

# INSPECTION REPORT

## **BEACONHILL FIRST SCHOOL**

Cramlington

LEA area: Northumberland

Unique reference number: 122193

Headteacher: Mr P R Tincombe

Lead inspector: Mrs B Jordan

Dates of inspection: 29<sup>th</sup> September – 2<sup>nd</sup> October 2003

Inspection number: 255901

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	3 – 9
Gender of pupils:	Mixed
Number on roll:	191
School address:	Langdale Drive Beaconhill Grange Cramlington Northumberland
Postcode:	NE23 8EH
Telephone number:	01670 714864
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Harrison
Date of previous inspection:	18 <sup>TH</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Beaconhill is an average size first school in a small town in Northumberland. The school has achieved the Investors in People Award. The school caters for a mixed intake that includes a significant number of children from disadvantaged backgrounds. The intake is almost entirely of white, British pupils. There are no pupils for whom English is an additional language. The attainment of the children entering the Nursery varies from year to year but the cohort of children currently in the reception class has attainment that is in line with expectations for children of this age.

Supporting pupils with special educational needs is a strength of the school's provision. The number of pupils with statements of specific need is above the national average and includes pupils with diagnosed autism, speech and communication needs, and moderate learning difficulties. During the term in which the inspection took place the head teacher was seconded to another school. The deputy was acting head teacher during that term.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6896	Barbara Jordan	Lead inspector	English, geography, history, music, special educational needs
11392	Terry Heppenstall	Lay inspector	
18404	Kevin Willis	Team inspector	Science, art and design, design and technology, religious education, Foundation Stage curriculum
32588	Angela James	Team inspector	Mathematics, information and communication technology, physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is providing a satisfactory standard of education. It has many good features.**

It has a very caring ethos that results in good personal development and self-esteem of all pupils. Most pupils attain standards in line with national expectations and they achieve satisfactorily because of sound teaching. The good leadership provides a clear vision for improvement that has had positive impact upon the effectiveness of the school management, curricular provision and the environment, and is beginning to raise standards. The school provides satisfactory value for money.

**The school's main strengths and weaknesses are:**

- Parents and pupils have a high level of satisfaction with the school.
- Standards in writing and in information and communication technology (ICT) in Years 3 and 4 are not high enough.
- The school's provision and support for pupils with special educational needs are consistently good.
- The achievement of the more able pupils is unsatisfactory.
- Children in the nursery and reception classes get a good start to their education.
- A strong emphasis is placed on ensuring that children are well cared for, supported and guided.
- The school lives by the values it promotes.
- Pupils' moral development is very good.
- The good leadership of the head teacher and deputy head teacher provides a clear vision for improvement.
- Teaching in the Foundation Stage and Year 2 is good.
- Older pupils are not given enough information to help them improve their work.

Improvement since the last inspection is satisfactory. All of the issues identified in 1998 have been acted upon. The school has successfully improved its policies for assessment and its use of assessment data to set targets for pupils. There is now an annual evaluation of school performance and the leadership team has begun to monitor teaching and learning which will help to raise standards. Curriculum schemes of work are in place and enrichment activities are provided. Pupils' care, welfare and guidance are good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	D	D	D	B
Writing	E	B	C	B
Mathematics	D	E	D	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

**Achievement is satisfactory for most pupils. Standards are average at the end of the reception year and Year 2, and are broadly as expected nationally at the end of Year 4.**

Pupils currently in Year 2 are achieving satisfactorily and are being well taught. As a result they are attaining at an average level in English, mathematics and science. In Years 3 and 4 pupils' achievement is satisfactory. They attain standards in reading, mathematics and science that are in line with national expectations. Standards in writing are below the expected level due to insufficient

progress and opportunities for pupils to extend their independent writing skills. Pupils in Years 1 and 2 make satisfactory progress in developing their ICT skills, and standards are in line with those expected nationally. In Years 3 and 4 the teaching of ICT is not well established and pupils are less confident, resulting in attainment below the level expected. Pupils' attainment in physical education and religious education in Years 3 and 4 is good as a result of teachers having good subject knowledge and using strategies that enhance learning.

Pupils have good attitudes towards their work and they enjoy school. They are developing into caring individuals with very good moral and good social development. Pupils' spiritual and cultural development is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching is satisfactory overall.** It is good in the Foundation Stage and Year 2 and is beginning to raise standards. Reading is well taught throughout the school. Pupils do well to achieve above the average in physical education and religious education in Years 3 and 4. The provision for ICT and writing in Years 3 and 4 is unsatisfactory and leads to standards that are below expectations. The needs of the more able pupils are not being met because of low expectations and slow pace in some lessons. The curriculum is satisfactory overall. The quality of support for pupils with special educational needs is good and the setting of homework makes a positive contribution to pupils' learning. However the older pupils do not receive guidance, through marking, on how to improve their work. Provision for the care, welfare and support of pupils is good. The school is a caring organisation. It is safe and secure and the pupils are well supported academically and in their personal development. There are good links with parents. Parents hold the school in high regard and support it well.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** Governors are increasingly organising their work effectively and are making a sound contribution to school improvement. Governance is satisfactory. The school's leadership team has a clear vision for improvement that has had a positive impact upon standards, the curriculum and environment. Management is good, and the monitoring and evaluation of teaching and learning, and the introduction of target setting are beginning to raise standards.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils like the school very much. Parents are appreciative of what the school does for their children. The pupils enjoy their school and feel that they are valued and well supported.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing at Years 3 and 4.
- Improve the pupils' skills in ICT in Years 3 and 4 and develop the use of ICT across the curriculum.
- Raise the achievement of pupils through:  
providing more challenging tasks for the high attaining pupils;  
raising the expectation of how much pupils can achieve;
- Ensure that the feedback given to pupils through marking helps them to know what they need to do to improve.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

**Standards in the national tests for pupils aged seven are below the national average. In comparison with similar schools, standards are above average in reading and writing and average in mathematics. In the current Year 2, standards in mathematics, science and English are in line with those expected. In the other subjects of the curriculum standards match those expected for pupils' ages and achievement is satisfactory. Attainment in physical education and religious education in Years 3 and 4 is good. Pupils' achievement in Years 1 to 4 is satisfactory.**

#### **Main strengths and weaknesses**

- Standards in writing and in ICT in Years 3 and 4 are below national expectations.
- Pupils in Years 3 and 4 do well to attain above the levels expected for their ages in physical education and religious education.
- In many lessons in Years 1, 3 and 4, the most able pupils are insufficiently challenged and do not achieve as well as they should.

