

INSPECTION REPORT

BLOEMFONTEIN PRIMARY SCHOOL

Craghead, Stanley

LEA area: Durham

Unique reference number: 114034

Headteacher: Mr M Peaker

Lead inspector: Ms J Taylor

Dates of inspection: 15 – 17 September 2003

Inspection number: 255541

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	128
School address:	The Middles Craghead Stanley Co Durham
Postcode:	DH9 6AG
Telephone number:	01207 232198
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs T Davinson
Date of previous inspection:	17 June 1999

CHARACTERISTICS OF THE SCHOOL

The school serves the village of Craghead just south of Stanley. The pupils are aged between 4 and 11 years. Currently there are 128 children who attend the school. During the inspection 14 children in reception attended mornings only. The area is one of social disadvantage. A high proportion of children (39 percent) are identified as having special educational needs for learning difficulties. Four children have a statement. More than half of the children enter reception with well below average standards. No children speak English as an additional language. All children are of white English heritage with roughly an equal number of boys and girls. Last year, 9 percent of children left during the school year and 18 percent were admitted, this is a high percentage of arrivals. The school has been awarded a bronze Art Mark for the quality of its provision in the arts. The headteacher has been in post for eighteen months.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4275	Ms J Taylor	Lead inspector	English, art and design, music, special educational needs.
19342	Mr T Heavey	Lay inspector	
4295	Mr D Dodds	Team inspector	Science, religious education, information and communication technology, design and technology
22421	Ms V McGrath	Team inspector	Mathematics, geography, history, Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound and improving school that has worked hard to improve the children's attitudes to learning. Pupils enter from a very low starting point and their achievement is generally satisfactory although overall their standards are well below average. Teaching is satisfactory overall with some that is good and very good. The school is led well by the headteacher who has introduced an effective range of developments across the school. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- The headteacher quickly identified the areas for development in the school and has made good steps towards improvement.
- The children learn well in the reception class and year 6. Here the teaching is consistently good.
- Mathematics is improving, the co-ordinator leads the subject well and has recently introduced very clear ways of filling gaps in the pupils' learning.
- The school gives the children exciting opportunities in music, dance and art.
- The vast majority of children behave well and are learning to be thoughtful and helpful.
- The standards in English are too low. The school has devised good ways of moving forward but these plans are not yet fully implemented.
- A number of children in year 2 did not make enough progress last year and the current year 2 are not learning well enough in mathematics.
- Those children who could do particularly well are not always identified and stretched.

The school's overall improvement since its last inspection is satisfactory. Standards are higher in science and writing in year 2 but the more able children are not stretched. Standards in writing have not improved enough overall and this continues to affect pupils' achievements in other subjects. The headteacher has a good view of what needs doing and has introduced useful changes. He has enabled teachers to lead certain key areas forward, in mathematics and in the reception class, for example. Good work has begun in the arts. The accommodation is much better.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E*	E
mathematics	E	D	D	C
science	E	E	E*	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The children's achievement, over their time in the school, is satisfactory. They are achieving well in the reception class and year 6. In the other junior classes achievement is satisfactory. Last year achievement was unsatisfactory in year 2 and is still unsatisfactory in mathematics for the current year 2 children. The school has a high proportion of pupils with special educational needs. They are making satisfactory progress but are reaching lower standards than others in their class. In reception and years 4, 5 and 6 the standards in mathematics are rising. **Pupils' personal development, including their spiritual, moral, social and cultural development is good.** Children have good attitudes to school and behave well in class and around the school. Attendance remains unsatisfactory but is showing clear signs of improvement.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall. It is good and sometimes very good in reception and year 6 where teaching is lively and all children are expected to achieve well. As a result, these children make good progress and thoroughly enjoy their lessons. Teaching is variable in the years 1 and 2 because the higher attaining children are not always expected to do as well as they could. Sometimes the quality is reduced when all the children work at the same tasks rather than focusing on what they really need next. Most teaching is satisfactory in all classes and children achieve at an appropriate level. New assessment procedures are good and already influence the standards in reception and year 6. Assessments across the school are just beginning to pick up unsatisfactory achievement for certain pupils who could reach higher standards in several classes. Learning support staff skilfully extend the children's learning. Last year, extended staff absences interrupted the teaching and learning and, in part continue to affect the quality. **The curriculum is satisfactory overall** although, as yet, not all teachers ensure the children develop the skills of writing systematically enough. There are very good opportunities for the children (especially the older pupils) to improve their understanding of art, music and drama. The range of sport activities during and outside lessons is very good.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good and management is satisfactory with good features. The headteacher has made a strong and successful impact on the school during his eighteen months in post. He has a clear view of what developments are needed and how to move the school forward. He and the deputy, working closely with the other staff, have already improved much of the work of the school. Not all teachers follow agreed policies and develop their teaching to build carefully enough on the children's earlier learning. **The governors support the school well** and are working to ensure the best provision is available.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the work of the school and feel the staff have the children's concerns at heart. They are well informed about the work of the school and feel they know what is going on. A few parents allow their children to be absent more than is usual and this has an impact on the children's learning. **Pupils like the school, they feel happy and enjoy lessons.** One or two are aware that others can be too rough at playtimes and this makes them wary. They know what to do if problems arise and are content about the way these are handled.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards of the potentially higher attaining children.
- Raise standards in English.
- Improve teaching to that of the best quality found in the school.
- Ensure all staff adopt school policies, particularly for assessment and marking.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in English, mathematics and science are well below average by the end of years 2 and 6.

