

INSPECTION REPORT

**HIGH CONISCLIFFE CHURCH OF ENGLAND
PRIMARY SCHOOL**

High Coniscliffe, Darlington

LEA area: Darlington

Unique reference number: 114224

Headteacher: Mr T W Lumley

Lead inspector: Mr M Tones

Dates of inspection: 10th – 13th November 2003

Inspection number: 256415

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 101

School address: High Coniscliffe
Darlington
Co. Durham

Postcode: DL2 2LL

Telephone number: 01325 374412

Fax number: 01325 374978

Appropriate authority: The Governing Body

Name of chair of governors: Mrs L Tweddle

Date of previous inspection: 15th September 1998

CHARACTERISTICS OF THE SCHOOL

High Coniscliffe Church of England Primary School is a popular small village primary school. There are 92 children between the ages of four and eleven years old, six of whom at the time of the inspection were under five. The school serves the village and the surrounding rural community. Many parents, who live further away, choose to send their children because of its reputation for high standards.

Most parents and carers are in employment and the proportion of pupils eligible for free school meals is below the national average. Overall the children's attainment on entry to the school is average, although there are a small number of children representing a wide range of ability. The percentage of pupils identified as having special educational needs, including statements, is broadly in line with the national average. The main areas of need are for pupils with moderate learning difficulties. Currently, two pupils have statements of special educational need. No pupils are from a minority ethnic background or speak English as an additional language. The school has Beacon School status and the Schools Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1575	Mr M Tones	Lead inspector	Science Citizenship Physical education
11368	Mrs K Lee	Lay inspector	
32130	Mrs L Halliday	Team inspector	English Information and communication technology Geography History Religious education
32569	Ms D Teasdale	Team inspector	Mathematics Art Design and technology Music
32094	Mrs J Bennett	Team inspector	Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective school that well deserves its status as a Beacon School. Excellent leadership and management** produce teaching of a **high quality** that meets the needs of all pupils. As a result all pupils enjoy learning and achieve highly. The school gives excellent value for money.

The school's main strengths and weaknesses are:

- Excellent leadership and management are provided by the head teacher, key staff and governors.
- Very good teaching throughout the school enables pupils to achieve very high standards.
- The rich curriculum successfully encourages all pupils to join in and take pleasure in the many interesting opportunities for learning.
- Pupils have excellent attitudes to work and behave extremely well.
- Pupils are not sufficiently involved in judging their own work and how they might improve it.
- Standards in music, art and religious education are not as high as in other subjects.

The school has made very good progress since the last inspection. Standards have improved further and are now very high. Considerable improvements have been made to accommodation enabling excellent provision for information and communication technology. Teaching is even better than it was. Leadership and management have improved significantly and are now highly effective with the full involvement of governors in strategic decisions and long-term planning. All health and safety issues have been addressed successfully.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A*	A
Mathematics	A*	A*	A*	A*
Science	B	A	A	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

A - the school's results were within the top five per cent of schools in the country.*

Similar schools are those whose pupils attained similarly at the end of Year 2.

As in previous years, **standards are well above average in English and science and very high in mathematics by the time pupils leave school.** When compared to the standards on entry to the school, pupils make very good progress in English, mathematics and science and reach standards well above those in similar schools nationally. Children make a very good start in reception and achieve well. **Their attainment is above average by the time they start Year 1 in all areas of learning.** Pupils make very good progress in Years 1 and 2 so that by the end of **Year 2, standards are well above average in reading, writing and mathematics.** This very good progress is maintained until they leave school at the end of Year 6. **Standards in information and communication technology are very high. In design and technology, geography, history and physical education, standards are above those expected nationally.** In music and art and design, standards are similar to those expected nationally. In religious education standards meet the requirements of the local agreed syllabus. The school sets very challenging targets for itself in all areas of work and achieves well against them.

Pupils' spiritual, moral, social and cultural development is a great strength, resulting in excellent behaviour, attitudes to work and respect for the feelings of others. Very good attendance and punctuality ensure that pupils make the most of their time at school.

QUALITY OF EDUCATION

The quality of education is very good. It is characterised by very good teaching and learning and excellent learning opportunities. Children starting school in reception settle quickly and happily into school and develop their independence very effectively. They make very good progress in all areas of learning. In Years 1 to 6, the high quality of teaching continues and pupils maintain very good progress and achieve high standards. Assessment procedures in English, mathematics, science and information and communication technology are good. For example, in information and communication technology, teachers mark pupils' work against learning objectives and this helps them plan the next steps in learning and in setting targets for pupils. Pupil involvement in the assessment of their own learning is one of the strengths of this subject. This is supported by a highly effective system of skills development, which ensures that pupils are extremely clear about the steps they need to take in order to make progress. 'Pupil experts' trained externally also ably support them through this programme. This system is highly successful and, as a result, pupils' progress and achievement are extremely high.

The curriculum is excellent. What makes it outstanding are the range and quality of opportunities planned to involve pupils actively in their own learning. These enrich pupils' experience and provide a broad range of curricular opportunities. Very good links are made between different subjects and teachers plan effectively for pupils to apply their literacy, numeracy and information and communication technology skills across subjects. The school offers many out-of-class activities, which are well attended by pupils and provide valuable additional learning opportunities. **There is a very good partnership with parents and excellent links with the community.**

LEADERSHIP AND MANAGEMENT

The leadership and management of the head teacher and key staff are excellent.

Governance is very good. The head teacher has a clear focus on improving the standards of all pupils through ensuring high quality teaching and learning. **Excellent management** ensures that the school runs smoothly.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. Parents are particularly pleased with the leadership and management, the quality of teaching and the high expectations staff have of their children. They all feel that they can approach the school with ease. Pupils love coming to school and say they are disappointed on the few occasions when they cannot.

IMPROVEMENTS NEEDED

The school should build upon the high standards achieved and very good quality of education provided by:

- Raising the already sound standards of music, art and design and religious education to match those achieved in other subjects.
- Extending the excellent opportunities that involve pupils actively in their own learning to involving them in evaluating their work so that they understand how they can improve further.
- Planning for the use of learning in the outdoors for children in the Foundation Stage.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **very good**. Standards in English and science are **well above average** and in **mathematics standards are very high**.