#### **Commentary**

- 1: Children currently in the nursery and reception classes have levels of attainment broadly in line with those expected for their age. This is an improvement on previous years when the level of attainment of children on entry to nursery was below expectations for their age. The children achieve satisfactorily and the majority are on course to attain the early learning goals, in all areas of learning, expected for the end of the reception class.

#### ***Standards in national tests at the end of Year 2 – average point scores in (2002)***

Standards in	School results	National results
Reading	15.4	15.8
Writing	14.2	14.4
Mathematics	16.2	16.5

- 2: In the 2002 national tests for Year 2, standards in reading, writing and mathematics were below the national average. This means that from a below average starting point when these children entered the nursery class, they made satisfactory progress but because of their attainment on entry standards remained below average to the end of Year 2. Pupils did well to attain these results which, when compared with schools in similar contexts, were above average in reading and writing and average in mathematics. In 2003, results at Year 2 remained below the national averages but with improvement in the number of pupils attaining at the higher level in writing. In reading and mathematics, more pupils attained the average and above average level than previously and fewer pupils were at the lowest levels. This is due to effective teaching and support for pupils in these subjects at Year 2. Girls' results are better than boys' overall. Pupils currently in Year 2 are achieving satisfactorily and are being well taught. As a result they are attaining at a level that is broadly in line with national averages in all the core subjects.
- 3: In Years 3 and 4 pupils' achievement is satisfactory overall. They make steady progress in reading, mathematics and science and attain standards at Year 4 that are in line with national expectations. Progress in writing, however, slows in Years 3 and 4 and pupils are not given sufficient writing activities to extend their independent writing skills. This results in standards that are below the nationally expected level.

- 4: In the majority of subjects, and in all year groups, most pupils are working at the level expected for their age and ability. Throughout the school, pupils' achievement in reading is satisfactory, often good. This is due to good teaching of basic skills and support from other staff and from parents at home. Pupils tackle words they do not know, effectively using their knowledge of sounds.
- 5: Pupils' attainment in physical education and religious education in Years 3 and 4 is good as a result of teachers having good subject knowledge and using techniques such as drama and demonstration to enhance the learning. In English, mathematics, science, history and ICT in Years 1, 3 and 4, the most able pupils' achievement is unsatisfactory. This is because of a lack of challenge in the independent activities they are given to do. There is also pressure to deliver the whole curriculum, in Years 3 and 4, in the time available. Less time is spent on teaching at Years 3 and 4 than is recommended and this is limiting the quantity of work pupils produce, particularly in history, geography, art, and design and technology.
- 6: Throughout the school, pupils' speaking and listening skills are in line with those expected for their age. They are given opportunities in lessons to answer questions and to discuss and this is helping to develop their skills. Pupils' mathematical skills are satisfactory. Pupils in Years 1 and 2 make satisfactory progress in developing their ICT skills and standards are in line with those expected nationally. In Years 3 and 4 the teaching of ICT skills is not well established. As a consequence pupils in Year 4 are not confident in their use of ICT and their attainment is below the level expected for their age
- 7: Pupils with special educational needs are well supported. The curriculum is made accessible to them and their work is well tailored to their needs. As a result they make steady progress through the targets identified in their individual education plans. Whilst these pupils are working at standards below national expectations, these are in line with their identified needs.

### **Pupils' attitudes, values and other personal qualities**

**The development of the pupils' attitudes, values and personal qualities is satisfactory. Pupils like school and respond well to the opportunities for them to develop personally and academically. The school's efforts have resulted in an improvement in attendance, which is now satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory.**

### **Main strengths and weaknesses**

- Recent initiatives and procedures to promote better attendance have been successful. Attendance is now satisfactory.
- The promotion of moral principles is very good.
- The pupils have good attitudes to school and to their work.
- Pupils have sensitive and caring attitudes towards each other.
- Relationships are harmonious and there is a freedom from oppressive behaviour.
- Too many pupils arrive late to school.

### **Commentary**

- 8: The pupils like school and their attitudes to work are good. They enjoy lessons, contribute well and are capable of perseverance and concentration. These characteristics contribute to the satisfactory progress and achievement made by the pupils.
- 9: Behaviour is satisfactory. The pupils are very courteous and respectful of property. No oppressive behaviour was observed during the inspection. There were no exclusions in the year prior to the inspection. Pupils' moral development is very good. This is due to the effective way in which the school teaches about right and wrong and issues such as bullying, and friendship. It is also due to the successful ways that trust, courtesy and respect are

consistently fostered and promoted in the day-to-day life of the school. The pupils' moral development contributes well to their overall personal development.

- 10: The pupils are sensitive and caring, and relationships are good. A 'buddy' system, whereby some of the oldest pupils act as friends and provide support for younger pupils at playtimes and lunchtimes, is working well. These arrangements are part of the school's response to the results of a questionnaire, which the pupils completed a year ago. The overall provision for the spiritual development of pupils is satisfactory although there are few planned opportunities for pupils to develop their spiritual awareness.
- 11: Pupils' cultural development is satisfactory. The school's provision to prepare pupils for life in a multi-cultural society is satisfactory. The pupils respond well to the opportunities provided by the school for their personal development. This is part of a wider programme to raise self-esteem. Pupils have opportunities to take initiative and show responsibility, for example through the buddy system, and being a library monitor. A school council has been established recently and its members are enthusiastic about being council members and having additional responsibilities for improving the school. Lunchtime arrangements mean that pupils from different age groups mix together. The arrangement works well and contributes to pupils' social skills. Overall, the school successfully promotes maturity, and pupils' social development is satisfactory.
- 12: Good procedures have been introduced to improve attendance. They have reversed a decline in attendance, which had continued for several years. The following table does not reflect the current attendance level, which is now satisfactory. However, punctuality is poor; too many pupils arrive late for school and this is disruptive to the start of the school day.