Main strengths and weaknesses

- Standards have improved in mathematics in years 4, 5 and 6 and in writing and science in year 2 but overall standards are not as high as they should be.
- Standards are rising because of detailed analysis of weaknesses in mathematics and English.
- Children's achievement in reception and year 6 is good.
- On occasions the higher attaining children are not given challenging enough work.

Commentary

1. Children achieve appropriately overall although some higher attaining children are not stretched enough. The standards in national tests are beginning to rise. The overall picture is strongly influenced by the number of children with special educational needs who achieve appropriately but do not reach average standards. A higher than usual proportion of pupils leave and enter the school part-way through the year. This does not affect the overall standards reached. Standards are average in information and communication technology, history and religious education by the end of years 2 and 6. Standards in geography are average by the end of year 2 but below average by the end of year 6. This inspection did not find sufficient reliable evidence to judge standards in art and design, music and design and technology.

Foundation Stage

2. The children enter school with standards that are generally well below average in all areas of learning. Some years, attainment on entry is very low indeed. The reception provision has considerably improved and although standards are below average, the children are achieving well.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	12.6 (11.8)	15.8 (15.7)
writing	9.9 (10.6)	14.4 (14.3)
mathematics	13.0 (13.4)	16.5 (16.2)

There were 18 pupils in the year group. Figures in brackets are for the previous year

3. Year 2 results for 2002 were in the lowest 5% nationally when compared to all schools and to similar schools, apart from in reading. Reading shows an upward trend and in the other two subjects standards rose in 2003. Some children who had the potential to reach above average standards did not achieve well enough and their achievement was unsatisfactory. However, in 2003 almost half of the children reached standards that were average or slightly above average, which is a good improvement on earlier years. Standards in writing showed a particular improvement. More children reached average levels than in previous years and for most, achievement was satisfactory. However, none reached the higher level 3 and the more able children did not achieve well enough.

4. The new assessment system links standards on entry with expectations for future levels. The children's progress can now be tracked and supported. The headteacher has a clear view of how to ensure this is done. Raising standards in English is rightly a focus for the school.

Key Stage 2

5. Year 6 results for 2002 were in the lowest five per cent for English and science and below average in mathematics. When compared with similar schools, mathematics was average and the other subjects were below average.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	23.3 (23.8)	27.0 (27.0)
Mathematics	26.0 (25.8)	26.7 (26.6)
Science	25.2 (26.5)	28.3 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year

6. The standards reached by the year 6 children in the national tests for 2003, while well below average overall, show good achievement for individual pupils. Almost all reached their targets and several exceeded them. This was because of the good teaching they received in year 6. Standards in mathematics and science are rising.

7. In years 3, 4 and 5 the children generally make satisfactory progress. However, lessons are sometimes geared to average pupils and do not focus on the full range of abilities at all times. When assessments revealed the unsatisfactory achievement of the current year 3 the school recognised the need to target higher attaining children across the school. As a result different programmes of work are being introduced for these pupils.

Pupils' attitudes, values and other personal qualities

Standards are good. Pupils are enthusiastic and behave well in class and around school.

Main strengths and weaknesses

- Attendance for 2003 improved although some pupils still have a poor attendance record.
- Good behaviour helps pupils concentrate and promotes their personal development.
- Pupils' spiritual, moral, social and cultural development is good.

