

# **INSPECTION REPORT**

## **KIBBLESWORTH PRIMARY SCHOOL**

Kibblesworth

LEA area: Gateshead

Unique reference number: 108334

Headteacher: Mr K Dodd

Lead inspector: Mrs B Magson  
18143

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> September 2003

Inspection number: 256601

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	95
School address:	West View Kibblesworth Gateshead
Postcode:	NE11 0XP
Telephone number:	0191 410 2975
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Robson
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

A smaller than average primary school serving an ex-mining community in the southwest district of Gateshead. Pupils attend from the surrounding district, an area identified with social deprivation and family stress. There is little movement of families in and out of the area. Pupils are of white British origin, and none are at early stages of language acquisition. Attainment on entry to nursery is below average. Over one-third of pupils are identified as having special educational needs, mostly moderate learning difficulties. In the last two years the school has been successful in gaining an achievement award for improvement in standards. Other awards include a Basic Skills Quality Mark, a Healthy Schools' award and most recently the Eco-Green flag in recognition of work in conservation and environmental protection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9843	Sarah Drake	Lay inspector	
17907	Michael Bowers	Team inspector	Mathematics Geography History Religious education The Foundation Stage
33022	Jeff McCann	Team inspector	Science Information and communication technology Music Physical education Special educational needs

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

**This is a good school** in which pupils achieve good standards by the age of 11. The quality of teaching and learning are good overall. The headteacher provides very good leadership and management. The school provides good value for money.

The school's main strengths and weaknesses are:

- By Year 6, pupils attain well above average standards in the national tests in English and mathematics;
- There is a strong family ethos with a good emphasis on the development of pupils' personal values and beliefs, good relationships with others, and positive attitudes to learning;
- Pupils with special educational needs and those who find learning more difficult make good progress overall, because of good levels of support;
- The headteacher provides very good leadership and management. He has a clear vision of the future direction of the school, which shapes the school's strategic planning and development;
- The more able pupils are not challenged sufficiently in Years 1 and 2, and in science throughout the school;
- The role of some subject co-ordinators, and the co-ordination of the Foundation Stage are all at early stage of development, limiting their effectiveness in developing the school's quality of education;
- Governors give limited support to the headteacher in leadership and management of the school.

Since the school was last inspected in 1998 there has been a good rate of improvement. All the key issues have been addressed, with good improvement in standards in information and communication technology (ICT) and religious education. Teachers plan lessons more effectively. The headteacher is very effective in leading the drive for continuous improvement (and with satisfactory governor involvement). Standards are improving at a greater rate than nationally.

## STANDARDS ACHIEVED

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

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

**The achievement of pupils is good overall.** In the Foundation Stage, most children reach the expected goals appropriate for their age by the end of the reception. From entry in nursery their achievement is satisfactory over time. In Years 1 and 2 pupils' achievements are satisfactory in all subjects. Standards are average in reading, writing and in mathematics, where they have improved since the last inspection. More able pupils are not achieving as well as others as they are not working at higher levels. In Years 3 to 6 achievement is very good. The pupils are taught well and, as a result, they achieve good standards, overall and well above average standards in English and mathematics. The achievements of pupils in Years 5 and 6 are of a high standard and many are working at higher levels than expected. The progress of boys in mathematics is more rapid than that of girls. Standards in science are average at both key stages.

**Pupils have good personal qualities. Their spiritual, moral, social and cultural development is good.** Pupils have very positive attitudes to school, are enthusiastic in all activities and eager to learn. Older pupils in Years 5 and 6 are developing very good levels of responsiveness and co-operation with others. Pupils are encouraged to contribute to school life and the community, and to respond positively to social and moral issues. Standards of behaviour are very good throughout school. The attendance rate is in line with the national average. Punctuality is good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. The teaching is good overall.** It is often very good **in Years 5 and 6**, and by specialist teachers, because these teachers have high expectations of the pupils. Pupils are motivated to learn because lessons are interesting and exciting. In the **Foundation Stage** the teaching is satisfactory, but opportunities for children to explore and discover for themselves are under-developed. **In Years 1 and 2**, although teaching is satisfactory, there is a lack of pace and rigour in the learning. The planning, teaching and assessment of literacy and numeracy are good, and as a result, standards are continuing to improve. Literacy and numeracy skills are practised across the curriculum. Good strategies of intervention and support help less able pupils.

The school provides a well-balanced and interesting curriculum, particularly for pupils in Years 5 and 6, where pupils experience a very wide range of learning opportunities, linked to relevant and pertinent topics. Achievement is improving rapidly in ICT, because of very good levels of resourcing. The school is an integral part of the community and its' partnership links enrich the curriculum. Partnerships with parents are good. They are kept well informed about their children's progress and regularly invited to school events. The school provides good standards of care of the pupils and knows them very well. This raises their confidence and helps them achieve.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The headteacher provides very good leadership that promotes high standards. Through his very good understanding of the school's strengths and weaknesses, and strong commitment to the school and its' improvement, he ensures that pupils have a good quality of education. His management of the school is very good. The role of subject leaders is still developing as most teachers are newly appointed in the last two years. The governors undertake their statutory duties effectively, but make only a limited contribution to the strategic planning, monitoring and evaluation of school improvements. Overall, **governance is unsatisfactory.**

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

Parents are pleased with the work of the school. They are happy with the standards achieved, and the significant improvements, which have been made. Pupils enjoy school and feel valued and respected.

## **IMPROVEMENTS NEEDED**

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

- Raise standards of more able pupils in Years 1 and 2 by providing work more appropriately matched to their age and ability;
- Develop the knowledge and skills of the co-ordinator of the Foundation Stage and each subject leader, so that they have a good understanding of how to raise standards, and are effective in their leadership and management roles;
- Develop the role of the governing body in the strategic planning, leadership and management of the school.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement of pupils is good overall. It is satisfactory for pupils in the Foundation Stage and in Years 1 and 2, and very good for pupils in Years 3 to 6. The achievements of pupils in Years 5 and 6 are of a high standard. In Years 3 to 6 boys achieve well and better than girls in mathematics. The trend of improvement for all core subjects is greater than that seen nationally.

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

- By Year 6, standards in English and mathematics are well above average,
- By Year 6, standards are above average in geography, physical education, ICT and religious education;
- Standards of 11-year-olds have improved significantly since the last inspection in ICT, geography and religious education;
- Year 6 pupils achieve average standards in science with fewer pupils working at the higher levels than nationally;
- Year 6 pupils achieve average standards in art, and design and technology. This represents an improvement in both subjects for Year 6 pupils;
- By Year 2, pupils achieve average standards in the most subjects. There was insufficient evidence to make a judgement on standards in music and physical education;
- There is better achievement by Year 2 pupils in mathematics, history and geography since the last inspection. Standards have improved to nationally expected levels;
- Lower attaining pupils and those pupils with special educational needs achieve well in school, because of effective strategies used to identify, support or overcome their learning difficulties;
- Higher attaining pupils are not challenged sufficiently in Years 1 and 2 and in science throughout the school.

