

## WHITBURN PRIMARY SCHOOL ----ERRATUM

Paragraph 134 of the report begins 'In a well planned lesson in Year 3, the learning on databases, although satisfactory, was slower because some pupils were noisy and others inattentive.'

Note: the paragraph should state 'In a well planned lesson in Year 5, the learning on databases, although satisfactory, was slower because some pupils were noisy and others inattentive.'

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# INSPECTION REPORT

## **WHITBURN VILLAGE PRIMARY SCHOOL**

Whitburn (near Sunderland)

LEA area: South Tyneside

Unique reference number: 131917

Headteacher: Mr J W Dew

Reporting inspector: Mr G Brown  
21060

Dates of inspection: 29<sup>th</sup> January – 1<sup>st</sup> February 2001

Inspection number: 230158

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Cleadon Lane  
Whitburn  
Nr Sunderland  
Tyne and Wear  
SR6 7NS

Telephone number: 0191 5293069

Fax number: 0191 5295202

Appropriate authority: The governing body

Name of chair of governors: Councillor P Boyack

Date of previous inspection: 1<sup>st</sup> April 1998

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21060	Mr G Brown	Registered inspector	Physical education Religious education Foundation Stage	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
13526	Mr R Barnard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
8839	Mr M Egerton	Team inspector	Science History Music Special educational needs	
28170	Mr I Chearman	Team inspector	Mathematics Information and communication technology Geography Equal opportunities	How well are pupils taught?
20645	Ms R Webber	Team inspector	English Art Design and technology English as an additional language	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This primary school serves mainly the former mining village of Whitburn, which is situated just to the north of Sunderland. Most of the 212 pupils aged four to eleven years are drawn from the village, but a few come from outlying areas. The number on roll has declined slightly since the previous inspection due to some demolition of nearby council housing. The school has an integral nursery for up to 56 children who attend on a part-time basis. At the time of the inspection there were 68 children registered in the new Foundation Stage (nursery and reception). There are no mixed age classes. Pupils are predominantly of white ethnic origin and there are no pupils with English as an additional language. Some 20 per cent of pupils are entitled to free school meals, a figure slightly above the national average. There are currently 91 pupils with special educational needs, a figure well above the national average. There are no pupils with a statement of special educational needs. Children show broadly average attainment on entry.

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

The school continues to fulfil its basic aims although standards vary considerably between pupils at different stages of their school lives. Most pupils make at least satisfactory progress, although standards at the end of Key Stage 2 are currently well below average and there is clear scope for improvement. The quality of education provided is generally good although there are weaknesses within some of the teaching at Key Stage 2, and where this occurs pupils' learning is unsatisfactory. The management of the school is satisfactory although there are weaknesses relating to the monitoring of standards. Overall, the school gives satisfactory value for money.

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

- Standards in reading and information and communication technology are above average at Key Stage 1.
- There is very good provision for children in the Foundation Stage enabling them to make a good start to their schooling.
- The quality of teaching and learning at Key Stage 1 is good.
- The provision made for the moral and social development of pupils is consistently good.
- Parents make a valuable contribution to the wider life of the school and this helps to consolidate children's progress.

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

- Standards in English, mathematics and science are below average by the end of Key Stage 2.
- There are weaknesses within teaching in some classes at Key Stage 2, particularly in relation to low expectations and the unsatisfactory management of pupils' behaviour.
- The school's evaluation of its past and present performance is not robust enough. The procedures for monitoring pupils' standards, together with the quality of teaching and learning, are improving but have been unsatisfactory in the immediate past.

*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 satisfactory progress in several areas since it was inspected in April 1998. The attempts to improve and modify the attitudes and behaviour of Key Stage 2 pupils have been satisfactory overall. The new behaviour management policy gives pupils incentives to do their best but not all teachers use it to good effect. The curriculum now meets statutory requirements although some subjects, such as history and geography, require greater time

allocations. The education of children under five has improved considerably, due to better planning and putting adopted policies into practice. Pupils' attainment in investigative science has improved and the impact of the Literacy and Numeracy Strategies is helping to overcome some of the currently well below average standards at Key Stage 2. Targets set by the school are realistic but challenging, and these are being pursued by the headteacher and others, with a shared determination to move forward and improve still further.

## STANDARDS

The table shows the standards achieved by eleven-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	C
Mathematics	D	E	E	E
Science	D	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children start school with broadly average standards although several have below average skills in literacy and personal and social development. Almost all children make good progress in the Foundation Stage, and by the end of their reception year achieve standards expected for their age in all areas of learning. At Key Stage 1, pupils achieve average standards in national tests in writing and mathematics and above average in reading. By the end of Key Stage 1, pupils achieve well in relation to those from similar schools. Standards at Key Stage 2 are less consistent and in recent tests have fallen to well below average by the time pupils transfer to the high school. Pupils also do less well than others in similar schools. Teaching is less effective in Year 5 and occasionally in Year 3 than elsewhere in the school and, by the end of Key Stage 2, test results and inspection findings show that very few pupils attain the higher levels in English, mathematics and science. The oldest pupils have been affected by the lingering impact of the amalgamation, including staff changes and illness, factors that have disrupted learning. There are also significant numbers of pupils at Key Stage 2 with special educational needs and in Year 6 in 2000, over three-quarters of all pupils were boys. Inspection findings indicate that standards in other subjects at both key stages are generally in line with that expected for the age of the pupils with strengths in information and communication technology at Key Stage 1. Standards in geography are below average at Key Stage 2. Children in the Foundation Stage achieve well, as do most pupils at Key Stage 1 where, in both instances, teaching is good or better and moves learning on quite rapidly. Pupils at Key Stage 2 achieve less well overall, although those in the current Year 6 are making quite rapid progress due to improved teaching and some additional support that is targeting assessed areas of weakness. At both key stages, pupils with special educational needs make satisfactory progress set against their previous learning and current targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The response of pupils to their work and wider school life is satisfactory overall. At the Foundation Stage, children settle quickly into school routines and become enthusiastic learners. Attitudes to learning are generally satisfactory in the rest of the school.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils respond enthusiastically to the school's system of rewards and are keen to do well. The behaviour of a relatively small number of Key Stage 2 pupils is unsatisfactory, particularly in relation to some being disruptive during lessons.
Personal development and relationships	Relationships are generally satisfactory and there is a strong commitment to make the school a harmonious place to learn. There is satisfactory emphasis on the all-round development of the pupils.
Attendance	Satisfactory. The school day starts promptly and well.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Satisfactory

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

The overall quality of teaching and learning is good, although there are pockets of less effective teaching, particularly at Key Stage 2. Apart from the few lessons where it is unsatisfactory, the teaching provision meets the needs of all pupils, including those with special educational needs. The needs of some higher attaining pupils at Key Stage 2 are sometimes less well met and these pupils are not always challenged effectively in their everyday work. Some 14 per cent of teaching and learning was very good or excellent, much of it in the Foundation Stage. Over half of all lessons were good and almost 30 per cent in total were satisfactory. Some ten per cent of lessons at Key Stage 2 were unsatisfactory. Teaching in the Foundation Stage is consistently very good. Teachers have high expectations, employ highly effective teaching strategies and there is very good emphasis on the teaching and learning of basic skills. At Key Stage 1, teaching is good across a wide range of subjects, including English, mathematics, science, information and communication technology, physical education and music. Here, planning is effective and most lessons have sufficient pace and rigour to move pupils on. At Key Stage 2, teaching is good during literacy lessons, information and communication technology and physical education and satisfactory in mathematics. It is satisfactory in other subjects, apart from geography, with some weaknesses also in the teaching and learning of science. Unsatisfactory teaching at Key Stage 2 is characterised by poor pupil control and low expectations, particularly in relation to some higher attaining pupils.

## OTHER ASPECTS OF THE SCHOOL



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a broad curriculum that meets statutory requirements. There is a satisfactory range of extra-curricular activities. The curriculum lacks balance as a whole, in that insufficient time is given to learning in history, geography and design and technology. The curriculum for the Foundation Stage is very good.
Provision for pupils with special educational needs	The provision for children in the Foundation Stage is good and it is satisfactory elsewhere in the school. The relatively large numbers of pupils who remain on the register at Key Stage 2 lack additional adult support at important times in their learning.
Provision for pupils with English as an additional language	Satisfactory provision is available for the very few pupils who come on to the school roll.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and cultural development is satisfactory. The provision for the pupils' moral and social development is good and a strength of the school. The introduction of the new behaviour policy has helped clarify the school's approach to personal development.
How well the school cares for its pupils	The level of pastoral care, including child protection measures, is good. Pupils' needs are well known and there is a caring approach that helps to support them.

The school has satisfactory relationships with parents and carers and parents make a good contribution to the needs of their children's learning, as well as to the wider needs and support of the school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide satisfactory leadership and roles and responsibilities are well understood. The well-below average standards of attainment at Key Stage 2 require a more consistent and robust form of monitoring to help the school move forward more quickly.
How well the governors fulfil their responsibilities	The governing body meets statutory requirements but is insufficiently involved in shaping the direction of the school. Governors are well involved in matters of finance and curriculum, but are less familiar with basic standards and how best these can improve.
The school's evaluation of its performance	There is a weakness in terms of the monitoring and evaluation of pupils' standards as well as the quality of teaching and learning, particularly at Key Stage 2. The systems by which the school monitors its past and present performance are currently unsatisfactory.
The strategic use of resources	The school makes satisfactory use of its budget and specific grants in order to meet its declared priorities. Staffing, accommodation and learning resources are all used satisfactorily to extend pupils' learning.

	The principles of best value are soundly applied.
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## 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 and most make good progress.</li> <li>• The school expects children to work hard.</li> <li>• School is helping children to become mature.</li> <li>• Teaching is generally good.</li> <li>• Children make a good start in nursery.</li> </ul>	<ul style="list-style-type: none"> <li>• The means by which they get to know about the progress their child is making.</li> <li>• Standards of work among the older pupils.</li> <li>• Aspects of the management of the school.</li> <li>• The range of activities the school provides outside of normal lessons.</li> </ul>

The inspection bears out almost all of the positive points indicated here by parents. Aspects of the teaching at Key Stage 2 require strengthening. The school's written reports on pupils are currently unsatisfactory as they do not focus enough on actual strengths and weaknesses in attainment and targets for the future. The inspection also confirms that some pupils' standards are too low at Key Stage 2 and require immediate improvement. Management needs to strengthen both its resolve and methods so that this can occur. The extra-curricular activities provided by the school are within the usual range expected for schools of this type and size.

## **PART B: COMMENTARY**

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

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

1. By the time they reach the end of the Foundation Stage, most children achieve the standards anticipated for five-year-olds in all areas of learning. The great majority of children enter school with broadly average attainment, although some have weaknesses in language and communication and in aspects of their personal and social development.
2. The provision made for children in the Foundation Stage is very good and almost all children make good progress in their everyday learning. The school's provision for young children has improved since the last inspection, particularly the planning and the overall levels of adult support. The very good teaching of basic skills ensures children learn rapidly and achieve well. Children in nursery enjoy a wide range of stimulating experiences that encourage their communication skills and make them surprisingly mature for their age. These skills are further developed in the reception class where children learn more systematically about language and number, and their knowledge and understanding of the world is also strengthened. By the time they enter Year 1, children's skills, knowledge and understanding are average in relation to literacy and numeracy, creative and physical development and knowledge and understanding of the world. Some are very confident and show social skills in advance of their years.
3. The results of the 2000 national tests for pupils at the end of Key Stage 1 indicate that the attainment of pupils is above the national average in reading and in line with the national average in writing and mathematics. Pupils also scored above average in all these subjects in comparison to similar schools. Based on teacher assessments, pupils' attainment was in line with the national average in science. Pupils did particularly well in reading where significant numbers reached the higher levels for their age. Over the period 1997-2000, standards in reading, writing, mathematics and science have fluctuated but have generally remained in line with the national average. The inspection findings confirm that standards in reading are above average. There are some strengths in writing, mathematics and science but standards are broadly average overall.
4. The successful adoption and practice of the Literacy and Numeracy Strategies are helping pupils to consolidate and extend many of their basic skills. Pupils attain satisfactory standards in their listening and speaking skills and talk with reasonable confidence about their work, views and suggestions. By the end of Key Stage 1, most pupils are adept in reading a wide range of stories and other texts. Stories and other accounts are generally written to a satisfactory level, are of reasonable length, and include spelling, grammar and sentence structure at a level appropriate for the age of the pupils.
5. By the end of Key Stage 1, pupils have a good grasp of basic number and show average ability to work mentally, for example in the rapid recall of their tables. Most know the relationship between 1,000s, 100s, 10s and units, and their understanding of the properties of basic shapes is satisfactory. The very recent emphasis on investigational work has helped introduce pupils to the more practical aspects of science as well as closer observation and explanations as to what they are actually doing.