Commentary

Attendance

8. Attendance for 2001-2002 remains below average but the real picture is one of success. Attendance for 2003 leapt from 86.9 per cent to 91 per cent and unauthorised absences were lower than the national average. Unsatisfactory attendance continues for a small minority of pupils.

Attendance in the latest complete reporting year 2002 (%)

Authorised absence		Unauthorised absence	
School data	13.1	School data	0.1
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Pupils behave well and develop good relationships. They are supportive of school and report very few areas of concern. They work and play well together. Their 'play by the rules' approach, social skills and tolerance are particularly evident in the playground. There have been no exclusions.

10. Pupils' spiritual, moral, social and cultural development is good. Regular visits are made to the local church and in some lessons pupils empathise with the feelings of others. There is very good promotion of positive behaviour throughout the school. From the reception year, pupils learn to collaborate and share. They have an extremely high awareness of their own, immediate culture promoted through a wide range of visits and visitors and participation in sports and music festivals. Children in reception show very good achievement in personal, social and emotional development.

Exclusions

There have been no exclusions

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory with some strengths.

Teaching and learning

Teaching is satisfactory overall.

Main strengths and weaknesses

- The teaching and learning in the reception class and year 6 are often very good.
- Children with special educational needs are taught well and they make fast progress.
- Good teaching in all classes has supported children's personal development well.
- Unsatisfactory teaching occurs when assessments are not used effectively and tasks do not move the children forward fast enough.
- Learning in writing is not fast enough because the skills are not always taught systematically.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	6	13	2	0	0

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

Commentary

11. The teacher and learning support assistant in reception have a good understanding of all areas of learning. Children's learning is assessed and next steps are identified. As a result pupils learn well. From years 2 to 5 the teaching is satisfactory and supports sound progress. Learning is not always as purposeful or as much fun as it could be. The more able pupils are not always pushed hard enough. Not all teachers use the new assessment and marking systems and individual targets in writing are too general. There are plans in place to remedy this. When the children reach year 6 the teaching is lively and targeted towards moving individuals forward at a fast pace. The teacher has piloted assessments in mathematics that closely identify learning needs and has organised the curriculum accordingly. Here, the marking of books ensures children know what they do well and what needs attention.

12. Pupils with special educational needs receive good teaching from support staff in small withdrawal groups and during class lessons. Particularly good early writing skills are being taught to

lower attaining year 2 children. Teachers work very well with pupils showing behaviour difficulties. They help the children to settle and be calm in order to achieve appropriately.

13. The school enlists support from a range of specialists. In music extremely exciting teaching from a professional musician ensured very good achievement. Art, dance and drama have been similarly enhanced by specialists as part of the school's Forging the Future Arts project.

The curriculum

The curriculum is satisfactory overall.

Main strengths and weaknesses

- There are good opportunities for the children to talk about what is important to them.
- Good improvements to the building mean the children now work in attractive surroundings.
- The curriculum does not take enough account of the step by step development of writing skills.

Commentary

14. Children have wide opportunities to discuss school rules and how to manage in difficult situations. The arts curriculum is much improved with the addition of many visiting specialists. Good developments in mathematics mean that the weaker areas are clearly identified for all teachers to work on. In writing, targets are too general to ensure the children consistently improve skills. The school has already begun to review this provision.

15. The accommodation is very much improved. The playground is now smooth and safe and includes a good range of markings to help the children play and improve their physical development. The cloakrooms and toilets are attractive and modern. The hall and other public areas of the school have been redecorated. The children discussed the proposed improvements, as part of their personal development lessons, and reported great satisfaction with the outcomes.

Care, guidance and support

Pupils are cared for and supported well.

Main strengths and weaknesses

- There are good arrangements for child protection and first aid.
- Pupils know they are taken seriously, their views matter and someone cares about them.
- The monitoring of children's progress is appropriate overall but is weaker in year 2.

Commentary

16. The school promotes a sense of security and well-being as a starting point for academic achievement. Most pupils can identify an adult in the school who knows them well, and in whom they might confide about any concerns. There are effective arrangements for child protection and first aid. Support, and explanations when things go wrong help to improve behaviour and learning and raise self esteem. Pupils are regularly consulted through the school council. Their progress is monitored well in reception and year 6 and satisfactorily in most other year groups. In year 2 the more able children were not identified and given work that stretched them enough.

