

INSPECTION REPORT

BULLION LANE PRIMARY SCHOOL

Chester-le-Street

LEA area: Durham

Unique reference number: 114209

Headteacher: Mr A B Verheyden

Lead inspector: Dr J N Thorp

Dates of inspection: 26 – 29 April 2004

Inspection number: 255652

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
Number on roll:	390
School address:	Bullion Lane Chester-le-Street County Durham
Postcode:	DH2 2DP
Telephone number:	0191 388 2482
Fax number:	0191 387 3015
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Collin
Date of previous inspection:	July 1998

CHARACTERISTICS OF THE SCHOOL

Bullion Lane Primary School is located about half a mile from the centre of Chester-le-Street. The school is located on a large site, which also includes a swimming pool. There has been recent addition and modification to the original school building to include The Children's Centre, jointly provided by Social Services, which caters for children aged two to eight years during fifty weeks in the year. A mobile classroom is used for a Youth Inclusion Project involving pupils aged eight to 11. Most children come from the surrounding estates, although a small number are brought to the school from some distance away. There are currently 390 pupils on roll, the majority of whom are white. The school is much larger in size than others of this type, with its pupils organised into 12 classes and a nursery. There is some mobility of pupils, with 26 joining the school other than the usual time of first admission last year and 28 leaving. The area around the school displays the characteristics of socio-economic disadvantage, with around 54 per cent of children entitled to a free school meal. Attainment on entry is well below average. There are 61 pupils (17 per cent) on the school's register of special educational needs, which is about average compared with schools nationally. Most of these pupils have learning difficulties, but some have emotional or behavioural difficulties. Five pupils have statements of special educational need, which is above average. A very small number of children have English as an additional language. The school is involved in the Sure Start and Children's Fund initiatives.

The school won a Department for Education and Skills (DfES) achievement award in 2000 and achieved the Basic Skills Quality Mark in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	Dr J N Thorp	Lead inspector	The Foundation Stage; Art and design; Music; English as an additional language
19369	Mrs C Wild	Lay inspector	
16971	Mr R W Hardaker	Team inspector	Mathematics; Science; Design and technology; Physical education; Citizenship
21993	Mrs D Atkins	Team inspector	English; Information and communication technology; Geography; History; Religious education

The inspection contractor was:

Independent School Inspection Services (ISIS)

3 Harrowby Road
West Park
Leeds
LS16 5HN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Overall **the school provides a satisfactory quality of education**, although some aspects of its provision are good or very good. The commitment to the care and well being of pupils is very good and helps create the conditions in which individuals can learn. Teaching is satisfactory overall, but it is now particularly effective in Years 5 and 6. The provision made for sport and the arts enriches the curriculum very effectively. Pupils achieve satisfactory overall standards although they could be higher, especially in English and mathematics. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- ? The school provides high levels of care and a secure environment in which children can learn.
- ? The headteacher provides good leadership; he communicates a clear vision of the school's role in the community which effectively underpins all its work.
- ? Standards in English and mathematics are below average and could be improved.
- ? There has been insufficient progress made in creating a coherent Foundation Stage of learning for nursery and reception age children, so they do not all have the same opportunities.
- ? Teachers do not use the results of assessment effectively to help them plan.
- ? A very good range of sport and arts activities enriches the curriculum very effectively.
- ? Attendance is well below average and some pupils are frequently late.

There has been unsatisfactory improvement in standards since the previous inspection in June 1998. The instability caused by recent staff changes, and the falling standard of attainment on entry, have resulted in standards which are not as high as they were. There has been good improvement in relation to the specific issues identified in the previous report, however. There has been very good improvement in provision for information and communication technology (ICT), which has enabled pupils to achieve higher standards in this subject. The contribution of the governors to the management of the school is very much better. Planning for school improvement is better. Teaching has improved. Most pupils and parents have very positive views about the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	E	D	E	D
Mathematics	D	E	E	C
Science	D	D	E	D

*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.*

Overall **achievement is satisfactory**. Children start school with well below average attainment. They make good progress, however, and achieve well; a small number are on line to achieve the goals children are expected to reach by the end of the reception year in all areas of learning. Achievement is satisfactory in Years 1 and 2 because pupils make appropriate progress in relation to their capabilities, even though standards are below average in reading and writing and well below average in mathematics. Achievement in Years 3 to 6 is satisfactory because pupils also make satisfactory overall progress in relation to their capabilities in English, mathematics and science, although standards remain below average. Throughout the school, pupils achieve standards expected for their age in ICT. In some year groups there is a high proportion of pupils with special educational needs or who have been identified by the school as having additional needs, and this has an overall negative impact on standards.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. High levels of care and good relationships contribute to pupils' positive attitudes. Behaviour is satisfactory. Attendance is well below average, despite the school's efforts to improve it. Some pupils are frequently late to school, which has a negative impact on their learning.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching is satisfactory overall, but improving, and is now particularly strong in Years 5 and 6, with some lessons of high quality. Teachers have good relationships with their pupils, they manage behaviour well and promote positive attitudes, which contribute to pupils' satisfactory learning. Assessment is satisfactory overall, but teachers generally provide too little guidance for pupils on how to improve their work. Very good care and support for pupils ensure that their varied personal needs are identified and met. The curriculum is satisfactory overall, but there is a very good range of sports and arts activities to enrich it. Pupils' views are valued. The school's links with parents are satisfactory and with the community they are good.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher provides good leadership. He has a clear vision for the role of the school in the community and manages the multi-agency approach to provision well. His concern for the welfare of everyone in the school helps generate teamwork and a commitment to improvement. He is very effectively supported by his able deputy. Management systems are good and ensure the school runs smoothly. The school's strategic planning for further development has improved and is now good. In response to effective management, teaching is improving, especially in Years 5 and 6. The governing body fulfils its responsibilities well, making an effective contribution to the management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have very positive views of the school. They believe the school has a strong and well-respected headteacher. They are pleased with their children's progress. Parents are very pleased with the way that staff care for their children. Parents think that behaviour is good on the whole, and that where there have been instances of bullying they have been dealt with quickly and effectively. Pupils also have positive views about school. Most of them enjoy coming to school and feel that their teachers help them to learn. Pupils believe the headteacher is always very fair, one suggesting it should be called 'Bullion Fair School'. Although happy at school, a very small number of girls had a concern about bullying.

IMPROVEMENTS NEEDED

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

- ? Raise standards in English and mathematics.
- ? Ensure that provision is consistent for all children throughout the Foundation Stage.
- ? Improve the use of assessment information to help teachers plan to meet all pupils' needs in lessons and provide a clearer indication to pupils of how they can improve.
- ? Continue to work hard at improving attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, **pupils' achievement is satisfactory**. Standards on entry to the school are generally low and achievement is good in the Foundation Stage since a good number attain the goals children are expected to reach by the end of the reception year. Achievement is satisfactory in Years 1 and 2, even though standards in reading and writing remain below average and in mathematics they are well below average by Year 2. Achievement in most subjects is satisfactory in Years 3 to 6, but pupils do particularly well in ICT, history and physical education, in which their achievement is good. Boys and girls achieve similarly well.

Main strengths and weaknesses

- ? Standards on entry are low, but children achieve well in most areas of learning in the Foundation Stage.
- ? The significant fall in standards at the end of Year 2 in 2003 occurred because there was a large proportion of pupils with special educational needs.
- ? Standards have fallen by the end of Year 6 over the past three years.
- ? Achievement is good in ICT, with pupils doing well to reach standards in line with those expected by the end of both Year 2 and Year 6.

Commentary

1. Children enter the school with wide ranging levels of attainment, but their overall standards are low. These are not as good as reported in the previous inspection. Moreover, the school's analysis of initial assessments indicates that standards on entry are falling, particularly in relation to children's personal, social and emotional development and their ability to communicate and use language. Nevertheless, the provision made for these children, in both the nursery and classes with reception age children, ensures they make a good start to their time in school, even though they do not all enjoy the same opportunities. They achieve well, with a good number of them on course to achieve the goals children are expected to reach by the end of reception. There is a strong emphasis on personal, social and emotional development and children make good progress in this area of their learning, particularly in the way they develop independence. In some of the other areas, children's restricted language development inhibits their learning. While children in the nursery have good opportunities to extend their learning outdoors, and this contributes to their good learning, similar opportunities are not available to the reception age children.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.8 (15.5)	15.7 (15.8)
Writing	13.9 (13.9)	14.6 (14.4)
Mathematics	13.9 (15.7)	16.3 (16.5)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

- 2 This table shows that pupils achieved below or well below average standards in national tests at the end of Year 2 in 2003 in reading, writing and mathematics, compared with pupils in all other schools. These test results also show that in reading and mathematics pupils in the school did less well than the previous year. The picture is much more positive in some subjects when results are compared with those achieved by pupils in similar schools. Standards in reading and writing were

much better in comparison with those pupils, but in mathematics they were well below average. There are fluctuations in standards from one year to the next because sometimes there is a higher proportion of pupils with special educational needs in a particular year group. This was the case in 2003, resulting in a down turn in standards. This came after year on year improvements in standards since 1999.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.0 (25.8)	26.8 (27.0)
Mathematics	25.6 (25.5)	26.8 (26.7)
Science	26.7 (28.1)	28.6 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year

3 This table shows that standards in national tests at the end of Year 6 in 2003 in English, mathematics and science were well below average compared with those achieved by pupils in all other schools. The results also indicate that in English and science in 2003 pupils did not do as well they had the previous year. Comparisons with similar schools on the basis of their prior attainment are slightly more favourable, particularly in mathematics, in which pupils' performance was broadly in line with that of other pupils. The school is rightly concerned about the general downward trend in test results for pupils of this age since 2000, when it received a Schools Achievement Award. However, the improved quality of teaching of the new teaching team is already having a positive impact on standards, as seen during the inspection.