6. At Key Stage 1, standards in all other subjects, including religious education, are in line with that expected for the age of the pupils, except in information and communication technology where standards are above age-related expectations. Year 2 pupils also have access to regular swimming lessons and here too standards are good overall. No history was available for direct observation at either key stage so it was not possible to make a precise judgement as to standards in that subject. In religious education, pupils have a satisfactory knowledge of the life and stories of Jesus and show basic awareness of other religions and some of their more famous festivals and celebrations.
7. The results of the 2000 national tests for pupils at the end of Key Stage 2, indicate that standards in English are below the national average, while those in mathematics and science are well below the standards expected for the age of the pupils. Standards are also very low in relation to similar schools. Apart from some improvements in 1998, standards in these subjects have tended to be below average in recent years, particularly the relatively small numbers of pupils who achieve the higher level. During the period 1998 to 2000, the performance of both girls and boys fell below the national average in all core subjects. The findings of the recent inspection confirm that whilst standards in English, mathematics and science are below average, there is currently a slight upward trend in attainment. This is due to the impact as the Literacy and Numeracy Strategies take effect, combined with improved work targets being set for individuals or groups of similar attaining pupils.
8. Pupils make satisfactory progress with their speaking and listening skills and reach standards expected for pupils at the end of Key Stage 2. They show signs of being able to debate, and are relatively confident when sharing their views or discussing the outcomes of their class work. In reading, pupils' standards are broadly at the level expected for a majority of pupils at the end of Key Stage 2, but some are very good. Most pupils have good strategies for tackling unfamiliar words and phrases, understand how to use an index and can explain why they prefer a favourite author. Standards in writing are below the national average and there are relative weaknesses in imaginative writing, grammar, punctuation and spelling. Few pupils present their work tidily and at reasonable length. There are too few examples of pupils writing imaginatively in different contexts across the curriculum, particularly among the more able. The use of information and communication technology to support English is satisfactory overall.
9. By the end of Key Stage 2, pupils benefit from the Numeracy Strategy's emphasis on mental skills and are relatively adept with addition and subtraction. The recent additional work undertaken in booster classes is helping to extend Year 6 pupils' knowledge and understanding of multiplication and division and help with problem solving. However, standards of presentation are inconsistent and can lead to inaccuracies. Pupils show a satisfactory understanding of a good range of topics including angles, shape, time, perimeter and area. Some of the work is however repetitive in nature and this is a teaching fault. Pupils have limited experience in data handling, and information and communication technology is used insufficiently to extend learning and understanding.
10. Standards in science are below average, particularly in relation to the pupils' use and understanding of investigative work. This is a subject in which pupils have lacked a lot of practical experiences throughout Key Stage 2, but the situation is now improving as this aspect of science increases. In information and communication technology, pupils benefit from a range of experiences appropriate to their age and make good progress in most aspects of their work. A lack of some appropriate software inhibits the support given to other parts of the curriculum, but most pupils are confident with the language of the computer and perform with confidence a range of basic and more advanced operations. Standards are in line with age-related expectations overall.

11. In religious education, pupils reach the standards expected for their age by the end of Key Stage 2. Pupils' knowledge of famous stories and events in the Bible is recalled well but their knowledge and understanding of other faiths is only just satisfactory. Moral development progresses well during religious education lessons.
12. Standards in all other subjects at Key Stage 2 are broadly in line with age-related expectations except in geography where a lack of curriculum time affects the development of pupils' skills and knowledge. In music pupils sing tunefully, while in art they practise various techniques, producing a range of work to the level anticipated for their age. In physical education, pupils achieve well in swimming due to the benefits of good teaching and the close proximity of their own pool. Standards in other aspects of physical education are at the level expected for the age of the pupils but most make good progress overall.
13. At Key Stage 1, most pupils achieve well set against a background of effective teaching and a satisfactory response to their own learning opportunities. At Key Stage 2, significant numbers of pupils achieve less well in their general learning mainly due to a lack of pace during lessons, a lack of rigorous planning for the higher attaining pupils and lapses in pupil management that also slow down the overall pace of learning. Pupils with special educational needs make satisfactory progress set against their previous learning and develop skills and understanding in line with their individual education plans where these are required.

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

14. Pupils' attitudes to school, behaviour, personal development and attendance levels are all satisfactory. Some improvements in standards have taken place since the previous inspection, particularly in parts of Key Stage 2. The revised behaviour policy introduced in January 2000, has led to improvements in pupils' behaviour in the playground. However, because of some inconsistent implementation by teachers, standards have yet to improve sufficiently well during some lessons in Years 3 and 5, where unsatisfactory attitudes and behaviour often restrict learning for other pupils in the class. For example, pupils' chattering is not always corrected swiftly enough and teachers sometimes frequently raise their voices in order to be heard. This results in even higher noise levels and a lack of attention and engagement by the pupils.
15. Children in the nursery and reception classes enjoy coming to school and benefit from the wide range of activities provided in lessons. The positive response that is generated by very effective teaching has a good impact on their learning. For example, in a music lesson where children accompanied the singing of rhymes with simple percussion instruments, their faces showed the high level of interest and enjoyment generated. These good attitudes to learning continue in most lessons at Key Stage 1. In a Year 2 maths lesson, pupils were alert, confident learners and showed real pleasure when using coins and calculating change as if they were shopping in the high street. Attitudes at Key Stage 2 are satisfactory overall. In Years 4 and 6 pupils generally show good interest and concentration. In Years 3 and 5 a lack of concentration and inattentiveness by a significant number of pupils inhibited learning for all pupils in about a quarter of lessons observed. For example, in a Year 5 science lesson some pupils showed a lack of respect for their teacher and had to be told several times to pay attention.
16. Pupils behave well in the playground. The behaviour of most is also satisfactory during lessons, assemblies and while in the dining hall. A significant minority of pupils in Years 5 and 6 are noisy when moving around the school or when entering assembly.

Incidents of potential bullying are few and are dealt with promptly and effectively. There have been only three fixed exclusions (one pupil) over the last two school years, a figure below the national average. Pupils are aware of the school rules and most are very happy to conform, although a few do not always choose to follow them. Pupils are polite and friendly and show good manners in the dining hall.

17. Pupils' personal development is satisfactory. They respond keenly to a range of duties. The 'buddy' system, by which older pupils are linked with younger ones, helps pupils settle well into Year 3 and has a positive effect on standards of behaviour and relationships in the playground. Opportunities for pupils to show their independence and initiative in lessons are limited and this impacts on their personal development. Pupils develop a good awareness of citizenship through raising contributions to a range of local and national charities and by taking part in a mock debate in the local council chamber.
18. Relationships throughout the school are satisfactory overall, although at times some Year 5 pupils in particular show a lack of respect for their teachers. Some of this is due to a lack of clear teacher guidelines as to the levels of acceptable response anticipated from pupils. Most pupils relate well to each other and there is a satisfactory, harmonious feel about the school.
19. Attendance levels are satisfactory and currently match the national average. There are no serious issues in relation to lateness, allowing the school day to start promptly and efficiently for most pupils. A few pupils take holidays in term time and this disrupts their learning. Periods of known sickness are the main reasons for pupils missing school.

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

20. The quality of teaching is very good in the Foundation Stage and at Key Stage 1 it is good overall. At Key Stage 2 it is satisfactory overall with some strengths, for example teaching during literacy lessons, but there are also some significant areas of weakness. The proportion of good teaching is broadly similar to that found in many primary schools across the country. The quality of teaching, combined with the satisfactory attitudes of pupils, means that most make at least satisfactory and often good progress overall. In addition, the teaching weaknesses at Key Stage 2 are now being addressed more robustly to ensure that this pattern of pupil progress is strengthened further in the future.
21. Teaching was at least satisfactory or better in 95 per cent of all lessons. It was good or better in 67 per cent of all lessons, very good in nine per cent, and excellent in five per cent. However, this overall picture conceals significant variations in the quality of teaching for different classes and between the key stages.
22. For children in the Foundation Stage, over 90 per cent of observed teaching and learning was at least good or better. Over 60 per cent was very good or excellent. Teaching for children in the Foundation Stage is therefore a strength of the school. Teachers show a very good understanding of the new early learning goals for children up to the end of reception and convert this into sharp, imaginative planning. Children are challenged daily using a wide range of teaching strategies and there is considerable emphasis placed on the acquisition of basic skills such as speaking and listening and creativity. Much is asked of the children and they respond very well in their everyday learning. The management of children in both the nursery and reception classes is of a high order. There is also much collaborative work that crosses the two classes, particularly in music and social and personal development.

23. Teaching is generally effective at Key Stage 1 where some three-quarters of all observed lessons were good. Consequently, pupils build well on the very good start made in the Foundation Stage and continue to make good progress throughout Key Stage 1. Standards at Year 2 show that the mainly good teaching leads to most pupils achieving largely average standards in writing, mathematics and science. At Key Stage 1 teachers also plan well and their management of pupils is effective, helping to promote good pace to both teaching and learning. Although teaching at Key Stage 2 is satisfactory overall and almost half is good, in some year groups it is not consistently so, and this discrepancy leads to considerable variations in the quality of pupils' learning. The quality of teaching in Year 5 in particular also limits the amount of good progress that pupils can make. Overall, the quality of teaching at Key Stage 2 is too variable between classes leading to uneven progress between the year groups. While some of the teaching difficulties centre on unsatisfactory management of the pupils, there is also a lack of adult support for the pupils with special educational needs and also for the relatively few higher attaining pupils at Key Stage 2.
24. Where teaching is at least satisfactory and especially where it is good or better, teachers generally have good relationships with pupils of all abilities and maintain good order in lessons. Consequently pupils get on with their work. When this work is hard enough to challenge all levels of attainment, pupils make good progress. However, the work given to higher attaining pupils in subjects such as English, maths and science is not always well matched to their abilities and is therefore insufficiently challenging. When this occurs, pupils make only limited progress in their everyday work. Several examples were seen where the highest attainers were effectively challenged. For instance in a Year 2 English lesson, there was skilful questioning to include all abilities and suitable follow-up tasks were given to all the pupils. Similarly, in a Year 6 lesson, good questioning gave pupils a lot to think about and allowed pupils of all abilities to make and share contributions. The higher attaining pupils applied their mathematical knowledge well to an exercise on scale in deciding if a passenger aircraft would fit on the playground. The teacher valued all pupils' ideas, and tested pupils' thinking and understanding so that all were learning. Work was then set that closely matched the abilities of each pupil and this they found challenging but enjoyable.
25. In the very few excellent lessons seen, the teachers' planning and ongoing assessment ensured that learning is an exciting and confidence building activity for all pupils. For example, in a reception lesson involving science, some very good ongoing assessment led to the teacher setting a range of challenging tasks. Excellent interventions by the same teacher and sensible use of praise make all pupils confident and adventurous when making sunglasses based on their own choice of materials and design criteria. Where this quality of teaching and learning exists, pupils of all abilities are at the limit of their potential for most of the time.
26. In the best lessons, the targets for learning are shared explicitly with pupils at the beginning of the session, and then at the end the gains made are discussed and shared with them again. This happens during several sessions known as the literacy hour. In a Year 4 art lesson, pupils were also given clear targets in using graded colours to develop a desert background and the final discussion used their efforts well. Improvement targets were set for the next lesson and pupils showed they were confident and keen to try again.
27. Where teaching is unsatisfactory at Key Stage 2, it is usually because pupils of different abilities are not engaged in work at the right level and they lose interest. Challenging behaviour can follow and this leads to a slow pace of learning and the lesson not being completed satisfactorily. For example, in an unsatisfactory geography lesson at Key Stage 2, the teacher used target setting well but noise and disruption

during the lesson prevented the review at the end, and little learning was achieved. In an unsatisfactory religious education lesson, the teacher failed to engage the pupils from the onset. They grew restless and were in need of constant checking which again resulted in slow pace and poor attitudes to work.

28. The teaching of pupils with special educational needs is good in the Foundation Stage and is satisfactory throughout the rest of the school. Teachers are careful to include them fully in all class activities. They make sure the tasks they set improve the confidence of pupils and enhance their learning. At Key Stage 2, a lack of additional adult help for pupils when they need it most, means that some pupils fail to grasp the central point of their learning and later work needs to be heavily corrected. This affects their self-esteem and attitudes to later work.
29. The teaching of literacy and numeracy is often good and always at least satisfactory. Exceptions are where teachers fail to provide a good range of opportunities for writing at length, improving spelling and for problem solving in mathematics, particularly at Key Stage 2. The good teaching is largely due to the clear curriculum structure that ensures pupils learn in a logical sequence, the skills, knowledge concepts and ideas that form the heart of good language. The subject leaders for English and mathematics have generally had a positive influence on work in their subjects throughout the school and teachers are using the national strategies effectively. Most lessons take account of pupils' particular needs, but there are too few opportunities to consolidate literacy skills by developing writing for different audiences and purposes in other subjects and this is a weakness of the teaching at Key Stage 2. Numeracy skills are rarely extended by the use of computers in classrooms. There is also little extended problem solving for the higher attaining pupils, individual or collaborative, to widen and strengthen their abilities by applying mathematics in meaningful situations.
30. All other subjects are taught well at Key Stage 1, except for art and religious education, which are both satisfactory for teaching and learning. Teachers plan well together so that learning is progressive and even throughout the key stage. At Key Stage 2, most subjects are taught to a satisfactory level overall. Teaching is good at both key stages in physical education and information and communication technology. A few classes at Key Stage 2 teach art and design well. The teaching of science is unsatisfactory at Key Stage 2 because higher attaining pupils are sometimes under challenged and some lessons become too noisy to allow good pace and progress. The teaching of geography at Key Stage 2 is unsatisfactory due, in part, to the subject being allocated insufficient time for teachers to develop pupils' skills and knowledge. Only one design and technology lesson and no history lessons were available for observation. The use of homework, as a source of additional practice and consolidation to pupils' learning, is satisfactory throughout the school. Teachers' marking is variable in standard and does not always make it clear to pupils what they have to do in order to improve.