#### **Commentary**

1. Standards at the school are good overall, and most pupils achieve well. Standards have improved at both key stages on those reported at the last inspection.
2. Standards are improving because of good use of assessment in measuring pupils' performance. New strategies are introduced to overcome identified weaknesses. With older pupils these strategies are used to encourage pupils to be reflective about their work. When marking pupils' books the teacher skilfully enters into a written dialogue, which enables the pupils to review their answers. In literacy and numeracy there is a good structure to lessons in all classes which ensures pupils' skills are developed systematically.
3. When children start school in the nursery their knowledge, skills and understanding are below those expected for their age, particularly in early reading and writing skills. Children make satisfactory progress in nursery and reception, and by the end of the reception year they achieve well in their personal, social and emotional development, and achieve expected levels in all other early learning goals, where inspection judgements could be made. The children are prepared appropriately for the next stage of their education.
4. In Years 1 and 2 pupils make satisfactory progress in each subject. As this is a small school it is difficult to compare pupils' test results, as there are variations in numbers of boys and girls and in numbers of pupils with special educational needs. For example, in 2002, all test results were well below the national average as over 50 per cent of Year 2



pupils had special educational needs. The test results in reading placed the school in the bottom 5 per cent of schools both nationally and compared to similar schools. Similarly in writing and mathematics test results were well below those of other similar schools. However, an analysis of test results for Year 2 pupils over time, indicate that standards are improving gradually. Current inspection evidence indicates that standards are average by the end of Year 2, but with better challenge the higher attaining pupils could achieve more.

5. In the current Year 6 standards are well above average in English and mathematics, and average in science. The focus on raising standards in English and mathematics has been very successful. Work is tailored effectively to meet the needs of different groups of pupils and many pupils achieve well above their predicted targets. Pupils are skilled at self-review so that they identify their own strengths and weaknesses, and then take effective action to improve their performance. Opportunities are created to practise new skills in lessons across the curriculum, and this consolidates pupils' learning. Standards are developing at a rapid rate in ICT. In science there is insufficient emphasis on challenging the more able pupils particularly in investigative work. As with Year 2 pupils the difficulties of comparing test results in small schools affect all comparisons. In 2002 test results are not matched to the school's predicted levels, because of several pupil absences from illness and for holidays.

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

Standards in:	School results	National results
English	63 (83)	75 (75)
mathematics	56 (74)	73 (71)
science	69 (91)	86 (87)

*There were 16 pupils in the year group. Figures in brackets are for the previous year*

6. Recent test results for the 2003 cohort of Year 6 pupils show that almost 50 per cent of pupils have achieved the higher levels in English and mathematics. Over time, good achievement has been maintained by the current Year 6 pupils. They are making good progress and achieving above average standards in most subjects, although in science more challenging work is still needed to raise standards. Their average standards in history and design and technology are because the subjects are not taught regularly enough.

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

Pupils have very good attitudes to school and behave very well. Their spiritual, moral social and cultural development is average overall. Attendance is satisfactory. The school is very successful in developing pupils' personal qualities so that they grow into friendly, mature young people who are interested in learning and take a keen interest in their local community and the wider world.

**Main strengths and weaknesses**

- Pupils have very positive attitudes towards learning and each other;
- There are very high standards of behaviour both in and out of lessons;
- Pupils have a mature understanding of others' needs;
- The school's all round provision is effective in promoting pupils' personal development providing ownership about their learning;
- All pupils are involved in their own assessments and target-setting processes. This helps them to achieve well and particularly supports the pupils with special educational needs.

There are no specific areas for improvement.

## Commentary

7. Pupils of all ages enjoy school and appreciate the help and support that teachers provide for them. They are attentive in lessons and have good skills of concentration. They respond particularly well to activities in lessons, which build effectively on their own ideas and encourage them to 'have a go.' This was particularly evident in a Year 6 music lesson where the teacher's skilful encouragement and guidance resulted in pupils becoming engrossed in their work and delighted by their performance.
8. Pupils behave very well. The school operates as a calm community in which mutual respect and thoughtfulness abound. The good provision for personal development promotes learning effectively. Teachers are good role models. They are particularly effective at helping pupils to grow in their understanding of both their own place in the community and the needs of others. This means that, for instance, pupils instinctively hold doors open, allow others to have their say or notice that a visitor is uncertain about lunchtime routines and take appropriate action. They are confident when speaking with adults, eager to put forward their ideas and prepared to express their admiration for others' actions. The School Council's success in improving outdoor facilities with the 'trim track' has been greeted with good appreciation by the whole school. Pupils, parents and staff all agree that bullying or other harassment occurs rarely but is taken seriously and dealt with swiftly and highly effectively. There are very good systems to promote high standards of general behaviour, mainly because staff are consistent in their expectations. They encourage those who find self-discipline hard to think about their actions and consider how they might improve things in the future. Pupils are growing in self-knowledge.
9. The strong family atmosphere is very evident throughout the school. This is because of its' small size and also, as a result of the successful way in which staff promote pupils' spiritual, moral, social and cultural development. Assemblies are an important part of each day and all staff and pupils attend. Displays throughout the building are bright, positively worded and encourage pupils to take pride in themselves and their work. Through religious education lessons and special events pupils increase their appreciation of others' cultures and beliefs, such as the recent multicultural week. Their knowledge of their own culture is strongly developed through their involvement in village activities, especially at the Millennium Centre, which is housed in the former school building. The school is particularly effective at developing pupils' social and moral awareness. Pupils are encouraged to take on responsibilities and stand up for what they think is right. The formal letters of protest about a local quarry, written by pupils in Year 5 and 6, show a real appreciation for the environment and good levels of awareness of the impact of this possible development on the neighbourhood. Overall, this area of the school's work is one of its major strengths. There is a happy, purposeful atmosphere, which nurtures good quality learning and relationships.
10. Pupils' attendance during the past two years has been well below the national average. However, recent actions have resulted in good improvement almost to the national average. This improvement has been achieved by careful monitoring of individuals, and by good links between school and local authority support agencies. Parents have a good understanding of the importance of regular attendance, although some do take children on term time holidays. Punctuality is good.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	7.3
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.5

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

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – any other White background
No ethnic group recorded

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
85	0	0
1	0	0
9	0	0

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

No pupils have been excluded in recent years.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for the pupils. Teaching is good overall. Pupils are introduced to a good range of learning experiences delivered through a well-planned and enriched curriculum in which the community plays an integral part. Good monitoring procedures enables the school to care for and support the pupils well. Teachers know their pupils well. Parents are appreciative of their good links with the school. The school makes very good efforts to involve pupils in the life of the school.