4 Pupils of all ages achieve satisfactorily in reading. By the end of Year 2 however, the standards of reading of a significant proportion of pupils remain below average. Many pupils can read simple texts accurately, if hesitatingly, but few are able to use expression to help them communicate meaning. By the end of Year 6 pupils have made satisfactory progress, but standards are again below average. Nevertheless pupils enjoy reading, particularly when they can share a book with an adult.

5 Work seen during the inspection indicates that pupils achieve satisfactorily in writing. This is the result of more effective teaching, particularly in Years 5 and 6, where there have been major changes to the teaching team. Standards among pupils currently in Year 2 and in Year 6 remain lower than those expected of pupils their age. While they can communicate their ideas in writing by the time they leave the school, limitations in their vocabulary inhibits their progress towards better standards. Few pupils are confident writers; their skills in writing extended pieces remain at an early stage of development.

6 The standards of work in mathematics among pupils currently in Year 2 are well below average. This is similar to last year. However, pupils are making satisfactory progress from a low starting point and so, although standards are still well below average, this represents satisfactory achievement. Pupils continue to make progress through Years 3 to 6, so by the time they leave the school they have achieved satisfactorily even though standards are still below average. A major contributory factor to the below average standards of these pupils' skills in mathematics is their unsatisfactory recall of simple basic number facts throughout the school. Better teaching in Years 5 and 6 is contributing to improving standards.

7 Throughout the school pupils achieve satisfactorily in science, although standards among pupils currently in Years 2 and 6 are below average. Standards achieved by higher attaining pupils are broadly average. Consistently good teaching in Years 5 and 6 is now enabling these pupils to make good progress in their learning. The teachers insist on careful recording of science work and this contributes effectively to the standards they achieve.

8 Pupils' learning and achievement in ICT are good and significantly improved since the previous inspection. Pupils make appropriate progress through Years 1 and 2, and by the end of Year 2 they achieve standards in line with those expected of pupils their age. Pupils continue to make progress in developing their skills in Years 3 to 6 and by the time they leave the school at the end of Year 6 standards are also broadly average. A major contributory factor to the better standards pupils now achieve has been the improvement in teaching.

9 Pupils with special educational needs make satisfactory progress. Their particular needs are identified and the quality of their individual education plans is good. This enables teachers to provide work which is clearly matched to their learning needs. The good support they receive contributes positively to the progress they make. The pupil with English as an additional language also receives good support from both the visiting and class teachers.

Pupils' attitudes, values and other personal qualities

Pupils' have **good** attitudes to school. Overall behaviour is satisfactory in and around the school. Pupils' spiritual, moral social and cultural development is **good**. Well below average attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

- ? Pupils like their school and most participate well in the activities provided;
- ? the pupils benefit from the focus given to promoting their spiritual, moral, social and cultural education;
- ? relationships are good;
- ? attendance is unsatisfactory: it is well below average and a high number of pupils do not arrive on time for school.

Commentary

10 Pupils have good attitudes to learning. These attitudes are encouraged right from the start and, by the time they leave the Foundation Stage, most children enjoy school and want to learn. In Years 1 to 6 teachers work hard to provide stimulating lessons which pupils enjoy. Pupils listen carefully to their teachers and apply themselves well to the tasks set. Pupils are keen and eager to be involved in the life of the school and make the most of the available activities. Pupils appreciate the range of extra-curricular activities the school provides and the numbers that take part reflect this interest.

11 Overall, pupils' behaviour in and around the school is satisfactory. The majority behave very well in lessons. The teachers' good management of the few pupils who need help in establishing good behaviour patterns is assisted by the clear procedures and the reward system employed throughout the school. The emphasis the school places on high expectations of good behaviour ensures an orderly community. A few pupils have concerns about bullying in school. However, this does not seem to be a significant problem and most pupils are confident that adults quickly and effectively deal with any instances that occur. The school also approaches behaviour issues very effectively through its programme for personal and social education. The school has a good number of effective lunchtime supervisors who fulfil the school's expectations out of the classroom. The exclusions last year relate to three boys, there have been no exclusions in the current academic year.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	314	12	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12 Relationships throughout the school are good and help pupils develop their self-esteem and confidence. The school ensures that pupils have the opportunity to work in pairs in lessons, for example, paired reading sessions with Year 2 and Year 6 classes and the ‘buddy’ system helps to create friendships at lunchtimes. All pupils are valued throughout the school and every effort to include them in the activities on offer is made.

13 The school provides well for pupils’ spiritual development through its commitment to the values it promotes. Pupils learn to respect people as individuals and celebrate the achievement of others, clapping spontaneously. In an assembly, when a very young pupil read a prayer, pupils could be seen offering congratulations to her on her achievement, unsolicited by staff. The emphasis on the school’s ethos and the teaching of right and wrong through personal, social and moral education, ensure that pupils know they are responsible for their own actions. The school provides many opportunities for pupils to develop their social and cultural awareness. Residential visits take place, visits to other places and visitors to school provide interest in and understanding of different cultures. The school has focussed on bringing a variety of experiences to interest the pupils through the curriculum, emphasis is given to enriching their knowledge through the provision of dance, drama, art and music.

Attendance

14 The school has a problem with attendance. Attendance levels, as seen in the following table, are well below the national average and do not seem to be improving. The school has effective systems in place to monitor attendance and involves outside agencies if there are any real problems. However, the school could do more to promote good attendance. Some parents do not support the school in the importance of regular attendance and the impact that the odd day’s absence here and there can have on continuity of their children’s learning.

Attendance in the latest complete reporting year (2002-03)

Authorised absence		Unauthorised absence	
School	6.9	School data	0.0
National data	5.4	National data	0.4

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

15 There is a similar problem with punctuality. Every day, a number of pupils arrive at school late and this can have an impact on the introductions to lessons, the school tries to stress the importance of getting to school on time through regular newsletters, but some parents do not heed the requests.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education enabling pupils to learn. The curriculum ensures that pupils have a satisfactory range of learning experiences; there are very good opportunities provided for pupils to learn outside of lessons. Teaching is satisfactory overall. Pupils are very well cared for. The school has satisfactory partnerships with parents.

Teaching and learning

Teaching is **satisfactory** overall. Teaching is now particularly strong and effective in Years 5 and 6, which is contributing positively to improving standards. There are good procedures now in place for assessment; teachers are still developing the use of the results of assessment to help them plan. Pupils' learning is also satisfactory. A clear focus on supporting pupils' learning contributes positively to their achievement.

Main strengths and weaknesses

- ? Teaching is particularly strong in Years 5 and 6;
- ? lessons are usually interesting and, at times, teachers' enthusiasm contributes to real excitement and enjoyment in learning;
- ? teachers generally manage behaviour well, so lessons are orderly and pupils can learn;
- ? on a few occasions, when teachers' lack confidence in what they are doing, the effective management of behaviour slips;
- ? teachers provide good opportunities for discussions in all subjects, which contributes positively to the development of pupils' skills in speaking and literacy;
- ? there are good procedures for assessment now in place, contributing effectively to the tracking of progress and to the very good management of transitions between classes;
- ? the available assessment information is not yet impacting positively on teachers' planning to meet the specific learning needs of groups or individuals in the class
- ? teachers' marking is not consistent across the school in indicating how pupils can improve their work.

Commentary

16 Teaching is satisfactory overall in the Foundation Stage. While there are some good features of individual sessions or lessons in the nursery and reception classes, there are significant differences in approach to teaching and learning. This has resulted in inconsistent provision across the Foundation Stage, with not all the children in nursery and reception enjoying the same opportunities in relation to the Foundation Stage curriculum. In the nursery, the teacher and nursery nurses plan and introduce a wide range of appropriate learning activities. A notable feature of the approach to teaching and learning is the involvement of children in planning their activities. The teacher and nursery nurses make good use of a planning board to indicate the range of activities available and then to help them to choose which to do. As children work on their chosen activities all staff are good at involving them in discussion about what they are doing and participate well to extend their learning effectively. In the reception class and the mixed reception Year 1 class teachers make good use of their classroom assistants to enable them to manage smaller groups of children. This is effective in enabling them to manage groups of different ages, as in the mixed reception and Year 1 class, or to organise a variety of activities. At times, however, there is too much emphasis on moving children on to more formal lessons, which is inappropriate for some children.