Authorised absence 2001/2002	
School data	6.4%
National data	5.4%

Unauthorised absence 2001/2002	
School data	0.5%
National data	0.5%

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is satisfactory. Reading is well taught throughout the school. The achievement of pupils in physical education and religious education in Years 3 and 4 is good. Achievement in writing and in ICT in Years 3 and 4 is unsatisfactory. Care, guidance and support of pupils are good and the partnership with parents, other schools and the community is good.**

### Teaching and learning

**Teaching is satisfactory and pupils' learning is satisfactory. Teaching in the Foundation Stage and Year 2 is good and is beginning to raise standards. Teaching is good in physical education and religious education in Years 3 and 4 and this is improving pupils' achievement in these subjects. Pupils' achievement in writing and ICT, in Years 3 and 4, is unsatisfactory.**

### Main strengths and weaknesses

- Teachers have good subject knowledge and understanding in most subjects, particularly physical education and religious education.
- Sometimes teachers do not expect enough of their pupils, particularly the most able, and therefore the independent work given to pupils does not always match their abilities.
- Relationships among teachers and pupils are good.
- Pupils in Years 3 and 4 are not given sufficient writing activities to extend their independent writing skills.

- Support for pupils with special educational needs is good and because of this these pupils do well.
- Drama techniques are used effectively to engage pupils in their learning.
- Marking is consistent and supportive but does not usually tell pupils how they can improve their work.

## Commentary

- 13: Teaching is good in the Foundation Stage, Year 2 and in physical education and religious education in Year 3 and 4. Effective planning in these good lessons ensures good use is made of the time within the lesson to practise new skills and reinforce what has been learnt. Lessons are appropriately structured and teachers use questioning effectively, often in revisiting what pupils have learned, to assist their understanding of new ideas. Good activities provide appropriate challenge for all the pupils. In a good Year 3 and 4 religious education lesson greater challenge was provided by the use of drama techniques involving the pupils in revisiting the story at a level beyond retelling the text.
- 14: In Years 1, 3 and 4, teaching is satisfactory overall. In most subjects teachers have good knowledge of what they are teaching and because of this ask well-targeted questions in order to extend pupils' learning. In most lessons the introduction and review sessions are good but the slow pace and poor choice of activity in the middle of some lessons result in insufficient learning for the more able pupils. The over-reliance on worksheets and lack of challenge in the activities provided is limiting achievement. Homework is used well to reinforce and extend what is learned in school. Teachers develop good relationships with pupils that help them to manage pupils' behaviour very effectively. All pupils are treated with respect and their contributions are valued and encouraged. Learning is satisfactory in all lessons except ICT and writing in Years 3 and 4. In these ICT lessons, pupils are not provided with the opportunity to practise the skills they are taught because of the organisation of the computers and as a result learning is unsatisfactory. In writing, pupils are not given appropriate activities to extend their independent writing skills sufficiently and achievement is unsatisfactory.
- 15: The expertise of the special educational needs support staff ensures that pupils with special educational needs are well catered for and receive high quality support. Teachers and support staff plan activities that are tailored to the abilities of these pupils. The strategies and resources used by the support staff reinforce the learning and break the tasks down into manageable steps and as a result pupils with special educational needs achieve well.
- 16: The school's systems for assessing how well pupils are doing have improved since the last inspection. The school now has clear assessment procedures in place which ensure that all staff know how well their pupils are achieving and are able to track their progress. Regular assessment tasks are used to track pupils' attainment against national expectations and to set appropriate targets. Target setting is used effectively in Year 2 but its application is not consistent across the school and some pupils do not know what they need to do next to raise their attainment. The results of assessments are analysed carefully and used effectively to inform future learning in the Foundation Stage and Year 2. However, this use of assessment is not consistent and as a result, in Year 1, 3 and 4, work set does not always provide the appropriate level of challenge and this leads to under-achievement among the most able pupils. The school has identified this for itself and it is a target within the school improvement plan. Achievement in Years 3 and 4 is also negatively affected by the pressure of time to deliver the whole curriculum. Teaching time that is below the recommended amount at Key Stage 2 and poor time-keeping by the school are contributing factors. Pupils' work is always marked, and praise is used to encourage greater efforts. However, pupils are rarely told what they need to do next to improve their work.

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	11 (29%)	25 (66%)	1 (3%)	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.*

### The curriculum

**The school provides a satisfactory range of curricular opportunities that promotes the intellectual, physical and moral development of the majority of pupils. The school offers an adequate range of extra-curricular activities. The accommodation and resources provided are satisfactory.**

### Main strengths and weaknesses

- The curricular provision for pupils with special educational needs is good. Teachers and support staff work as an effective team.
- In some lessons there is unsatisfactory provision for the more able pupils.
- Homework is a regular feature of pupils' learning, which is extending their understanding. Parents are happy with the homework and support their children well.
- The curriculum in Years 3 and 4 is enriched through additional activities in the summer term.
- ICT is not yet supporting work in all subjects.
- The school does not meet the recommended teaching time for pupils in Years 3 and 4.

### Commentary

- 17: The school curriculum is suitably broad and is meeting statutory requirements including provision for religious education and collective worship. There have been improvements in the provision for ICT since the last inspection but it is not yet used to support work in all subjects. Pupils have equal access to the full curriculum. In some lessons the curriculum is not sufficiently well matched to the needs of the more able pupils and they do not achieve as much as they could.
- 18: The provision for pupils with special educational needs is good. These pupils are helped by support staff who plan and modify relevant aspects of the curriculum to make it accessible and in keeping with the targets on individual education plans. This contributes to the effectiveness of the provision. Support staff work alongside the teachers in an effective partnership to support pupils with special educational needs in a variety of ways. Provision is tailored according to need. For example, three pupils were engaged in practising catching, throwing and balancing in their small group time because they have particular difficulties with physical co-ordination. Small group work is intense but well planned, consistent and rigorous. It is effective in helping pupils make steady progress. Relationships between support staff and pupils are good and this helps motivate pupils. The co-ordinator for special educational needs provides good leadership and this ensures that support staff plan effectively and contribute fully to the assessment of pupils' progress. The school has a good relationship with parents and keeps them fully involved and informed at all times; consequently the parents have great confidence in the school and rightly feel the children who have special educational needs are very well cared for and supported.
- 19: Personal, social, health and citizenship education (PSHCE) has been introduced and there is a well-planned programme. These lessons are contributing positively to the school's caring ethos. In one Year 3 and 4 literacy lesson, the theme from PSHCE was being used effectively to generate drama, posters, and research on the internet.