Main strengths and weaknesses

- There are very high standards in mathematics and high standards in English, science and ICT.
- In art and design, design and technology, geography, history and physical education standards are above those expected nationally.
- All pupils reach high levels of achievement.
- The achievement of pupils with special educational needs is very good.

Commentary

1. Over recent years the school has been extremely successful in maintaining high standards throughout the school. Successive national tests show standards in mathematics are very high against national averages. Pupils show particular strengths in number and in the use and application of mathematical skills and knowledge. In English high standards are achieved in reading. Pupils' speaking and listening skills are excellent. Their skills at investigation are very high in science. Since the last inspection, considerable improvements have been made to the standards achieved in information and communication technology, which are now high. All pupils, including those with special educational needs, make significant progress and achieve very well.

Foundation Stage

2. A small number of children are under the age of five. On starting school, standards in reception are as expected for four year olds. Children receive a high level of education and care which enables them to achieve well. Nearly all exceed the goals expected of them by the time they enter Year 1. Children's use of language develops rapidly because of the many opportunities provided for children to speak and listen. The teachers' high expectations of behaviour and excellent relationships ensure that the children's personal and social development is very good. The good provision and routines contribute much towards their development. Very good teaching, very positive relationships and an excellent range of activities to stimulate and develop learning are the main reasons for the children's good achievements.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	VERY GOOD
Communication, language and literacy	GOOD
Mathematical development	GOOD
Knowledge and understanding of the world	GOOD
Physical development	GOOD
Creative development	GOOD

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Key Stage 1

3. By the age of seven, standards in reading, writing and mathematics are well above similar schools and the national average. The proportion of those achieving the higher levels is consistently well above the national average. Teacher assessments in science indicate that standards are very high.
4. Pupils' skills in speaking and listening are excellent and a strength of the school. Pupils read with confidence and their skills are well developed. Their investigation skills in mathematics and science are excellent. Significant improvements in achievement have been made since the last inspection. Pupils are now highly competent in information and communication technology. Standards are also above those expected in design and technology, geography, history and physical education. Standards in music, art and design and religious education are in line with those expected, but are not as high as in other subjects.

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

Standards in:	School results	National results
Reading	18.5 (17.7)	15.8 (15.7)
Writing	17.5 (15.6)	14.4 (14.3)
Mathematics	19.2 (17.6)	16.5 (16.2)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

5. Pupils are high achievers in most subjects and exceptional in mathematics. Information and communication technology skills are highly developed through a range of stimulating activities across the curriculum. By the age of eleven, standards in English are well above the national average because of teachers' high expectations and the consistent approach to the teaching of reading and writing across all subjects. In mathematics, pupils maintain the excellent progress made in Key Stage 1 and consistently achieve very high standards. In science, standards are well above average because teachers rapidly develop pupils' investigation skills. As a result, their learning in science is very good and they achieve standards well above similar schools. In history and geography, design and technology and physical education, standards are above average. In music, art and design and religious education they are in line with those expected but are not as high as in other subjects. There is no significant difference between girls and boys attainment.

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

Standards in:	School results	National results
English	30.2 (29.0)	27.0 (27.0)
Mathematics	32.5 (29.8)	26.7 (26.6)
Science	30.2 (29.8)	28.3 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attendance rate is **very good**. Pupils' behaviour is **excellent** and very well supported by all members of the school community. There are **excellent opportunities for pupils' spiritual, moral, social and cultural development**. Pupils have an **excellent attitude** towards their school

work.

Main strengths and weaknesses

- Relationships are excellent. Pupils show extremely well developed personal qualities.
- Pupils know that ‘they can if they try’ and therefore they have an excellent attitude to their work.
- Pupils feel extremely safe and secure in the strong family atmosphere and therefore attendance is very good.
- Opportunity for spiritual, moral, social and cultural development is promoted through all areas of school life.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Commentary

6. Attendance and punctuality are very good. Pupils enjoy school and have excellent attitudes to work. They listen very well and concentrate. This helps them to learn well and they make very good progress overall.
7. Pupils communicate very well, are confident in their abilities and have very high levels of self-esteem. There are excellent relationships, which flourish in the warm and friendly family atmosphere that the staff create. Pupils listen very well to one another and work very harmoniously together. Staff have high expectations of pupils’ behaviour and pupils take responsibility for their own behaviour seriously. Behaviour is excellent both in lessons and when moving around the school. There have been no recent exclusions.
8. Teachers have very high expectations of pupils in all areas of school life. Personal development is nurtured very well with staff providing activities throughout the curriculum that support and challenge pupils’ thinking in safe and secure learning environments. Pupils aspire to keep on trying until they succeed and they know that they are very well supported. There is a high level of respect and tolerance, which pupils link to not giving up and commitment. Older pupils accept responsibility for younger pupils. During lunchtime they engage them in interesting conversation at the dinner table, let them go before them to collect food and ensure that they have someone to play with outside.
9. Spiritual and moral development is excellent. This is fostered through the strong school ethos and opportunities in collective worship, religious education and across other subjects. This is seen in an eagerness to learn, and in many lessons pupils show awe and wonder. In a Year 6 mathematics lesson the pupils gasped in amazement when four quadrants were revealed by the teacher on the interactive whiteboard. The development of pupils’ cultural awareness is excellent. Pupils take part in visits to places of religious, cultural and historical interest. Visiting theatre companies are used to promote the performing arts; pupils also take part in school performance. Pupils are encouraged to listen to and appreciate a variety of music from other countries, times and places. The pupils learn about others’ religions and beliefs and in Year 6 can debate about the similarities and differences between Buddhism and Christianity, suggesting that Buddhists were more sensitive to needs than Christians.

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	92	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good overall**. An **excellent curriculum** is very well supported by the **high quality of teaching and learning**. There are **very good links with parents and excellent links with the community**, which benefit pupils' learning.

Teaching and learning

Teaching is very good throughout and a strength of the school. The quality of learning closely follows that of teaching. Teaching reflects the success of regular reviews by the head teacher and key staff.