17 Although teaching in the school is satisfactory overall, it is particularly effective in Years 5 and 6 where there is now a strong teaching team. This change is already having a positive impact on improving standards. Throughout the school teachers work hard and are fully committed to the school. This has a positive effect on teachers' relationships with pupils and influences how they see school and their attitudes to learning. Overall teaching has improved since the previous inspection, when some lessons were judged unsatisfactory. In around six out of ten lessons seen in this inspection teaching was good or better; there were no unsatisfactory lessons. Teaching in literacy

and physical education lessons seen was particularly effective. This has a considerable impact on pupils' learning and contributes positively to pupils' achievement. Most pupils report that they enjoy their lessons, and that they get help when they are stuck.

Summary of teaching observed during the inspection in 56 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (16%)	23 (41%)	24 (42%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

18 Teachers plan an interesting range of activities to promote pupils' learning. Lessons are usually well planned and teachers use a good range of teaching techniques to involve pupils. At the start of lessons instructions and explanations are clear and, where needed, teachers' secure subject knowledge enables them to demonstrate or model effectively what pupils are to do. At times teachers communicate a real enthusiasm, which not only interests and engages pupils, but in some lessons also leads to an excitement and enjoyment in learning. This was the case in an ICT lesson with Year 6 pupils, as they worked on their *PowerPoint* presentations related to their learning about rainforests.

19 In the main teachers manage pupils' behaviour well. Generally they have high expectations, which they communicate clearly and insistently right from the start. The consistency with which teachers approach behaviour management is a strength and ensures that the school as a whole is orderly. Most classrooms are quiet and calm so pupils can learn. Most pupils respond positively. Teachers and classroom assistants are good role models. They have good relationships with their pupils, demonstrating both care and respect, which ensures that pupils feel secure and enables them to learn. On a few occasions this high standard of behaviour management slips, with pupils talking at the same time as their teacher or shouting out when it is not their turn to speak. In these lessons teachers' confidence is not as high and this impacts negatively on pupils' learning, because the pace drops and they lose concentration.

20 Where lessons are managed well, pupils settle quickly to the tasks they are set. Pupils are generally interested in their work because teachers make good links between what they are learning now with what they have done previously. At times they make good links between different subjects, as in a lesson with pupils in Year 2, where science and art contributed to pupils' work on texture. Teachers provide good opportunities for pupils to be involved in discussions and to speak in front of the whole class. They generally respond very sensitively and positively to pupils' ideas, which is encouraging and motivating. They provide good support, often unobtrusively for individuals

21 Led by the deputy headteacher as assessment co-ordinator, the school has developed good systems and procedures for assessment. There are clear expectations of what is required and this is building up a good deal of assessment information to provide teachers with a detailed picture of pupils' progress. The management of transitions between classes is already very good. Time is provided for teachers to discuss pupils' learning prior to the move into another class and at this stage assessment information contributes effectively to new targets set. However, while this information is already enabling teachers to track pupils' progress, and contributing to target setting in some subjects, the use of this information to help teachers plan specific learning activities to meet the needs of some individuals or groups of pupils is not consistent across the school. This results in a lack of precision with which learning activities are planned in some lessons. Similarly, the marking of pupils' work is not sufficiently consistent across the school, with some teachers generally providing insufficient guidance in their comments for pupils about what they could do to improve, develop or extend their work.

The curriculum

The school provides a satisfactory curriculum for pupils of all ages. A wide range of extra-curricular activities of very good quality enriches it very well. Accommodation is satisfactory and used effectively. Resources for teaching and learning are also satisfactory overall.

Main strengths and weaknesses

- ? The school has greatly improved its provision for ICT;
- ? planning for children in the Foundation Stage is insufficiently co-ordinated
- ? there is very good provision for a wide range of extra-curricular activities;
- ? very good provision is made for sport;
- ? there is very good support for learning outside the school day;
- ? good provision is made for pupils who have special educational needs.

Commentary

22 Curriculum provision has improved since the time of the previous inspection. It is now satisfactory and meets requirements because of the much improved curriculum provision for ICT. There is appropriate emphasis on literacy and numeracy, because the school has now recognised the need for a clear focus on improving standards. Other subjects are well planned for by adopting national or commercially produced guidelines for many schemes of work. These are now in place ensuring continuity and progression in learning and a broad and balanced curriculum. Provision for physical education is good. Pupils who have special educational needs receive their full entitlement to a broad and balanced curriculum. They are effectively integrated into lessons or withdrawn for brief periods for a particular purpose.

23 There is a lack of sufficient co-ordination of planning for children in the Foundation Stage. The nursery teacher and teachers of reception children in the reception and Year 1 classes plan separately, which contributes to a lack of consistency in provision across the key stage. This is because insufficient progress has been made in establishing a coherent Foundation Stage of learning.

24 Provision for extra-curricular activities is very good. Sporting activities include football, netball, rugby, athletics and a sports club. The school also provides tuition in music, through recorders, band, and choir. It is developing drama as a means of improving speaking and listening skills. The school holds special weeks to reinforce aspects of its work that it considers to be important, for example multi-cultural education week. Good links are made with the local community with regular visits from the nurse, police and clergy. The Children's Centre provides a good service linking the school with the community, as it is a welcoming environment for parents with young children. The police and probation service also provide good support for the school as they work with pupils from the age of 8 through a Youth Inclusion Project (YIPLT). The school shows its care for others through its effort in raising funds for charity.

25 Visitors to school and visits to places of interest are carefully linked to different subjects of the curriculum. The school provides opportunities for pupils to experience a residential visit, helping them to gain self-confidence and a sense of independence. Satisfactory systems are in place to aid the smooth transition of pupils to the next stage of education.

26 A very valuable homework club is linked to the breakfast club and also to the ICT club, giving access to pupils whose home background might put them at a disadvantage. Pupils who need help in literacy benefit from *Early, Additional or Further Literacy Programmes*. In mathematics, pupils have access to booster classes through the *Springboard Programme*.

27 The school has an appropriate team of teachers who are effectively deployed. Experienced teaching assistants offer good support by helping pupils who might otherwise be struggling to gain access to the taught curriculum. The school maintains a register of gifted and talented pupils. Very good consideration is given to ensure that each pupil has access to the full range of curriculum opportunities.

28 The school's accommodation is satisfactory and is used effectively to support learning. The school is adequately resourced. Teachers have a good level of expertise and experience. Although there are good numbers of teaching assistants, who teachers deploy well to support their work and the pupils, a few classes would benefit from extra support. Some classrooms are too small and the corridors are cramped in places with desks lining the walls, which are used for packed lunches and supporting pupils with special educational needs. Investment in the refurbishment of a classroom as an information communication and technology area has benefited the pupils and is well used. The school has no library; however, books are carefully organised on the school shelves along the corridor. There is a shortage of non-fiction texts. The accommodation and resources for PE and sport are good. Teachers produce attractive displays of pupils' work and the celebration of achievement can be seen both in the corridors and in the classrooms.

Care, guidance and support

The school takes very good care of its pupils and supports them well. The involvement of pupils in their school is good. Advice and guidance are satisfactory.

Main strengths and weaknesses

- ? This is a very caring school in which the well being of the child is paramount;
- ? good relationships help pupils to feel happy and secure and this has a positive impact on pupils' responses to adults and each other;
- ? pupils' views are valued and effective consultation with them takes place.

Commentary

29 The school places great emphasis on the care of the pupils, the good relationships between staff and pupils and pupils with each other helps create a very caring community. There are very good procedures for children's entry into the nursery, which ensure that there is a focus on their care and welfare right from the start. The joint provision with the Social Services for children under three in the Children's Centre also helps the school provide good educational and health support, further establishing care as a high priority. Positive and co-operative relationships are established and these also contribute to the smooth transfer of children from the nursery into reception. Close links are in place with the local secondary school to which the majority of pupils transfer. Pupils are familiar with the teachers at the secondary school, which reassures them and their parents about the transition to the next stage of their education. Support for pupils with special educational needs is good.

30 Procedures for health and safety are good, the issues highlighted at the last inspection have been addressed. The school has appropriate procedures for child protection in place and regular training with all staff are aware of procedures. The school works well with other agencies, such as the Education Welfare Officer, to ensure that pupils receive specific additional help when needed. Valuable guidance through the personal, social, health and citizenship education is in place and out of school visits enhance the provision. The school nurse, police and youth services play an active part in supporting the school's attention to the welfare of its pupils. Routine health and safety procedures such as risk assessments are fully in place throughout the school.

31 The school seeks pupils' views effectively and acts upon them. The school council and class councils represent pupils' well, ensuring that all their views are heard and provide opportunities for pupils to be involved in aspects of the running of the school. As a result pupils have positive views of the school and they feel valued. Personal and social education also contributes effectively to preparing pupils for taking responsibility.

Partnership with parents, other schools and the community

The school has satisfactory links with its parents, who are happy with the school's provision. It has established an effective partnership with the community that contributes positively to pupils' progress. Links with other schools and colleges are good.