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

31. The quality and range of learning opportunities provided by the school are satisfactory and the formal curriculum meets statutory requirements in all subjects, including religious education. All pupils have equal access to a full range of learning opportunities in the taught curriculum including all subjects of the National Curriculum and religious education. Pupils at Key Stage 1 do not have equal access to the range of extra-curricular opportunities given to those at Key Stage 2, but this is often a reflection of their age set against particular activities.



32. The curriculum is broad but not particularly well balanced because the allocation of teaching time given to history, geography and design and technology is insufficient, particularly at Key Stage 2. These subjects are frequently delivered in discrete blocks of teaching time, and this has an adverse effect on the progressive and continuous development of key skills and concepts in these subjects over time. The school has successfully implemented the National Literacy and Numeracy Strategies. The adoption of these strategies ensures that literacy and numeracy are particularly well planned for and delivered. The provision for pupils' personal, social and health education is promoted satisfactorily through informal gatherings of children around their teacher at specific times of the day (circle time), religious education and aspects of the science curriculum. An appropriate sex education and drugs misuse policy are in place.
33. The quality of curriculum provision for pupils under five is very good and this represents a significant improvement since the last inspection when overall provision was judged unsatisfactory. A clear and updated approach to the teaching and learning of children in the new Foundation Stage is now in place. A very good scheme of work covering all the required areas of learning for children under five has been carefully put in place and then implemented successfully in practice. The quality of curriculum planning to help meet the needs of all children in the nursery and reception classes is a strength of the school.
34. The planning of the curriculum at both key stages is satisfactory. Since the previous inspection, curriculum planning at Key Stage 2 in particular has improved and useful schemes of work are now in place for almost all subjects. However, curriculum guidelines to support teachers' planning in history, design and technology and physical education need to be developed further. There is a new agreed syllabus for religious education in place and teachers are beginning to plan more specifically for pupils' personal and social education.
35. Provision for pupils who have special educational needs is good in the Foundation Stage and satisfactory throughout the rest of the school. Pupils have full access to all aspects of the curriculum, and those with special educational needs receive the full National Curriculum within the context of their defined need. However, the level of adult support, particularly at Key Stage 2, is insufficient and this matter has yet to be reviewed. The quality of individual education plans is continuing to improve with the majority of pupils being set clearly defined achievable targets in order to improve their learning. In a minority of cases, the targets set for pupils are too many and not specific enough to ensure pupils learn in small meaningful stages.
36. The provision for extra-curricular activities is satisfactory. School clubs consist largely of sporting activities such as football and netball and this helps to extend and strengthen the physical education curriculum. The music curriculum is also enhanced through choir and guitar club. Pupils' social skills are also well developed through a games club, whereby older pupils pair up with younger pupils in order to play board games usually over lunch-time.
37. The school has established good links with the community in order to support pupils' learning. For example, several local supermarkets and businesses sponsor the school and help to fund extra equipment for information and communication technology, reading and mathematics. The school makes good use of local sporting establishments in order to provide pupils with extra coaching activities in athletics and cricket. The geography curriculum is supported by visits from a policeman, fireman and nurse when they talk to younger pupils about their jobs. Key Stage 2 pupils are given the opportunity to attend a residential week in the Lake District; this is popular and

contributes much to subjects such as geography as well as to the personal and social development of the pupils who attend. The school makes good use of the local library and often invites the librarian into school in order to share and enjoy books with the pupils. Other links with local colleges also contribute effectively to pupils learning across the curriculum, particularly in design and technology. Sound links exist between the receiving secondary school which contributes well to the pupils' smooth transition to the next stage of their education.

### **Provision for pupils' spiritual, moral, social and cultural development**

38. The provision made for the personal development of the pupils, including their spiritual, moral, social and cultural development is satisfactory overall.
39. The provision for pupils' spiritual development is satisfactory. This is fostered mainly through assemblies, religious education, daily acts of collective worship and those occasions when pupils sit quietly as a class and reflect on their own lives and those of others (circle time). However, in school assemblies as a whole, there are too few opportunities for additional times of quiet reflection and for pupils to think about, and explore further, the theme of the day. This has not improved since the last inspection. The school has developed positive links with the local church and pupils often visit the church to celebrate major Christian festivals such as Christmas, when the school holds its carol service there. Occasionally, the local vicar visits the school in order to lead assemblies. Opportunities for pupils to learn about and reflect on other world faiths such as Islam and Judaism exist within religious education. Although some spirituality was observed in information and communication technology and English during the inspection, spiritual development overall is not sufficiently planned for within all subjects of the curriculum.
40. Provision for pupils' moral development has improved since the last inspection and is now good. The school has successfully devised and systematically implemented agreed procedures in order to deal with disruptive behaviour. Although some pupils in Years 3 and 5 in particular, still display some inappropriate behaviour in lessons, most pupils respond well to the school's code of conduct and show a clear understanding of right and wrong. Moral development is also effectively developed through assemblies, Circle Time and thoughts about citizenship; for example, through the school's involvement with 'kick racism out of football' initiative, and through special assemblies that celebrate pupils' achievements.
41. The provision for pupils' social development is good. This represents an improvement since the last inspection when provision was reported to be satisfactory. The school provides many planned opportunities to develop pupils' social skills such as developing a 'buddy' system whereby pupils from Years 5 and 6 are paired with Year 3 pupils in order to ensure younger pupils feel safe and well occupied during play and lunch-times. The school's adopted behaviour policy also contributes many opportunities for social development. Extra-curricular activities in team games are effective in helping pupils play together to achieve a common aim. Opportunities for pupils to take part in a residential visit to an outdoor activities centre in Thurston in the Lake District supports pupils' social development very well. Pupils are also given plenty of opportunities to accept minor responsibilities that contribute to the wider life of the school. For example, pupils take the register to the office and help adults in the dining hall at lunch-times. However, there is no school's council or other platform by which pupils can express meaningful views of the school. Practical involvement with local initiatives such as the village carnival, carol singing to senior citizens and the involvement of pupils in raising

money for numerous charities, contributes significantly to pupils' social development as they consider the needs of others.

42. Since the last inspection opportunities to develop the cultural development of the pupils have decreased somewhat, although the provision remains satisfactory overall. The school develops effectively the pupils' knowledge and understanding of other cultures by organising a European Day which enables each year group to study the customs and traditions of different European countries. Major festivals from other cultures are effectively celebrated. For example, pupils in the Foundation Stage and Year 3 pupils celebrate the Chinese New Year through art, music and cooking. There are also some opportunities to learn about other cultures such as Judaism and Islam in religious education. Occasional visits by authors of children's books and school visits to historical places of interest such as a local Roman fort, effectively promote the pupils' appreciation of their own cultural heritage. In art, opportunities are provided for pupils to learn about other cultures as they study the work of famous artists, although almost all of these are European in origin.

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

43. Staff have a good understanding of the pupils and their backgrounds and these help the school provide a good standard of personal care. The quality of care has been sustained well since the previous inspection. The school is clean, tidy and welcoming and health and safety procedures are good. Fire precautions and first aid arrangements are good and are reviewed regularly. Child protection procedures and supportive systems that enable staff to be aware of any related issues, are good. The school links well with other agencies to help broaden pupil care; the effective use of the services provided through the school nurse and the education welfare officer, are good examples. The high level of care and concern shown to the youngest children in the nursery enables them to settle quickly into their learning routines.
44. The school has worked hard to develop a pupil management system to address the key issues following the previous inspection. The strong emphasis on a positive system of rewards based on credits and debits for a set range of behaviour and achievement criteria, has been successful in reducing the level of unacceptable behaviour in the playground and classrooms in general. Only one pupil has been subject to exclusions during the last two years. However, the inconsistent application of the behaviour policy by some teachers, particularly at Key Stage 2, sometimes results in attitudes and behaviour limiting the learning for pupils in several lessons as well as some inappropriate behaviour in moving to, and during, assemblies. Procedures for recording and dealing with the few instances of bullying, racist, or sexist behaviour are good.
45. Procedures for monitoring attendance are good. Registers are well maintained, enabling the school to evaluate patterns of absence effectively and take appropriate action. Good measures are taken to remind parents of the importance of the regular, prompt, attendance of their children. This was confirmed at the parents' meeting.
46. Procedures for assessing pupils' attainment and progress are satisfactory and are improving quite quickly. A wider range of more useful assessments now occurs. In the Foundation Stage, where at the time of the last inspection assessment was an issue, there has been very good improvement and the procedures in place are very effective. The youngest pupils are assessed as soon as they enter the school (baseline assessment) and if there are any with special educational needs, these pupils are quickly identified and provided with extra support. Assessments are used to guide

planning, to help group pupils and estimate potential performance in the end of Key Stage tests.

47. When pupils enter Key Stage 2, information is gathered from regular school-based tests, assessment of pupils' work and from class profiles. The information gained is used in order that each individual pupil can continue to be tracked and their attainment and progress monitored as they progress through the school. At the moment, this applies only to English, mathematics and parts of science. This tracking information will also be used in the future to set individual targets for pupils. In the past year, the school has arranged joint meetings between its Year 6 pupils and their parents, together with the class teacher, to initiate joint target setting between the three parties. Assessment information is used to identify pupils for the Spring 'booster classes' in Year 6. The school intends to use these assessments to help identify at an early stage those pupils with the potential to achieve the higher level in the end of key stage tests. The statutory requirements covering the administration of National Curriculum tests and pupils' achievements in them are fully met. Teachers' assessments are accurate and are used to help plan the next stage of pupils' learning.
48. Pupils with special educational needs have their needs assessed accurately and reviewed regularly. This is an enormous task for the special educational needs co-ordinator to undertake, mainly due to the large number of pupils on the school's register, and the fact that she has insufficient time away from her normal class duties in which to carry out the bulk of this work. In addition, there is very little adult support for teachers at Key Stage 2, so that although special needs pupils make satisfactory progress and teachers work hard to support them, the question of how best to extend the level of support, has not been addressed successfully by the school.

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

49. The school has established a satisfactory level of partnership with parents. Four parents attended the pre-inspection meeting and just under a quarter replied to the questionnaire issued before the inspection. Most comments were supportive of the school, although concerns were expressed about the quality of information received, children's progress, aspects of the quality of leadership and management and the range of extra-curricular activities provided by the school. Inspection evidence indicates satisfactory leadership and management although weaknesses do exist. The provision of extra-curricular activities is at the level found normally in primary schools. Inspectors confirm the concern about the quality of information parents receive about their child's progress. Annual reports are unsatisfactory in that they give insufficient, accurate information on attainment and progress and do not contain information consistently on areas and targets for development. Newsletters, although informative about the life of the school, do not give parents sufficient information about the work to be covered in individual classes.
50. During the current school year, the school has undertaken good initiatives to encourage parents to help their children learn. Although too early to measure its impact, the Family Learning Partnership started in the current term is a good example of the effort the school is now putting into involving parents in their children's learning. During the trial period, parents and their children work alongside each other and there are additional tutored sessions for parents.
51. Parental help in the school is not a significant strength, but is used very effectively in the nursery, reception and in some Key Stage 1 classes. In particular the well-

organised help provided during some literacy sessions is having a positive effect on pupils' learning. Parents assist with reading and supporting the various groups with their work. The good use made of the home-school reading diaries is also having a positive effect on pupils' attitudes to, and standards in, reading. The Friends of Whitburn Primary School provide good support such as arranging fund-raising and social events, as well as helping to make resources. The good relationships between parents and nursery staff help children to settle quickly into nursery routines.