- 20: The school enriches its curriculum and makes it relevant to its pupils through the introduction of additional activity afternoons for pupils in Years 3 and 4 in the summer term. Pupils clearly enjoy these afternoons and gain new skills and knowledge. Basketball is offered as an after-school club. It is well attended by older pupils and is helping to improve their agility and physical skills. Regular homework is well established and parents are happy with what is provided. It is supporting the pupils' learning, as is the home/school reading partnership.
- 21: The school does not meet the recommended teaching time for pupils in Years 3 and 4. This results in increased pressure to deliver the whole curriculum effectively in the time available. When there are additional requirements in the curriculum, such as units of work to bridge the transition from first to middle school, some of the non-core subjects are given very little time. For example, in geography, very little recorded work from the older children is evident. Further pressure is put upon the curriculum by the daily snack time and by poor time-keeping by the school at the end of break and lunchtime. This is limiting the quantity of work that pupils produce in history, geography, art and design and technology.

### **Care, guidance and support**

**Provision for the care, welfare and health and safety of pupils and the support and guidance they receive is good. The school is a caring organisation. It is safe and secure and the pupils are well supported in their personal development.**

#### **Main strengths and weaknesses**

- The school is a very caring organisation.
- The support staff make a good contribution to the care and welfare of all pupils.
- The school's child protection procedures are good.
- Pupils' opinions are sought and acted upon.

#### **Commentary**

- 22: Caring for pupils and raising their self-esteem have a high priority in the school. The good level of support from all staff and positive ethos help the pupils to enjoy school and to feel secure. A high standard of care was noted at the last inspection and this has been maintained. The pupils are valued by all staff and their achievements are recognised and rewarded. As part of the efforts to raise pupils' self-esteem, the curriculum includes a range of activities to give everyone an opportunity to be good at something. Considerable effort is made to help and support individuals to ensure they are included in the school's activities. Inclusiveness extends to the whole school community. For example, the school is accredited with an award that recognises its strengths as an 'Investor in People'. The school used questionnaires to parents and pupils to ascertain their views about the school. It has responded to the findings with, for example, improvements to the playground and the provision of toys at playtimes.
- 23: The pupils feel that they are strongly supported by the staff, and this is helping them feel secure. They willingly turn to adults for help and advice and they are very confident about the support provided by their teachers. Support staff, including the lunchtime supervisors, also play an important role in caring and guiding pupils. Pupils' progress is monitored and where needed pupils are given additional support.
- 24: Support for pupils in the area of personal development relies on the teachers' personal knowledge of their pupils, which is good.
- 25: There is a conscientious effort to maintain high standards in health and safety and no issues were identified in the inspection. Child protection procedures are good. There is a designated teacher, a good policy and appropriate levels of training. The procedures satisfy local requirements.

## **Partnership with parents, other schools and the community**

**The school has good links with parents and with its partner institutions. Parents hold the school in very high regard and they support it well. Links with other schools are good. There are satisfactory links with the community.**

### **Main strengths and weaknesses**

- The parents' views of the school are very good, and because of this they support it well.
- The school works hard at, and is successful in, developing strong links with parents.
- Arrangements for homework are good.
- There are good relationships with parents of children with special educational needs.
- The school's links with partner institutions bring benefits to the pupils.
- The pupils' annual progress reports do not indicate how pupils standards can be raised

### **Commentary**

- 26: The school is successful at promoting good links with parents. Parents like the school very much. They support its activities; for example, elections have always been required to fill parent governor vacancies, and they give financial assistance through the parent teacher association. Parents also support and benefit their children's education. They provide regular help in classrooms and most pupils get support at home, particularly with reading. Parental support is helped by clear arrangements for homework. Helpers' comments, pupils' self-evaluation and feedback from the teacher ensure the effectiveness of the homework tasks. There is a particularly strong relationship between the school and the parents of children with special educational needs. The school gets to know these parents well and this provides a strong basis for helping them to support their children.
- 27: Information provided for parents is satisfactory. The pupils' annual progress reports satisfy legal requirements but tend to describe only what the pupils can do well. There are few indications of what pupils should be able to do and what steps should be taken to bring about improvement and consequently the opportunity to engage parents in helping to raise their children's attainment is missed.
- 28: Strong links have been developed with the local middle school using initiatives involving teachers and governors. Major improvements to the arrangements for transferring pupils have been made, which give Beaconhill pupils a better start to their middle school education.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good. The quality of leadership provided by the head teacher is good. Management systems are securely established and effective. The governance of the school is satisfactory. The deputy head teacher is currently acting head teacher; she is also providing good leadership.**

### **Main strengths and weaknesses**

- There is a clear vision and sense of purpose, promoted by the senior management.
- The systems for self-evaluation in school are good.
- There are effective systems in place for training staff.

### **Commentary**

- 29: The head teacher provides good leadership and his clear vision and direction for the school is resulting in improvements. The priorities for improvement are identified through the school's self evaluation programme and these are put into the school improvement plan along with

appropriate strategies and plans for action. The head teacher's good leadership is well supported by the deputy head teacher who is currently an effective acting head teacher due to the secondment of the head teacher. Together with the senior management team they have a clear agenda for the continuous improvement of the school, which is beginning to take effect.

- 30: A strong and positive team ethos exists within the school that supports all the pupils' personal development, and promotes clear moral and social values. New arrangements for the Foundation Stage are working well with effective leadership and good teaching giving the children a good start to their education. Systems are in place for targeting improvement in attainment, for example, setting for literacy and mathematics in Years 3 and 4. The provision and support for pupils with special educational needs is a strength and is having a positive impact upon how well these pupils cope with school and the standards they achieve. The management of support is good and support staff have been trained to ensure that they can be effective in the support they provide. Teaching and learning in Year 2 is good and is clearly focused upon raising standards, including those of the most able pupils. Pupils in this class are making good progress. The results of the national tests in 2003 indicate that pupils' attainment is improving as a result of the strong drive for higher standards.
- 31: The management of the school is good. There are effective systems in place to ensure that staff training is targeted at the needs of the school and individual staff. The school analyses its performance through self-evaluation, including curriculum leaders evaluating their subject and giving feedback to the staff. However, this monitoring of teaching, learning and pupils' progress is new and has yet to impact upon the quality of teaching across the school and on the ability of all teachers to meet the needs of the more able and talented pupils. The work of the school and its leadership are well respected by pupils, staff and the wider community. This is reflected in the number of parents who now work in the school and number of community members who work in school on a voluntary basis.
- 32: The governing body demonstrates a strong commitment to supporting the work of the school. Governors have recently become more involved in visiting the school and going into classrooms and this is making them more effective in their role as 'critical friend'. The school's finances are suffering from a decline in pupil numbers. Nonetheless, they have been well managed to accommodate the school's changing circumstances and through the governors seeking value for money when goods and services are purchased.