Main strengths and weaknesses

- ? The school is an integral part of the community;
- ? reports to parents could be improved with more specific information about targets;
- ? parents do not always value the education provided by ensuring their children attend school regularly;
- ? there are good links with the local secondary school and neighbouring primary school;
- ? the school has close links with the pre-nursery provision in the Children's Centre;
- ? parents are happy with the education their children receive.

Commentary

32 Parents are supportive of the school and are pleased with the school's provision for their children. The school welcomes parents into school and they feel staff are approachable to discuss their concerns. Parents have appropriate opportunities to discuss their children's progress at formal evenings. Information to parents is satisfactory overall; annual progress reports celebrate pupils' achievement, but information on targets for improvement is not specific enough to be of benefit. Information on personal and social development is included and gives a valuable guide to parents on their children's behaviour. The prospectus is useful and attractive, and meets statutory requirements. The governors' annual report to parents has improved since the last inspection and now provides all the required information.

33 The school seeks the views of parents with questionnaires on developments, opportunities are given to add comments in reading diaries. An active Friends of the School Association offers social and fund-raising events which are well-attended by parents and the community, the funds raised contribute to enriching the curriculum provision for pupils. The school does not presently encourage parents to help in school, but plans are in place to increase support to and from parents with the Sure Start programme, which is due to be in place shortly. Parents are not always supportive in ensuring their children attend school regularly a significant number of pupils have regular absences which affects their progress.

34 The school is particularly successful in its contribution to the community. The local education authority has chosen the school to be a Pathfinder School because of its good practice in developing out of school care and supporting the community. The school is part of the Full Service Schooling Project collaborating with the local secondary school and the nearby primary school. Joint ventures take place, for example, sports days, regular meetings with staff of the three schools enable the sharing of information and a consistency of approach to education. The Children's Centre provides good family support and outreach support for parents, child and family advice and health service on the doorstep. The school is in the process of implementing Sure Start which will provide parents with the means to increase their potential through education. A Youth Inclusion Project has an active partnership with the school for children aged 8-11, the project has after school and holiday activities to provide enjoyment through fun ventures. The Breakfast Club is well attended and successful in extending pupils expertise in information communications technology, as well as ensuring pupils are not starting the day without sufficient nourishment.

LEADERSHIP AND MANAGEMENT

Leadership of the headteacher is good. Effectiveness of management and overall leadership of the school are both good. Governance of the school is good.

Main strengths and weaknesses

- ? The headteacher provides good leadership, ensuring the school has a strong sense of purpose;
- ? the recently appointed deputy headteacher has made a considerable positive impact strengthening this aspect of school life;
- ? leadership and management in the Foundation Stage has been unsuccessful in ensuring that provision for all children in nursery and reception is appropriately co-ordinated and consistent
- ? the governors have a good grasp of the school's strengths and weaknesses which enables them to play an effective role in shaping the direction of the school;
- ? there has been good improvement in leadership and management since the previous inspection;
- ? financial management is strong and the school plans well for the future.

Commentary

35 The headteacher provides good leadership. He has a well thought out vision of the school's role in the community, which effectively underpins all its work. His clear understanding of the areas for development in the school, which he communicates well to others, provides a clear purpose for everyone in the school. His good management has ensured that teaching is improving, especially in Years 5 and 6. He has the full confidence of parents, teachers, other staff and governors. He strives hard to ensure that all pupils fully enjoy the benefits the school offers. As a result morale within the school is good. Parents speak highly of him and are appreciative of the part he plays in creating such a caring school.

36 The deputy headteacher makes a considerable contribution to leadership and management. She enjoys the confidence and respect of the staff and she supports them well both in and out of the classroom. She has been instrumental in initiating much needed improvements to assessment procedures enabling the school to keep close scrutiny on pupils' progress. She has brought a tighter focus to the analysis of pupils' test results. These are now analysed in sufficient detail to establish where there are areas of weakness, providing information about where improvements are needed in teaching and learning. She has identified the need to improve teachers' marking as a clear priority and has plans for its development. She is a very good role model for all staff.

37 The governance of the school has improved considerably since the previous inspection. The new chairperson is knowledgeable, experienced in school governance and committed to school improvement. Governors have good monitoring procedures in place. As a result they have a good understanding of the school's strengths and weaknesses and so they can play an informed role in the strategic management of the school and in shaping its future. They are also in an informed position to challenge the school. They concern themselves with standards and they keep themselves updated with curriculum developments.

38 There has been good improvement in leadership and management overall since the previous inspection when these were deemed to have some weaknesses. All the concerns identified at that time have been successfully addressed. Governance of the school is now strong. Financial management is effective. Teaching is rigorously monitored by the headteacher, with the result that effective support can be given to teachers who require it. Strategic planning has considerably improved and is based on a longer term view of the school's needs. However, leadership and management in the Foundation Stage has been unsuccessful in ensuring there is appropriately co-ordinated and consistent approach for all nursery and reception age children.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	986,095	Balance from previous year	65,137

Total expenditure	1,008,749
Expenditure per pupil	2,648

Balance carried forward to the next	42,483
-------------------------------------	--------

39 Financial management is good. The chairperson of the governors finance committee has a very good grasp of finances and funding issues. The principles of best value are clearly understood and well applied and all spending is effectively monitored and controlled. The school gives children a satisfactory quality of education and provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- ? There is an appropriate focus on children's learning in both the nursery and classes with reception children;
- ? overall there is a lack of coherence and consistency in provision for children in the Foundation Stage;
- ? the involvement of children in planning for learning in the nursery is good, but reception children are sometimes moved on to more formal lessons too soon;
- ? teaching in individual sessions seen was good overall, contributing effectively to children's learning and achievement;
- ? there are good links with the provision for children under 3 and the Children's Centre Manager is very effective in ensuring that it runs smoothly
- ? partnerships with parents are effective.

Commentary

40 Some of the good features reported in the previous inspection remain strengths, like teaching for example. However, the school has not yet organised fully integrated, coherent and consistent provision for all children in the Foundation Stage. The lack of co-ordination in planning across the Foundation Stage as a whole and the different approaches to the organisation of teaching and learning in the nursery and reception classes contribute to a lack of continuity in children's learning.

41 There is an appropriate focus on children's learning in both the nursery and reception classes. A significant aspect of the approach taken in the nursery is the way in which children plan their various activities with their teacher and nursery nurses. A wide variety of resources support this approach, providing children with a good range from which to choose and which effectively stimulate and extend their learning. This is well organised, enabling children to develop the ability to make choices, to manage resources for themselves and so encourages independence. There is also good provision to support children's learning outdoors, which is used well as part of the programme of available activities in the nursery. In the reception class and the mixed age reception and Year 1 class, teachers also have a clear focus on extending children's learning, but in these classes there is sometimes too much emphasis on moving on too quickly to more formal lessons and learning. Children in these classes also have insufficient access to the much improved outdoor provision now available for children in the nursery. Children generally enter the nursery with low prior attainment, but the focus on learning throughout the Foundation Stage ensures that they achieve well.

42 Teaching is satisfactory overall, although in some individual sessions in the separate nursery and reception classes it is good. In the nursery, and both of the classes with reception children, teachers and nursery nurses work together very effectively indeed and there is strong teamwork. In the nursery planning and assessment are good. The teacher and nursery nurses are skilful in exploiting the opportunities to extend children's learning through the variety of resources they have set up. This ensures that children have good opportunities to learn through structured practical activities, which is contributing to the progress they make and their good achievement. Both the teacher and the nursery nurses are skilful in observing children as they work and recording aspects of their learning. In the reception class there is particularly good teamwork, with the nursery nurse playing a full and effective part in promoting children's learning; in the mixed reception and Year 1 class the teacher is able to work with each group separately at times because support is so effective.

43 However, there is insufficient co-ordination of planning, so children do not receive a coherent, continuous and progressive programme for development across the Foundation Stage as a whole. While teachers in the classes with reception children use a good range of teaching strategies, including both direct teaching of the whole class and more intensive and focused work with smaller groups or individuals, at times some lessons are too long and too formal for children at this stage.

44 There are effective partnerships with parents, who are pleased with the provision made for their children. Induction arrangements are good. There are very good opportunities created to help parents gain further understanding of the ways in which young children learn in the very effective 'play and stay' sessions. More could be made of opportunities at the end of each session, however, to talk to parents about their children's learning and progress. There are good links with the very valuable separate provision for the small group of children under 3. The Children's Centre Manager plays an important and very effective role in ensuring that the whole of this provision runs smoothly.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- ? Children's achievement in their social and emotional development is good; they make good progress from a low starting point;
- ? children settle quickly into the nursery because they feel safe and secure;
- ? reception age children enjoy learning and are able to sustain their interest and concentration for longer.

Commentary

45 This area of learning is given appropriately high priority when children start in the nursery, because initial assessment indicates that personal and social development are frequently poor. Moreover the school's own assessment information indicates that standards on entry in this area of learning are deteriorating. Children make good progress throughout their time in the Foundation Stage, however, so by the time they enter Year 1 a good number of them have done well to achieve the goals children are expected to reach by the end of reception.