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

52. The quality of leadership and management is satisfactory overall, a position that was reflected at the time of the last inspection. Since that time, the headteacher, senior staff and governors have continued in their efforts to fully establish the identity and ethos of the school following the amalgamation in 1997. This process is still not complete because, although the school has moved forward on several fronts, there remain some weaknesses in the management system, particularly relating to the monitoring of the school's overall performance and the changes needed to raise standards at Key Stage 2.
53. The headteacher brings satisfactory knowledge and understanding of the many national educational initiatives that affect primary school practice. He has continued to run the school on a sound footing based on its mission statement and educational aims. However, the need to change some basic practice, such as give renewed impetus to raising standards, has not always been managed successfully. Together with the senior team, he is currently working on a short-term action plan that should help to rectify some of the weaknesses in Key Stage 2 attainment, particularly the need to raise standards among more able pupils. The priorities and ideas that have been expressed thus far, including the latest targets, show there is now a more accurate understanding of what needs to be done. The school has strong links with a Beacon School in the area and these are helping to encourage good practice in several areas, including improved target setting for different attaining groups of pupils. The action taken to date has been appropriate but slow, with the result that the standard and frequency of monitoring is currently unsatisfactory. All those with management roles do not gain an accurate picture of the school's past and present performance. Initiatives and suggestions for improvement are not always based on solid review and evaluation.
54. The senior management team are seen as a vital part of the changing process and carries out its role with good levels of professionalism and sensitivity. There are a few effective links between this team and the governing body but these are not strong enough. The role of the subject co-ordinators has been given renewed emphasis in terms of overall curriculum development. All subjects have a specific leader who regularly carries out basic surveys in their subject areas, which are then used to help compile the latest school development plan. The co-ordinators vary greatly in their experience and the impact they have on their subjects, but all are aware of the strengths and weaknesses in their own subjects and keep up-to-date through training and reading. Apart from the co-ordinators of literacy and numeracy, there have been limited opportunities for others to observe lessons in their own subjects. This has led to inadequate monitoring of teaching and learning, as well as some difficulties in keeping in touch with standards of pupils' work throughout the school.
55. The monitoring of teaching and learning is not rigorous enough, particularly at Key Stage 2. Observations in the classroom are not well focused or robust enough and little changes for the better actually occur. The school has shown good capacity of late to improve on its current practice, with the introduction in January 2001 of its own performance management policy. Opportunities now exist for good professional

dialogue, enabling individual staff to improve their teaching skills and for co-ordinators to extend their influence on their subjects.

56. The school's governing body complies with statutory requirements, including the need for clear statements on collective worship, sex education and the provision for pupils with special educational needs. The annual report to parents is satisfactory. Governors have a friendly, supportive attitude towards the school and are committed to its future success and development. They also have useful links with individual curriculum areas. There is a well-established set of working committees that undertake some responsibility for matters of finance, staffing and health and safety. The governing body is involved in strategic forward planning but is not well informed as to the school's strengths and weaknesses nor how best to make the headteacher and senior staff more accountable for the many initiatives undertaken. In these respects, it has little influence on the educational direction of the school.
57. Leadership of the school ensures that pupils of all abilities receive equality of provision and opportunity. The Code of Practice for special educational needs is followed correctly and procedures for identification, assessment, and monitoring are very good. The governors and senior management team make satisfactory provision through the school improvement plan, and in the use of assessment and monitoring, to ensure that pupils receive equality of opportunity.
58. The support given by governors and others to special educational needs is satisfactory overall, but there are weaknesses relating to the management of such large numbers on the register and how best pupils can be monitored and supported in the classroom. The school has recently reviewed its criteria for placing pupils on the special needs register. If the school considers the current numbers of pupils on the register to be appropriate, then the level of classroom support, particularly at Key Stage 2, is insufficient to meet pupils' needs. The co-ordinator for special educational needs has too little release time for her to carry out monitoring exercises or meet with support staff.
59. The school is on a sound financial footing and the educational priorities written into the annual school development plan are well supported through the school's financial planning systems. Specific grants and other funding are used as intended to develop the school's work. However, there is insufficient emphasis on the evaluation of expenditure set against school priorities and whether or not targets have been reached and expenditure justified.
60. There is a satisfactory match of teachers to the demands of the curriculum. At Key Stage 2, good use is made of temporary staff to provide additional support during 'booster' classes. The school has not yet addressed how best to provide additional support to the relatively large numbers of special educational needs pupils at Key Stage 2.
61. Accommodation is good. Classrooms are of good size with the exception of the reception room which is small and restricts activities, especially involving water and sand. The nursery accommodation is of particularly good quality and helps the youngest pupils partake and progress well in a range of activities. The spacious library, information and communication technology suite and outdoor facilities, including a swimming pool, are all used effectively to improve standards in reading, information and communication technology and physical education. A room for parents has been established enabling recent initiatives, such as improved school-parental partnership, to get underway.

62. Resources for learning are satisfactory overall. This represents an improvement since the last inspection when there were some significant shortages, particularly in art and geography. Resources for the Foundation Stage are of good quality and in information and communication technology, science and music they are also generally good at both key stages. The school is trying to increase the amount of computer software to support other subjects such as English, mathematics and religious education. The library is used frequently for browsing or quiet reading and from a very early age pupils are taught how to take a book out on loan and then at a later date change it for another. This usage helps to promote a culture of books and reading. A good feature of all the resources is the care with which they are used by pupils.

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

In order to raise standards and improve the quality of education provided by the school, the governors, headteacher and staff should:

- **Raise standards of attainment in English at Key Stage 2 by:**
  - increasing the range and frequency of opportunities for pupils, particularly boys, to write at length across the curriculum;
  - increasing pupils' knowledge, understanding and use of punctuation in their everyday writing;
  - improving the spelling standards of pupils through regular use of dictionaries and other strategies and by renewed emphasis on good practice in spelling within everyday teaching;
  - emphasising the need for better standards of presentation within written work and for teachers' marking of pupils' work to reflect this need;
  - raising standards among the higher attaining pupils through the provision of more appropriate, challenging work.  
(paragraphs 7-8, 10, 29, 30, 82-89)
- **Raise standards of attainment in mathematics at Key Stage 2 by:**
  - extending the role of the co-ordinator to help monitor and evaluate pupils' standards particularly in relation to identifying any areas of difficulty they experience;
  - ensuring that the work set for higher attaining pupils is accurately matched to their individual knowledge and understanding and leads to improved learning and application of their known skills;
  - improving the range of opportunities for pupils to apply their mathematical skills in problem-solving situations;
  - improving the quality of teaching and learning in the subject with particular emphasis on improved presentation of pupils' work, and more robust teacher marking that helps individual pupils identify what they have to do in order to improve.  
(paragraphs 7, 9, 27, 29-30, 90-101)
- **Raise standards of attainment in science at Key Stage 2 by:**

- raising expectations of what pupils need to achieve, particularly standards among the higher attaining pupils;
  - ensuring that pupils' previous knowledge and experiences are built on in a more systematic way, particularly their investigative and recording skills;
  - improving the management of pupils where currently an acceptance of poor levels of concentration and unsatisfactory work ethic is leading to a drop in standards and related rate of progress.  
(paragraphs 10, 102-109)
- **Improve on the management of pupils' behaviour and response in some classes at Key Stage 2 by:**
- raising teacher expectations as to the level of response anticipated for older pupils and by applying the school's code of conduct for all pupils more consistently and rigorously;
  - ensuring that the work given to all pupils is well matched to both their abilities and interest levels and will challenge them towards better response and higher standards of attainment and progress.  
(paragraphs 16, 18, 23, 24, 27, 108, 127)
- **Improve the frequency, quality and impact of monitoring undertaken by the school ensuring:**
- that pupils' past performance is used as an informed guide as to what needs to be done next to extend learning and improve standards, particularly at Key Stage 2;
  - that the arrangements for monitoring the quality of teaching and learning are more robust, and lead to improved teaching strategies and better control of pupils where these are seen to be areas of weaknesses that impinge on pupils' learning.  
(paragraphs 52-56, 89, 116, 128, 153)

**As well as the above key issues, the governors should also consider adding the following areas of weakness to their action plan.**

- Review and adjust as necessary the balance of the curriculum, particularly in relation to the time given to history, geography and design and technology.  
(paragraphs 32, 122, 123, 129)
- Review the criteria by which pupils are placed on the school's register of special educational needs. If the large numbers of such pupils at Key Stage 2 are retained, consider the need to increase the amount of adult support available to the pupils on a daily basis.  
(paragraphs 23-28, 35, 48, 58-60)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.3	8.7	53.6	29	4.4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	14	212
Number of full-time pupils known to be eligible for free school meals	0	42

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	8	91

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	14

### Attendance

Authorised absence	%
School data	6.2
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.3

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	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	15	15	15
	Total	31	30	32
Percentage of pupils at NC level 2 or above	School	91 (92)	88 (86)	94 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	14	16
	Girls	15	14	16
	Total	31	28	32
Percentage of pupils at NC level 2 or above	School	91 (84)	82 (89)	94 (92)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	7	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	18
	Girls	6	3	5
	Total	23	17	23
Percentage of pupils at NC level 4 or above	School	75 (59)	55 (49)	74 (49)
	National	75 (57)	72 (46)	85 (54)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	5	3	5
	Total	21	19	23
Percentage of pupils at NC level 4 or above	School	68 (57)	61 (46)	74 (54)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	210
Any other minority ethnic group	2

*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	3	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)	10
Number of pupils per qualified teacher	21.2
Average class size	26.4

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

Total number of education support staff	1
Total aggregate hours worked per week	32.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	14
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	458081
Total expenditure	459340
Expenditure per pupil	1852
Balance brought forward from previous year	10785
Balance carried forward to next year	9526

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	2	0	0
My child is making good progress in school.	45	45	4	4	2
Behaviour in the school is good.	29	63	8	0	0
My child gets the right amount of work to do at home.	25	47	12	2	14
The teaching is good.	37	53	6	0	4
I am kept well informed about how my child is getting on.	25	55	18	2	0
I would feel comfortable about approaching the school with questions or a problem.	51	35	14	0	0
The school expects my child to work hard and achieve his or her best.	47	47	2	2	2
The school works closely with parents.	20	57	14	4	6
The school is well led and managed.	22	41	22	8	8
The school is helping my child become mature and responsible.	25	67	2	0	6
The school provides an interesting range of activities outside lessons.	6	35	33	4	22

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

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

63. Children in the Foundation Stage are taught in a part-time nursery and a full-time reception class. At the time of the inspection, there were 43 part-time children in the nursery supervised by a teacher and nursery nurse, and 25 children in the reception class supervised by a teacher and nursery nurse assistant. Children usually spend up to three terms in the nursery before starting statutory schooling in the reception class, although there are currently some three-year-olds in the nursery who will spend a longer period there before transfer. All the reception children attend a nursery before taking up a full-time place in the reception class in the September of the school year in which they are five. All children are taught in purpose built accommodation that was added to the main primary building around the time of the amalgamation in 1997.
64. Children's attainment is formally assessed at the time of entry to both nursery and reception. The results from both assessments show that there is a wide range of attainment levels present on entry although standards are broadly average overall. The results also show that, particularly in the nursery, several children have lower than average language and personal and social skills. This is quite normal for a group of children of pre-school age.
65. Children in both nursery and reception classes make good progress in all areas of learning. This is due to the efforts of an experienced team of teachers and support assistants combined with good imaginative provision that clearly and successfully targets the Early Learning Goals designed for children of this age. The quality of teaching in particular is very good and sometimes excellent. This standard represents a substantial improvement since the previous inspection, when the planning for the under-fives was incomplete and not totally appropriate for their age and development. The current provision for Foundation Stage children is now very good and a notable strength of the school. Children are well prepared for their later work in the National Curriculum, and by the end of their reception year and time of transfer to Year 1, most reach the standards expected for their age in all six areas of learning.

### **Personal, social and emotional development**

66. The provision made for children's personal, social and emotional development is very good. Children make rapid progress in this area and most reach the level anticipated for their age by the end of their reception year. Staff in both classes take great care to familiarise themselves with the individual child and its needs. During carefully planned home visits, children and their parents learn about the Foundation Stage and children settle quickly into both nursery and reception routines. Children also gain very quickly a sense of belonging and soon feel a valued member of the school community. Resources for children to use are generally at the right height for them to reach and see and this helps to promote a degree of independence in them from the start of schooling. Both the nursery and reception class teachers concentrate a great deal on children taking turns and being open and friendly with others. Children work very successfully within this arrangement from the beginning.
67. Staff take every opportunity to encourage co-operation and acts of self-discipline. Although many of the activities can be, and are, undertaken by individual children, there is strong teaching emphasis on the need to be aware of the rights of others and to respect their presence. Important rules of convention such as only one person talking at

once within a group, are established very carefully and most children show maturity in this respect. In both classes, there is an easy but positive relationship between adults and children. This is very central to the way in which even very young children show respect for adults, other children and resources. Tidying up is seen as part of routine and almost all children do this well. Children grow rapidly in confidence, as can be seen when they come together, often in a circle, and share their news or tell their friends what they have been doing. Play is very harmonious and it is rare to find 'loners' and children excluding others from their role play. Children in the reception class plan some of their own time and draw symbols to represent what it is they intend to play with or create. The quality of teaching is very good and influential in this area and is characterised by high expectations and very good working strategies to help develop individual character building. General adult support is also of a high order.