Main strengths and weaknesses

- Lessons are planned that actively involve pupils in learning.
- Teachers have high levels of expectation and challenge.
- The teaching of literacy and numeracy is very good.
- Pupils' independence is extremely well developed; pupils work together very well.
- The quality of checks made on pupils' progress is excellent.
- Pupils would benefit from a greater understanding of how they can improve their learning.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	14	7	2	0	0	0

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

10. The very good teaching reflects the opinion of the parents who made their views known. The last inspection found teaching consistently good and since then it has improved. Throughout the school, literacy and numeracy are well planned and very well taught. This results in good progress being made and high standards. Children in reception are well prepared for their future education by the importance given by teachers to developing early reading, writing and speaking and listening skills.
11. Teachers throughout the school effectively use and adapt the planning guidance of the National Literacy and Numeracy Strategies. Priority is rightly given to the development of pupils' writing and number skills. In literacy this has been extended so that pupils can complete more written work. This is clearly helping to raise standards of writing and presentation. Reading skills are taught really well during guided reading sessions, resulting in the very good progress of pupils. Teaching of writing skills is thorough and there are plenty of opportunities for pupils to practise

when writing independently. In numeracy, regular mental mathematics at the start of sessions helps to improve pupils' quick thinking and recall of number facts.

12. Some lessons, particularly in Years 5 and 6, are outstanding. In a science lesson, for example: The lesson on flower structure captured the imagination and natural curiosity of all pupils from the start. As an introduction the expert use of an interactive whiteboard to move efficiently between pictures and diagrams, stunned the pupils with high quality visual effects of the parts of a flower. This quickly established pupils' current knowledge and helped the teacher to pitch the learning at just the right level, leaving pupils with some secure understanding but tantalising them with the excitement of learning something new. An excellent demonstration of the use of a digital microscope set the scene for the active involvement of pupils. All pupils dissected flowers and closely observed the organs of flowers with great care and sensitivity. They were able to use modern technology to magnify, record and make detailed investigations. Pupils were extremely enthusiastic and excited, yet behaved responsibly throughout, sharing their findings with each other. Their achievements were far beyond what is normally expected. The quality of their observations and discussions was effectively encouraged by the teacher and teaching assistant. This enabled pupils to link organs to their particular function, for example, working out for themselves that pollination was similar but not the same as fertilisation.
13. This lesson typified teachers' approaches to planning lessons, which provide stimulating activities that actively involve pupils in learning. The teaching of these investigatory skills in science and mathematics is excellent. As a result all pupils find their work interesting and are 'thirsty' to learn. This approach ensures that pupils become very adept at applying the skills they learn in literacy, numeracy and information and communication technology across all areas of the curriculum.
14. Other strengths in teaching include clear explanations to pupils about what it is they are learning. As a result, pupils are clear about the purpose of lessons, which proceed at a very brisk pace. In most lessons teachers have a very good knowledge and understanding of the subjects they teach. This can be seen in the quality of descriptions, their use of technical language and the quality of their questions. Teachers have high expectations of the abilities of all pupils. Pupils therefore persevere with challenging tasks and respond positively to all of the adults who help them. Pupils take pride in their work and finish a considerable amount of neatly presented work. This adds to the quality of their learning and to the progress that they make. As a result of the very good teaching, pupils are very enthusiastic and eager to learn.
15. The quality of checks made on pupils' progress is excellent and makes a very valuable contribution to planning the next stage in pupils' learning and therefore to their very good achievements. Assessment procedures are good. For example, teachers mark pupils' work against learning objectives and this helps them plan the next steps in learning, matched to pupils' different needs, and in setting targets for pupils. Although these are discussed with them, pupils would benefit from a greater understanding of their personal targets and of how they could improve further. Where this is done successfully, as in writing and ICT, pupils are extremely clear about the steps they need to take in order to make progress.
16. The quality of teaching for pupils with special educational needs is very good and their achievements are excellent. Teachers ensure they are fully challenged by the tasks set. Support assistants are particularly effective at supporting pupils' learning. This is an inclusive school, where work is very well planned to match the needs of pupils. Pupils with special educational needs learn very well.

CURRICULUM

The curriculum provided by the school is excellent.

Main strengths and weaknesses

- The curriculum is of high quality because it is enriched by stimulating activities.
- The school develops the curriculum well and successfully tries new approaches.
- The pupils are actively involved in a variety of learning activities.
- The provision for pupils with special educational needs is very good.
- The provision for information and communication technology is of high quality.
- The provision for outdoor learning is not yet fully planned for children in reception.
- The lack of provision of water in classrooms has a negative effect on work in art and design.

Commentary

17. The curriculum is of extremely high quality. What makes it outstanding are the range and quality of opportunities planned to involve pupils actively in their own learning. These enrich pupils' experience and provide a broad range of curricular opportunities. A particular strength is the quality of tasks provided within lessons, which stimulate children's interest. This is evident in the Foundation Stage and throughout the rest of the school. As a result, the school meets the needs of all pupils. A good range of visitors and school visits is used very effectively to develop relevant skills. For example, visits to the local Roman fort are used to develop skills of historical enquiry and an understanding of events, people and changes.
18. The National Strategies for Literacy and Numeracy have been well implemented. Very effective links have been made across the curriculum to provide better opportunities for learning and teachers plan for pupils to apply their literacy, numeracy and ICT skills across the curriculum. These approaches have resulted in high standards being achieved across the school and also in the national tests at the end of both key stages.
19. Provision for information and communication technology is now excellent and it is used effectively to support other subjects. Provision with regard to the arts is not so well developed although provision is satisfactory. The provision for personal, social and health education is of high quality. The school has acquired the Healthy Schools Award as a result of its work in enhancing this aspect. The views of children are valued, although there is no formal structure to collect and act upon their views.
20. Children with special educational needs are provided with excellent support. Teaching assistants and learning support staff are used very effectively. Pupils' progress is closely monitored and expectations of them are high. The variety of strategies provided for pupils' needs enables them to make very good progress.
21. The curricular provision has been further enhanced by the school's work as a Beacon school and centre for initial teacher training. This has ensured that staff have access to external experts and the wealth of ideas brought by a variety of individuals. Senior management are skilled at embracing initiatives that add much to the curriculum, and this helps to raise standards in the school. The statutory requirements with regard to the curriculum, for example the provision for religious education and collective worship, are met.
22. The school offers many after-school clubs, which are well attended by pupils, and provides additional learning opportunities. An appropriate range of activities to support learning beyond the school day is provided for the children. This includes, for example, residential and other visits linked to curricular studies and also clubs for information and communication technology and swimming. Participation in sports activities is also encouraged throughout the year. The children fully appreciate these opportunities.