Partnership with parents, other schools and the community

The school works well with parents, the local community and other schools.

Main strengths and weaknesses

- Most parents provide strong support for the school.
- The school promotes itself well in the community.

Commentary

17. Parents express very supportive views about the school. Teachers are available for individual exchanges with parents. The school seeks parents' views formally through the newsletter and provides information on their children's progress in the annual reports. A small number of parents fail to ensure that their children attend regularly and punctually.

18. Pupils assist in litter picks, tree planting, distribution of a village newsletter, and in the celebration of the community arts week in the village hall. This sense of community and citizenship supports children's learning well.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is sound with good features.

Main strengths and weaknesses

- Leadership is good and the management is sound with good features.
- The headteacher's leadership has brought about significant developments in a short time.
- The monitoring of teaching and the application of agreed policies are not sufficiently rigorous.
- The governing body is effective and strongly supports the headteacher and staff.

Commentary

19. The leadership of the headteacher is good overall. In the short time that the head teacher has been in post he has already made a significant impact towards raising standards. He has identified what needs improvement and has created an effective development plan. He has used the strengths of his senior teachers well and has introduced some innovative ideas to support the pupils' personal development that ensure the children are confident and eager learners. The school has focused upon the climate for learning, a supportive community and the raising of standards in numeracy and literacy in the first instance. The quality of teaching is seen as a priority. Across the school there is a willingness to change and improve.

20. Many aspects of the headteacher's management are good. The head and deputy have introduced a broad range of additional activities in, for example, the arts, music and sport. This has helped identify some talented pupils. Good teaching is supported by new, very effective strategies for assessment. There is not yet enough rigorous monitoring and evaluation of lessons to help all teachers work at the same high quality as the best and ensure children of all abilities are stretched. Additionally, some policies, such as marking work to ensure children know what they have done well and what needs improvement, are not in place in all classes. These aspects have been identified as priorities. A wider management team, including the reception and year 6 teachers, is generating further innovations. These include a three-year oracy programme, parents and young children learning together, a breakfast club initiative, and a music festival.

21. The staff roles and responsibilities have been reorganised since the head teacher's arrival. The contribution subject leaders make to curriculum planning is variable. The school has recognised this is an area for development and there is a programme to strengthen expertise and performance. Mathematics, physical education and the work in reception are already led well.

22. The governors provide effective, and thoughtful support to the head teacher, senior management and staff. They have a good view of the work of the school and recognise its strengths and needs. They can talk confidently about their role and carry out their statutory duties fully. They sensibly used the savings in the budget to improve the accommodation. Together with the headteacher they apply the principles of best value appropriately.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	363,787	Balance from previous year	44,890
Total expenditure	398,515	Balance carried forward to the next	18,677
Expenditure per pupil	2,846		

23. The headteacher has organised and implemented performance management effectively. It is appropriately linked to the school's improvement plan and the programme for teacher development. Efficient financial management ensures these priorities can be met. The school provides satisfactory value for money.

EXAMPLE OF OUTSTANDING PRACTICE

A music lesson for the year 6 children was taught by a professional musician. The children worked towards a performance and recording of their singing. The tutor introduced the lesson with warm-up musical activities. The children sang rising and falling scales using repeated nonsense words. One section focused on simple sounds sung to the William Tell overture and extracts from the Nutcracker Suite. These tunes strongly appealed to the children. They repeated the words, quickly, slowly, loudly and softly and with good pitch. The tutor introduced each section with chords and then accompanied the children as they sang. His flamboyance and expertise excited the pupils and made them want to please. They concentrated fiercely. Many closed their eyes or adopted glazed expressions in order to focus on pitching and using the notes accurately. They sang well with confidence and enthusiasm and laughed with pleasure at the end of each section.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND

SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is very good and is strength of the school.

Main strengths and weaknesses

- The provision is much improved because of very good leadership and management.
- Achievement for children of all ability groups is good.
- Teaching and learning are good and often very good.
- The outdoor environment needs improving.

Commentary

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good.

24. The good induction programmes and good systems for communicating with parents, support children's emotional development well. An effective routine promotes independence and co-operation as children select stimulating resources and play contexts. Their talk and creative responses are highly valued, supporting good self-esteem and confidence. They show very good levels of concentration, perseverance and behaviour in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Very good provision in communication, language and literacy leads to good achievement.