### **Communication, language and literacy**

68. Children make mainly good progress in this area of learning and most achieve the standards expected for their age by the end of the reception year. As with other areas of learning in both the nursery and reception classes, teaching and general provision for language and literacy are very good, leading to high quality learning among most children. In both classes, strong emphasis is placed on the use of the spoken word. Staff take great care to arrange their activities and their support around a wide range of opportunities for all children to develop their language and communication skills. Given this level of support, almost all children are confident in speaking about what they are doing, asking for extra resources or just engaging in informal talk as they busy themselves around the classroom. The 'home corner' in both classrooms is a constant source of good interactive spoken language. An area of the nursery is set up as the local police station and this prompts children to even 'interview' each other. Children show average skills in making themselves understood.
69. The very good teaching in this area lays considerable emphasis on books and early reading exercises. Literature of all kinds is a familiar part of the children's working environment and many pick up a book as a matter of course, study the pictures and attempt a few words on their own. There are many times during the week when an adult shares a book with nursery children and this they respond to very well. Many three-year-olds already have a repertoire of favourite rhymes and stories and very constructive oral language emerges from this enthusiasm. In reception, many children already show above average reading skills for their age. From an early age they know that print conveys meaning and recognise several key words that are quickly committed to memory. After just a term in reception, a few children show well above average word recognition and this leads to some early attempts at writing. A small group of able reception children were able to use dictionaries to check on the spelling of various colours before committing the words to paper. A similar number of children went to the school library with the nursery nurse and soon settled down with a book of their own choice. They clearly enjoyed the occasion and were absorbed quickly in the text and pictures.
70. Children reach average standards in their early attempts at writing. In nursery many children know some initial sounds and can represent this with a particular letter. The very earliest attempts at letter formation in the nursery are followed by more sophisticated writing in reception involving whole words, some independently and some by close following of the teacher's script. In both classrooms, adults support the reading and writing process well by introducing labels and signs and ensuring that there is ample loose paper for children to practise their letters at will. On most occasions, adults are on hand to correct children's attempts and to ensure pencils are held correctly. In reception, children write with increasing independence and there is good provision for the

higher attaining children with such things as lists of words and phrases to help a child to begin their own story. Children in both classrooms respond well to writing opportunities and teachers do well to ensure close records are kept of what each child has attempted. During one observed session, children in reception enjoyed part of a 'literacy hour', a form of organisation more familiar to older children that requires considerable maturity in relation to speaking and listening skills. The planning for literacy, language and communication is very thorough, with all adults being careful to build in basic language skills across most activities.

### **Mathematical development**

71. The planning for this area of learning is also very good, although during the inspection period only limited direct teaching was seen. Most children are on course to attain the levels expected for their age. Some of the learning in the nursery is based on informal visits by children to well-prepared rooms containing mathematical activities and puzzles and where they can become familiar with numbers between one to ten. They learn to count small teddy bears on a string and are often seen counting plates and knives and forks in the home corner or sharing crayons out between friends and themselves. In both classrooms, there is good teaching emphasis on counting real things and the careful introduction of mathematical language such as 'more than' and 'fewer than'. Reception children attempt basic additions and reach average standards for their age in setting down groups of three or four objects and then drawing the resulting set when they are added together. Numerals are generally formed carefully and counting is accurate relative to age. The very good teaching in this area of learning is strongly practical and there is good emphasis on handling and naming shapes and identifying basic properties such as the number of sides. As with many of the planned activities, much of the learning is interactive, with mathematical development being taught and experienced alongside colours, constructional apparatus and imaginative play. Teachers use resources very well, continually introducing number games and rhymes into a wide range of contexts which helps to consolidate and extend children's learning.

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

72. This area of learning is also well provided for and is well taught in both the nursery and reception classrooms leading to children reaching the levels expected for their age. It often forms the basis of an extended theme such as the weather or the Chinese New Year, from which most children gain valuable experiences and insights into other areas of learning. When questioned, it is clear that staff are very familiar with the Early Learning Goals in this area, including how children view their learning as a whole and not as rigid subjects. In both nursery and reception, teachers provide a positive wealth of activities and points of interest for children to explore and this is very successful in their wider learning. Children are on course to attain the standards anticipated for their age at the end of the reception year. In a reception lesson involving both science and art, each child made a pair of sunglasses and learned successfully about reflection, colour, design and the human body. Teachers are careful not to waste an opportunity to extend children's wider learning if they appear receptive to it.
73. During the last few weeks, children in both classes had studied the weather, and the nursery in particular displayed children's observations as well as words that depicted rain, snow and winter rest. There was extensive art and other creative work that resulted from this well-developed theme. Children in reception have an above- average weather vocabulary and this helps them to fill in a weather board on a daily basis. Children in the nursery study the Chinese New Year and this was a major source of learning and activity during the inspection week. It culminated in all nursery children dressing up and eating Chinese food from bowls using chopsticks. The language and social development

coming from such a session, also allied to making soup earlier in the week, was outstanding. Staff are committed to the extra time and resources such a session needed to plan and deliver it so successfully. Teaching in this area of learning is very good and sometimes excellent. Teachers have a wide range of exciting ideas that are developed well with the children.

74. Although the reception classroom has less space for the setting up of learning bays and displays, the staff plan very well to ensure children's learning is wide and varied and that themes are well linked to a growing interest in science and technology. Children are absorbed by the exciting range of constructional toys available to them and there are good opportunities for discovery walks in the environment during the warmer weather. Although there are computers in the classrooms, these are slightly under-used at present in terms of supporting children's learning. The new computer suite for the full school is outside their immediate class bases and plans are well in hand to link children's learning to this wider resource.

### **Physical development**

75. There is satisfactory provision for this area of children's development and teaching is generally good in both nursery and reception. Standards are broadly average for the age of the children. There is a good outside area for physical development and planning shows that this is well used during the better weather. The nursery is large enough for children to move round freely, and this they do without having to go to the main primary hall which is rather large for their age and stage of development. Reception children have lessons such as dance and gymnastics that are timetabled in the hall and this is a good resource for them. Small manipulative skills are practised daily by all children and their dexterity and ability to use scissors and small equipment is broadly at the level anticipated for their age. Children in nursery in particular use percussion instruments to a good standard and this also helps consolidate their co-ordination. When using constructional apparatus to build towers and their own moving toys, children in both classes show average dexterity and skills. When using pencils and paintbrushes, most children know how to handle and manipulate these to good effect.
76. Children in reception improve their personal and social skills by dressing and undressing for physical activities with varying degrees of success. Most are aware of the impact of exercise on their bodies and, when in the hall, they show due regard to their own and others' safety. In one observed lesson, reception children showed above average knowledge and skills in using mats, benches and small ladders to practise movements at different speeds, heights and in different directions. Their general movements and agility when running, balancing and stretching are at the level expected for their age.

### **Creative development**

77. This area for learning is particularly well resourced and is also very well taught, encouraging children from both nursery and reception to make good progress overall. Standards are above the level expected for the age of the children by the time they reach the end of their reception year.
78. The nursery provides a stimulating range of imaginative and creative opportunities for children to develop their artistic and other skills. From the time they are admitted to the nursery, children experience a wide range of techniques and creative activities that help them explore the world of colour and some of the many materials they see and handle in their everyday lives. Children do well in their earliest attempts with mixed colours, often working very successfully on topics that are close to them, such as 'my family' or 'my



holiday'. Many have a strong sense of colour and know what the likely results would be if black and white, or red and yellow, are mixed together.

79. Staff in both nursery and reception are careful to create colourful displays of children's paintings and drawings, that in themselves lead to a sense of pride in what has been achieved. Children are continually experimenting with colour, examining, for example, what happens when additional colours are added to white yoghurt. Children's artwork and other creations are used well to support and illustrate other learning. Various media and materials are used well by the children to create Chinese hats. Following their winter theme, children show patience and skill when painting five large snowmen and these are proudly displayed. Some children have been working on camouflage and their knowledge and understanding of how animals use this to advantage are illustrated in several excellent paintings of zebra and giraffes that blend well into their background paintings.
80. Children in both classes enjoy some very good and effective provision to help them make music. This is a particular teaching strength of many of the staff, and children reach good standards in their singing and playing of instruments. Singing rhymes and performing action songs are a rich part of the Foundation Stage and, in an excellent teaching lesson, children showed very good awareness of loud and soft singing with a marked ability to maintain various rhythms on a tambourine or triangle. Children commit to memory a wide range of traditional rhymes and songs and love performing these for visitors. Adults are very skilled in bringing out the very best the children can offer in this respect.
81. There is currently a very strong and committed team approach to the teaching of children in the Foundation Stage that is clearly paying dividends. Planning and support documentation are both highly effective in ensuring children experience a wide range of stimulating activities. Assessment is good with clear ongoing records kept on the progress made by individual children. The results of assessment are used effectively to plan the next stage of teaching and learning. The teaching and support of children with special educational needs is also good. Children with learning difficulties are well identified and supported. All staff take care to ensure that children are well integrated into the life of the nursery and also the primary school. Resources are good overall and are used very imaginatively to help learning and progress. The accommodation for nursery children is very good, being bright and very child friendly. The room used by reception children is small and difficult to manage, but staff work hard to ensure all activities are well promoted during the school year.

## **ENGLISH**

82. Standards in English at the end of Key Stage 2 have fluctuated considerably since the last inspection and are now judged to be below the national average. The results of the National Curriculum tests for the last two years, as well as the judgements of the recent inspection, reflect this. The school's performance in the 2000 national tests was close to the average in comparison with similar schools. Standards in handwriting, creative writing, spelling and punctuation are weak. Pupils reach the required national standards in speaking, listening and reading. Taking into account the combined results of the national tests since 1998, the performance of both boys and girls falls below the national average. In the year 2000, three quarters of all pupils in Year 6 were boys and, in keeping with the national picture where boys do less well than girls in the tests, this also affects the school's overall results. However, it is the relatively small percentage of pupils who reach the higher level that suppresses the school's average attainment. Standards were reported to be in line with national expectations at the time of the last report.

83. Standards of attainment have been maintained at the end of Key Stage 1 since the last inspection and remain in line with the national average. Pupils make good progress in reading and satisfactory progress in other aspects of English. Inspection findings and the results of the 2000 national tests, show standards are above average. The percentage of pupils reaching the higher Level 3 in reading was well above the national average. In the 2000 tests the performance of pupils in writing was in line with the national average. In comparison with schools with pupils from similar backgrounds, the performance of pupils in both reading and writing was well above average.
84. Across the school, standards in speaking and listening are in line with national expectations. Skilful questioning by teachers across the curriculum ensures that pupils are suitably challenged to give lengthy answers to questions. Most pupils show they are able to express their ideas, opinions and views with reasonable clarity. Most pupils listen with sustained concentration and interest in a variety of situations. However, when pupils do not listen with sufficient attention, as at a small number of lessons at Key Stage 2, it is usually the result of poor pupil management and teachers setting tasks that are not well-matched to their ability. Subsequently, levels of attainment and progress fall.
85. Throughout the school pupils make good progress in reading and most are keen and enthusiastic readers. From an early age, pupils acquire quickly a range of reading and show a good understanding of the texts that they read and by the end of Key Stage 2, most pupils are fluent, confident readers for their age. Teachers monitor pupils' reading effectively and encourage pupils to read a wide range of texts. Pupils know how a library is organised and can use an index and a glossary with relative ease. Teachers use the school library very effectively as a resource to promote reading; this, and the fact that pupils read regularly at home, contribute significantly to their good progress. However, some Year 5 pupils do not show the same levels of interest or enthusiasm for reading as other year groups.
86. Standards of attainment in writing are in line with age-related expectations by the end of Key Stage 1. By the end of the key stage, pupils write simple stories and sentences well. They have a satisfactory awareness of basic punctuation and use full stops and capital letters accurately in their general writing. Common words are usually spelt correctly and in handwriting, letters are formed accurately and consistent in size. At Key Stage 2, the writing of many pupils across the curriculum is not well presented. Handwriting is not consistently joined and letters are often poorly formed. Pupils make much slower progress in writing than in other aspects of the subject at Key Stage 2. Spelling and punctuation is weak. For example, Year 6 pupils misspell simple words such as 'other' and 'arrive'. Pupils do not use a range of punctuation consistently well in their writing. Teachers generally do not provide pupils with enough opportunities to write at length and for different purposes across the curriculum. Boys, in particular, appear to struggle with this aspect of their work. Opportunities to write in different forms, for example in religious education, history and science, are frequently missed. However, many pupils make at least satisfactory progress in poetic and general descriptive writing and generally use a range of vocabulary for interest and effect. Particularly at Key Stage 2, there is satisfactory use of information and communication technology although this could be extended to help pupils more with drafting and editing their work.
87. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The relative weaknesses within Key Stage 2 are particularly in relation to the need to improve spelling, punctuation and the presentation of pupils' work. The school has successfully implemented the National Literacy Strategy and this is a good feature of many lessons at both key stages, particularly the way in which these sessions are planned, structured and organised. Teachers use skilful questioning in order to develop pupils' knowledge

and understanding. For example, in a Year 6 lesson, pupils were suitably challenged to explore the text in order to find adjectives and imagery that best described the mood and emotions in a poem. Most teachers use a range of different teaching strategies in order to keep pupils motivated and interested. In the best lessons, time is managed effectively and a brisk pace ensures pupils make good gains in their learning. Tasks are effectively planned for different ability groups and teaching is well focused for specific target groups, such as in guided reading and writing. Resources are well prepared and used effectively to support learning. In the more effective lessons, good use is also made of the lesson summary (the plenary) whereby teachers encourage their pupils to reflect on what they have learned. Where there are weaknesses in teaching, teachers tolerate too high a noise level during independent work time and tasks lack suitable challenge for different ability groups. The aims of the lesson are not shared with pupils at the outset and instructions are not always clear enough for pupils to make sufficient progress. Teachers also miss opportunities to develop key skills such as spelling during shared and guided writing. The use made of teachers' marking is very variable and more could be done to improve pupils' spellings, punctuation and presentation using a more consistent approach.