23. There is a very good partnership with parents and excellent links with the community. Staff ensure parents are kept up to date with the planned curriculum and also information with regard to their children's progress. Parents are informed of the next steps that their children need to take. This is very good practice. Parents support their children well at home and some parents are able to offer support for children more generally in school. Links are also made with local enthusiasts such as wood carvers and this also adds further quality to the curriculum.
24. Since the last inspection, there have been significant improvements to the building and grounds and this has improved learning in some subjects. The provision of a dedicated library has enhanced provision in English. In addition the resources for information and communication technology now extend across the school and provide a rich environment for pupils. This has enabled a significant improvement in standards since the last inspection. Resources more generally are of a high quality and of sufficient quantity to ensure that the curriculum can be properly delivered. Although accommodation is generally very good, provision for art is affected by the lack of water in classrooms. The provision for outdoor learning is not yet fully planned for children in reception.

Care, guidance and support

The school takes **very good care** of its pupils. It provides **excellent support and guidance**, which promote the high achievement of pupils and their enthusiasm for school. The school involves pupils very well in its work.

Main strengths and weaknesses

- The excellent relationships between pupils and with all adults are a strong feature of the school's very good care.
- The excellent support and guidance in lessons and throughout the day encourage pupils to do their best and achieve very well.
- While pupils are confident that their views matter, formal systems are not in place for pupils to be fully involved in assessing their own progress or the school's work.

Commentary

25. This is a school where all pupils are highly valued. Every adult knows every pupil very well in a close family atmosphere. Pupils are very sure of the school's care. They are convinced that they can ask any adult for help if they need it. Year 2 pupils gave a chorus of "Yes!" when asked if they felt safe in school, one pupil commenting, "It's the second safest place after home." Pupils who have come from other schools are very happy that "everyone is friendly", which helped them settle quickly into class.
26. The school encourages pupils to do their best through praise and the warm relationships between adults and pupils. Pupils are not fully involved, however, in knowing exactly how well they are doing and in understanding the next steps in their learning. There is some very good practice but this is not widespread. For example, in ICT pupils are given very clear information on how to progress to the next level. They are then able to take responsibility for their own learning and progress that leads to very high achievement. In class, individual pupils receive excellent support, which enables all to make very good progress. Pupils talk readily about the school's motto 'I can if I try' which is at the heart of the school's guidance for pupils. They are very keen on the rewards of 'Star of the Week' and 'Pupil of the Month', which are awarded for progress and effort. While pupils are confident to put forward their ideas to the school and know that they will be considered, there is yet no formal means for them to be involved in decision-making. Older pupils are excited at the possible prospect of School Council, showing maturity in their understanding of how one would work.

Partnership with parents, other schools and the community

The school promotes **very good** links with parents, which encourages a strong partnership between home and school. There are **excellent** links with other schools and the community, which enhance pupils' learning.

Main strengths and weaknesses

- Parents are very supportive of the school's work and make an excellent contribution to their children's learning.
- Pupils benefit from the school's excellent links through its Beacon status, other initiatives and its involvement with the community.

Commentary

27. The school's partnership with parents is one of its many strengths. Parents have a high level of interest in their children's education. This enables them to work closely together for the benefit of all pupils. Almost all parents hold very positive views of all aspects of the school's work. The head teacher reports "a wonderful response" from parents at all school events, including open evenings and fundraising events. Parents are very involved in supporting their children's learning at home and in school. For example, a large group of parents are taking the excellent opportunity to join the 'Family Learning' programme to improve their skills in information and communication technology and craft work, and so become more confident to help their children at home. The school liaises very well with the programme to ensure that the courses link with pupils' learning in the classroom.
28. For a small rural school, it takes excellent opportunities to reach out into the community and so enhance the curriculum and the experience of pupils. The school's Beacon status enables it to share its expertise with others, for example in information and communication technology. This allows pupils to be taught by leading experts while also displaying their knowledge to teachers from other schools. Also the involvement in training new teachers allows the school to demonstrate its very good practice and adds to the support for pupils in class. The school uses the local community extremely well to enrich pupils' learning and personal development. It takes part in village events, joins with other small schools for sporting events and provides an excellent range of visits for all pupils. For example, older pupils spoke enthusiastically about their visit to Darlington to see the 'Skillbuild' competition for young apprentices. They not only had an insight into the world of work but also enjoyed having a go at skills such as tiling and bricklaying.

LEADERSHIP AND MANAGEMENT

Leadership and management are **excellent**. Governance is **very good** due to the support of an effective governing body. Systems of management are efficient.

Main strengths and weaknesses

- The vision and leadership of the head teacher and senior management team are excellent.
- The governing body are very committed to reviewing their work and that of the school.
- There is a sharp focus on teaching and learning.
- There is enthusiasm for effective curriculum development and innovation.