### Teaching and learning

The quality of teaching and learning are good overall, but vary considerably between key stages. In the Foundation Stage, and Years 1 and 2, teaching and learning are satisfactory and pupils achieve expected levels. In Years 3 to 6 teaching and learning are mostly good, but with some very good lessons delivered by teachers with special expertise. Overall, pupils achieve well in this key stage. During the inspection teaching and learning varied between very good and satisfactory. Over a quarter of teaching seen was of a very good standard and pupils achieved very well, working at higher levels than expected for their age. These lessons were all in Key Stage 2.

### Main strengths and weaknesses in the teaching and learning

- Most lessons are interesting, and pupils are attentive and eager to learn;
- The management of behaviour is mostly good and pupils respond well to class rules;
- Pupils have a clear understanding of what they are expected to learn and the criteria for good work;
- Lessons are well-resourced and pupils' learning benefits from the practical activities they experience;
- Teachers use an extensive range of assessment systems which provide information on standards and progress in pupils' academic and personal development;
- The good assessment data is used effectively to focus learning specifically to meet the needs of pupils who are lower attaining or have special needs;
- In lessons good support is given to pupils with special educational needs so that their learning is meaningful;
- The strategies used by teachers in the junior classes are particularly effective at promoting pupils' learning;
- In Years 1 and 2 teacher expectations of more able pupils are insufficient and learning tasks lack challenge;

- In science there are too few opportunities for pupils to work independently to extend their learning;
- In the Foundation Stage exploratory play sometimes lacks the depth to challenge children of different ages and abilities.

### **Strengths of the teaching in junior classes**

- Class teachers have good subject knowledge so that in planning there is a good breadth of learning experiences;
- Good use of technical vocabulary improves pupils' skills of communication;
- Time is managed well to maintain the pace of learning. Pupils respond positively to the challenge of timed targets;
- In literacy and numeracy very good marking of pupils' work encourages pupils to learn skills of self-review;
- Whole-school learning targets are clearly displayed to remind pupils of the criteria of good achievement;
- ICT is used effectively as a teaching tool, as the teachers model good quality work for pupils.

### **Commentary**

#### ***Summary of teaching observed during the inspection in 21 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (24%)	4 (19%)	12 (57%)	0 (0%)	0 (0%)	0 (0%)

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

11. The quality of teaching is satisfactory in the nursery and reception classes. The Foundation Stage teacher and her assistant have established good relationships with the children. Working with small groups they provide good opportunities for one-to-one interaction, so that children achieve appropriate skills for their age, particularly in language and number work. However, as a result of the limited co-ordination of provision, planning of exploratory play is too limited. In the infant classes although good links are made between subjects of the curriculum, teacher's planning does not fully address the needs of the more able pupils. There is a strong emphasis on getting answers right, which inhibits pupils' learning on occasions by discouraging them from having a go. Although achievement is satisfactory, the pace of learning is less rapid than in the junior classes. Often the assessment of work is made in oral sessions with little recorded evidence of suggested targets for improvement. Some good links are made to extend literacy and numeracy skills. For instance, after a visit to Beamish Museum, Year 1 and 2 pupils wrote lengthy descriptions of their visit.
12. In the junior classes, the good and very good teaching enables pupils to be enthusiastic learners. Achievement is good overall, and particularly in Years 5 and 6 where the teacher enters into a constant dialogue with pupils about their learning, particularly in literacy and numeracy. The teacher's queries and suggestions receive careful consideration by pupils, and there are some interesting sustained dialogues within pupils' books. Pupils have a good understanding of how to improve, because teachers assess their work well. In discussions, pupils use technical vocabulary appropriately, because of a good teacher focus on its' use. All teachers have good subject knowledge and as a result in planning, there are a wide range of learning experiences. Time is managed well to maintain the pace of learning, although the length of time between some topics makes it more difficult for pupils to sustain the depth of knowledge and skills to learn at a faster pace. In many lessons good opportunities are provided to extend literacy and numeracy skills. Pupils have written a biography of Queen Victoria as part of their work in history. In science they have undertaken

graph work as part of the work on health education. The School and Eco-councils provide opportunities for pupils to prepare and present arguments and opinions for general discussions. Of particular advantage in Years 5 and 6 is the very good use of ICT as a teaching tool. For example, the teacher models good quality work for pupils showing them how to 'cut and paste' their ideas to re-draft their writing, or he completes a mathematical calculation to show in his workings how to record a logical sequence of actions.

## **The curriculum**

The school provides a good curriculum overall for the pupils. It is very good in Years 3 to 6 with a wide range of exciting and challenging learning experiences to enrich the curriculum. In Years 1 and 2 the curriculum is satisfactory but with limited innovation and breadth in the activities. The recently established Foundation Stage provision is still evolving. There is a satisfactory curriculum for children's directed activities and independent learning through exploratory play. The teacher is working hard to extend the provision. Extra-curricular activities are very good with a plentiful selection of activities which enrich the curriculum and make learning more exciting. Throughout the school accommodation and resources are good.

## **Main strengths and weaknesses**

- The school has made good use of national and local awards as a means of self-review and development of the curriculum;
- All pupils have equal access to the same range of learning opportunities. Pupils talk with enthusiasm about activities in which they have participated;
- Special consideration is given to the needs of pupils with special needs so that they have access to individual, and group support in class or withdrawal groups;
- There has been good improvement in the provision for ICT effectively raising standards;
- Policies and schemes of work guide the coverage of the curriculum very well;
- Many strategies are in place to assist learning of pupils with special needs and those who are lower achievers;
- Children are admitted to the Foundation Stage of education from the age of 3. This improves their access to pre-school learning experiences;
- The curriculum for personal, social emotional and health education develops the concepts of ownership, care and citizen responsibility.

## **Commentary**

13. The school has given good attention to the improvement of the curriculum since the last report. The learning environment is now attractive and vibrant. Good attention has been given to enhancing learning by making displays interactive. For example, in Year 6 a huge design and technology display entitled 'Cams R Us' is helping pupils to trial and learn about movement in models. As pupils described the actions of the model they used many technical terms, for example, in describing 'the follower' and 'cam.' The addition of a computer suite is enabling large groups of pupils to be taught ICT skills and is raising interest in the subject. Pupils with special educational needs are making good progress using specially prepared resources appropriate for their needs. The recent achievement of awards such as The Basic Skills Mark and The Eco-Schools Environmental Award and Charter Mark have ensured that the curriculum is continually enriched to a very high level. The school very effectively calls on a very good range of experts to both evaluate the curriculum, support teachers and raise standards.
14. The quality of curriculum planning for the Foundation Stage is satisfactory and takes careful note of the national 'stepping stones' towards the goals children are expected to reach by the end of the reception year. There are some good examples of the integration of some of the six areas of learning into one topic. For example, knowledge and understanding of the

world is increased in a story-telling session on 'The Toys' Party.' Reception children make good progress in applying their skills and knowledge. However, the planning for children of nursery age is still developing and there are too few examples of exploratory play with different levels of challenge.