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

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

#### **Commentary**

- 33: The nursery and the reception classes have recently combined to form a Foundation Stage unit under the management of one teacher with the support of two nursery nurses. The children enter the unit with levels of attainment and skills broadly in line with what is expected for their age and it is predicted that the majority will achieve the early learning goals in the six areas of learning at the end of the reception year. The current reception class children are a particularly able cohort. Previous cohorts of children entered the school with levels of attainment below those expected for their age.
- 34: The way the teacher organises the use of time, through effective planning and deployment of the nursery nurses, is good. The staff plan together and share assessment information and this determines what learning experiences are provided each day. There are good routines in place and children are familiar with them. This means that there is a good pace to much of the work.
- 35: The teaching in the Foundation Stage is good. The aims for what the reception children will learn are shared and reviewed with the children. There is a good balance of class, group and individual work which meets the needs of these young learners. Staff use the time in group work not only to introduce new learning but to reinforce basic skills. For example, when nursery children were baking, they were also naming the colours of the resources being used. The teacher's use of questioning to engage children in the learning is good and is used by other adults as an example of how to motivate children to learn. Staff use praise effectively. This encourages and motivates children to learn.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

#### **Main strengths and weaknesses**

- For the beginning of the year the children are very settled and concentrate well on learning tasks.

#### **Commentary**

- 36: Provision in the area of personal, social and emotional development is good. The achievement is in line with what is expected of children of this age. Teaching is good and ensures that the children settle well into their environment. Children select tasks appropriately, maintain attention and concentrate well. They have good relationships with each other and the adults they work with. They work well in large and small groups as well as in pairs. They take turns and share resources effectively. They are at the early stages of understanding information about other cultures. When this was introduced through the book *Handa's Surprise*, it was done with sensitivity and clear explanations. The teacher corrected any misconceptions the children had.

### **COMMUNICATION, LANGUAGE AND LITERACY**

#### **Main strengths and weaknesses**

- Children enjoy listening to stories and answer questions enthusiastically.

## **Commentary**

- 37: Provision in communication, language and literacy is good. Teaching is good and this results in children attaining standards that match expectations for their age. Their achievement is in line with what is expected of children of this age. The nursery class children communicate effectively with each other and with adults. Effective planning ensures that all opportunities are used to develop children's language. Staff provide examples of good sentences and vocabulary. Children reply in sentences and answer questions fully. The reception class children use appropriate language to explain what they are doing. When sharing a big book they were able to use language to describe and predict what was happening in the story. They are at the early stage of forming letters and understanding the sounds that letters make.

## **MATHEMATICAL DEVELOPMENT**

### **Main strengths and weaknesses**

- Children can record their findings in a variety of ways.

## **Commentary**

- 38: Provision in mathematical development is good. Teaching is good and is resulting in attainment that is in line with what is expected of children of this age even at this early stage in the school year. Children's achievement is satisfactory. Staff prepare interesting activities to support the children's mathematical understanding; for example, in the nursery class most children are able to count up to six when baking sets of tarts and describe the shapes they are making. The reception class children can count to ten. They make and record simple repeating patterns and sort objects by families.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

### **Main strengths and weaknesses**

- Children are offered a broad, balanced and relevant range of experiences.
- Support staff are effective in supporting learning.

## **Commentary**

- 39: Provision in knowledge and understanding of the world is good. Attainment is in line with what is expected of children of this age. The children's achievement is satisfactory. Teaching is good and engages the interest of the children. Nursery children enjoy exploring an environment that is new to them. Those involved in baking described the changes in textures of the ingredients as they made pastry. Reception class children learn the names of fruits including those they have not come across before, for example, passion fruit, mango and avocado pear. They also try, successfully, to identify fruit whilst blindfolded. This work was undertaken with great sensitivity by the nursery nurse, and through effective questioning enhanced and reinforced the children's learning and achievement in naming unfamiliar fruits. The reception class children engage with a computer program by using a mouse to access the different parts of the program.

## **PHYSICAL DEVELOPMENT**

### **Main strengths and weaknesses**

- Good progress in developing movement through dance.

## Commentary

- 40: Provision in the area of physical development is good. The teaching is good particularly the use of demonstration to enable children to participate fully in the lessons. This is leading to satisfactory achievement by all children. The children move around the large indoor environment in a sensible and safe way. The nursery children, when using the wheeled toys in the outdoor environment, do so with care and are aware of the safety of others. When they are baking they use a range of tools and receive good support from the nursery nurse. The reception class children made good progress in a dance lesson because they were challenged to develop their skills. The teacher and nursery nurse supported the learning through good demonstration of how to move and skip with a partner. The children enjoy their work.

## CREATIVE DEVELOPMENT

- 41: Provision in the area of creative development is good. The attainment is in line with what is expected of children of this age. Achievement is satisfactory. Teaching is good and ensures that the children enjoy a range of experiences that support their creative development. The nursery class children explore the colour yellow. Reception class children paint apple trees and make fruit from salt dough. In these activities they achieve what is expected of them with effective adult support that enables them to succeed through encouragement and motivation. The children can sing simple songs from memory.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

**The provision for English is satisfactory. Pupils' achievement is satisfactory. Standards in the current Year 2 are in line with national expectations. By Year 4 standards in speaking, listening and reading are in line with national expectations but standards in writing are below expectations. The teaching of English is satisfactory.**

#### Main strengths and weaknesses

- Good teaching in Year 2 is resulting in pupils attaining standards that are in line with national expectations.
- In Years 3 and 4 there is a lack of challenge in writing activities and low expectations of pupils in terms of how much they are expected to write in lessons. This leads to standards that are below national expectations.
- Pupils have many opportunities to read. There is good support for individual readers, including the home/school reading partnership.
- Support for pupils with special educational needs is good.
- Marking of pupils' work is supportive. However, it does not identify, particularly for older pupils, what they need to do to improve.