88. Pupils with special educational needs make satisfactory progress. Where help is available, the additional language support assistant and other support staff give pupils good levels of guidance during group work, and they make a significant contribution to pupils' learning in literacy skills.
89. The subject is led satisfactorily by an experienced co-ordinator who has done particularly well to ensure the basics of the Literacy Strategy are well established and that teachers are approaching the teaching of English along a common route. Some successful monitoring of teaching and learning has taken place but this has not been extended to include the use made by teachers of literacy across the curriculum, as this is currently a weakness. The policy and scheme of work are useful for the subject's stage of development in the curriculum. Resources for the subject are satisfactory and the library is an additional, attractive and well-used resource. The use of information and communication technology is satisfactory although there is room for its more extensive use within the English curriculum.

## **MATHEMATICS**

90. The results of the national tests for 2000 indicate that by the end of Key Stage 2, many pupils achieve well below average standards. The percentage of pupils achieving both the expected Level 4 and the higher Level 5 was below the national average. In 2000, the pupils' results were also well below average in relation to those from similar schools. Between 1998 and 2000, the performance of both girls and boys in the national tests fell below the national average, although girls did marginally better than boys in the same period. The inspection findings confirm that, although standards at Key Stage 2 are beginning to rise, the attainment of pupils in mathematics is below the national average. The 'booster' classes now in place are intended to raise pupils' performance towards Level 4. However, this extra help is unlikely to raise the performance of the highest attaining pupils significantly, and it is often the relatively small numbers of pupils who achieve the higher level that keeps the school's average points score down.
91. The results of the national tests in 2000 for pupils at the end of Key Stage 1 indicate that pupils' standards in mathematics are broadly in line with the national average. This was also confirmed by the judgements made during the recent inspection. In the national tests, the number of pupils achieving the higher level is low compared to the national average. Over the period 1998 to 2000, the performance of both girls and boys was broadly similar to the national average for their year group. In 2000, the performance of

pupils was above the national average in relation to schools in similar contexts. As at Key Stage 2, standards are improving as a result of the effective implementation of the National Numeracy Strategy. The work sampling carried out during the inspection shows that both the present Year 2 and present Year 6 are progressing satisfactorily overall.

92. By the end of Year 2, pupils have a satisfactory knowledge and understanding of number. They add and subtract numbers to at least 20 and some are able to write numbers and figures to 1000. They count accurately in 2s, 3s, 5s and 10s and many count relatively easily in 4s. Most understand halving and doubling and have good strategies for doing this in their heads. They know that the inverse (opposite) of addition is subtraction. They can estimate and compare with an exact quantity or number. They identify coins accurately and count mixed amounts to fifty pence, the highest attainers to one pound and more. They are able to solve basic problems in their heads and most are beginning to understand simple multiplication and division. They know simple fractions, can measure length in basic metric forms and know the time to at least quarter hours. Their knowledge and vocabulary of shape is satisfactory and many know the properties of a rectangle and a cube. They are curious about the name for a seven-sided-figure, giving a fifty pence coin as an example. Most use mathematical language appropriate to their age.
93. The current Year 6 pupils work well with numbers to thousands using the four operations (addition, subtraction, multiplication and division) and most have instant and accurate recall of many multiplication facts laid out on a grid. However, some do not possess the knowledge to know quickly, for example, how many 7s are in 56 or are able to subtract with exchange using the basics of place value. Little work on factors was seen. They understand halving and doubling and approximating harder numbers to easier ones to do problems in their heads. Their application of this knowledge to solve problems, such as  $175 - 38$  is weak. Few are competent in long multiplication.
94. Many are able to use their tables to complete long multiplication, but only a few can do this confidently with decimals. Otherwise decimals are generally understood, as are their simple percentage equivalents. All pupils have some knowledge of proper and improper fractions and of their equivalent values. However, even higher attaining pupils have not developed average skills in adding and subtracting various fractions. Bar graphs and co-ordinates are covered well but the pupils' experience in using data to interpret results and draw conclusions is weak. They also have unsatisfactory knowledge of shape and the properties of geometric figures but their work on the areas of rectangles and triangles is satisfactory. Little measurement work on time, or the metric system was observed.
95. Pupils with special educational needs are given the work they need to make progress towards their learning targets and most achieve satisfactory levels set against their previous learning. Higher attaining pupils are not always well targeted or given sufficiently sustained work that will challenge their known levels of understanding a little more.
96. The quality of teaching and learning is good overall at Key Stage 1 and pupils have good attitudes to mathematics. They settle quickly to their work at the beginning of lessons and listen to their teachers attentively and work enthusiastically. Teachers motivate their pupils well by presenting work suitable for all abilities and by making it interesting and enjoyable. At Key Stage 2, teaching and learning is satisfactory overall, but with some good teaching in Years 4 and 6. One unsatisfactory lesson was seen in which the pupils' progress was also unsatisfactory as the teaching was not well directed at the pupils' needs.

97. The National Numeracy Strategy has had a positive effect on teaching and learning in the curriculum. It provides a firm structure for teachers to meet National Curriculum requirements and for pupils to make at least satisfactory progress. It also helps teachers to build systematically on what pupils have learned previously. Standards are highest in work on number, but pupils do not have enough opportunities to use and apply their mathematical knowledge across other areas of the curriculum, such as design and technology. There are also few examples of the higher attainers undertaking independent investigative work to use and consolidate their own mathematical understanding and skills, or of higher-level tasks and discussion that challenges their use and application of mathematics.
98. Teaching is most effective at both key stages when driven by the teachers' good subject knowledge and of how pupils learn. This is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers at both key stages use the Numeracy Strategy well to build on pupils' ability to calculate mentally and to understand more about the methods they use. In the best lessons, these introductory sessions are led at a brisk pace that keeps pupils of all abilities fully involved and encourages quick accurate responses. However, some teachers waste this opportunity to accelerate learning. In a Year 3 lesson, pupils' interest was poor and the pace of discussion slow. The more able were not sufficiently challenged and some poor behaviour distracted pupils from learning at a more even rate. In most lessons, teachers expect pupils to work hard and there is sufficient challenge to engage them all. However, in some Key Stage 2 lessons, the expectations of the teachers are not high enough and progress made by the pupils slowed considerably.
99. In a Year 5 lesson, pupils were challenged well during oral work on their calculation strategies as well as by their contributions of varying methods to solve the problem offered by the teacher. In the best lessons seen particularly at Key Stage 1, the match of work to ability is very good because it is firmly based on good lesson-by-lesson assessment of what pupils know and can learn. This means that all pupils move on rapidly in their learning. For example in Year 2, the more able pupils were expected to work with larger amounts on money problems and the teacher challenged them further with more complex questions. In Year 4, the teacher skilfully challenged all abilities as to their understanding of the properties of shapes. Similarly, in Year 6, teachers have high expectations of all abilities in calculation strategies and decimals and explore pupils' ideas to build vocabulary and assess learning. In these lessons, the pace is always good, and the teacher ensures that the discussion at the end of a lesson helps to review pupils' progress, and provides targets for their future learning.
100. In some classes, display is used well to consolidate mathematical language and learning. For example, in Year 1 a very good display on clocks and time produced a focus for enthusiastic class discussion. The marking of pupils' work does not often give good feedback to pupils, or direct them as to how they can improve. In some classes, pupils' standards of presentation in their work were unacceptably low. Generally, the best marking went alongside the best teaching. Learning support assistants have good skills and co-operate well with teachers to support pupils' learning. In the most effective lessons, assistants were seen to assess carefully pupils' responses, and share this information with the teacher to help them inform the next stage of teaching and learning.
101. The management of the subject is satisfactory. There are now good procedures in place for assessing standards and the rates of progress pupils are expected to make are now being translated into tangible targets for achievement. Good assessment booklets have been introduced for each pupil by way of a record of achievement and to provide an early form of pupil self-assessment. However, as with marking, these are not used effectively and consistently by all teachers to motivate pupils. Through assessment and some limited monitoring of teaching and learning, the co-ordinator has begun to identify key

areas for improvement. This information has not yet been integrated consistently into teachers' planning. The National Numeracy Strategy is working well and teachers are confident in using it to help raise standards.

## SCIENCE

102. The results of the national tests in 2000 for pupils at the end of Key Stage 2 indicate that attainment in science is well below the national average in comparison to all schools nationally and also in relation to similar schools. The significant factor was the very small percentage of pupils which reached the higher levels anticipated for some pupils of this age. Pupils at Key Stage 2 have been performing poorly in the subject since 1997, although there are now some signs that, as there is increasing emphasis placed on investigative science, standards are beginning to rise across the key stage. Based on teacher assessment in 2000, standards of attainment were in line with the national average for pupils at the end of Key Stage 1. Assessments indicated that pupils do well in relation to experimental and investigative science as well as their understanding of physical processes. Inspection findings indicate that standards at Key Stage 2 are below average, while standards at Key Stage 1 are broadly average overall. The rigorous measures put in place by the science co-ordinator are showing a significant improvement on attainment and progress as pupils come through from Key Stage 1 to Key Stage 2. These measures are relatively recent due to a long absence from work by the science co-ordinator.
103. The measures now in place include a very thorough and comprehensive science scheme that should help teachers provide a more systematic approach to pupils' learning. A complete overhaul of resources for science has also begun, particularly at Key Stage 2, where previously resources were of very poor quality. During this school year, monitoring of teaching and learning has begun in more earnest, not only by the co-ordinator, but also by regular input from the local education authority science adviser and the headteacher. The regular scrutiny of pupils' work to ensure not only adequate coverage of elements in science, but that the work is of a good quality, has also begun to make an impact on overall standards.
104. The setting of targets for year groups combined with targets for individual pupils have also begun. In the case of individual pupils, these are yet to be agreed with parents and will appear as a front sheet in their workbooks. Targets will be set using information from test results, continuous assessments and tracking pupils' progress from the end of Key Stage 1 onwards. There is now a renewed determination to raise standards, particularly among those pupils who are failing to achieve the higher levels.
105. At Key Stage 1, pupils understand the passage of time from night into day and that certain animals are described as nocturnal. They are able to investigate which animals fall into this category and list the names of animals they have identified. Year 1 pupils clearly understand about foods that are good for the heart, and later in the key stage pupils use this knowledge to prepare menus for a daily balanced diet. These menus are produced after collecting data about the kind of food people eat. Their early work describing how electricity can help us in our everyday lives produces extensive lists of things that are powered by an electrical current, ranging from light bulbs to computers. This theme is then developed into looking at how a torch works and introducing the words positive and negative. Pupils in Year 1 are in their third week of studying how the seeds and bulbs they have planted are growing. They set up controlled tests to find out what their plants need in order to grow and carry out regular measurements to find out the ideal conditions for plant growth. By the third week they can clearly explain that the seeds and bulbs need light, air and water in order to stay healthy.