15. At Key Stage 1 and Key Stage 2 all National Curriculum subjects and religious education are taught. The curriculum meets statutory requirements and the requirements of the locally agreed syllabus for religious education. The curriculum is now well balanced because the subjects are fully supported by schemes of work. Teaching time in all year groups meets national recommendations. The time and focus given to the teaching of English and mathematics is reflected in the very good results achieved in Key Stage 2. The curriculum is further enriched by the provision of many extra learning activities and specific educational and residential visits that extend the school day.
16. There are very good curricular links with the local secondary school, local colleges, art galleries and museums. These help pupils extend their expertise in a full range of aesthetic activities and cultural experiences. There are very good opportunities for mainly older pupils to participate in sports and interest clubs.
17. The accommodation is spacious and has been very effectively developed to become a resource for learning. There are sufficient teachers and assistants to deliver the curriculum and support pupils in their learning. Recent auditing of subjects has enabled the school to identify shortages and then purchase the necessary equipment. Consequently, in most subjects, levels of suitable learning resources are good. In geography, art, history and design and technology they are satisfactory.

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

The school is very effective in seeking pupils' views and involving them in its' work. It monitors pupils' needs well enabling staff to provide good quality care and support and ensure children's welfare and safety.

### **Main strengths and weaknesses**

- Staff know pupils very well as individuals which means that they can cater effectively for their needs;
- The health advisor enhances the good quality support provided by school staff;
- The very good health and safety procedures ensure that all those who learn and work in the school can do so safely;
- The school responds very well to pupils' opinions;
- Pupils with special needs achieve well because of the good whole-school support and guidance.

There are no specific areas for improvement.

### **Commentary**

18. Teachers recognise that the pupils are the main strength of the school. Pupils' involvement and interest in learning is intense. Teachers work sensitively to support and guide pupils, understanding that all their actions influence pupils in this small and closely linked community. Pupils are equally positive about the helpfulness, friendliness and fairness of staff. Very good quality relationships have developed into mutual trust and empathy towards others. From the children's induction into nursery the family ethos of care and support is a high priority for the school. It is maintained throughout the school, until the pupils settle into their chosen secondary school. Parents appreciate this good level of induction and transition. For example, with secondary school support some pupil's return to help with musical accompaniment in concerts.

19. Through careful observation and monitoring, teachers adapt their practise according to the needs of the majority of pupils. This extends to pupils' personal as well as academic development. Good quality assessment systems identify pupils' strengths and weaknesses. Successes are strengthened and difficulties eradicated or controlled. For instance, as pupils with emotional or behaviour difficulties are encouraged to work on their strengths, their behaviour becomes more manageable and learning is able to take place. The appointment of a health adviser has strengthened the support available to pupils. She has quickly gained the confidence of pupils and their parents, so that they are willing to ask for help and respond to the guidance given.
20. The school identifies safety hazards as they arise and swift action is taken to deal with any issues. Pupils know about safe ways of acting so that work and play can progress uninterrupted. Pupils are suitably supervised, and cared for if they have accidents or feel unwell. The procedures to ensure child protection are satisfactory.
21. The school regularly seeks pupils' views, through informal discussion, questionnaires and through the School Council. Ideas are considered seriously and reasoned responses are given. The School Council deliberations led to the installation of a sandpit in the infant playground, and a request for a bicycle stand is currently being discussed.

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

The school's links with parents and the wider community enhance the quality of education that it provides for its pupils. Good partnership links with other schools and colleges are creating exciting opportunities for joint projects. Links with the community are good.

### **Main strengths and weaknesses**

- Parents are very happy with the school's provision and supportive of its activities;
- Teachers respond very well to parents' views and concerns;
- The community supports the school's activities well which contributes to the family atmosphere;
- Good links with other schools broaden the opportunities open to pupils;
- Parents of pupils with special needs are invited to all review meetings and are actively involved in their development;
- Communication links with parents on current topics and individual learning targets could be improved so that they can become more involved in their children's learning.

### **Commentary**

22. All parents expressed very positive views about the school, particularly appreciating the family atmosphere and the ease with which they can talk with staff. The headteacher regularly seeks and acts on parents' views. The school keeps parents well informed about events, and invites them to, for instance, celebration assemblies and other activities. Pupils' written reports have improved since the previous inspection and are now of good quality. Parents consider that the twice-yearly meetings to discuss their children's progress are very useful. However, as yet class teachers do not provide parents with information about what their children will be learning in the coming weeks, or with hints about how they might help them. Pupils' reading records do not include enough detail about how to improve. No parents questioned knew what their child's targets for improvement are. The school has rightly identified this as an area for improvement in the school development plan.

23. The 'Friends Association' includes members of the village community as well as parents. They raise funds which have, for instance, paid for new computers and library shelving or covered transport costs when children go on educational visits. Village residents also support school activities. Projects include the new allotment scheme in conjunction with Age Concern, and singing at the local residential home. Pupils understand about the caring and sharing nature of the school and are eager to take part, valuing other people's experiences.
24. The school is outward looking and has developed good relationships with other schools and colleges. These are beneficial for pupils and broaden their horizons. Together with neighbouring schools it is piloting a system of teaching basic sounds to help reading skills develop. This is only possible financially because of its partnership in working with local schools. Through Beacon school support the school has strengthened its' assessment systems, purchased books for the library and a new mathematics programme. There has also been some joint staff training. The local high school has involved the primary pupils in drama workshops, and supported the work, which led to the school gaining the Northumbria 'Britain in Bloom Award'. Some of its sixth form students are developing a mural with pupils. The school also benefits from links with a local University by inviting trainee teachers to the school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are good overall. The headteacher provides very good leadership and management. He has a very good understanding of the school's strengths and weaknesses and a clear vision of how the school can improve. Through his very good leadership the school has embarked on several projects designed to raise standards. There is a strong emphasis on raising standards identified in the school's development plan. The headteacher manages the school very well. However, he has a heavy workload and many key responsibilities, particularly since the recent staff changes. Governors are loyal to the school and show good commitment to its' improvement. Statutory responsibilities are fulfilled satisfactorily. The governance of the school is unsatisfactory.