46 The good relationships established by teachers and nursery nurses contribute positively to helping children settle quickly in the nursery. Teaching is good. There are good routines that are effective in ensuring children feel secure and they come in happily and confidently. All staff work hard to ensure children learn to share and play together co-operatively and they are very good role models. As a result children's learning is good. The approach taken to involve children in planning their daily activities is effective in helping to promote independence. The promotion of children's understanding of the need for personal hygiene, like washing hands after going to the toilet, is consistently reinforced.

47 In the reception class and the mixed-age reception and Year 1 class, learning to share, take turns and co-operate with others is successfully reinforced. Children demonstrate an increasing ability to concentrate and sustain their interest for longer in particular activities. They interact confidently with both the adults and each other. Children enjoy learning, they are generally well behaved and work together well, which also contribute positively to their social development.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- ? Children make good progress in developing their language skills from a generally low starting point, but standards are below average by the end of reception;
- ? there are good opportunities provided to develop children's speaking;
- ? good opportunities are provided to develop children's writing, but many children do not achieve the goal expected by the end of reception;
- ? there is good overall provision for developing children's reading, but insufficient use is made of words displayed around the nursery to promote learning.

Commentary

48 Children enter the nursery with generally poor language and communication skills, but they are provided with good opportunities to develop them. Throughout the Foundation Stage teachers and nursery nurses give a high priority to extending children's language skills and this enables children to make good progress and achieve well in this area of their learning. Nevertheless a significant proportion of children do not achieve the goals they are expected to reach by the end of reception, despite teaching which is good and the range of opportunities provided.

49 The teacher and nursery nurses in the nursery establish and reinforce good routines for speaking and listening right from the start so children learn how to listen to each other and take turns in speaking. The group planning activities at the start of each session provide very good opportunities for all children to engage in discussion and to listen to others. All the staff provide good opportunities for children to speak, both in groups and as they interact with them individually while they work at chosen activities, which helps those who are reluctant or lack confidence to speak. This approach to encouraging speaking is continued effectively with the reception children, as when a child reports to the rest of the group what Billy, the class Teddy, has done during a visit to their house.

50 Various activities in the nursery promote the development of children's writing well, by providing opportunities to include mark making in role-play for example. This is continued effectively with the reception children in their role-play garage, with opportunities to write out a 'bill' in the office or a 'job sheet' for the 'repair' to the car. By the end of nursery, some higher attaining children are beginning to write their own name independently and by the end of reception children are beginning to write some simple familiar words accurately and unaided. However, children in reception find it difficult to offer ideas of their own if they are asked to write imaginatively, because many of them have a limited range of prior experiences on which to draw.

51 In the nursery listening to stories, sharing books with the teacher or nursery nurses, or singing action songs and rhymes are all used effectively to help children learn letter sounds and some simple words. There is insufficient use of language displayed around the nursery, however, to promote children's recognition and understanding of appropriate words or to stimulate their interest and curiosity. Children listen to stories with interest and concentration and, towards the end of nursery, most are able to retell them. At times good use is made of drama to reinforce children's understanding of sequence in stories, as in their retelling of the story of *The Enormous Turnip* for example. There is good provision to promote reading in the classes for reception children, although at times there is an attempt to push children on too quickly on to more formal literacy based lessons. Where teaching is effective at this stage, teachers and nursery nurses make reading fun, as in the identifying keywords game with a parachute for example. As a result children make good progress, they handle books appropriately, they understand that print runs from left to right and they enjoy the opportunities they have to share books with other children and adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- ? Children's learning is good, but standards are below average by the end of reception;

- ? there are good practical activities provided for nursery and reception children which help them learn and a clear emphasis on appropriate mathematical vocabulary;
- ? at times opportunities to extend or challenge children's thinking are missed.

Commentary

52 Teachers and nursery nurses make good use of practical activities to promote children's mathematical development throughout the Foundation Stage. This contributes to the good progress they make and enables the children to achieve well from a low starting point, although a significant number of them do not reach the goals children are expected to reach by the end of reception.

53 The teacher and nursery nurses in the nursery provide a good range of practical activities to promote children's understanding and are good at helping them use appropriate mathematical language. This good teaching contributes to children's good learning. Most children understand shorter than and longer than and can order pictures by size. They can recognise sets that contain more or fewer objects. Children recognise and can order numbers up to 6 and their understanding of position is reinforced effectively in planning sessions as they plan in turn. There is a clear emphasis on appropriate vocabulary, which is evident in practical activities like the shop for example. Children have good opportunities to develop their skills in counting and most count accurately up to 10 and some beyond.

54 Staff working with reception age children provide an appropriate range of practical activities to extend children's mathematical understanding. Simple addition games for example, promote and reinforce children's learning effectively. Children enjoy these games, especially when adults participate with them, as did the nursery nurse in one class very effectively reinforcing children's ability to count on in a game which involved them in moving cars around a board. By the end of reception most children can work out the answers to simple addition facts up to ten. They recognise simple flat shapes and can name them. Many of the children can count in twos and understand doubling.

55 Teaching is particularly effective when adults involve themselves in the practical activities provided for children in both the nursery and reception classes. On these occasions children's learning and the progress they make are good. At other times opportunities are missed however to further promote learning by intervening in children's play, or providing further materials to extend or challenge their thinking in the activities they choose. This is because there is sometimes too great an emphasis on moving on to more formal lessons and learning, which results in a significant difference in provision for children across the Foundation Stage as a whole.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- ? Children's learning is good; good teaching ensures that they have good opportunities in this area of their learning;
- ? more use of reference materials to support children's learning in the various activities provided would also help to improve their literacy skills
- ? children manipulate small construction equipment well and by the time they are in reception, some children can follow a plan to make a model.

Commentary

56 Children are provided with a good range of opportunities to learn about their world in the nursery and this enables them to make appropriate progress towards the goals they are expected to achieve. Children are interested to observe the tadpoles as they grow. The provision of magnifiers supports this activity well. While there is some supporting reading or reference materials provided to

encourage children to look up what is happening, more could be provided and so contribute to children's skills in literacy. Children have good opportunities to model using junk materials, as they did making a model robot, for example and they manipulate the *playdough* well as they use the tools to roll or cut it into shapes. They are able to manipulate small construction equipment well, in making a model farm with *duplo*, for example, or as they create a zoo with the small blocks and animals. Children in the nursery are beginning to understand the importance of eating healthily and they know some healthy foods.

57 In reception, a similar good range of activities and good teaching enables children to continue making progress and by the time they enter Year 1, many of them have achieved the goals they are expected to reach by the end of reception. As they work with the construction equipment some children can follow a plan to make a model of a helicopter or a motorbike, they manipulate the individual pieces well with some children using them imaginatively to create their own models. In a good lesson with reception children, the teacher involved them in looking at a bicycle. Children showed they knew some of the parts and their function, like seat, chain and pedals. Children have access to the computers and some are confident to use them. They are developing good mouse control as they move the cursor around the screen in different games.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- ? There are appropriate opportunities to work with a variety of tools in both the nursery and reception;
- ? the outdoor area is used effectively to promote children's learning in the nursery, but reception children have unsatisfactory opportunities to learn outside.

Commentary

58 Children have satisfactory opportunities to develop their skills in manipulating equipment such as scissors, writing and drawing pencils, paint brushes and other tools in the nursery and in handling a range of equipment when making models. They use the tools well to roll or cut the *playdough* into shapes. This enables them to make satisfactory progress in this area of learning. When working outside they have very good opportunities to move, climb, slide, ride and balance. There is a very good range of equipment which is helping children develop an appropriate awareness of space and enabling them to learn to control their own bodies in various situations. This contributes effectively to children's learning.

59 Reception children also have a satisfactory range of opportunities to extend their skills with various tools and equipment in the classroom and in these they are making satisfactory progress in developing their hand and eye co-ordination. Their development in this area of their learning is unsatisfactorily promoted outdoors however. While there is opportunity provided for them to have lessons in the hall, not all children are yet ready for these more formal activities and they would benefit from a more informal approach enabling them to explore space, direction, speed and balance for themselves.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- ? Children in both the nursery and reception enjoy the range of activities provided for them and they achieve well.

Commentary

60 Teaching in this area of learning is satisfactory overall. Teachers plan an appropriate range of activities in the nursery, which stimulate children's imagination. As a result their learning is satisfactory and they make appropriate progress towards the goals they are expected to achieve. Children experiment with colour mixing, by painting onto wet paper, for example, or in marbling or tie-dyeing. They enjoy the role play opportunities they have, using the props provided to support their play effectively. These stimulate good interaction as children work together in pairs or small groups. Teachers provide opportunities for children to sing simple songs and rhymes and these also contribute to their creative development.