## Commentary

- 42: The teaching of English is satisfactory and pupils make sound progress overall. Pupils in Year 2 are making good progress as a result of good teaching. The able pupils in this class were appropriately challenged, in a lesson on poetry, to produce good, imaginative poems. Learning is enhanced when teachers give pupils opportunities to talk, for example with a literacy partner, and when drama is used in lessons.
- 43: At both key stages, pupils' reading is at least in line with national expectations and the school is successfully teaching pupils with very low attainment to read. This is partly due to the teachers' good knowledge of teaching basic skills and also the attention that is given to hearing pupils read. Teachers select suitable poems, for example *Sampan* and *The Wind*,

stories and other materials to develop pupils' reading skills in lessons and they successfully build up pupils' comprehension skills in small group teaching. Most pupils are able to tackle words they do not know effectively using their knowledge of sounds. Many pupils read expressively. Parents are very supportive of the school's home/school reading partnership and most listen to their children read at home. This is contributing well to the standards achieved, which are satisfactory, often good.

- 44: Well-planned and targeted support, at an appropriate level, is given to individual pupils with special educational needs and this results in steady progress in their learning. Support assistants are skilled in delivering literacy support and this is reflected in the effectiveness of teaching reading. The curriculum is modified to meet the needs of the pupils and additional time is given to intensive small group work on basic skills. Pupils are supported in class and in small groups.
- 45: Teachers use questioning effectively in all classes to motivate pupils to learn and to help them build upon the knowledge they already have. Lessons are well planned and most teachers make good use of the aims for what pupils will learn to help them make progress. In some lessons teachers make good links to other areas of the curriculum, such as PSHCE and thinking skills, and this enriches the learning. Pupils are gaining a sound knowledge of how stories are structured in a weekly lesson but opportunities to write for different purposes, such as instructions, reports and poems and in different areas of the curriculum, are limited in Years 3 and 4.
- 46: In Years 3 and 4 pupils' progress in writing slows and this results in standards that are below national expectations. This is partly due to pupils being given writing activities, often as worksheets, that are too easy and do not extend their independent writing skills sufficiently. For example, copying rhyming words on to worksheets was for most of the pupils essentially a handwriting task rather than an opportunity to expand their language and writing skills. There is also too much time allowed for pupils to achieve simple tasks and this is slowing progress. When pupils write in other subjects of the curriculum, such as geography and history, the opportunity to improve independent writing skills is often missed due to over-reliance on worksheets. Pupils' work is marked regularly and good encouragement is given. However, pupils, particularly in Years 3 and 4, are not given written guidance on how to improve their writing or how well they are doing in relation to their targets for writing.

### **Language and literacy across the curriculum**

- 47: Pupils' competence in language and literacy across the curriculum is satisfactory. Many pupils' good reading skills help them have access to the full curriculum. Speaking skills are being enhanced across the curriculum through the opportunities that pupils have for paired talk.

## **MATHEMATICS**

**Provision in mathematics is satisfactory. Standards in mathematics at the end of Years 2 and 4 are in line with expectations for pupils of that age. Teachers have a secure understanding of the curriculum and teaching is satisfactory, with good teaching and good achievement in Year 2. Achievement in lessons is satisfactory.**

### **Main strengths and weaknesses**

- Teachers use good questioning skills to consolidate pupils' learning.
- Pupils are attentive and eager to contribute to lessons and can explain confidently what they have learned.
- Good support is provided for pupils with special educational needs.
- The activities provided for the most able pupils do not challenge them sufficiently and this limits their achievement.

- The aims for learning are not always shared with the pupils and as a result pupils are not clear about what they are trying to achieve in the lesson.

## Commentary

- 48: Teachers have a secure understanding of the National Numeracy Strategy and this is reflected in their planning for mathematics lessons, which is good. They are confident in teaching key skills using appropriate mathematical vocabulary. Learning is consolidated through the effective use of questioning. Pupils in Year 3 are taught to add multiples of money and record their answers using the correct notation. Pupils in Year 2 demonstrate that they understand estimating, whilst the most able pupils in Year 4 successfully answer mental calculation questions to solve word problems and explain their strategies for calculating the answer.
- 49: Most pupils demonstrate interest in their lessons, confidently contributing answers to questions. Teachers have high expectations of pupils' behaviour and pupils respond well to this.
- 50: Lessons are appropriately structured, beginning with the teaching of mental calculation and ending with activity that consolidates the learning. Teachers select appropriate resources to support pupils' achievement. In Year 1 pupils used straws, cubes and matchsticks to measure the length of a book.
- 51: In some lessons, the slow pace of teaching and inappropriate choice of activities limits pupils' learning. For example, a money game chosen for Year 3 pupils did not provide the appropriate level of challenge or support them in achieving the aims for the lesson. In some lessons, expectations for the most able pupils are too low. For example, in Year 2, pupils measuring, using standard units, could also have estimated the length of the object they were measuring and recorded this to compare with the actual measurement.
- 52: Pupils with special educational needs receive a high quality of assistance from knowledgeable support staff and this helps them to make satisfactory progress. The good subject knowledge of the support staff enables them to reinforce teaching points and break tasks into small steps to consolidate learning.
- 53: Pupils are not always clear what they need to do next to improve. This is because the aims for the learning are not consistently shared with them in order that they understand the focus of the lesson and what is required of them. Marking is regularly completed and pupils are aware of the overall quality of what they have done but they do not always understand what they need to do to improve. There is a lack of consistency throughout the school regarding the presentation of work. Expectations are not always made clear to pupils and as a result the standard of presentation from some pupils is unsatisfactory.
- 54: Effective monitoring procedures are in place and include regular testing of pupils' knowledge and understanding. Analysis of test results is thorough, which means that the subject leader has a clear understanding of the aspects of mathematics which require development.

## Mathematics across the curriculum

- 55: Pupils' competence in mathematical skills is satisfactory. Pupils are given the opportunity to use their mathematical skills in other subjects and this enhances their learning. For example, time lines are used in history.