### **Main strengths and weaknesses in the school's leadership and management**

- The school provides good value for money;
- There is a sharply focused assessment system which measures pupils' attainment precisely and identifies focus areas of future development;
- Strategies have been introduced which accelerate learning for the lower attaining pupils and those with special educational needs;
- Consistent monitoring and evaluation of school priorities has ensured that activities remain relevant, and outcomes are appropriate;
- Capital developments have enhanced the school's provision. The recently opened nursery class has improved pre-school provision for the children;
- Good use is made of funds to enhance and enrich the curriculum;
- The learning environment is planned and funded effectively offering pupils many worthwhile and challenging experiences;
- The leadership and management of the provision for pupils with special educational needs are good. The co-ordinator has overseen a good rate of development in line with new national guidelines;
- Involvement in local and national initiatives has enabled the school to evaluate and improve its' provision. For example, involvement in the 'Pathfinders Project' has improved provision for vulnerable children, and introduced further strategies to improve attendance;
- Performance management targets are linked effectively to the priorities of the school development plan;



- New staff are inducted successfully and key staff have a good understanding of their responsibilities;
- The school provides good support for initial teacher training;
- Subject co-ordinators are at early stages of development in leadership and management of their subjects;
- Monitoring and evaluation by the early years co-ordinator is still developing. There is a need to ensure that nursery children receive an appropriate curriculum;
- In a small rural area the recruitment and retention of governors is a difficult problem. This restricts the composition and continuity in the work of the governing body and its' committees.

## Commentary

25. The headteacher places a strong emphasis on the development of an effective school where pupils achieve to their full potential because of the strength of their many and varied learning experiences. For example, to develop pupils' interest in natural science the school has a link with Age Concern. Together they have developed an allotment garden where pupils are learning how to grow flowers and vegetables. Financial restraints have influenced the appointment of senior managers in the school and there is no deputy headteacher. Although the headteacher is fully supported by the staff, it is difficult for the curriculum co-ordinators to take an effective leadership and management role when they are recently appointed. The school has recognised that this is an area to develop and has begun a programme of staff training.
26. Governors have a limited involvement in decision-making. They rely heavily on the headteacher to provide them with information on the school's successes and areas for development. Governors' understanding of the importance and use of the school development plan is unsatisfactory. They make little use of the plan as a tool to measure improvement. There are few regular monitoring procedures in place for governors to check the effectiveness of school priorities, or identify if best value is achieved in the school's decisions.
27. Financial planning, monitoring and administration are very good. The headteacher has a very good understanding of the principles of best value and makes good use of the funds that are available, for example, in maintaining staffing levels and developing ICT resources. Financial controls are applied rigorously. The administrative staff give good support in daily administration.

## Financial information

### Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	264,157
Total expenditure	265,361
Expenditure per pupil	2474

Balances (£)	
Balance from previous year	7,809
Balance carried forward to the next	6,605

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

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

Provision in the Foundation Stage is **satisfactory** overall. Children start in nursery with below average attainment for their age in all areas of learning, although standards vary from year-to-year. Children make satisfactory progress in the early learning goals judged during the inspection, and achieve expected standards by the time they start the National Curriculum. Teaching is satisfactory overall. Nursery and reception children are taught alongside each other. Planning for nursery children is not as detailed as the levels of planning for older reception children. The provision for exploratory and investigative play has not been fully developed so that children of different ages and abilities are challenged as they play. The school makes good provision for children identified as having special educational needs and they make good progress. Leadership and management of the early years' are at early stages of development. The co-ordinator works in another year group and as a result, it is difficult for her to develop the provision.

Good partnership links are established with parents. Before they start, children and their parents are invited into school on more than one occasion as part of the induction procedure. Home visits are made to nursery children. Parents are appreciative of these links indicating that these arrangements help children to settle quickly and confidently into school life.

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

Provision of personal, social and emotional development of children in the Foundation Stage is **satisfactory**.

#### **Main strengths**

- Children are aware of the daily routines of the classroom;
- They move around the classroom independently and share resources;
- They answer questions confidently and take turns;
- More confident children sustain good levels of interest and make sensible choices.

#### **Commentary**

28. Teaching of this area of the curriculum for younger children is satisfactory. Adults have good relationships with children and they are happy to come to school. Children are beginning to take responsibility for putting equipment away once they have finished with it. The nursery children quickly become 'at home' in the classroom. By the end of the Reception year, almost all the children have achieved the early learning goals for children of this age. They play together safely.

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

Provision in communication, language and literacy is **sound** for nursery and reception children. Almost all pupils make steady progress towards achieving the early learning goals. By the end of reception expected goals are achieved.

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

- Effective procedures are in place for the teaching of handwriting, pre reading development, speaking and listening and vocabulary development;
- There are many opportunities for children to listen to stories and take part in nursery rhymes;

- Children have opportunities to dress up and take part in role play;
- There are insufficient opportunities for pupils to be involved in the development of imaginative language;
- Teachers' planning makes insufficient use of assessment to identify targets for improvement for children of various abilities.

### Commentary

29. Staff are good storytellers and children enjoy listening to their stories. Nearly all children are interested in books and know how to handle them. More able children know that print carries meaning. Over half the children can print their own names and engage themselves in mark making which they interpret as writing. Nursery children answer questions when they talk to adults. Children with special educational needs achieve well. They work hard to communicate with visitors. Teachers plan satisfactorily, organising a broad range of language-based activities.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **sound**. Achievement in mathematics is satisfactory and children in the nursery and reception years achieve the goals expected.

### Main strengths and weaknesses

- Adults have secure subject knowledge;
- Children's levels of achievement have been accurately assessed;
- Provision includes appropriate mathematical tasks for the more advanced pupils;
- Good use is made of ICT programmes to make mathematics challenging and interesting;
- Planning for children of nursery age is insufficient to allow them to sort and classify objects to understand the value of numbers;
- Insufficient opportunities are available to engage in play activities that include mathematical tasks.

### Commentary

30. Teaching is satisfactory. Reception children learn about numbers, for example, counting as they put clothes on a washing line, or use the computer to learn how to 'add on' a number. However, there are insufficient opportunities for nursery children to, for example, organise their toys into sets according to colour or to order the number of clothes in a dressing up box according to size, pattern or colour.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**. There is insufficient evidence to reach a secure judgement about standards of the reception or nursery year groups. However, a scrutiny of photographic evidence indicates that all aspects of this area of learning are visited.

### Main strengths

- There are good links between this area of learning and communication, language and literacy;
- Pupils are enjoying learning about the world around them.

No weaknesses were observed.

## Commentary

31. Planning shows that children are involved in practical activities. For example, they identify fruits through their use of the sense of taste and they explore the local environment around the school as they are introduced to the study of geography. Their sense of history is aroused through visits to local interactive museums that introduce a period beyond their living memory.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**. Most children reach the expected goals by the end of the reception year. Provision has improved since the previous inspection.

### Main strengths and weaknesses

- During the afternoon sessions children make good use of the outside play area;
- A wide range of equipment is available for all children;
- Children develop good hand and eye control by activities, such as painting, threading beads, constructing toys and models, and using the mouse to control a computer;
- The availability of the outside learning environment is restricted in the mornings.

## Commentary

32. Children work well with a good range of jigsaw puzzles, construction toys, and malleable materials, like play dough, with enjoyment and skill. They ride tricycles and other wheeled vehicles with control and energy, often involving themselves in role play when they organise an 'accident' between two vehicles. They concentrate carefully to thread beads according to colour sequences as part of a mathematics exercise. Teachers use the resources available effectively to provide stimulating activities for the children.