Commentary

29. The head teacher provides excellent leadership. His exceptional skills are recognised and shared with other school managers both locally and nationally through Beacon status, enabling his vision for high quality education to be shared. This vision is communicated to staff, partners and student teachers through personal example. This includes a commitment to ensuring that every pupil achieves his or her full potential, personal demonstration of high quality teaching and the development of highly effective systems of rigorous self-evaluation. An able deputy head teacher, who shares the commitment to high quality education, very effectively supports the head teacher. Because of the vision, dedication and drive to share good practice from the leadership, all staff operate as an effective and successful team.
30. The governing body work in close partnership with the head teacher and there is a consistent approach to the development of high quality education. They understand the strengths and weaknesses of the school and are, therefore, able to inject a level of challenge, balanced by a high level of support. The school has developed a comprehensive system for school self-evaluation, which involves all sectors of the school community. As a result of this rigorous process, the governors can identify priorities and have put in place a detailed action plan, which reflects their determination to further improve their own performance, both individually and corporately. This model of good practice is shared with other schools.
31. The head teacher and subject leaders carry out checks on the curriculum very effectively. Additional time has recently been allocated for all staff to enable them to further develop their subject leadership. School data is regularly analysed and pupil performance is closely monitored. Outcomes from analysis by subject leaders identify areas for development and any weaknesses. These become a focus for school development and priorities within the school development plan. For example, differences in attainment between mathematics and English were analysed and resulted in a whole-school approach to the development of writing. As a result pupil performance in writing has improved.
32. The process of self-review and of monitoring performance identifies issues relating to individual and whole-school development. These approaches lead to an effective programme for staff development. The school is involved in school-centred Initial Teaching Training and senior management are fully committed to ensuring the personal development of trainees.
33. There is excellent management of both finances and school resources, including personnel. These are efficiently linked to priorities in the school development plan and, thus, the school is able to achieve its priorities very successfully. Principles of best value are rigorously applied. Funding through Beacon status and successful bids from external sources are directed into areas of need such as the improvement to external play areas. The head teacher has also funded staff development for teachers in other schools within the Beacon cluster.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	341194
Total expenditure	342,852
Expenditure per pupil	3534

Balances (£)	
Balance from previous year	23,453
Balance carried forward to the next	21,795

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Three observations were made in the Foundation Stage.

Children's attainment on entry is average. **Provision is very good** and because of very good teaching, children make good progress. By the end of the Foundation Stage, children attain standards, which are **above average in all areas of learning**.

Main strengths and weaknesses

- The provision for personal, social and emotional development is very good.
- The quality of relationships is excellent.
- Teachers and support staff have high expectations.
- The quality of teaching and learning is very good.
- Clear procedures enable children to work independently.
- The use of outdoor provision is not yet fully developed.

Commentary

34. In the reception class children get off to a very good start. Provision for all areas of learning is good overall. Planning is related to the early learning goals. It identifies ongoing activities and also termly activities to promote the goals in each aspect of learning. Planning is also used effectively to make links with the National Curriculum so that all children have opportunities for appropriate learning. Although good provision of resources is made, the use of the outdoor environment to support all areas of learning could be more fully identified in the planned curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

35. **Personal, social and emotional development is very good** and is characterised by high quality relationships, modelled by all the adults. This develops an ethos in which the contributions made by children are encouraged and valued. Children quickly develop confidence in this safe environment and try hard with their work and share ideas. Adults work sensitively with individual children, lending support and encouragement. Very good classroom systems have been developed which ensure that children are clear about procedures and this enables them to work independently.

COMMUNICATION, LANGUAGE AND LITERACY

36. Provision for **communication, language and literacy is good**. Children show a high level of confidence. They speak clearly, using phrases and sentences to explain their choices. They are able to give their views on various subjects. They listen carefully and are able to think of, and ask, relevant questions. They interact with others and are able to take turns in conversation. The majority of children are able to use their phonic knowledge to write simple regular words. They enjoy looking at texts and pictures. They are able to tell the story and make predictions when stories are new to them. Middle and higher attaining children are able to read common words and simple sentences independently.

MATHEMATICAL DEVELOPMENT

37. **Mathematical development is also good.** Children are able to accurately describe two-dimensional shapes using appropriate vocabulary. They can count reliably up to 10 and understand 'one more' and 'one less' than a number. They are beginning to understand the concept of odd and even numbers and can select an odd number of bears using numbers 1 to 8.

PHYSICAL DEVELOPMENT

38. **Children develop their physical skills well,** through their interactions with a good range of materials. They are able to use cutting instruments accurately and carefully and are beginning to develop pencil control in their writing. A range of resources is available for children to choose from during creative activities. Children are imaginative in their approaches and create their own musical instruments in response to a musical activity. Information and communication technology is used effectively to support creativity in art.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. **Children develop their knowledge and understanding of the world well,** by investigating artefacts from the past. During their work they ask sensible questions about how things work. They learn about how people lived in the past and are beginning to make comparisons with life today.
40. The teacher has good subject knowledge and approaches her work with enthusiasm. Very effective teaching is characterised by the organisation of interesting and stimulating tasks, which help to maintain children concentration. She explains tasks very clearly to the children and uses very good questioning techniques to consolidate, extend and refine their thinking. The quality of the tasks provided is excellent and enables children to investigate and explore, using all of their senses. In mathematics children are systematically taught to use resources to support their thinking. This approach helps to meet the learning styles of all children and so they make good progress. High expectations are evident and children are well supported by an effective team of adults that ensures high achievement.
41. Links with parents are good. Parents receive information about their children's progress and also about the next steps in their development. Parents support their children well and work in partnership with staff. This high level of co-operation makes a significant contribution to children's learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Six lessons were seen in English. Inspectors looked at samples of pupils' work and heard pupils read.

The overall provision for English is very good.

Main strengths and weaknesses

- Standards in reading are high and pupils' skills in speaking and listening are excellent.
- Pupils are actively involved in their learning.
- Teaching and learning are very effective and provide a high level of challenge for all pupils.
- Pupil involvement in assessment of their work is not fully developed.