## SCIENCE

**Provision in science is satisfactory. Teaching in science is satisfactory in all years. Teachers have good subject knowledge and share this well in lessons. Achievement is satisfactory. Pupils' attainment in Years 2 and 4 is in line with national expectations.**



## Main strengths and weaknesses

- Good assessment procedures inform teachers about individual pupils' achievement.
- The teaching at the beginning of lessons is good; however, in the middle part of the lessons insufficient challenge in activities is limiting achievement for the most able pupils.
- Teachers in Years 3 and 4 share the aims for the lesson, which means that pupils know what they have to do in the lesson.

## Commentary

- 56: Science lessons have satisfactory plans, informed by the national teaching guidelines. Teachers have good subject knowledge and they are able to explain and demonstrate the new knowledge for the lesson successfully with pupils at the beginning of the lessons. Effective use of questioning results in pupils' knowledge and understanding being assessed accurately. Teachers build on this knowledge. They engage well with pupils through good questioning and this motivates and encourages the pupils to learn. However, in the middle parts of lessons, due to activities not being well matched to pupils' abilities, the pace of learning is slower. This results in limiting the progress made by the most able pupils.
- 57: The balance of the curriculum is good. There are detailed programmes of study for all year groups. Good, formal assessment procedures are in place that confirm the learning and the achievements of individual pupils. The resources for science are satisfactory. New software packages to support science through ICT are in use but it is too early to measure their impact on standards.
- 58: The subject is well led. The subject leader is knowledgeable and provides a good example of effective teaching for other staff. He has recently carried out a monitoring exercise to find out how effectively teachers develop pupils' investigative skills. This has now been evaluated and feedback will be given to teachers on how they can improve teaching in this area of science.

## INFORMATION AND COMMUNICATION TECHNOLOGY

**Provision in ICT is satisfactory. Standards in ICT are in line with those expected nationally in Year 2 as a result of satisfactory teaching; standards are below the expected level in Year 4 due to unsatisfactory provision in Years 3 and 4. Achievement in Years 1 and 2 is satisfactory but it is unsatisfactory in Years 3 and 4 because pupils do not have the opportunity to practise the skills they are taught.**

## Main strengths and weaknesses

- Pupils in Years 3 and 4 attain standards that are below the national expectation because of the poor organisation of resources, which does not give them enough opportunity to practise skills.
- Pupils' enthusiasm for and engagement with learning activities is good.
- ICT is not fully used to support other subjects in the curriculum, especially in Years 3 and 4.

## Commentary

- 59: Pupils in Years 1 and 2 make satisfactory progress in developing their ICT skills. In these years, teachers use ICT activities to support learning in a range of subjects and provide opportunities for pupils to practise their ICT skills. For example, Year 1 pupils developed their geographical skills by using computers to produce pictorial maps, and their literacy skills by using the word processor to write and print a sentence. Year 2 pupils use the mouse and the keyboard confidently to operate a range of programs.
- 60: Satisfactory use is made of the national teaching guidelines to provide pupils in Years 3 and 4 with a range of opportunities to use ICT programs. The teaching of basic ICT skills is developing but is not well established and because of this pupils in Year 4 are not confident in

their use of ICT and their attainment is below the level expected for their age. This is exacerbated further by the lack of computers and computer programs and this means that in order to learn new skills pupils have to gather around a small computer screen, which makes it difficult for them to see. In addition, the limited number of computers means that pupils do not get to work on the computers often enough and because of this have insufficient opportunities to practise new skills. Some pupils do not get a turn on the computer until late in the week and need reminding of the skills they were taught earlier. The impact of the teaching is subsequently reduced and achievement of the pupils is unsatisfactory. Attitudes and behaviour are good. Pupils enjoy ICT activities and are enthusiastic to develop their skills. They are able to work either independently or collaboratively with a partner on a task and they demonstrate good levels of concentration.

- 61: Teaching support staff participated in training provided by the subject leader to enhance their confidence and skills at supporting pupils during ICT activities. This has improved their effectiveness and they support teaching and learning in ICT effectively.

### **Information and communication technology across the curriculum**

- 62: The use of ICT across the whole curriculum is still under-developed in Years 3 and 4. It is not used consistently as a resource to promote learning and provide challenge for all pupils, especially the most able. The opportunities provided for ICT to support learning in mathematics and English in Years 3 and 4 are limited and when used do not always provide the appropriate level of challenge.

## **HUMANITIES**

### **Geography**

- 63: No geography lessons were observed during the inspection and there was insufficient work available from which to form judgements about provision in this subject in Years 3 and 4. On the basis of the sample of pupils' work and the displays in the school, the provision for pupils in Year 2 is satisfactory. Pupils in Year 2 acquire relevant geographical concepts and ideas from their work. The geography curriculum includes mapping, and making plans of, for example, playground designs and a wildlife area. Good links are made to work in science. In addition, pupils are taught to follow simple routes and give directions. They used ICT to create an island. Pupils in Years 1 and 2 have a satisfactory experience of geography.

### **History**

**The provision for history is satisfactory. Pupils' attainment is in line with that expected at the end of Year 2 and Year 4. Teaching is satisfactory and pupils make sound progress.**

### **Main strengths and weaknesses**

- Teachers have good knowledge of the subject.
- Introductions and ends of lessons have good features which engage the interest of the pupils and consolidate their learning.
- Independent work is insufficiently challenging for the most able pupils.

### **Commentary**

- 64: History lessons are well planned and where links to other areas of learning are made, such as science, the pupils' understanding is enhanced. Teachers' good subject knowledge enables them to increase pupils' knowledge through effective, well-targeted questioning. At the end of the lesson in a Year 3 and 4 class the learning was consolidated very effectively through the use of 'two stars and a wish'. This activity fully engaged the pupils who were keen to contribute and who made sensible and relevant comments.



- 65: The pupils enjoy history lessons. They enthusiastically recall the topics they have studied and particularly the visits to places of interest such as Beamish Museum. Displays around the school and in classrooms generate interest through posing questions, and support learning through the addition of interesting objects and books.
- 66: Pupils' work books show that most history activities consist of cutting and sticking or completing work sheets with few opportunities taken, particularly in Years 3 and 4, to extend pupils' skills using other forms of recording, for example, writing historical recounts. The tasks that pupils are given to do independently are not well matched to the different abilities within the class. This results in too little challenge for the most able pupils who are not stretched by tasks which mainly consist of copying from the board, and so they achieve less than they could. The low attaining pupils, by contrast, achieve well because they are effectively supported by the teacher.