61 In reception, there is also a satisfactory range of opportunities provided for children to make progress in this area of their learning and by the time they enter Year 1, achievement is good with a significant proportion reaching the expected goals. Children concentrate well as they make pictures and models with a variety of materials, paint or construction equipment. Children enjoy exploring the sand, especially when they use some of the equipment provided for them. In the main children relate well to each other, sometimes sharing in an imaginative story, as they work in the role play garage for example.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- ? Standards are below average throughout the school;
- ? improved teaching, particularly in Years 5 and 6, is raising standards;
- ? pupils have under-developed communication skills when they enter the school and their speaking and listening skills are below average throughout the school;
- ? drama is used very well to support listening and speaking;
- ? leadership and management of this subject are good;
- ? there is a shortage of non-fiction books.

Commentary

62 At the time of the previous inspection, standards across the school were broadly in line with the national average. Although standards fell in 2003, because there was a high proportion of pupils with special educational needs in that year group, since 1999 there has been a general upward trend at a rate faster than that achieved in other schools nationally. In national tests in 2003, pupils at the end of Year 2 achieved standards which were well below average in reading and below average in writing compared with those in all other schools nationally. However, in comparison with those reached by pupils in similar schools, standards were average in reading and above average in writing. In the national tests for pupils at the end of Year 6 in 2003, standards in English were well below average compared with those achieved in all other schools, and in comparison with similar schools they were below average. There has been a downward trend in standards since 2000, when the school received a Schools Achievement Award.

63 Pupils enter the school with weak language and communication skills. The school's initial assessments indicate a steady increase in the proportion of children with these poor linguistic skills and who require speech and language therapy. It has also identified a considerable proportion of pupils who have special educational needs or whose additional needs give cause for concern.

64 Throughout the school standards in speaking and listening are below average. They reflect the lack of confidence that many pupils show when they first enter the school. This is recognised by teachers whose response is appropriate and sensitive. Pupils are given frequent opportunities to speak and develop their vocabulary, in most lessons, for example, teachers encourage them to talk to a partner or in a small group before answering in front of the whole class. Drama is also used very effectively to help pupils develop their communication skills. Despite the clear progress they make, many older pupils still have difficulty in speaking at length or using an appropriately wide vocabulary.

65 By the end of Year 2, the standards of pupils' reading and writing are below average, although their achievement is satisfactory. By the end of Year 6, although standards are below average, pupils' achievement is satisfactory in relation to their capabilities and to the well below average attainment that many have when they start school. Since pupils lack confidence in their ability to communicate effectively, this has a negative effect when they sit national tests. Standards of work seen are better than the results of the tests indicate. The improved teaching, especially in Years 5 and 6, is also having a positive impact and standards are now beginning to improve.

66 Pupils make satisfactory progress in most aspects of English from a low start. Their learning is satisfactory overall, contributing to their satisfactory achievement in reading. By the age of seven, pupils use their developing skills to work out or check the meaning of unfamiliar words and to make sense of what they are reading. Higher achieving pupils read with expression and enjoyment. Most pupils can discuss the main points of their story and can predict what might happen next. By the time they are eleven, the majority of pupils show an understanding of narrative structure. They understand how paragraphs or chapters can link together. They know how poets manipulate words to gain the best effect. However, because many pupils have a narrow vocabulary, they often lack the skills necessary to appraise, evaluate or discuss in detail what they are reading.

67 By the time they leave the school, most pupils can communicate their ideas clearly in writing. Their completed work seen indicates that they have a good range of opportunities for writing for different purposes and audiences. Pupils structure their writing satisfactorily, but their work lacks exciting words and vivid description, because many of them have a limited range of vocabulary. Pupils have a satisfactory grasp of grammar and punctuation, of spelling and handwriting, because teachers give good attention to these aspects of the subject. Pupils are learning useful techniques such as how to take notes that can be referred to later. Many are aware of the nuances of persuasive and discursive writing and work independently when re-drafting a story, but their skills of composition and extended writing are still at an early stage of development. Few pupils are confident writers with the ability to adapt their style to suit different circumstances. Pupils who have special educational needs make satisfactory progress due to the early identification of their needs, followed by appropriately targeted support.

68 Teaching is satisfactory overall and this ensures that pupils' learning is satisfactory. Teaching in Years 5 and 6 is particularly strong, however, with some lessons of very high quality. On these occasions pupils' learning is good. Strengths in teaching include:

- ? well-planned lessons and good preparation;
- ? interesting resources;
- ? good questioning techniques;
- ? good opportunities to develop speaking and listening skills through role play and drama;
- ? opportunities to speak with a partner or in small groups;
- ? very good modelling of language by the teacher in role-play situations;
- ? pupils who are given opportunity to watch their performance on video to help them self-evaluate and improve their performance in speaking techniques.

69 When teaching is good and lessons are interesting, pupils work hard, concentrate well and show positive attitudes to what they are doing.

Context: The school has identified the need to develop speaking and listening skills throughout school. In this lesson a class of pupils in Years 5 & 6 explored and evaluated the power of persuasive language to win an argument, through the use of a role play situation set in an imaginary Crown Court.

As an introduction, the pupils watch two short video recordings. The first is from a recently televised courtroom drama. The second is a brief videoclip of their previous work in class. The teacher uses these two examples to discuss and explore the power of theatrical techniques and persuasive language. As pupils very quickly go into role, the classroom takes on the setting and atmosphere of a courtroom. The teacher, complete with flowing red robe and spectacles perched on the end of his nose, takes on the role of judge; various pupils take on the roles of plaintiff, witnesses, barristers for the prosecution and defence, and the remaining members of the class become the jury.

A very large dictionary is used to add humour, when used by the judge to swear witnesses in. "Do you swear on theDictionary, pages 1 to 132, that you will tell the truth, the whole truth and nothing but the truth?" Language appropriate to any courtroom is used throughout for example, "M'Lord" ,and "Your Honour".

What is so powerful about this lesson is how quickly the pupils are able to go quickly and sensibly in and out of role. At one point they are role-playing a short scene, then they come out of role into the classroom situation, to discuss what they have done so far, to evaluate the language they are using, and consider how they might improve. They discuss, and are encouraged to use, some theatrical techniques to improve their performance. The teacher models persuasive language and theatrical techniques very well. Then, very quickly the pupils go back into role. This pattern of working continues throughout the lesson.

Everyone is totally involved throughout the session. The "actors" visibly improve as the lesson develops. Those pupils, acting as jury members, listen intently. There is an atmosphere of mutual respect as the teacher treats the pupils as young, maturing adults. Good humour pervades the very well-paced lesson. The imaginative use of a courtroom setting for this very enjoyable lesson provides highly appropriate opportunities for the development of good speaking, listening and note-taking skills. It also affords purposeful education in citizenship.

70 The subject manager has been appointed recently, but is enthusiastic and knowledgeable. Because the school has comprehensive assessment systems, together with detailed analyses of test results and effective tracking and target-setting procedures, he has a good grasp of the school's strengths and weaknesses and is well placed to take appropriate action to secure further improvement. The strength of leadership and management in this subject is one reason why standards are already beginning to improve.

71 There is a shortage of non-fiction texts, a matter which the co-ordinator has already identified, and, although there is no library, the provision of books has been carefully audited and organised efficiently on shelves in the corridor. As a result, pupils are still able to develop their library skills.

Language and literacy across the curriculum

72 The use of pupils' literacy skills is effectively developed across the curriculum, particularly in subjects such as history, geography and religious education. In mathematics, pupils solve word problems and there are many examples on display where pupils have written their own problem. In some subjects, pupils draft and edit their writing, which they are able to do satisfactorily. Many pupils also use ICT effectively to help them with research and with presentation of work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- ? Standards are below average by the end of Year 2 and Year 6;
- ? pupils' recall of basic number facts is not good enough;
- ? the quality of teaching in Years 5 and 6 is good;
- ? teachers' marking is not always effective in indicating what pupils need to do to improve;
- ? not all lessons are rounded off as effectively as they could be;
- ? pupils are keen to learn and enjoy their lessons;
- ? the subject is well led and managed, contributing to standards beginning to rise;

? ICT is used well in some classes to support teaching and learning.

Commentary

73 In the most recent National tests, standards reached by pupils by the end of Year 2 were well below the national average. The standards reached by pupils by the end of Year 6 were also well below average. The standards of work of the current Year 2 pupils suggests that the picture this year is similar to last year as standards continue to be well below average in all areas of mathematics. Overall progress made by these pupils throughout their time in Years 1 and 2 is satisfactory, and represents satisfactory achievement. The standard of work seen in Year 6 suggests that there has been an improvement on the previous year as overall attainment is just below the national average. Overall these pupils have made satisfactory progress during Years 3 to 6. This also represents satisfactory achievement. Nevertheless there are some weaknesses in learning. Throughout the school, pupils' immediate recall of tables and associated number facts is not good enough and this has a negative impact on the pace at which they can improve.