Commentary

42. Standards in English are high and well above the national average for children in Year 2 and Year 6. Pupils achieve well across both key stages. Pupils' skills in speaking and listening are excellent. A key emphasis on speaking and listening across the school helps to develop pupils' confidence in communicating their ideas and opinions in a range of situations. This is a strength of the school and is developed by teachers using a variety of interesting strategies, for example, presenting the Year 3/4 class with a 'strangely dressed' pupil in order to extend pupils' skills in developing inferential questioning. Pupils in Year 6 are able to engage in deep discussion and children in Year 1 are able to voice their opinions clearly and confidently. This high level of ability adds much to children's work in reading and writing. Pupils demonstrate confidence, understanding and accuracy in their reading, which is also given high priority by the school. They are able to improve their writing with creative and interesting choices of vocabulary, for example Year 2 children described "the smell of sausages wafting through the window". The structure of their sentences is usually correct. Children in Year 6 are confident in the use of varied and complex sentences. They apply spelling rules and conventions accurately and employ a range of punctuation effectively. Their poems demonstrate carefully chosen words and phrases that are used with imagination and feeling to describe special people and capture the reader's interest. For example, in a poem about 'Mum', a child stated "She becomes an envelope concealing me in love and peace". Writing is joined and legible. Presentation of work across the school is good and children across the school write for a range of purposes and audiences. Lower attaining pupils and pupils with special educational needs are very well supported and make excellent progress
43. The quality of teaching is very good. The structure of lessons relates well to advice from the National Literacy Strategy. Teachers use aspects of teaching such as guided reading, accurate differentiation of work, and strategies, such as modelling, scribing and demonstrating, successfully throughout the school. This helps children's learning and improves standards. Staff employ a wide range of strategies, which actively involve children in their learning. Examples of very good practice include the use of 'talking partners', which allows pupils time to have discussions with each other, 'hot seating', which involve pupils in answering the questions of others, and the use of the interactive whiteboards. These activities, which result in a high level of concentration and motivation in the children, ensure very good progress throughout lessons. A strong emphasis is placed on providing practical experiences and on celebrating the life experiences of children. These features make learning much more meaningful for pupils. The level of challenge for pupils of all levels of ability is high. Support assistants are well organised, working closely with teachers to provide very effective support to pupils and useful resources. This means that children are able to respond positively and make progress above that normally expected. Children's attitudes to work are excellent. They listen carefully, work co-operatively on tasks and respond well to the challenge of work. They are eager to contribute to lessons and take a pride in their work, which is usually very well presented. They are enthusiastic and happy learners.
44. Teachers know their pupils well and close observation of performance during lessons results in well-directed resources and support enabling children at all levels of ability to make very good progress. Teachers and support staff work closely together and share day-to-day assessments regularly. However, pupil involvement in assessing their own work has not been developed. Teachers give feedback to children on their performance as measured against the lesson objectives. However, except for writing, the steps that children need to take to improve their work are not made sufficiently clear. As a result pupils are not always sure about how to improve.
45. The school provides a wide range of reading books, both fiction and non-fiction, for use in school and at home. Children also access books regularly from the school library. Parents are extremely supportive and hear children read regularly. Records of the children's reading are maintained in diaries that travel between home and school. Parents and teachers make regular

comments and in some classes targets are clearly shared with parents. This enables parents to focus with their children on the steps required for improvement.

Language and literacy across the curriculum

46. Good links are made between literacy and other subjects so that the skills they have learned can be used in other subjects. For example, in Year 3/4 religious education lesson, the teacher based the task on skills introduced in literacy with regard to inference and deduction. This application of skills allowed pupils to achieve the task whilst reinforcing skills and concepts learned in English. In Year 2 children write postcards in geography describing the country they have visited. Whilst this ensured the development of geographical research skills and factual knowledge, the pupils also practised skills relating to composition, handwriting and vocabulary. Since the last inspection improvements have been made to make a special place for the library, which is now available to pupils during the day.

MATHEMATICS

Seven lessons were seen in mathematics. Inspectors looked at samples of pupils' work.

The overall provision in mathematics is excellent. Standards are very high.

Main strengths and weaknesses

- As a result of very good teaching, all pupils achieve highly in mathematics.
- There are consistently very high expectations of all pupils.
- Active learning is a feature of lessons with pupils applying their knowledge in problem-solving situations that have high levels of challenge.
- Information and communication technology is used very effectively to support and motivate pupils.
- Leadership and management by the co-ordinator are excellent.
- There is insufficient opportunity for pupil self-evaluation.

Commentary

47. Standards in mathematics are very high and a significant strength of the school. In national tests pupils attain standards that are consistently much higher than the national average and those of similar schools. In lessons, standards are high throughout the school. Standards are particularly high in number and in the use and application of mathematical skills and knowledge. Good progress is made in lessons in Key Stage 1 and lower Key Stage 2 and very good progress in upper Key Stage 2. The higher attaining pupils make excellent progress at both key stages, especially in number and problem-solving activities. Pupils with special educational needs achieve as well as others in their class because of the excellent support they receive from class teachers and learning support assistants.
48. The leadership and management of the subject are excellent. The co-ordinator leads by example to ensure high quality of teaching. This has a significant impact on standards achieved in lessons and the national tests. Considerable effort has been made to ensure that the best within the national strategy material is used to support pupils' learning. Staff have very good subject knowledge and mathematics lessons are well planned with the very good help of support staff. Teachers know their pupils very well and lessons show a high degree of expectation and challenge; this helps inspire and motivate pupils. A wide range of resources, including information and communication technology, is used extremely well to ensure that lessons are very well paced. The use of the interactive whiteboards and wireless laptops ensures that pupils actively participate in the learning, at all stages of the lesson. The choice of software programs often results in the pupils showing awe and wonder. This is especially evident in upper Key Stage 2.

49. In all lessons basic skills are well taught and pupils are given the plenty of opportunity to apply their mathematical skills in solving problems. Pupils are not fearful of making mistakes as the ethos of the classroom is supportive and misconceptions are dealt with sensitively by the teacher; consequently pupils keep on trying.
50. Assessment of learning is good and helps teachers to plan the next starting point for lessons. Marking is against the lesson objectives or an individual pupil's target where appropriate. Limited opportunity is given for pupils to make checks on their own work during lessons. More opportunities would enable them to find out for themselves what their next step in learning should be and better understand how to improve.

Mathematics across the curriculum

51. There are good opportunities for pupils to apply their skills in other subjects notably in science, information and communication technology, design and technology and the humanities. Pupils very quickly see and use the connections across and between subjects. Teachers are very good at helping pupils to maximise their learning opportunities.

SCIENCE

Two lessons were seen in science. Inspectors looked at samples of pupils' work.

The overall quality of provision for science is very good.

Main strengths and weaknesses

- Standards at the end of Year 2 and 6 are high.
- There are excellent opportunities for pupils to learn from investigations.
- Teaching is very good and helps all pupils achieve well.