## **Religious education**

**The provision for religious education is satisfactory. Pupils' attainment is in line with that expected in Years 1 and 2 and good in Years 3 and 4. Teaching is good in Years 3 and 4, where pupils achieve well.**

### **Main strengths and weaknesses**

- Teachers have good knowledge of the subject
- Drama is used effectively as a tool for learning
- There is good support for pupils with special educational needs.

### **Commentary**

- 67: There are good lesson plans for the teaching of religious education which, together with good subject knowledge, enable teachers to build upon pupils' knowledge through effective questioning. Pupils participate in the lessons very well; this happens because teachers are enthusiastic in the teaching of the subject. Teachers help pupils to understand different concepts, for example, the conversion of Zaccheus, by relating it to their pupils' own experiences.
- 68: The pupils enjoy religious education lessons. They responded very well to the uses of drama, which enhanced the progress in the lesson about Joseph and his brothers and secured good achievement by the pupils. Teachers give good support to low attaining pupils which ensures their full participation in the lessons, especially in independent activities.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

#### **Commentary**

- 69: No art and design lessons were observed during the inspection and insufficient work was available on which to base an overall judgement about provision in this subject.
- 70: There is clear evidence of the school's effective involvement in a range of arts projects. The success of the projects is seen in good quality work on sculptures and portraits. Artists have also worked with the pupils and produced good mosaic tiles. Displays in the school show that the pupils experience a range of two-dimensional art in particular. Not all classrooms have displays that reflect art. In discussion, the pupils concurred that they did not do art on a regular basis. Pupils' sketchbooks were looked at and found to have limited collections of work and not to be used consistently across the school.

## Design and technology

**Provision in design and technology is satisfactory. Pupils in Year 2 and Year 4 attain standards in line with those expected nationally. Teaching is satisfactory.**

### Commentary

- 71: Only two lessons were seen during the inspection and these were in Years 1 and 2. On the evidence of these lessons, the sample of pupils' work, displays in the school and discussion with pupils, the provision for design and technology is satisfactory.
- 72: Pupils join materials together using different glues and staples. They select suitable materials from a range supplied using their knowledge of the properties of materials. The teaching is good when the teacher brings the class together to celebrate work and give instructions. Pupils enjoyed the lessons, concentrated well and supported each other in their work.

## Physical education

**The provision in physical education is satisfactory. Teaching in physical education is satisfactory in Years 1 and 2 and good in Years 3 and 4. The achievement of pupils in Years 3 and 4 is good as a result of the quality of the teaching. Pupils' attainment is in line with the national expectation in Years 2 and 4.**

### Main strengths and weaknesses

- Effective teaching in Years 3 and 4 is resulting in good learning for most pupils.
- Teachers demonstrate good curricular knowledge and use appropriate strategies to extend pupils' learning.
- Dance lessons are enriched by effective links to other curriculum areas.
- Pupils are not always helped to know what they need to do to refine and improve their performance.
- In Years 1 and 2 pupils do not have enough opportunity to practise and consolidate their skills because other parts of the lesson take too long.

### Commentary

- 73: Teachers have high expectations of pupils who participate enthusiastically and concentrate well in lessons. Physical education lessons are effectively planned and appropriately linked to national subject guidelines. Teachers have good subject knowledge and because of this are able to explain and demonstrate the skills required. This is leading to good achievement in Years 3 and 4. Lessons are well structured. However, in some lessons pupils did not have sufficient opportunity to practise and refine their skills due to either the poor use of pupils assessing each other's performance, or the organisation of activities.
- 74: The balance of activities within the curriculum is good with appropriate emphasis placed on developing the pupils' creative skills. Pupils have the opportunity to participate in games, gymnastics, dance, athletics and swimming. Dance lessons are enriched by effective links with other subjects. In a Year 1 lesson, the book of the week was used as dance stimulus and in a Year 3 and 4 lesson pupils were able to use a song learnt in a music lesson as the structure for developing their own dance sequences.
- 75: Pupils participate with enthusiasm in lessons. They apply themselves to the task and work both independently and collaboratively. Teachers have high expectations of what pupils can achieve and good relationships contribute to positive learning and good achievement. Pupils in Year 2 worked effectively in pairs to create a sequence in gymnastics and in Years 3 and 4 they worked co-operatively in games sessions.

- 76: Physical education resources are good and effective use is made of the hall, playground and community centre. The school places a high priority on swimming and this has a positive impact on the quality of provision. Insufficient evidence was available to make a judgement on standards in swimming.

## **Music**

**The provision for music is satisfactory. Teaching is satisfactory. Pupils' attainment is in line with what is expected nationally of pupils in Year 4.**

### **Main strengths and weaknesses**

- The example of singing and playing provided by the teacher motivates the pupils to participate fully in the lesson.

### **Commentary**

- 77: Only one music lesson was observed during the inspection and there is insufficient evidence available on which to make secure judgements about standards, teaching and learning in Years 1 and 2.
- 78: Pupils in a Year 3 and 4 class keep a rhythm and have the confidence to sing unaccompanied. They understand concepts like vibration and know the names of a range of instruments. Pupils are proficient at accompanying songs with percussion instruments. The teacher led the lesson well, providing practical activities for a significant percentage of pupils and a good example for pupils to follow. This helped to keep them involved and interested.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

**The provision for PSHCE is satisfactory. Teaching is good in Years 3 and 4. Pupils' attainment is in line with that expected of pupils at Years 3 and 4.**

### **Main strengths and weaknesses**

- Drama techniques are used effectively to deepen pupils' understanding of the issues.
- The teachers' good planning keeps the pupils interested in the subject,
- The lessons are having a positive impact upon pupils' attitudes and values.

### **Commentary**

- 79: The lessons observed in this subject during the inspection was limited to Years 3 and 4. However, in conjunction with discussions with pupils, observations of their behaviour and relationships and the school's provision for their personal development; the provision for PSHCE is satisfactory.
- 80: The teaching in this subject is satisfactory. The teacher's questions are well focused and enable pupils to contribute their opinions and speak from their own experiences. In a lesson in a Year 3 and 4 class, the teacher clearly transmitted values, but also equipped the pupils with strategies for dealing with problems. Pupils responded well to this approach. A good feature of the lesson was the use of drama. This helped the pupils understand the feelings of others and explore a difficult issue in a safe context. This subject is contributing positively to pupils' values, attitudes and moral development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
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	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the head teacher	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).*