106. Pupils in Year 2 embark on an exciting and interesting piece of work as part of their study of materials. They visit the local beach and collect an array of different objects, ranging from rocks and timber to a diver's mask and then bring them back to school to decide which category they belong in: natural, man-made or mixed. In discussion with the teacher, the pupils show a clear understanding of the different categories and their enthusiasm for the project. Having real experience of handling things and finding out for themselves is a strong and positive feature of the work at Key Stage 1.
107. During Key Stage 2, pupils in Year 3 continue the good practices established in the previous key stage. During an investigation of soils, pupils explain very clearly how they carried out their experiment. They write about the equipment they used, what they did and what they found out. One boy, using a magnifying glass and a sieve, separated the rocks from the soil and observed that the rocks had broken up and become the soil. Pupils in Years 4, 5 and 6 have not, however, had the benefit of a well-structured science scheme until quite recently and this is obvious when reviewing their recorded work. There is little evidence, for example, of them making predictions or extending their investigations beyond the task they have been set to do. Although they have a sound basic knowledge, for example Year 5 pupils know what a fair test is, they show uncertainty when trying to think of examples of such a test. The pupils at Key Stage 1 are learning well through a structured programme of investigation whilst older pupils have mainly been taught factual knowledge and lack the thinking skills that come from an investigative approach.
108. The quality of teaching and learning is satisfactory overall with examples of some good teaching, particularly at Key Stage 1. The majority of teachers have good relationships with their pupils and manage their classes well. In the best lessons, they use interesting ways to involve pupils in practical activities that capture their attention and interest. Particularly at Key Stage 1, teachers encourage pupils to become actively involved in their own learning, and the teachers' enthusiastic approach motivates pupils to try hard to complete their investigations. Teachers now plan their lessons in better detail. They make good use of the national guidance to ensure that the work builds on prior skills, knowledge and understanding. They identify clear learning objectives and these give a good focus to each lesson. Teachers use these objectives to assess how successful they have been. In the best lessons teachers use questions very well to challenge pupils to extend their knowledge and understanding. Where teaching is less effective, as seen in parts of Key Stage 2, the pace of lessons is often slowed down. This happens because a number of teachers tolerate too high a level of incidental noise, and this then leads to disruption and the need to stop lessons to regain a working atmosphere. This kind of stop-start scenario is not conducive to the achievement of high standards. In all the classes, pupils with special educational needs are planned for satisfactorily and the work they are given is at the level they understand. However, the more able pupils are not always sufficiently challenged and there are only rare examples seen of additional activities that they can be given once they have finished the main task.
109. Until the beginning of this academic year, the science curriculum lacked cohesion particularly at Key Stage 2 where progressive learning was poor and there was little emphasis on investigation. There is now a much more balanced feel to the curriculum and pupils throughout the school are beginning to benefit from more practical work. The subject is well co-ordinated and the measures already put in place indicate that standards are likely to rise. Limited but good use has been made of monitoring and evaluation by the co-ordinator, headteacher and the adviser from the local education authority to focus on improvements in teaching and learning. Although improvements made by the co-ordinator are at an early stage, there is a strong determination to raise standards in the subject.

## **ART AND DESIGN**

110. Standards of attainment have been maintained since the last inspection and remain in line with age-related expectations at the end of both key stages. Pupils make satisfactory progress across the school.
111. Throughout the school, pupils have opportunity to work in a range of materials such as pastels, chalks, charcoal, paint and textiles and experience a variety of techniques such as painting, brush-work, printing, drawing and collage. For example, Year 1 pupils effectively tie-dye fabric and Year 6 pupils skilfully master the art of cross stitching and successfully follow a plan of a specific design in order to depict the image on canvas. Pupils still have limited experience of three-dimensional work and this aspect of the art curriculum has not improved since the last inspection.
112. Pupils make satisfactory progress in painting techniques and from Year 1 onwards learn how to mix paint in order to get a precise shade of colour. For example, in Year 4 pupils mix and grade shades of colour well to depict a desert scene. Throughout the school, pupils' artwork shows that they have developed a good sense of colour. In Years 5 and 6 they use cold colours effectively to produce winter landscapes in chalks, pastels and paint. In Year 2 pupils carefully select coloured yarns in hot and cold colours in order to create a wrapping.
113. Although pupils have sketchbooks these are not used consistently well by all teachers as a means of supporting pupils' learning in observational drawing, particularly at Key Stage 2. Often drawings are little more than quick sketches and insufficient attention is given to careful observation and shading techniques in order to create shadow and depth of tone to their drawings.
114. Teachers use effectively available visual aids such as prints and books to promote the work of other artists and at both key stages, pupils acquire a satisfactory knowledge and understanding of the work and techniques of famous artists. For example, Year 1 pupils use a variety of media and techniques such as collage to produce pictures in the style of Monet, and Year 4 pupils show they can interpret the style of Picasso very well in their abstract designs of faces.
115. The quality of teaching and learning is satisfactory overall and sometimes good, particularly at Key Stage 2. Teachers have satisfactory subject knowledge that enables them to demonstrate techniques well and to promote relevant skills and techniques. Resources are well organised and prepared and are used effectively to support learning. Teachers manage pupils well and ensure that tasks are challenging. Information and communication technology is used satisfactorily by teachers to support learning in the subject.
116. The co-ordinator for the subject is enthusiastic and knowledgeable but there are insufficient opportunities for her to monitor art effectively across the school and this is a weakness in the overall management of the subject. Guidelines to support teachers' planning in the subject are good and ensure that skills are progressively taught from one year to the next. However, scrutiny of pupils' work and teachers' planning indicate that not all teachers are following guidelines effectively. This results in some pupils repeating activities and experiences as they move through the school and this, in turn, restricts the learning of new techniques and slows their rate of progress. For example, painted self portraits were displayed in three different year groups during the inspection period. Resources for the development of the subject are satisfactory.

## **DESIGN AND TECHNOLOGY**



117. It was only possible to observe one lesson at Key Stage 1 during the inspection therefore it is not possible to make a reliable judgement about the quality of teaching. However, further evidence was obtained from the scrutiny of pupils' work, teachers' planning and discussion with both pupils and teachers.
118. Standards of attainment have been maintained since the last inspection and remain in line with age-related expectations at the end of both key stages. Pupils at both key stages achieve satisfactory levels in much of their work.
119. Across the school, pupils use design skills to a satisfactory standard. From an early age, pupils learn to make simple designs of the products they intend to make and list accurately the materials they intend to use. Some Year 5 pupils begin to incorporate measure and scale into their designs. Designing skills are developed effectively at Key Stage 2. For example, Year 4 pupils make a plan of how they will decorate an Easter egg and are able to list the materials they intend to use for each component part.
120. Pupils have opportunity to work with a satisfactory range of materials when making objects from wood, card, junk materials, construction kits and clay. For example in Year 1, pupils successfully model in clay and make houses out of junk materials. Year 3 pupils skilfully fold sugar paper in different ways in order to make Chinese hats and create different finishing techniques. At Key Stage 2 pupils acquire a satisfactory understanding of how a design must suit the use and purpose for which the product is intended. For example, Year 6 pupils successfully design and make a maze that will allow a marble to run easily through the different elements of the maze.
121. Through evaluation sheets, teachers encourage their pupils to look critically at the products they make. While engaged in the making process, pupils reflect effectively on the progress of their work and identify ways in which they could improve their product. For example, some Year 2 pupils knew that some component parts on their model had collapsed because they had not used strong enough glue.
122. The leadership and management of the subject are satisfactory. However, curriculum guidelines to support teachers' planning in the subject are not fully in place and are out-of-date. The school is aware of this and has identified satisfactory levels of training to help address this shortcoming on its latest school development plan. Insufficient teaching time is given to the subject, and planning suggests that design and technology is sometimes incorporated into art lessons. This results in the subject losing some subject identity which in turn limits pupils' progress in this area of the curriculum.

## **GEOGRAPHY**

123. Pupils achieve age-related expectations by the end of Key Stage 1 but standards at the end of Key Stage 2 are below, particularly in relation to key knowledge and skills. Pupils make satisfactory progress in their learning at Key Stage 1, but progress is uneven and generally unsatisfactory at Key Stage 2. Too often geography is given low curriculum priority by the school and therefore too little teaching time. Consequently, the pupils do not build up their skills, knowledge and understanding in a uniform way and standards are below those expected for the age of the pupils by the end of Key Stage 2. There are also weaknesses in the subject that were not highlighted in the first inspection, particularly at Key Stage 2.
124. At Key Stage 1, pupils are building skills and knowledge systematically and as a result make satisfactory progress in learning. In Year 1 they increase their sense of locality by studying routes from their homes to the school and then to places in the local

community. Most can draw a simple map of their route to school and have a good knowledge of their local area including its main features, such as shops, the lighthouse and the beach. They construct a tally chart to represent their mode of transport to school. In Year 2, pupils draw simple plans of the classroom and of routes they experience in Whitburn and show an improved awareness of scale and knowledge of important features. They can name different parts of the United Kingdom and the position of Whitburn in relation to Sunderland and South Shields, with a sound understanding of north and south. They colour in a map of the world and the more able identify features such as oceans and continents. They have a satisfactory understanding of the fact that a map actually represents on paper a far larger area on the actual ground and several know that maps can be drawn to different scales, though they do not use geographical terms to describe these.

125. In Year 3 pupils produce more detailed plans of the classroom using a colour coding key to help identify detail. They begin to study contrasting environments such as the rainforest, its features, and how it is different from their own area. In Year 4 they progress to using their knowledge to explore the effects of weather on environments and begin to understand how climate affects peoples' lives. They are able to construct weather maps using computer data. In Years 3 and 4 there is a steady and well-planned accumulation of knowledge and skills leading to pupils' development of sound geographical inquiry skills. However, in Years 5 and 6 only one term's work is dedicated to geography and little of pupils' work was to be seen, and this was of low quality. In studying the differences between family life in Whitburn and Kenya, pupils were not sure of where Kenya was. They were also not familiar with the use of atlases to the level expected for their age and had clearly forgotten some of what they knew after a whole term without geography. Only the higher attainers were able to investigate with any conviction the differences in lifestyle and the effect of climate and economy on modes of living.
126. The quality of teaching at Key Stage 1 is satisfactory and sometimes good. Teachers have good knowledge and understanding of the subject and plan together satisfactorily so that pupils' learning provides a secure foundation on which to build more complex skills and knowledge. Teachers work hard to provide interesting and challenging activities. In Year 1, the teacher supported learning well by inviting a local river pilot to talk to the pupils about his work on sea transport. Pupils had prepared their questions well and this promoted good levels of learning. Pupils were enthralled by his uniform and amazed at the effect of shining a torch on his reflective jacket. In another lesson, resources and skilful questioning of pupils during a discussion, enhanced their learning about boats and water travel. In Year 2 the teacher's very good relationships with pupils combined with challenging teaching, ensured that pupils of all abilities were eager to learn. They are confident in discussing their ideas and extending their geographical vocabulary.
127. At Key Stage 2 only two lessons could be observed, one satisfactory and the other unsatisfactory. In the unsatisfactory lesson the pupils were restless and rather uninterested. The work set for them was not well matched to different abilities. The teacher also failed to control disruptive pupils and the low level noise slowed the pace of the learning for others. Consequently the time allocated for the task set for pupils was shortened and the planned review at the end of the lesson did not take place. This resulted in very little actual learning taking place. In the satisfactory lesson low levels of pupil noise were again not well controlled by the teacher in the introductory discussion of the characteristics of the rainforest and its effect on habitats. Good planning for different abilities and interesting resources however maintained the pace of the lesson and learning levels were judged to be satisfactory overall. Pupils with special educational needs make satisfactory progress in relation to their previous learning.

128. The subject co-ordinator's leadership is satisfactory although there are weaknesses relating to the monitoring of standards in the subject as well as its basic status and development in the curriculum. At Key Stage 1 where she is able to influence the planning and teaching, pupils achieve well. Monitoring of teachers' planning and pupils' work now takes place and this has a positive effect on standards. Teachers work together well, in order to provide for pupils' needs. However, there are too few opportunities to monitor teaching and learning, particularly at Key Stage 2, to help raise standards further, and little training is given to enable her to influence practice in this key stage. Currently, there is only a draft policy in place but the school is soon to introduce a national scheme of work that is intended to provide both a structure to help build progressive skills, and ongoing assessment of progress across both key stages. If this is followed, and sufficient time is allocated to the subject in the top half of Key Stage 2, the school is confident of a rise in overall standards.

## **HISTORY**

129. During the time of the inspection there were no lessons in history to be observed and only a small amount of evidence could be gathered from displays and the work scrutiny. From the evidence available, it was also not possible to make any judgements about the quality of teaching or the standards achieved over time. A scrutiny of the planning and a discussion with the co-ordinator confirms that the school is covering the required curriculum but in a very fragmented manner. The school's present approach to organising the teaching and learning of history into termly segments, interspersed with periods of geography, is clearly not conducive to developing good historical skills. Long intervals build up before pupils return to their history lessons and this slows the pace at which they develop their skills and knowledge. The school has not yet looked at the delivery of the history/geography curriculum in the light of the latest statutory requirements, nor taken a fresh look at the allocation of time that will be needed for both subjects. The ways of collecting evidence as to what has been taught and learned, together with the standards achieved, have also not been explored fully. There is therefore no accurate assessment and evaluation of either the history curriculum or its delivery. The school is aware of these deficiencies in its practice and is seeking to redress the situation as soon as possible.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. The standards of attainment in information and communication technology (ICT) are above age related expectations by the end of Key Stage 1 and in line with age-related expectations at the end of Key Stage 2. However, these standards are relatively newly established, coinciding with the opening of the new computer suite. Pupils have not fully applied the good skills they have learned to their work in other subjects. Word processing is a strength at both key stages and this supports aspects of English, but there was little work seen in producing graphs and tables that would enhance skills, for example in numeracy or geography. Standards overall have improved since the previous inspection.
131. At Key Stage 1 pupils make good progress in acquiring basic computer skills. They have good knowledge of the keyboard and the functions of different keys. For example, in Year 1 they are able to dress teddy by precisely lifting and dragging icons representing clothing and demonstrate good, accurate control. They understand that meaning is found in signs, symbols, and can be seen, read and heard, including the special example of Braille. Two higher attaining pupils in Year 1 modify text size, use bold face and capitals and later print their work. In Year 2 most pupils can use the enter, return and shift keys with confidence. They can interrogate a CD-Rom to obtain information and print a hard

copy. The pupils work with a good degree of independence for their ages. They use a graphics program to produce pictures, selecting colour and using brush and pen tools from the toolbar.

