirements of the National Curriculum. The school has made improvements since the appointment of the head teacher and the increased stability that he has brought to the school. Information and communication technology is now valued as an essential part of the curriculum, although the time given to it still varies from class to class. This adversely affects the quality of what is achieved in the various strands of the subject, which include communicating and handling information, modelling, control and measuring.

112 Pupils in Key Stage 1 use their keyboard skills to manipulate figures to produce number patterns. For example, in Year 2, pupils highlight the numbers in sequence and move confidently between aspects of the program on the screen. They use the mouse to drag shapes from one place to another and click on the correct part of a program to produce colourful pictures. For example, they produced pictures in the style of Mondrian. Pupils develop their understanding of word processors when typing in simple sentences and completing English exercises. Pupils use a simple floor robot and enter instructions for it to move in different directions. The use of the new resources is beginning to have a positive impact on their learning and attainment. However, many pupils still have limited knowledge of word processors and cannot explain how to carry out basic operations, such as changing the size, colour and layout of text.

113 Pupils in Key Stage 2 are beginning to build on their skills and knowledge with more frequent use of the new computers and programs in school. Several pupils in Year 3 showed their understanding of the word processing program when they explained how they were writing stories to support their work in English. In Year 4, pupils independently use a mathematics program to improve their skills in mental addition and subtraction. In another session they used a program on time to accurately record the difference in minutes between two clocks on the screen. In discussions, pupils explained how they load and save their work, they were confident using the computer and understood how to bring up the various menus available, for example when changing from one mathematics program to another. Pupils in Year 4 worked well with a word processing program to produce writing in different styles and they incorporated pictures into their finished piece of work to produce a very good class display. This type of work is rapidly improving pupils' skills in the subject and their attainment is also improving. In Year 5/6, pupils use more sophisticated techniques, such as replacing or amending text. Some pupils in Year 6 are confident and have a good understanding of how to set up and load computers and explain how to use the facilities for research, for example, information about the wives of Henry VIII. Their skill is improving because of the use of the new resources. However, pupils in Year 6 have limited knowledge of spreadsheets and how to handle and manipulate data or how to use adventure programs and sensing kits.

114 When computers were in use during the inspection, the quality of teachers' support for pupils was good. However, not all teachers use computers sufficiently often to support learning in other subjects, for example, science and geography. The scrutiny of teachers' planning, the improvement in the use of information and communication technology and work on display suggest that the overall quality of teaching is at least satisfactory. All teachers follow the new policy and scheme of work and, following training, are more confident in their use of information and communication technology. Pupils respond enthusiastically to opportunities to use computers to improve their knowledge, skills and understanding in

information and communication technology. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when using computers to try different activities, knowing their efforts will be appreciated. However, in both key stages there is an inconsistent use of information and communication technology by teachers to record and handle data from work carried out in other subjects, especially in mathematics and science, this is hindering all pupils' further progress.

115 The school has a good draft policy, scheme of work and detailed action plan to guide its work. The subject is well managed by an enthusiastic and well organised co-ordinator who is keen to move the subject forward. For example, there is now a committee of interested governors giving good support to the subject. The scrutiny of teachers' planning and pupils' work forms an integral part of the monitoring system. The planned curriculum takes into account all the required aspects of information and communication technology. The school is now making good provision and has used the national grant to improve resources for the subject, which are now much better. These improvements in provision have been made since the previous inspection and the school is now well placed to further develop the subject.

## **MUSIC**

116 By the end of both key stages, pupils' attainment is in line with the level expected for their age. The quality of pupils' singing in both key stages is good. The level of attainment has been maintained since the previous inspection. School assemblies are used very well to encourage pupils' appreciation of music, improve their singing and encourage instrument players to perform in public accompanying the singing of hymns and carols very well.

117 The teaching of music is satisfactory and sometimes excellent. For example, in a Year 4 music lesson the teacher's excellent subject knowledge and high expectations meant that pupils' learning was significantly improved when using the poem "The Winter Dragon" as a focus for singing and creating their own accompanying music. The teacher led the class as they performed with skill and pride and used good language skills to suggest ways that their work could be improved. Teachers select music carefully and this encourages good levels of concentration and behaviour. Pupils sing tunefully and melodically, for example, in assemblies when the whole school is present. They sing in rounds and sing well as a cohesive group.

118 Most pupils are sensitive to variations in pitch and, in one singing practice session in the hall for pupils in Key Stage 2, the hymn "Father We Adore You" started as a round and finished with all three classes starting at a different time. The combined effect was very good and all pupils managed to follow their own parts very well. Teachers also encourage pupils to appreciate music by playing simple percussion instruments and responding to rhythms. Pupils' attitudes are very good and they enjoy playing the instruments and, such are the positive relationships within the classrooms, they play sensibly and sympathetically with each other. They are patient while waiting for their turn to play and appreciate other pupils' performances. Pupils with special educational needs are equally involved in the music curriculum and make satisfactory progress.

119 The pupils who play recorders and guitars in Key Stage 2 play very well at the start of whole school assemblies as pupils enter the hall. There is weekly music tuition for pupils learning the recorder and guitar. These lessons make a very good contribution to the musical abilities of the participants and they take great pride in their growing abilities on the instruments. Music is important to the school. For example, in the hall there is a very good display of pupils' work from all classes, describing how pieces of music from Carmen, The Four Seasons, Greensleeves and The Moonlight Sonata made pupils show a real empathy with the music. The school has recently adopted the national guidelines for the music curriculum in school and, coupled with the enthusiasm of the staff and pupils, the school is well placed to make further improvements.