25. Children enjoy stories, when listening to adults in groups or individually when using audiotapes and the computer. They act out stories in the home corner, and show confidence as early writers. Letter sounds are taught systematically. Children regularly use an attractive writing area and materials in play areas to undertake their own 'writing' of stories, lists and letters. All ability groups are supported well. Assessments made at the beginning and end of last year show good development of reading, writing and language skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good

26. Children show real enthusiasm for the stimulating mathematical activities. They fish numbered bottles out of the water tray and use number lines, squares and puzzles. They apply their mathematical knowledge by, for example, using a grid labelled with numbers on each axis to locate pictures. In play, songs and rhymes children are encouraged to count, compare size and name shapes. The very attractive resources, often home made, are a strong feature of the provision.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for promoting knowledge and understanding of the world is good.

27. Questioning is used carefully to prompt children's talk and observations, for example, about the vet. They are encouraged to describe their experiences and observations. This supports learning well, particularly the acquisition of new vocabulary. Good use is made of information and communication technology and children use computers and tape recorders confidently. They have too few opportunities outdoors for sensory experiences, observations and exploration and this limits their learning opportunities.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

28. Children experience daily structured physical activity through the use of wheeled toys in the playground and small apparatus in the hall. They also use large, soft play equipment three times a week. The outdoors does not offer opportunities for balancing, sliding, swinging, climbing, digging and constructing. This is an area of development identified by the reception teacher to pursue with some urgency. Children develop manipulative skills well as they use a wide range of tools, materials and construction toys.

CREATIVE DEVELOPMENT

Provision in creative development is good.

29. Children show good achievement as they engage in imaginative play, singing, dancing and music making. They paint with confidence and enjoyment. Regular opportunities to create small worlds with vehicles and play people promote creativity well. A particular strength of the teaching is the range and accessibility of materials and the encouragement children receive as they work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Good opportunities for talk are improving children's speaking and listening.
- Good teaching and resources are improving standards in reading.
- Writing is weaker than other aspects of English.

Commentary

30. Many children find difficulty explaining what they mean. While most attempt explanations there is a significant minority who rely on simple vocabulary or choose to remain silent. The school policy to increase confidence and independence provides good opportunities for discussion. As a result, while standards of pupils' speaking and listening skills are still below average they are improving.

31. Standards in reading are slowly improving across the school but are still below average. New reading books and good teaching strategies have raised standards and the children are eager to read. Younger pupils use the pictures or earlier text to help them with new words. In year 2 children 'sound out' words effectively to make sense of the story and apply spelling strategies taught by their teacher. In year 6 children understand the content and are able to identify, for example, features that show the story is coming to an end. They quote from the text to prove their point. Many are still hesitant and need considerable reassurance,

32. Writing continues to be a key area for development. The co-ordinator has identified weaknesses in the children's spelling strategies and provided all teachers with specific words to work on. Writing is often untidy and joined writing is not taught early enough. The range of writing is not wide enough in year 2 and there are too few demonstrations by teachers of how and what to write. More than half of the children continue to find writing difficult when they leave the school. The approach to teaching the skills children need as writers is not structured enough. Children's individual targets are too general and do not show exactly what must be learned next.

33. The quality of teaching is satisfactory for most aspects of English. Where it is good, teachers direct questions to individual children according to attainment to make sure all are stretched. On the whole, teachers expect pupils to work appropriately according to attainment. Where teaching is less

effective the tasks are the same for all children in the class and those capable of higher standards are not stretched enough. Children with special educational needs are taught well by specialist staff.

Language and literacy across the curriculum

34. There are good opportunities for the children to talk on a wide range of subjects. Reading is used appropriately to support learning. Difficulties in writing continue to influence standards in several subjects.

MATHEMATICS

Provision in mathematics is satisfactory

Main strengths and weaknesses

- Children make uneven progress as they move through the school.
- In most year groups calculation skills are below average.
- Children's achievement speeds up in year 6.
- Leadership and management are good and beginning to bring about improvement.

Commentary

35. Children show well below average attainment when recalling number facts, and they use a narrow range of strategies when calculating. They not only find it difficult to decide which calculation to do in problems, they also lack the necessary mental calculating skills. The school has focused on improving problem solving and this is beginning to raise standards. Pupils make uneven progress as they move through the school. After a very good start in reception, some show unsatisfactory progress in years 1 and 2. Progress is satisfactory in years 3 to 5 but is occasionally inhibited because teacher expectations are misplaced for some. For example, some year 4 pupils subtracting 10p in money questions were insufficiently challenged. In year 6, however, differentiated questions challenge all ability groups. Consequently pupils achieve well in response to good expectations.