132. At Key Stage 2 pupils make good progress in word processing and this reflects the strength of teaching in this area, particularly in Years 4 and 6. They can combine text and pictures from other sources such as programs and digital cameras, and save their work to personal folders such as weather forecasts and for accounts of visits. Most pupils produce practice sheets demonstrating good skills in modifying text and editing it for accuracy and effect. In other areas of learning, progress is also mainly good but this is not even across all age groups. In Year 3 pupils are able to use a control program to create music and change the effects such as rhythm melody and instrument to model different results. In Year 4 they import weather icons onto a weather map to produce a forecast and use Logo, a control program that moves an image around the screen on instruction of the pupil. Work on spreadsheets was seen only in Year 5 and pupils here are only at an early stage of development. Pupils were learning about elements such as rows, columns and cells, the most able working towards using a simple formula for totalling. There were no graphs of results printed by pupils for this program or any other use of programs to represent data seen in the pupils' work. In Year 6 some pupils have accessed the Internet and are able to search for information.
133. The teaching seen at both key stages was good overall and never less than satisfactory. However, the arrangements whereby the pupils use the eight computers available currently in the spacious ICT suite, limit 'hands on' experience, although there are no issues regarding equal opportunities. In the best lessons, teachers made good use of support assistants when half of the class worked in the library on retrieval skills for information and reading practice. In a Year 2 lesson where all pupils in the class participated, the teacher made very good use of the skills shown by visiting parents and a support assistant when pupils interrogated a CD-Rom to extract information from the encyclopaedia about animals. Most were able to search the index to locate information with a good degree of independence about particular animals they chose to study, and in printing a hard copy for further study. Challenging tasks were set for all abilities and pupils made good progress against targets set in the good planning. The teacher used effective methods to assess the short-term learning of individuals to help inform the next steps in their learning.
134. In a well planned lesson in Year 3, the learning on databases, although satisfactory, was slower because some pupils were noisy and others inattentive. The pace of the lesson was consequently slow and the valuable summary session at the end was missed and pupils did not share their learning; nor did the teacher assess clearly what had been learned. In a good lesson in Year 4 the teacher's good knowledge and planning was effective. Good questioning skills probed the pupils' vocabulary and their previous learning about Logo and control modelling. Challenging tasks were then set. The good pace led to a lively session at the end of the lesson. In this session the teacher encouraged pupils of all abilities to report on their tasks, evaluated learning and shared the next targets for learning with pupils.
135. All pupils' contributions are valued, and consequently they are enthusiastic and concentrate well, achieving at a good level. In a well-planned lesson in Year 6, pupils of mixed ability were challenged to design a multimedia page. They were successful in producing workable outlines and many understood the different options open to them as an aid to navigating their design. The teachers' good knowledge, high expectations, and monitoring of individual learning, enabled pupils of all abilities to make good progress. Additionally pupils used programs to support literacy and numeracy in the classroom but this was rarely seen elsewhere. Teachers use support staff effectively at Key Stage 1

and satisfactorily at Key Stage 2 to provide for pupils with special educational needs enabling them to make at least satisfactory progress towards the learning targets set for them.

136. Some teachers keep a good record of pupils' 'hands on' computer work but records of pupils' standards and actual levels of progress are less good. Systematic and consistent whole-school assessment systems have not been introduced. There is only a draft policy in place but a nationally recommended whole-school scheme of work is to be introduced in the current school year. This aims to provide the assessment systems of pupils' skills and experience that the school admits is presently not in place. The subject co-ordinator is enthusiastic and forward looking and has good knowledge and understanding on which to build for the future. However he has few opportunities to find out about the quality of teaching and learning or the standards that pupils achieve throughout the school. Consequently he is not in a good position to set targets for development and the further raising of standards.

## MUSIC

137. Pupils at both key stages attain the standards expected for their age. Standards have been maintained since the last inspection. A strong feature of the music is the enthusiasm pupils of all ages have for singing. The suggestion that a favourite song is about to be played is greeted with great joy and the singing that follows is of a high standard with good diction, control of pitch and musical expression. Achievements in other areas of the music curriculum are satisfactory.
138. At Key Stage 1, pupils sing a range of songs with much confidence. They have a good sense of rhythm; they follow the actions of the teacher well, start and stop, increase and decrease volume as required. When a new song is introduced they learn the words to it with amazing ease and when they come to sing it on another occasion, they have remembered both the words and the actions. They are confident to use percussion instruments to accompany singing and when they use them they are sensible and follow the instructions of the teacher.
139. At Key Stage 2, the love of singing continues to develop as pupils move up through the school. They are able to sing a wide range of songs in unison and in parts, some with complex rhythms. They know they have to practise to improve their performance before it can be presented to an audience and they work hard to do their best. In Year 3 pupils work with a computer program composing pieces of music. Working in this way is giving them confidence and enjoyment in creating their own pieces of music and being able to play them. Pupils listen regularly to a range of music and are able to discuss the merits of each piece and which particular features they enjoy.
140. The quality of teaching and learning is good overall with a few examples of very good teaching. Where the teaching is very good it is an absolute joy to be in the lessons. The pace is lively, the pupils are enthusiastic and their singing is a pleasure to hear. The teachers make very good use of praise and encouragement to lift the pupils' self-esteem so that when volunteers are asked to sing or play an instrument the air is filled with hands. Less music was seen at Key Stage 2 and the quality of teaching was satisfactory overall. Music lessons make a valuable contribution to two other areas of the curriculum. While taking music lessons, the teachers constantly talk about new words in the songs and use interludes to ask questions thereby making a good contribution to the development of literacy skills. Through the confidence they develop in singing, the pupils' self-esteem is greatly enhanced and this has a very positive impact on their self-development.

141. A very positive feature of the music is the development of the two choirs and the guitar club. Both these take place out of school time but both of them offer an extra dimension to the school's music. Pupils in the choir practise regularly in order to perform in the local music festival. They regularly sing in the 'old people's home' and they are the backbone of the Christmas concert. A small number of pupils benefit from peripatetic tuition on the violin and again these pupils are encouraged to share their expertise in assemblies and musical events.
142. The co-ordinator for music is full of enthusiasm for the subject, provides good leadership and takes the necessary actions to help raise standards. Although only recently appointed, she has produced a draft music policy that is very good and is keen to improve on the satisfactory monitoring and evaluation of musical standards.

## **PHYSICAL EDUCATION**

143. By the end of both key stages, standards are broadly in line with those expected for the age of the pupils. The subject is well taught and most pupils achieve well, making good progress as they move up through the school. Standards are at a similar level to those reported at the time of the last inspection. It was only possible to see gymnastics, swimming and the teaching of ball skills during the recent inspection.
144. Standards in gymnastics are good. Throughout Key Stage 1, pupils are made to be aware of the importance of quality in their movements both on the floor and on apparatus. This provides a good basis for their work at Key Stage 2 when more advanced work is undertaken on linking movements into sequences that vary in height, position and speed. At Key Stage 1, pupils explore movements of strength, heaviness and lightness and combine these well into rolls, shapes and complete sequences. By the end of Key Stage 2, pupils in Year 6 have made considerable strides in being able to prolong a difficult balance and to combine several pieces of gymnastics into one continuous, flowing movement.
145. In their catching and throwing activities, Year 4 pupils are able to explore different techniques that help to improve their accuracy of delivery. In all observed lessons, the general fitness of pupils was at the level expected for their age and physique. In swimming, pupils reach above average standards in both their strokes and confidence in the water. Almost all Year 2 pupils are able to swim at least a short distance and many were able to offer a variety of strokes on both back and front. Year 6 pupils show more advanced skills and many swim powerfully and with increasingly good technique.
146. The quality of teaching and learning is good across both key stages. Teachers show satisfactory understanding of the physical education curriculum and most are confident when it comes to teaching technique. This growing expertise helps to improve individual pupil performance and extend the boundaries of learning for some pupils who do not necessarily excel in other subjects of the primary curriculum. Planning is good and basic skills are well consolidated before moving on to more complex work and exercises. Staff and pupils show good awareness of safety and there is good attention paid to the importance of warming up and cooling down, before and after vigorous activity. Although some pupils are a little noisy when working in the hall, and this is where teachers need to raise expectations in this respect, the general pace of lessons and the pupils' own physical efforts ensure that learning is progressive. The control and management of pupils during the lessons seen was satisfactory overall.
147. Swimming is largely the responsibility of a visiting teacher specialist and her experience and skill in handling pupils at varying degrees of competency in the water, is a strength of her work. With so many pupils living adjacent to the sea, the extra-curriculum

investment made by the school is time well spent. All pupils from Year 2 upwards swim on a weekly basis. Pupils are very enthusiastic about swimming and other physical activities. Year 6 pupils in particular show a developing ability to think critically of their own and others' performance.

148. The curriculum is supported and enhanced by a satisfactory range of sporting extra-curricular activities, some of them run on a competitive basis. Key Stage 2 pupils spend a week in the Lake District and this too helps to enhance their range of physical experiences. The subject is also a good vehicle for teaching pupils about challenge, endeavour and other aspects of their personal development. Timid pupils and any with special educational needs in this or other areas of the curriculum, are supported well and make good progress in their learning. The subject is led satisfactorily by an experienced co-ordinator who is re-writing the scheme of work to ensure that the latest good practice is built into the physical education curriculum. Monitoring of standards is satisfactory. Resources for the subject are satisfactory and some facilities are very good, including a sizeable hall, quite spacious grounds and the school's own swimming pool.

## **RELIGIOUS EDUCATION**

149. Standards remain at the level reported at the time of the last inspection. By the end of both key stages, pupils work at the levels expected for their age and achieve broadly the levels of knowledge and understanding outlined in the latest agreed syllabus for religious education. Most make satisfactory progress over time, including pupils with special educational needs.
150. The agreed syllabus for religious education introduces pupils to a wide range of topics and diverse activities. Their general retention of knowledge is satisfactory but discussions with Key Stage 2 pupils indicate that many need to revisit some themes several times before their understanding is clear. Year 1 pupils are introduced to famous stories in the Old Testament and some of these are re-introduced into Year 3. Year 2 pupils show increasing awareness of Christian qualities such as forgiveness and respecting the views and beliefs of others. The observed lessons at Key Stage 2 had a strong moral content and religious education is used well as a means of extending the spiritual, moral and cultural development of the pupils. Themes are often woven into collective worship and help to make sense, for example, of the teachings and Ministry of Jesus.
151. Some pupils' work indicates the similarities and differences between world religions and denominations. Year 4 pupils study the life of St Bernadette while those in Year 3 do well in their oral discussions on a modern day Pandora's box, combining their religious learning with personal and social education. In Year 5, pupils go into considerable depth when studying the Bible, its contents and use, and the Christian way of life.
152. The quality of teaching and learning is satisfactory across the two key stages. Teachers plan subjects well and there is generally a satisfactory range of strategies that are used to motivate pupils and to teach quite difficult topics. Teachers work hard on their own subject knowledge when introducing pupils to the school's choice of comparative religions such as Judaism and Islam. Some teachers have a marked ability to hold prolonged yet fruitful discussions with their pupils, while in other classrooms, pupils grow restless and prefer their own research and activities. The unsatisfactory management of some pupils at Key Stage 2 prevented other pupils learning at the expected rate because of the drop in lesson pace. Most pupils show a healthy and helpful interest in the subject which teachers exploit in a useful, positive way. Others are less interested and teachers need to find ways that these pupils can relate more positively to the subjects under review. The assessment of pupils' work is unsatisfactory. There have been no firm

decisions as to how this will be achieved and how assessments will be used to help future planning.

153. The use of resources is satisfactory and teachers support the learning of the pupils with many of their own artefacts. Among Key Stage 2 pupils, there is too little work of real quality committed to paper and work is often too rough in nature to help pupils reflect and revise from their past work at a future time. The computer is used very sparingly in the subject and there is clear scope for more pupil research using CD-Rom and eventually the Internet. The subject is led satisfactorily by the headteacher although there are weaknesses in relation to the monitoring of pupils' standards. He has introduced successfully the new syllabus into the classroom and now has the opportunity to monitor standards in the subject on a more regular basis.