## CREATIVE DEVELOPMENT

Provision of resources for creative development is **satisfactory**. However, insufficient evidence is available to form a secure judgement about the standards achieved in creative development or the level of provision.

### Main strengths and weaknesses

- There are good links between creative development and other areas of learning;
- There is a lack of detailed planning in this area of learning.

## Commentary

33. Photographic evidence and work displayed around the classroom indicates that a typical range of activities is available including painting pictures of faces and animals together with the creation of aesthetic patterns. Pupils show confidence in applying paint to paper. They skilfully use wooden blocks to create models of futuristic buildings.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

#### English

The quality of provision for English is **good overall**. Standards in English are good overall. In speaking and listening, reading and writing standards are average by the end of Year 2, and well above average for pupils by the end of Year 6. The quality of teaching and learning are good. By the end of Year 6 pupils have achieved very well. Leadership and management of the subject are very good.

#### Main strengths and weaknesses

- Pupils have very good attitudes to learning overall. They behave well in lessons, work hard and are keen to succeed;
- Literacy skills are developed successfully through a well-structured English curriculum;
- Reading and writing skills are practised and consolidated through further learning in other subjects;
- Assessment information is good. It identifies subject strengths and weaknesses, and strategies are introduced across the whole school to rectify weaknesses. For example, all pupils have been working to improve their skills of punctuation;
- Basic skills in grammar and sound work are taught regularly in lessons, and additional help is provided for pupils who have difficulty with learning new facts;
- Library provision is of good quality. Pupils are developing appropriate library skills, and reading a good range of children's classics;
- In Years 1 and 2, learning tasks do not challenged the more able pupils sufficiently;
- Pupils' skills in handwriting and spelling are below average;
- There is an inconsistency in the quality of pupils' presentation of work.

#### Commentary

34. Since the previous inspection test results by Year 2 have shown good improvement over time in reading and writing, and consistently good improvement for Year 6 pupils over a four-year period of time. However, in Year 2, standards in 2002 dipped to well below average levels, because the year group included over 50 per cent of pupils with special educational needs in language and communication skills. The 2002 test results for Year 2 were in the bottom 5 per cent when compared with similar schools. One pupil achieved higher levels in reading, but no pupils achieved higher levels in writing. There are signs of improvement in test results both in school-based and national tests. The recent 2003 tests, although still invalidated, indicate that pupils in Years 2 and 6 have achieved well. Assessment procedures are of good quality. Teachers know their pupils well.
35. The quality of teaching is good overall. Teaching is satisfactory in Years 1 and 2, and good in Years 3 to 6. During the inspection there was some very good teaching in the mixed class of Years 5 and 6 pupils. In better lessons the teachers have high expectations, plan effectively for all abilities and challenge pupils effectively. In the class of Years 5/6 pupils, the teacher used his ICT expertise in lessons very effectively to show pupils a wide range of literary texts. He demonstrated writing tasks on screen to support pupils in planning, drafting and editing their work, through modelling of creative writing. As a result, pupils are learning skills of word-processing, whilst also becoming more competent in ICT skills. Some teachers are particularly skilled at marking of pupils' work. Through a written dialogue they encourage pupils to learn the skills of self-review, and discreetly identify to pupils how they can improve their work. These teachers give time to sharing of ideas, and pupils learn to

listen and value the opinions of others. In less successful lessons the teaching is too directed with few opportunities for pupils to work independently. Frequently pupils are given worksheets to record their answers and there are few opportunities for pupils to write freely and at length. The teaching of pupils with special educational needs is good. The teacher has good relationships with these pupils, and gives good support in class work or in specialist groups.

36. The headteacher is the co-ordinator. He gives very good support to staff in the monitoring of standards and taking appropriate steps to raise the quality of teaching and learning. Literacy has a high priority in the school and challenging targets are set for classes, groups and some individual pupils. There is a clear understanding of the need to develop a more rigorous approach to monitoring of pupils' work and taking effective action to raise the level of achievement of more able pupils in Years 1 and 2.

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

37. Some good opportunities are provided for pupils to use language and literacy skills across the curriculum. Thorough planning ensures that pupils are introduced to a small but worthwhile range of experiences, perhaps writing a recipe for a healthy sandwich in design and technology, or a biography of the life of Queen Victoria in history. These links could be further extended.

## **MATHEMATICS**

Provision in mathematics is **good**. By Year 6 pupils have achieved well and made good progress over time. Their standards are well above average. The quality of teaching and learning are good overall. Assessment is of good quality, successfully identifying pupils' standards, and strengths and weaknesses in their learning.

### **Main strengths and weaknesses**

- Pupils' work is analysed regularly so that the strengths and weaknesses in learning are identified;
- Pupils' learning objectives are focused clearly on the next stage of learning;
- Pupils learn at a more rapid rate because they are challenged by stimulating tasks;
- Pupils' strengths are celebrated and their weaknesses corrected;
- Pupils with special educational needs achieve well;
- Lesson planning does not always consider fully the needs of the higher attaining pupils.

### **Commentary**

38. Standards in Year 2 are average. They are well above average in Year 6. Since the last inspection, the rate of improvement has been good overall, particularly in teaching. However, some more able pupils in Year 2 do not always make the progress of which they are capable. In the 2002 national tests the number of more able pupils in Year 6 who achieved the higher level was greater than the national average but the number attaining the national average was below expected levels. Unvalidated results of the 2003 national tests indicate that one pupil in three attained the higher level and that all pupils attained the national standards. By the age of 7 boys out perform girls. However, by the time they are aged 11, girls have made considerable progress in closing the gap.
39. Progress is good overall. Sound progress is made in Key Stage 1. By Year 6, pupils have a secure and comprehensive understanding of place value and are able to apply this to increasingly complex long multiplication problems. By Year 2, pupils accurately apply the four rules of number to simple mathematical problems. However, the more able in Year 2 are not fully challenged to carry out exercises that are more complex.

40. The quality of teaching is good overall throughout the school. It is sound in Key Stage 1 and good in Key Stage 2 with a notable strength in Year 6.
41. The strengths in teaching which bring about effective learning are:
- Good teacher knowledge and clear explanations that ensure mathematical learning objectives are understood and that pupils know what is expected of them;
  - Careful planning based on accurate assessments of current levels of achievement ensures that junior aged pupils of all levels of ability are provided with appropriately challenging work;
  - High expectations of what pupils can achieve with accurate and positive marking of their work ensure that they are aware of the progress they are making;
  - Lessons incorporate a good variety of practical activities, which pupils enjoy;
  - ICT is used as an effective teaching tool. For example, in the PowerPoint presentation of 'Guess the coin' and 'Shopping' game in the mixed Years 3 and 4 class, where pupils add money bills and calculated amounts of change;
  - A good range of ICT programmes are readily available to support pupils' understanding of mathematics. Pupils work well on these activities and progress is accelerated.
42. The school's development of mathematics has improved with the introduction of effective assessment, enabling teachers to plan relevant activities for their classes. The co-ordinator has ensured that teacher expertise is strengthened by providing opportunities for the development of skill levels in the subject. There is good subject leadership. The subject leader undertakes regular and effective monitoring to check on subject strengths and weaknesses.