74 While teaching is satisfactory overall, it is strong in Years 5 and 6. As a result pupils in these years make good progress with their learning. Their teachers have high expectations and provide appropriately challenging work. Work in books is marked well and pupils are given clear indications as to how well they do in learning. They are helped to assess their own performance and given realistic learning targets to aim for. Although satisfactory overall there are some inconsistencies in teaching. Not all teachers round off lessons well by summarising important learning points and helping pupils assess how well they have done in the lesson. In their marking, not all teachers provide pupils with a clear indication of what they need to do to improve. In the best lessons, as seen in Years 5 and 6, teachers constantly assess pupils' learning and reinforce those areas where pupils display misconceptions and misunderstanding.

75 The subject is well led by a knowledgeable co-ordinator, who leads by example. She has worked hard in developing the subject. Monitoring is now effective, with systematic scrutiny of pupils' completed work and teachers' planning, and checking on resources. She closely analyses test results and informs teachers about areas of weakness in teaching and learning. This is already contributing to improvements in standards, particularly in Years 5 and 6. The subject is well managed, because the co-ordinator now has a clear understanding of how it needs to improve. There is good provision made for pupils who fail to make appropriate gains in their learning. They are given additional support, which effectively enables most of them to achieve as well as other pupils over time. The headteacher monitors the quality of teaching in classrooms carefully and keeps the co-ordinator informed about areas of strength and weakness. This has resulted in the school being able to identify where teaching needed to improve and has resulted in the positive changes, particularly in Years 5 and 6.

76 Generally pupils work hard in mathematics lessons, they are keen to learn and enjoy the subject. This makes a significant contribution to their good learning.

77 Generally teachers plan lessons carefully. In planning some teachers make effective use of ICT to help pupils develop their understanding of mathematical ideas. For example, in a Year 6 mathematics group, pupils were able to develop their understanding of graphical representation using spreadsheets and a computer program to create graphs detailing how successful they were at solving 'real life' money problems. In a Year 2 lesson the teacher effectively used a computer and projector to produce a powerful visual image which could be manipulated to help pupils understand the processes of adding on and taking off. In several other classes pupils used computers when working on simple mathematical problems.

Mathematics across the curriculum

78 Mathematics and numeracy skills are being used effectively in a number of subjects. In science, for example, pupils accurately measure and record findings in charts and tables. In design and technology pupils measure accurately, when preparing materials to a given size for example, or

when designing and making their model Tudor houses. However, from the samples of work seen and evidence from lesson observations and displays, pupils do not use and extend these skills in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- ? Standards are below average in Year 2 and Year 6;
- ? good links are made between science and other subjects in Years 1 and 2;
- ? pupils' skills of investigation are not sufficiently well developed in Years 3 and 4;
- ? while teaching is satisfactory overall, it is particularly strong in Years 5 and 6;
- ? good opportunities are created to extend pupils' literacy skills in science lessons;
- ? teachers make good use of the environmental area and outside environment.

Commentary

79 The results of statutory assessment in 2003 indicate standards were well below average by the end of Year 6 when compared with those achieved by pupils in all other schools nationally and below average when compared with those achieved in similar schools. Teacher assessment at the end of Year 2 in 2003 indicated that standards were well below average. Inspection evidence indicates that standards are currently below average in both Year 2 and Year 6, so they are slightly better than they were. Overall achievement is satisfactory because pupils make satisfactory gains in their learning through Years 1 and 2 from a low start. There was a high proportion of pupils with special educational needs in the Year 6 group last year and this had a negative impact on overall standards. Their achievement was satisfactory in relation to their capabilities. Pupils are doing better in science this year because the quality of teaching is better.

80 Pupils enjoy an appropriate range of science activities throughout the school and this contributes to the satisfactory progress they make. In Years 1 and 2 there are good links made between science and other subjects, like geography and art. This was seen in lessons where pupils looked closely at local buildings, discussed their purpose, but then examined the materials used in their construction. This was further followed up well in an art lesson in which they explored and compared the textures of the various building materials. By Year 6 pupils have developed a sound understanding of what is needed to support life and what is involved in healthy eating. By this stage many of the pupils can use appropriate vocabulary in discussing scientific topics, such as herbivore and carnivore. By the time they leave the school pupils develop a satisfactory understanding of scientific investigation. In Years 3 and 4, in their work on materials, pupils observe how solids can change in different conditions, they measure the effect of insulation but their skills of investigation are not well developed and they have difficulty linking cause and effect. Pupils make better progress through Years 5 and 6 and by Year 6 their skills have improved considerably. At this stage pupils are able to plan and undertake their own investigations and use simple equipment appropriately.

81 The quality of teaching throughout the school is satisfactory, but there are some significant strengths in teaching in Years 5 and 6. As a result of this good teaching, the learning of pupils in Years 5 and 6 is good and they make good progress. Features of this good teaching include effective marking of pupils' work in which pupils are given a clear indication as to how they can improve, use of a wide range of teaching techniques which makes learning interesting for pupils, and insistence on careful recording of work in books. Not all teaching shows these qualities. The amount and quality of pupils recorded work varies considerably from class to class, as does the effectiveness of teachers' marking.

82 The development of pupils' literacy skills in science lessons is a strength of the teaching. Speaking and listening skills are extended when pupils are encouraged to discuss their ideas in pairs or small groups. Pupils are encouraged to develop an understanding of appropriate scientific

vocabulary. Year 5 and Year 6 pupils use reference books effectively to research the life cycles of a number of living organisms. Some pupils broaden their searches well by using the Internet. Where pupils have sufficiently developed writing skills they jot down useful notes to record the facts they manage to find and discover.

83 Leadership and management of the subject are satisfactory. The co-ordinator is new to the post and as yet has had insufficient time to have an impact. The school is fortunate to have extensive grounds and a good environmental area which incorporates a pond. Teachers exploit these outdoor facilities well. For example, in a good Year 1 lesson, pupils extended their study of properties of building materials by going outside the classroom to examine some of the materials used to build the walls and make the pathways. These pupils examined the materials carefully making decisions as to whether the materials they were made from were rough or smooth thus broadening their understanding of the concept of texture. Year 2 pupils worked outside searching for small insects and other forms of life to further their knowledge of mini beasts. Similarly, a group of Year 5 and 6 pupils furthered their understanding of living organisms by studying the range of living things to be found in the immediate environment of the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- ? Pupils achieve well because teaching is good;
- ? the new computer suite is used very well;
- ? ICT is used highly effectively to support other areas of the curriculum;
- ? good support is given to pupils who do not have access to computers at home;
- ? the subject is well managed and comprehensively resourced.

Commentary

84 There has been very good improvement in this subject since the previous inspection. In particular, standards have been raised. Pupils' attainment meets national expectations throughout the school and achievement is good. Resources have been improved. Teachers and pupils have access to a wide range of good quality modern equipment which is in regular use.

85 The new computer suite has been planned with care. It is spacious and can accommodate whole classes comfortably. This is a significant improvement since the time of the last inspection and has contributed strongly to the improvement in teaching and learning.

86 Teaching and learning are good across the school. Some very good teaching was seen in a lesson in an upper Key Stage 2 class. The teacher used the work on persuasive writing from a recent literacy lesson as the basis for further extension work using ICT. He emphasised very well the powerful effect of *Powerpoint* as a tool for presentation. He also stressed the importance of the present uses of *Powerpoint* and how it would be improved and that it would be important in their future adult working life. Because of very good instruction, modelling and support by the teacher, pupils became very confident in accessing the Internet to select suitable pictures to save to *Powerpoint*, to import to their slides to accompany their persuasive text on rainforests. They were really confident at the task and performed the necessary procedures quickly and accurately to produce a very good result. The pupils worked very well, both independently and collaboratively. There were very good relationships between teacher and pupils, and an atmosphere of mutual respect. Pupils were treated as young maturing adults, and they responded accordingly.

87 Through the breakfast club, which is connected to the homework club and ICT club, pupils are able to use the facilities of the ICT suite. This gives access to pupils whose home background might otherwise put them at a disadvantage.

88 The subject manager has ensured that the curriculum is implemented very effectively through the development of a comprehensive scheme of work. As a result of this scheme, all pupils are able to access the full requirements of the Programme of Study. This has addressed very successfully one of the Key Issues from the previous inspection. Pupils are able to word process work, construct pictures using art programs, use digital cameras, send and receive e-mails, use the Internet for research purposes and construct interesting pages for a multi-media presentation.

89 Subject leadership and management are good. The co-ordinator has led a sustained programme of subject improvement that has generated a momentum of continuous development.

Information and communication technology across the curriculum

90 The interactive whiteboard is used well to add an active dimension to learning. This facility is being further extended as more interactive whiteboards become available. The school has identified the potential for use of ICT in every subject. The work on display in classrooms and around school reflects this attention, as ICT is used well to support work in English, mathematics, science, design and technology, history, geography and religious education. This contributes effectively to developing pupils' skills. ICT also supports other subjects as, for example, keyboards are used to enrich music provision, the camcorder and video support role-play, drama and PE, while a digital camera is used in connection with geography and also on a project on healthy food.

HUMANITIES

91 It was possible to observe only one lesson in each of history and geography during the inspection. Consequently there was insufficient evidence to support a judgement about provision in these subjects.