36. The quality of teaching is satisfactory overall. There is good teaching in year 6, with some very good features. These include a lively pace, good use of resources to model and support mathematical thinking, real enthusiasm and humorous interaction. The more able pupils in year 2 have not been given hard enough work and their standards are too low. The achievement of some lower attaining pupils in several classes is impaired when work is too difficult and gaps in earlier learning have not been identified.

37. Good leadership and management have successfully raised standards by the end of year 6. A good start has been made in analysing national test results, but this does not yet track the progress of individual pupils in all year groups. Good guidance is in place for planning and assessment.

Mathematics across the curriculum

38. There are missed opportunities for pupils to apply measurement, data handling and problem solving in other subjects such as ICT, design and technology and science

SCIENCE

Provision in science is satisfactory

Main strengths and weaknesses

- Many children talk about their work with interest and enthusiasm.
- They are not able to work independently enough.

Commentary

39. Satisfactory standards have been reached by the end of year 2 although an over emphasis on whole-class teaching has resulted in pupils lacking the ability to work independently. Progress is too slow in years 3 to 5 because lessons do not take enough account of children's different abilities. The pupils make good progress in year 6 but do not reach average standards. Most children can express their breadth of knowledge and understanding well. Often, poor writing skills lower the overall standards they reach in recorded work.

40. The leadership of science is unsatisfactory. The co-ordinator has not received the necessary training and support for his role and the review of the subject has been delayed. The school's development plan indicates that these concerns will be remedied next year.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in Information and communication technology (ICT) is satisfactory

Main strengths and weaknesses

- The way the teaching and learning of skills is organised wastes time.
- Good, new resources and timetabling are to be introduced in the near future.

Commentary

41. By the end of both years 2 and 6 pupils have learned skills to use information and communication technology confidently and independently. Their progress and opportunities to apply these skills have been limited by the school's approach to teaching the subject. For example, two pupils took an entire lesson to learn to enter and modify text. The skills were taught appropriately and their progress was sound and monitored satisfactorily. This approach, while resulting in satisfactory coverage of the subject overall, takes up too much of the teacher's and classroom assistant's time.

42. The school has already recognised this limitation. The co-ordinator has good subject knowledge and has a very clear picture of what needs to be done. Additional equipment has already been acquired to enable whole-class lessons to be undertaken for the pupils to be taught new skills together and speed their learning. The teachers are to receive training in use of the new resources and weekly ICT lessons are planned.

Information and communication technology across the curriculum

43. Having learned the skills pupils have little opportunity to apply them across the curriculum. Several elements, such as 'finding things out' and 'communicating' are under developed as a result.

HUMANITIES

Religious Education

Provision in religious education is satisfactory

Main strengths and weaknesses

- Standards have improved and now match the requirements of the locally agreed syllabus.

Commentary

44. Standards have improved since the previous inspection and all the children are now secure in their knowledge and understanding about the major world faiths. The pupils consolidate their learning through a range of written tasks. However, their standards are lowered by restricted English skills and a lack of care and pride in their presentation. At times, pupils are given the same work to do in mixed age classes and tasks do not match their abilities. The school has recognised this and the co-ordinator is currently revising the scheme to give each year group a suitable programme. The curriculum is enhanced by visits to places such as the local church, by role-play activities, such as a 'wedding' followed by a 'reception' for the youngest pupils, and visitors, and some good quality resources. There are no opportunities to meet representatives from a range of faiths and this limits children's wider understanding.

Geography

Provision for geography is satisfactory

Main strengths and weaknesses

- Good use is made of the locality to teach mapping skills.
- The recently introduced planning guidance is designed to fill gaps in pupils' knowledge.

Commentary

45. The pupils in years 3 and 4 use local aerial photographs to learn geographical vocabulary for features in their village. Recognising their own locality highly motivates them, and this meaningful context for making maps generates a good response. The infant pupils develop a good awareness of the similarities and differences between localities, and they learn appropriately about physical features in their studies. Year 6 pupils have not developed a good enough understanding of physical features or geographical vocabulary. Their knowledge of places and the British Isles is well below average. Discussions with pupils and teachers indicates that junior pupils have not undertaken a study of a contrasting locality in the United Kingdom. Additionally they have not undertaken fieldwork or used ICT to promote learning in geography.