### **Mathematics across the curriculum**

43. All pupils have some good opportunities for mathematical development across the curriculum. Mathematics is used in subjects such as science and geography to interpret tables of results and record location. Mathematics is often linked to ICT as pupils create a database, or measure and identify mathematical shapes.

## **SCIENCE**

Provision in science is **satisfactory**. Pupils' achievements are satisfactory overall, and they attain average standards by Years 2 and 6. More able pupils could achieve more if challenged. Teaching and learning are satisfactory.

### **Main strengths and weaknesses in the provision**

- Comprehensive assessment systems are in place to identify areas of strength and weaknesses. Teaching and learning is more precise;
- Most pupils receive a well-balanced curriculum with a good breadth of coverage of appropriate tasks;
- Investigative skills are good in Years 5 and 6 but there are limited opportunities for pupils' independence in other year groups;
- Good support is given to pupils with special needs and they are fully included in the lessons;
- There is some interesting use of resources. For example, in the use of ICT PowerPoint presentations, which excite pupils in their learning;
- More able pupils are not challenged sufficiently. Activities can be repetitive rather than of a greater challenge;
- Marking and target setting have a limited use in helping pupils improve their learning;

- In Years 1 and 2 pupils of differing ability are presented with the same worksheet tasks with few extended learning opportunities.

### Commentary

44. Since the last inspection there has been satisfactory improvement in provision. Assessment systems are in place and resources are adequate for all aspects of the science curriculum. Provisional test results for 2003 indicate that more pupils are achieving higher standards. Inspection evidence judges that the present Year 6 cohort are achieving well and are on course to achieve their predicted high grades in their learning.
45. By the age of 11, pupils are learning to work safely and collaborate with others and observing, recording and reporting accurately using relevant vocabulary. For example, they use terms, such as 'displaced or evaporate.' There is an enthusiasm and constant challenge and expectation during lessons. Aims and objectives are clear and various methods are used to record pupils' answers including graphs and tables using ICT skills. Electric circuits, blood circulation, pulse rates, and the effects of decay are just a few of the many subjects covered. However, there are still too few open-ended learning experiences to challenge the high achievers.
46. During Years 1 and 2 pupils learn through specialist lessons and through topics. The 'Story of a Kitchen Table', for example, creates learning links about life processes and materials and also creates links on healthy eating. The pupils are taught many ways to record which are relevant to their age and interests such as pictures, diagrams, and tables. However, there is limited evidence of investigative skills in use. Marking gives praise but sometimes fails to provide pupils with detailed help or ways to improve.
47. The co-ordinator's management is satisfactory. It has ensured an appropriate scheme of work based on national guidelines, adequate resources, and enhanced ICT links. Strengths and weaknesses in standards, provision and teaching and learning are prioritised in the school's development plan. The school plans to enhance the role of the co-ordinator further.

### INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**. Staff training has been a school priority and teacher knowledge has been strengthened, especially in the junior classes. Standards are at nationally expected levels, but with increased access to computer machines the rate of improvement is becoming more rapid. The quality of teaching and learning is satisfactory overall.

#### Main strengths and weaknesses in the provision

- There is a good breadth and depth of coverage, which ensures that pupils of all ages and most abilities are challenged in lessons;
- Improved provision in terms of accommodation, hard and software has given the subject a higher profile in the school curriculum and influenced pupils positively to learn;
- Teachers' improved knowledge and training has enabled them to deliver the curriculum with greater confidence;
- Children have positive attitudes and learn new skills quickly;
- Teacher's planning does not always identify challenging learning tasks for the more able pupils.

### Commentary

48. Standards are in line with expected levels for pupils by the age of 7 and 11. However, the current Year 6 pupils are working at a much higher level and are predicted to achieve above their expected levels nationally by the time they leave school.



49. Pupils are learning well in all the four key areas of the ICT curriculum. Most pupils have satisfactory control of mouse and screen tasks. Particularly good is the way they discuss their work and make changes. For example, some Year 2 pupils decided after a lengthy discussion that their work was suitable for the audience and proceeded to develop it further. By Year 6 pupils exchange their ideas confidently and give good support to each other.
50. Teachers are enthusiastic for the development of the subject. Their planning is relevant to the age range of the children. For example, the school's footballers were preparing a newspaper about their activities. Because teachers have secure subject knowledge they can guide pupils quickly through logical steps to achieve success, whilst allowing them to make mistakes. As a result, their learning is more meaningful. There is a good emphasis on the use of correct technical vocabulary in all lessons, which engendered a sense of technical competence in pupils. Sensitive support is given to pupils with special educational needs and additional help is brought in as necessary. Currently there is an under-use of ICT skills across the curriculum as teacher planning does not always identify links. These opportunities would enable learning to progress at a more rapid rate.
51. Co-ordination of the subject is satisfactory. The co-ordinator has been working hard to train the staff in computer competence and has engaged the services of local specialists to provide additional help. This has had positive effects on raising the quality of teaching and learning.

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

52. ICT is developing gradually in other subjects of the curriculum. In science some good work has been achieved already using ICT generated graph work to display results. Reception pupils use computers to improve their recognition and understanding of the values of numbers. The school recognises that more curriculum links need to be achieved. There is good out-of-school provision in the 'Computer Club' where, for example, pupils learn how emails can be sent.

## **HUMANITIES**

### **History**

Insufficient evidence was collected during the inspection to make a secure judgement on the provision, standards, or the quality of teaching within the subject.

### **Summary**

53. A scrutiny of the quality of work in Year 2 indicates that there is a strong emphasis on the acquisition of knowledge with less opportunity for the development of historical skills of research. In Year 6, pupils have effectively researched for historical information and undertaken some interesting work which has increased their enjoyment in this subject. Throughout school pupils say that they enjoy history. In Years 5 and 6 good assessment procedures encourage pupils to create mind maps to record their developing historical knowledge and enquiry skills.
54. There has been an improvement in the curriculum for history since the previous inspection. The school has devised a programme of study, which ensures that there is ongoing development of understanding and skills. Pupils have good opportunities to study a full range of historical periods. The subject plan identifies priorities to further develop the subject.

## Geography

Provision in geography is **good**. Standards in geography are good overall. The attainment of pupils by Year 2 is in line with those expected for this age. By Year 6 the attainment of pupils is above the expected levels.

### Main strengths and weaknesses in the provision

- Older pupils develop good investigative skills as they study their immediate locality;
- They gain very good insights into the effects of industrial activities, such as quarrying in the local environment and are able to rationalise the arguments of quarry owners, the conservationists and local inhabitants;
- Some projects for younger pupils in the infants are too demanding and work is not always completed.