92 In **history**, the evidence in pupils' completed work indicate that standards are broadly in line with those expected by the end of Year 2 and better by the end of Year 6. This reflects the picture reported in the previous inspection. Younger pupils are developing skills in chronology through the use of timelines, photographs and artefacts. They know the story of Guy Fawkes and the Gunpowder Plot. In the various studies related to Roman, Tudors, Victorians, Ancient Greece and Ancient Egypt, older pupils use a wide range of approaches to help them learn. Artefacts are used well. Written and pictorial evidence reflect visits made to places of historical interest. Good use is made of primary and secondary sources of evidence to develop pupils' historical skills. Pupils use research skills well. Many use the Internet effectively to find out information. Work is well presented often using ICT.

93 In **geography**, younger pupils are able to use the local area as a focus for study. Work on display indicates that pupils are developing sound knowledge of places around Great Britain and of countries around the world. By the end of Year 6, pupils use research skills and ICT, including the Internet, to gather and present information related to their studies of rivers, mountain environments and settlement. Throughout the school pupils are encouraged to make and use maps and plans, and to consider scale. They are developing satisfactory geographical skills. Visits in the local area and further afield, together with residential visits to Richmond and to Middleton-in-Teesdale, enrich the school's provision.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- ? Good use of visits to places of worship enhances pupils' understanding of Christianity;
- ? pupils have good opportunities to work with religious artefacts, which enhances their learning about other religions well;

- ? while teaching is satisfactory overall, some lessons are of a high quality;
- ? resources for religious education have been improved since the previous inspection.

Commentary

94 Overall standards in religious education are in line with those expected in the local agreed syllabus by the end of both Year 2 and year 6. Lessons, visits to the local church and to neighbouring cathedrals, contribute to pupils' satisfactory learning and they make appropriate progress in developing their understanding of special times and festivals in the Christian year. Achievement is satisfactory. Pupils know that Sunday is a special day for Christians, and that ceremonies such as baptisms and weddings are held in a church. Pupils can name many of the objects and artefacts that are found in a Christian place of worship. Younger pupils know some stories from the Bible. Older pupils know that the Bible contains different kinds of writings, such as proverbs, psalms, poetry, parables and teachings. They also know that the Bible can be divided into the Old Testament and New Testament. They are making satisfactory progress in their knowledge of world religions. They are able to reflect on religious and moral issues, often related to the environment and creation, and are beginning to consider the idea of stewardship and of their own place in the world. Effective links are made with literacy, as pupils are encouraged to share in discussions and to undertake extended writing.

95 Teaching overall is satisfactory, although good and very good teaching was observed. In a very good lesson about Buddhism, Year 1 pupils were asked to consider the qualities they thought made someone special. While sitting on the carpet, they then had opportunity to explore an extensive range of religious artefacts associated with Buddhism. This involved the use of their senses of hearing, smell, sight and touch and contributed to their good learning. A very calm atmosphere pervaded this lesson as relevant background music was played quietly, while the pupils handled the artefacts most respectfully, taking turns to comment on them as they were passed around. The teacher's quiet, calm approach as she interacted with the children, and as she finally told them the story of Prince Siddhartha, added to a very special atmosphere in this classroom and made a very good contribution to the pupils' spiritual development.

96 The school has improved its resources for religious education since the time of the previous inspection. Effective continuing professional development has taken place. Leadership and management are satisfactory. The co-ordinator is relatively new, but she is knowledgeable and enthusiastic, and has made a commendable start. She is well placed to take the subject further. The satisfactory standards from the previous inspection have been maintained and the school is delivering the requirements of the locally Agreed Syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

97 It was possible to observe only a very small number of lessons in art and design, in design and technology and in music during the inspection. Consequently there was insufficient evidence to support a judgement about provision in these subjects. In the lessons seen in these subjects, teaching and learning were satisfactory overall, but in some lessons in music they were good.

98 In **art and design**, pupils' work on display around the school indicates that an appropriate range of skills has been taught. In Years 1 and 2 pupils' work indicates that they are developing a sound understanding of how to use colour. There is an appropriate emphasis on working with different materials. At times there are good links made with other subjects, as it was very effectively done in one lesson on texture with Year 1 and 2 pupils, reinforcing the work they had done in science as they took rubbings of some building materials. In years 3 to 6 pupils make good progress in developing their skills. Drawing skills are satisfactorily developed, with some pupils gaining good control of line and able to add depth to their pictures with shading, sometimes using charcoal or pastels. This was illustrated well in a pupil's picture of the Angel of the North on display. A very interesting project on black and white photography with older pupils produced some very good work. Good use is made of art to promote pupils' understanding of other cultures, as in the very large pieces they did in the African art workshop and in fabric printing linked to the India day.

99 Pupils' artwork is valued and very effectively displayed around the school. The 'artist of the month' is given a special place in the entrance to display their work and the 'gallery' on another display board features pupils work from across the school. This is motivating for pupils and they enjoy seeing their own work and that of others presented in this way.

100 In **design and technology** there was insufficient opportunity to observe pupils at work or their completed models.

101 It was possible to observe only a very small number of lessons in **music**, but from these and from the additional music making opportunities provided in the school, it is clear that there has been good improvement since the previous inspection. Pupils now enjoy a wide range of music making, in class lessons, peripatetic instrumental tuition and other extra-curricular clubs.

102 Good opportunities are provided for pupils to listen and appraise music. In one good lesson with Year 6 pupils, they listened to some interesting pieces, ranging from Sibelius' *Funeral March* to *Echoes* by Pink Floyd. Pupils showed they could discuss these sensibly, confident to express their imaginative ideas about what they heard. The teacher managed the discussion very effectively, communicating his own enthusiasm for the pieces and sensitively responding to the pupils' ideas. He skillfully moved the discussion of Villa Lobos' piece about the rainforest on to stimulating the pupils' own group compositions. In other lessons pupils have studied structure in composition. Pupils are developing an understanding of rhythm patterns and have completed work on other elements of music, including dynamics and pitch.

103 There are good opportunities for pupils to perform music, in the choir for example, or in the various instrumental groups or band and to sing in assembly. Large scale performances at Christmas, such as *Hosanna Rock* was much appreciated by parents and the community.

PHYSICAL EDUCATION

The provision for physical education is **good**.

Main strengths and weaknesses

- ? Pupils enjoy lessons, work hard and achieve well;
- ? learning is good and by the end of Year 6 standards exceed expectations;
- ? teaching, including the teaching of swimming, is good;
- ? the subject is led and managed well;
- ? pupils have very good opportunities to participate in a range of sports out of school hours;
- ? facilities both indoors and out are good for physical education.

Commentary

104 Pupils work hard in lessons and with good support from teachers they practise hard to improve. Year 3 pupils receive good instruction in their weekly swimming lessons. In these lessons pupils make good progress. Although currently Year 5 and 6 pupils do not receive swimming instruction about ninety per cent can swim the requisite 25 meters unaided. Year 6 pupils display good games skills. In games activities and in games skills practice they work hard and they make good progress. It was not possible to observe any lessons with pupils in Years 1 and 2, but pupils in Years 3 to 6 receive good teaching and coaching. They are encouraged, supported well, shown how to improve and given good opportunities to practise. As a result pupils make good progress and achieve well, exceeding expected levels of attainment.

105 A strength of the subject is the wide range of extra-curricular activities available for pupils. They play competitive games against pupils from other schools. Pupils participate in a range of sports clubs after school which include activities such as soccer, cross country running, netball,

cricket and dance. The younger pupils can join in a range of games activities also organized after school. These activities enhance the curriculum for physical education.

106 Most pupils' attitudes to work are at least good and sometimes very good. They are enthusiastic and work hard. They persevere well to refine and develop skills, working effectively together in small groups. Year 5 pupils enjoy dance activities cooperating very well with each other and effectively learning quite complex patterns and movements which they perform in an accomplished manner.

107 The subject is led and managed well by an enthusiastic and knowledgeable coordinator. He is a good teacher and role model and gives good support to colleagues.

108 Facilities in the school for teaching the subject are good. A good size hall is available for indoor work and a large grassed area and a two hard surfaced areas are available for outdoor work. The school also makes good use of its swimming pool.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

109 It was possible to observe only a very small number of lessons in personal, social, health and citizenship education (PHSCE) and consequently there is insufficient evidence to support a judgement about provision.

110 Teachers' planning shows that PHSCE is well established in the school. It has a positive influence and contributes effectively to the relationships within the school. The headteacher and staff consider it is important in developing the ethos of the school and providing for pupils' personal development. The best lessons have a strong focus on improving pupils' speaking skills in a large group and raising their self-confidence. In a good lesson, taught to Year 2 pupils for example, they were given good opportunities for reflection. This raised awareness of elements of good citizenship and pupils made good gains in developing confidence and self-discipline.

111 As pupils get older, teachers give them increasing responsibility, soundly preparing them for the next stage of their education. Regular 'circle time' offers good opportunities for children to develop their own views and express opinions; discussion of issues and feelings that are important to the pupils are approached sensitively and effectively.

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	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	4
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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
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	3
The effectiveness of management	3

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