46. Recently implemented long term planning is thorough and designed to remedy the gaps in pupils' knowledge and understanding. Resources are unsatisfactory and there are too few opportunities for learning about places and through fieldwork.

History

Provision in history is satisfactory

Main strengths and weaknesses

- Good use is made of local historical sources of information, visits and visitors

Commentary

47. Pupils' low-level literacy skills, displayed by pupils, reduces their ability to find and select information. Year 6 pupils indicated they had enjoyed previous learning about the Victorians and Tudors. They have also used local census information, about families in Craghead in the early 20th century. They were highly motivated by the continuity of names, and insight into occupations in their village. However, they have not frequently used ICT for researching historical topics.

48. The subject is co-ordinated well. Long and medium term plans are thorough. Resources have been improved, including the purchase of computer programs. The county library service regularly supplements artefacts, posters and books. This is organised well by the subject leader.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is satisfactory with good features.

Main strengths and weaknesses

- There are good opportunities for the children to explore a wide range of art and design.

Commentary

49. The overall provision for art and design and the above average work displayed, in years 3 and 4 for example, is an improvement since the last inspection. The school has worked hard to win the Arts Mark and the children's experiences have widened as a result. They work with artists, enter competitions and view a wider range of internationally renowned art work through the Forging the Future Arts Project. Collage and fabric painting have been completed by groups of children during these extra activities. These show fine detail and are well planned. In particular, the work linked to a South African theme shows good use of pattern and colour. Work that is planned and completed independently by pupils is of a satisfactory standard overall. In years 4 and 5 the children are beginning to appreciate how textiles can be used as blocks of colour and texture to create a satisfactory design. The co-ordinator has worked hard to improve the policy and extend the planning.

Music

Provision in music is good.

Main strengths and weaknesses

- There are good opportunities for pupils to work with professional musicians.
- Music clubs, of good quality, provide opportunities for more able pupils to be stretched.

Commentary

50. Music is stronger now than it was at the time of the previous inspection. As part of the Forging the Future Arts Project there have been widened opportunities to hear professional musicians play. The oldest pupils are working with outside tutors towards a performance and recording of their songs. The children were highly focused and determined to sing in tune and maintain the rhythm and beat of difficult syncopated material. Their reading skills slowed some down as they struggled with difficult vocabulary. Very good teaching enabled them all to achieve well.

51. The co-ordinator works hard to ensure the children have an active and enjoyable music curriculum. He supports talented pupils through provision of additional activities. Several music clubs provide opportunities for schools to link and increase the numbers performing together.

Physical education

Provision in physical education (PE) is satisfactory

Main strengths and weaknesses

- Insufficient time is allocated to teaching the physical education programme in some classes.

- A very good range of extra curricular sporting opportunities is provided.

Commentary

52. There is good expertise on the staff for teaching games, gymnastics and dance. A good swimming programme ensures all the junior pupils have access to one term of lessons each year. However, some pupils only have one hour of physical activity per week, which is less than the recommended time for primary pupils.

53. The extra curricular programme makes a strong contribution and talented pupils develop their expertise and compete at higher levels. In addition, sports development officers provide coaching and organise tournaments. This allows some pupils to participate in cross country running, football, cricket and indoor 5 and 7 a-side football. The school recognises the need to improve opportunities for girls and is providing netball coaching.

54. The co-ordinator is effective and has very good subject expertise. Improvements include resurfacing the playground and purchasing new equipment. Planning guidance is now thorough.

CITIZENSHIP

Provision in citizenship is good.

Main strengths and weaknesses

- Effective and thoughtful teaching of the older children provides good discussion opportunities.
- The children are helped to consider the effects of their actions and show concern for others.

Commentary

55. This provision is available to year 6 as part of their personal development programme. The pupils consider their future role as citizens through, for example, the range of jobs that might be available to them. They discuss the skills a person needs for particular work. They learn to compare their own strengths and weaknesses with the requirements of various jobs and consider if they are suitable for that kind of work. They are taught well by the teacher and classroom assistant who help them make sensible decisions and boost their morale if they appear insecure. These lessons raise the children's self image as they begin to think "I could do that".

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	6
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