Commentary

52. Standards in science are high throughout the school. By the end of Year 6, achievement is very good and standards are very high. These standards have been successfully maintained since the last inspection.
53. The school places great emphasis on the development of investigative work and the active involvement of pupils. As a result, pupils learn very good enquiry skills, developing a keen sense of curiosity and a wide range of knowledge. They achieve a very good understanding of scientific concepts. For example, Year 6 pupils exploring the parts of flowers were able to work independently and draw conclusions from their observations. From this they understood that the organs of plants and animals all have different functions and that they have been adapted to suit different purposes. In their experimental work, pupils are very aware of the importance of fair testing, accurate measurements and the usefulness of repeating experiments to check outcomes. They are very good at using information and communication technology to record their findings and to store and analyse their results. Pupils have good knowledge of electricity and know why a bulb might not light up in a circuit. Apart from some lower attaining pupils, most have a clear understanding of forces such as gravity and the effect of friction. They know the characteristics of solids, liquids and gases and have a good understanding of forces and their effects in terms of how they speed things up, slow them down and change their direction.
54. By the end of Year 2, pupils are also involved with learning from investigations. They understand ideas such as fair testing and are invited to form hypotheses. In a lesson on making sounds, pupils in Year 2 were able to suggest that sounds were made by the 'vibrations' of different materials. Higher attaining pupils name various sources of light and sound, and they have a developing knowledge of how sounds travel to the ear.

55. Teaching in science is very good overall. Teachers regularly plan interesting investigations with practical activities in which pupils can join. As a result pupils learn effectively and develop very good science skills. Teachers have a very good knowledge of the subject and use correct scientific terms when they talk to pupils. This effectively encourages pupils to use words such as 'germinate' and 'pollinate' when they talk about the growth of plants. Pupils achieve well because teachers are very effective at providing tasks that match pupils' needs. This supports the school's success at ensuring that good numbers of pupils reach the higher levels in tests. Pupils are encouraged to discuss ideas together and challenge each other. Those with special educational needs are sensitively supported by teaching assistants and are guided, by effective assessments, to tasks which best meet their needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

Two lessons were seen in information and communication technology. Inspectors looked at samples of pupils' work.

The provision for information and communication technology is excellent.

Main strengths and weaknesses

- The standards are high and pupils' achieve very well.
- Teaching and learning are highly effective.
- Information and communication technology is used very effectively to support teaching across the curriculum.
- Leadership of the subject is highly effective.
- Curriculum provision, innovation and development are very good.
- Pupils' involvement in the assessment of their learning is an example of very good practice.

Commentary

56. Standards in information and communication technology at the end of Year 2 and Year 6 are high and, for a growing number of children, very high. Achievement is very high for all children. Developments in this subject, since the last inspection, benefit children's progress and they are beginning to make rapid strides.
57. The school is well equipped. Resources include a suite of computers, a high number of laptops, and personal computers in classrooms and the library. This results in a ratio high above the national target. Interactive whiteboards are used very effectively in classrooms to enhance learning across the curriculum, and a range of resources further enhances the quality of the curriculum provided for the pupils. Examples include digital cameras, microscopes and robots. Through their work as a Beacon school, and involvement in the Digital Excellence project, strategies have been established to ensure continuous staff development. This has resulted in deepening staff subject knowledge and raising their confidence with regard to the new technology. Staff approach this subject with enthusiasm.
58. High quality teaching was observed in both key stages. Teachers ensure that tasks are practical, relevant and real for the children. For example, in Year 2 the designing of a school logo, which involved all children in the class, culminated in designs chosen by the pupils being printed out and ironed onto T-shirts. Planning for lessons such as this ensured that children practise skills learned during teacher and pupil demonstrations. Skills development is secured by the involvement of the school in the Digital Excellence project. Good teaching also included the effective deployment of key staff and the use of visiting experts to ensure high quality teaching across the school.
59. Pupil involvement in the assessment of his or her own learning is one of the strengths of this subject. This is supported by a highly effective system of skills development, which ensures

that pupils are extremely clear about the steps they need to take in order to make progress. 'Pupil experts' trained externally are also effective in improving the skills of others. This system is highly successful and, as a result, pupils' progress and achievement are extremely high.

60. The leadership of this subject is highly effective because key staff ensure that their subject knowledge is sound and up to date by accessing relevant training and support. The co-ordinator is very well supported by the senior management team and the governing body. She is knowledgeable about standards, monitors her subject area and carefully matches resources to the identified priorities for the school curriculum. Resources are plentiful, of high quality and deployed effectively.
61. The subject is further enhanced by the sharing of good practice both within and beyond the school. School management has ensured that links through Beacon status have been effectively developed in order to ensure the sharing of good practice with visiting schools and the acquisition of further skills by staff from visiting experts. This improves the achievement of children and, consequently, standards of attainment. Finally, the provision of workshops for parents to enable them to support their children's work at home completes the support mechanism for children and provides a solid base for them to make progress very quickly in the subject.

Information and communication technology across the curriculum

62. Information and communication technology is effectively used to support teaching and learning across the curriculum and, particularly, for the core subjects. Very effective use of the interactive whiteboard was observed during a literacy lesson to support the teaching of poetry, and also the ordering of decimals in a numeracy lesson. Further examples were seen in a range of areas and subjects. In Years 5 and 6 children used digital microscopes and the interactive whiteboard to explore and record findings when investigating the functions of flower parts. This resulted in all children making very good progress with regard to their knowledge and understanding of life processes. Such active involvement of pupils during lessons and a focus on high quality real tasks make learning meaningful and result in very good progress.

HUMANITIES

One lesson was observed in each of the subject areas and inspectors looked at samples of pupils' work.

The provision in history and geography is good, and for religious education it is satisfactory.

Main strengths and weaknesses

- Teaching and learning are effective.
- Good use is made of visits to support learning.
- Pupils are not sufficiently involved in the assessment of their work.

Commentary

63. **Standards in history and geography are good** and children achieve well. In religious education pupils achieve standards that are in line with those expected. The school has established a long-term plan, which ensures that there is appropriate coverage of the programmes of study in history and geography and enables staff to provide successfully for mixed age classes. The school is reviewing provision for religious education in order to ensure that it meets with the requirements of the new locally agreed syllabus. Currently there is satisfactory coverage.