### Commentary

55. Pupils respond enthusiastically to the exciting activities they undertake in geography lessons. They listen attentively, engaging themselves in whole class discussions that are managed very well by the teacher. Questioning very effectively reinforces the understanding of new information. Many pupils voluntarily engage in research at home, sharing their knowledge with their classmates.
56. The quality of teaching overall is good. In the infants teaching is satisfactory.
  - There is secure teacher knowledge enabling pupils to be introduced to new geographical facts. Clear initial explanations ensure that pupils are aware of the tasks that they have to complete;
  - Tasks are sometimes too general and this results in some lower attaining pupils not fully understanding what they have to do and some higher attainers are not fully challenged because the tasks set are not sufficiently demanding.
57. Teaching is very good in the juniors.
  - Teachers have good subject knowledge, which they present to the pupils in a stimulating way;
  - Teachers explain geographical features well. Pupils have a good understanding by Year 6 of physical features such as springs, the formation of waterfalls and estuaries and they use accurate geographical vocabulary to describe them;
  - The use of multimedia presentations brings a sense of reality and excitement to lessons;
  - Very good planning includes further reinforcement of geographical research and prepares pupils well for future fieldwork expeditions.
58. There has been a good improvement since the previous inspection. Leadership of the subject is good. The provision of a whole school scheme of work has ensured full coverage of the curriculum and good progression for pupils in the development of their knowledge and skills. They achieve well overall. The school's successful involvement in the achievement of the Eco-School Award has given pupils a sense of pride in their environment and a responsibility for conserving the world.

## Religious education

The provision in religious education is **satisfactory**. Standards are average for pupils in Year 2. They are above average in Year 6. All pupils make satisfactory progress in the infants. They make good progress in the junior classes. Teaching is generally satisfactory. It is good in Years 5 and 6.

### Main strengths and weaknesses

- Teachers' subject knowledge is secure. This ensures that pupils are introduced to accurate information about Christianity and other world religions;
- Lesson plans include the provision of interesting materials such as books and artefacts. This stimulates pupils' interests and encourages them to learn;
- Good class organisation enables older pupils to work in pairs to discuss events in their own lives and gain insights into the other person's point of view. Time is carefully apportioned to tasks, ensuring that lessons move forward with brisk pace and pupils have sufficient time to complete their work;
- Adults effectively circulate the class ensuring that pupils receive the support and assistance they require and precise questioning helps them to develop their ideas and understanding;
- Some of the teaching tasks prepared for the younger children are not sufficiently challenging, consequently they do not gain clear insights into the significance events such as the Jewish festival of Sukkoth.

### Commentary

59. Progress and achievement are satisfactory in Years 1 and 2 because there is an over emphasis on the acquisition of knowledge of religious festivals, and little development of pupils' understanding of the symbolism of these events. In the juniors, progress and achievement are good because there is an appropriate balance between the acquisition of new knowledge and promotion of pupils' understanding. Good strategies are used to help pupils understand the messages within this new religious knowledge and the effect they can have on relationships between people, making them more positive and constructive.
60. Most pupils' learn well; they are attentive and enjoy the work. By Year 6, pupils work effectively and conscientiously in groups. There are some good opportunities for pupils to use ICT, art and literacy skills in many lessons.
61. There have been good improvements since the previous inspection. Leadership of the subject is good. Standards in the juniors are now above those detailed in the previous report. The school uses the locally Agreed Syllabus to effectively underpin its planning. Resource levels have been improved and displays celebrating Christianity, the Hindu Faith and Judaism stimulate pupils' interest. The subject is regularly monitored and continues to make a good contribution to the pupils' spiritual and cultural development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection collected limited evidence in each of these areas of the school curriculum. There is insufficient evidence to make judgements about provision overall. No lessons were observed in art and design, design and technology, or in Years 1 and 2 in music and physical education. Teachers' plans were reviewed, pupils' work in books and on displays was scrutinised, and discussions were held with pupils, staff, parents and governors. Inspection findings are that standards are average by Years 2 and 6 in art and design, and in design and technology. No judgements were made on standards of Year 2 pupils in music or physical education.

## Physical education

Provision in physical education is **good**. Standards in Years 3 to 6 are good. No judgements can be made about standards in Years 1 and 2 as no lessons were observed. The children have a positive attitude to all physical education lessons. Teachers with specialist expertise provide some very good teaching.

### Main strengths and weaknesses

- The co-ordinator has good skills and subject knowledge;
- There is a good breadth to the curriculum, both in lessons and extra-curricular activities;
- Pupils have good attitudes to this subject and are keen to succeed;
- In better lessons teachers have high expectations of pupils;
- The pace of teaching and learning in some lessons is too slow.

### Commentary

62. During the inspection pupils achieved very well in games lessons. They made very good progress in learning hockey skills, for example. However, in dance and movement lessons attainment is satisfactory. All children were taught appropriate safety points, for instance, the correct method of holding hockey sticks, and the safety reasons for warm-up exercises. 'You will pull a muscle', said one child before a dance warm-up session. Almost all pupils achieve nationally expected levels in swimming.
63. Pupils are making good progress in all of the areas of study. The school is proud of its' achievements, for example, in gaining a Football Association Chartermark. Pupils learn at a rapid pace and are very enthusiastic. They listen to instructions carefully and watch the teacher attentively. Searching teacher questions encourage pupils to review their performance and identify the criteria of successful actions. 'Because I looked where the ball was going,' responded one child after positive and searching questioning from the teacher. There is good attention to providing the appropriate support and guidance for lower achievers.
64. Teacher's knowledge and choice of activities are very good. They introduce a range of actions which constantly challenge the pupils. For example, 'Now play for 5 minutes to see who can improve their points suggests one teacher and the pupils work hard to increase their scores. In some lessons, the teaching lacked pace and the rate of learning was slower. Discussion sessions were lengthy and at the expense of pupil activity.
65. Leadership and management of the subject are good. The co-ordinator understands the subjects, strengths and weaknesses. Since the last inspection the policy has been reviewed and the consistency of teachers approaches has improved. Extra-curricular activities have been extended. The newly developed 'Trimtrack' is popular with pupils and has raised the profile of the subject in the school. The school has undertaken many local and national initiatives and awards, successfully extending the range of the curriculum.

## PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **very good**.

### Main strengths

- The curriculum includes good attention to the promotion of social skills and understanding;
- Health education is developed through good links with science and physical education.

No weaknesses were observed.

### **Commentary**

66. The school is very successful in promoting pupils' personal and social skills and their awareness of citizenship. This is achieved through the taught scheme of work, the very high level of links with the community and such initiatives as the School Council and Eco-School activities. Through this, pupils learn to take on responsibility and play their part in the day-to-day organisation of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	2

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