## **PHYSICAL EDUCATION**

120 Pupils' attainment in physical education is in line with that expected for their age. Standards are similar to those found in other schools in dance throughout the school and in gymnastics by the age of seven. The organisation of the school's curriculum meant that it was not possible to observe games lessons so no judgement can be made on attainment in physical education overall. Pupils, including those with special educational needs, make satisfactory progress in their learning.

121 The teaching is satisfactory. A positive feature in the lessons for Key Stage 1 pupils is the good management of pupils' behaviour. This is promoted through the good relationships between teachers and pupils and ensures that pupils respond promptly to teachers' instructions. A common weakness in the dance lessons seen is that the activities are not sufficiently varied and this affects pupils' interest, particularly in the Year 5/6 lesson. Additionally, in this lesson the teacher did not have sufficiently effective strategies for managing the behaviour of a minority of pupils. This led to these pupils misbehaving and losing concentration. This adversely affected the quality of the work they produced. In all the lessons seen pupils' learning could be improved by teachers planning the activities to ensure that the brisk pace of the lesson is maintained. This means that pupils would have more opportunities to practise and improve their movements and produce a higher standard of work.

122 Year 1 pupils begin to show an awareness of rhythm when they move to the music in dance. This work is extended soundly in Key Stage 2. For example, most groups of pupils in the Year 5/6 class produced suitable dances in the Tudor style. This work showed a good awareness of rhythm and the type of dance movements typical of that period. This was because the teacher reviewed the work pupils had covered in previous lessons and chose music that portrayed the period effectively. Throughout the school, teachers make good use of pupils to demonstrate teaching points and improve their movements. In the Year 2 gymnastics lesson this led to pupils making a smoother transition from one movement to the next. Most pupils successfully joined rolling, balancing and jumping movements into a sequence showing a sound awareness of space and of each other. In all the lessons seen pupils' personal development and social skills are developed well through the opportunities they are given to work together in pairs and in groups. They also set up and put away equipment, for example Year 2 pupils safely put out the equipment in the gymnastics lesson.

123 Satisfactory improvements have been made since the previous inspection. The good standards in swimming have been maintained and most Year 6 pupils achieve twenty five metres or more. There is now no unsatisfactory teaching. Teaching and learning are beginning to benefit from the nationally approved guidance that the school has introduced recently. This has resulted in an improvement in teachers' planning since the previous inspection because it now ensures pupils build effectively on their previous learning from year to year. The school plans to reintroduce opportunities for Key Stage 2 pupils to participate in outdoor adventurous activities. Observational assessment by teachers is used to help pupils to improve their performance but formal assessment systems are still not in place.

## **RELIGIOUS EDUCATION**

124 By the end of both key stages, pupils' attainment in religious education is in line with the expected level for their age and they meet the requirements of the Locally Agreed Syllabus. Pupils have skills that they use to help them relate their knowledge of religious education to their own personal lives and experiences. This fully meets the requirements for pupils to learn about and from religion. Standards have been maintained since the last inspection.

125 In Year 1 pupils learn the importance of family life and recognise some of the responsibilities required when belonging to a group, such as a class or the whole school. In a lesson in Year 1, pupils discussed the ways members of the group help each other and there was a good link to other religions in

discussions on the importance of the Torah to the Jewish faith. This work is developed well in Year 2 when pupils discuss deeper aspects of the Jewish faith following a visit to a synagogue. They understand the importance of the special way that the Torah scroll is handled and link this well with their own class rules that give a good example of how to live in a society. Pupils were impressed by the artefacts they saw on the visit and accurately described the purpose of the “Yad” for pointing at the scroll so as not to touch it with the hands. Pupils know that God is special to Christians and that the Torah scroll and the Bible are special books.

126 In Key Stage 2, pupils in Year 3 learn about Hindu traditions and compare Divali, the festival of light, with the Christian belief that Jesus is the Light of the World. Pupils study world faiths and understand the significance of sacred places. This is well developed in Year 4, pupils know that Christians and Muslims worship one god and that Hindus worship deities. Pupils know that churches, mosques and temples are special places where people pray together. They relate this to their own feelings and in a good lesson in Year 4 they discussed the message that Jesus might bring to the world today and that many things have not changed for the better in the last 2000 years. They wrote their own ideas of how the world could be improved with comments such as “to care for all people and animals in the same way”. By the end of the key stage pupils consolidate their learning about Christianity through stories from the Bible. They understand the significance of different festivals, for example, writing their own accounts, well supported with drawings, about Muhammad’s journey to Medina. They know how special the Koran is to Muslims and how the “Five Pillars” are a central aspect of their religion. Pupils know right from wrong and most have a good sense of values.

127 All pupils, including those with special educational needs, make satisfactory progress in both key stages. Pupils cover a full range of work and build up their knowledge and understanding as they move through the school. Different teaching strategies successfully involve all pupils. For example, direct, open ended questions encourage and challenge pupils’ thinking. Pupils listen to stories, respond well in assemblies and are confident when talking about how they feel. Pupils are willing to work and have presented work in a variety of styles. In the lessons observed the quality of teaching was good. The curriculum follows the Locally Agreed Syllabus and good support and guidance is provided by the co-ordinator for all teachers. Teaching is good because lessons are well planned with clear learning objectives. For example, in a lesson in Year 2 about special places the teacher used good resources, including photographs, to enhance the discussion about how important different artefacts are to particular religions. Teachers show appropriate subject knowledge and use opportunities when they arise to teach moral values alongside religious belief. They have access to satisfactory resources that enhance pupils’ knowledge and understanding. This good subject knowledge has a direct impact on the quality of teaching. The subject makes a good contribution to the school’s promotion of spiritual, moral, social and cultural development. Pupils are taught to respect each other’s feelings and beliefs in assemblies and lessons.