64. **In history** in Key Stage 1, children investigate very practically the different methods of dealing with household tasks and compare them to modern methods. Children in Key Stage 2 gain an understanding of the everyday lives of the ancient Egyptians. They hold 'Egyptian days' when they participate in practical activities such as tasting Egyptian foods and studying a range of artefacts. **In geography** in Year 2, children find countries on a map of Europe and identify key physical features such as rivers, volcanoes and mountains. This is built upon in Key Stage 2 when the children study world geography in greater depth.
65. **Standards in religious education are satisfactory.** Through their religious studies pupils in both key stages gain an appreciation of Christianity and some world religions. Children in Years 3 and 4 research the Bible. They can identify the Old and New Testaments and are aware of the authors of the latter. Years 5 and 6 learn about the beliefs and traditions of Sikhism and Hinduism as part of their study of pilgrimage. Stories from the Old Testament are investigated by children in Years 1 and 2, for example those of Jonah, Joseph and Moses. The children also learn about comparative religions such as Judaism and Islam. Provision is satisfactory. However, due to recent changes, some issues with regard to progression and continuity within the new locally agreed syllabus have not yet been addressed. Suitable action is planned and identified in the current school development plan.
66. In these subjects teaching and learning are effective and based upon active learning. Teachers ensure that children are involved in practical activities with a focus upon developing skills related to enquiry. In geography, for example, as world travellers, Year 2 pupils send postcards to friends describing the country they are visiting. Through this imaginative approach, children develop enquiry and other geographical skills and begin to understand where places are and what they are like. Staff employ effective questioning methods, which encourage children to deduce why things are as they are. Good teaching is characterised by a range of strategies, which enable children to appreciate the feelings and behaviours of others. In a religious education lesson, for example, a 'hot seat' strategy enabled Year 3 and Year 4 pupils to question certain characters from the New Testament about the character and personality of Jesus. This gave pupils the opportunity to be able to use role-play in order to gain an understanding of the emotions and feelings of different groups of people. Teachers mark work regularly. However, pupils are not sufficiently involved in the assessment of their work.
67. Since the last inspection there has been improvement in the subject areas of history and geography, which were both satisfactory and are now judged to be good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music, design and technology and physical education

Two lessons were seen in art and design and three in physical education. One lesson was seen in design and technology and one in music. Inspectors looked at samples of pupils' work.

Provision in design and technology and physical education is good and this reflects the above average standards achieved. In art and design and in music provision is satisfactory.

Main strengths and weaknesses

- The standards achieved in design and technology and physical education are above those normally expected.
- The teaching of these subjects is good.
- Singing is effectively supported by using expertise from outside the school.
- The additional enrichment from visits and use of other visiting professionals is very effective.

Commentary

68. By the end of both key stages, **standards in design and technology and in physical education are above the national expectation.**
69. **In design and technology** for example, Year 2 pupils make close observations on wall structures and can say what would be safe or not. They use this knowledge to carefully remake models of homes with construction kits.
70. **In physical education**, boys and girls in Years 5 and 6 join in tag rugby, netball, football and hockey with great enthusiasm. They understand and respect the rules of play and use well-developed individual skills to work as a team. They can pass, catch and control a variety of balls in different game situations. Pupils of all ages are very aware of the effects of exercise on the body, especially after vigorous exercise!
71. Teaching in these subjects is very good. Lessons are very well planned to provide a variety of opportunities for all to get actively involved. Lessons are well balanced and interesting with time for pupils to listen, watch, practise individual skills and then perform together. They are constantly encouraged to perform well and respond with energy and try very hard to succeed. As a result they learn quickly. Achievements are good in design and technology and in physical education. Good opportunities are given for pupils to use the skills they have acquired in problem-solving situations. For example, pupils in Year 6 were able to work out how to construct a giant tetrahedron.
72. Good links are made between mathematics, science and history in design and technology. Learning is further enhanced by the successful use of visits to Darlington College and the use of outside specialists such as a civil engineer from the Construction Industry Training Board. In physical education, outside specialists from the Football Association are used to ensure skills are well developed.
73. By the end of both key stages, **standards in music and art are in line with the national expectation.**
74. **In art** pupils in Year 2 can use appropriate technical language and make links between their own and the artist's work under study. They can express their likes and dislikes about Manrique's work and in Year 4 they can explain why they use particular tools and moulds and the desired effect they want to achieve on their pots. Many pupils from Year 2 to 6 can use computers to change an image. Teaching in art is good. There are quick introductions to lessons, and adults model and demonstrate techniques well. There is a recently developed scheme of work that clearly sets out expectations for each age range, and improvements identified as being necessary will be addressed in the long term.
75. **In music** links are established with other subjects. In a science lesson, Year 2 pupils are able to identify and describe a range of instruments, talk about different production of sound and apply their knowledge in producing an idea for a musical instrument. Year 6 pupils can explain what types of music they like and why. Pupils can recollect that they had composed music digitally using *Junior Compose*. Some pupils understand notation because of interest in playing a musical instrument. The standard of singing throughout the school is good and pupils benefit from the additional support of a voluntary music teacher once a week. The pupils in Year 6 have the opportunity to learn the electronic keyboard. There are no music specialists within the school; however, good use is made of high quality tuition from outside the school to enhance pupils' musical experience. The recent purchase of *Music Express* should ensure that pupils undertake work over time that increases the demands of their skills, knowledge and understanding.
76. In both subjects pupils need to be more actively involved in assessing their own work. Resources for art and music are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. **Provision for personal, social and health education is excellent.** The school gives pupils' personal development a high priority and provides lots of opportunities for them to share ideas and discuss issues both in lessons and during out-of-class activities. There is a very good programme for personal, social and health education, which includes work on health, sex, drugs and personal safety. As a result, pupils are very confident at sharing their thoughts and ideas with staff and other adults. Staff listen to pupils' views carefully and explain why some of their ideas are accepted and others are rejected.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	1
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	1
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	1
The leadership and management of the school	1
The governance of the school	2
The leadership of the head teacher	1
The leadership of other key staff	1
The effectiveness of management	1

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