

INSPECTION REPORT

LUMLEY JUNIOR SCHOOL

Great Lumley, Durham

LEA area: Durham

Unique reference number: 114002

Headteacher: Mr J Birleson

Lead inspector: Mr G Brown

Dates of inspection: 23rd - 25th February 2004

Inspection number: 256799

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll:	182
School address:	Cocken Lane Great Lumley Chester-le-Street County Durham
Postcode:	DH3 4JJ
Telephone number:	0191 388 2310
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Hann
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

The 182 pupils on roll are drawn mainly from the semi-rural village of Great Lumley about 7 miles from Durham City, as well as a wide surrounding area. Pupils come from a range of social backgrounds and live in a variety of privately owned and local authority housing. Most pupils transfer from the neighbouring infant school with a broad range of standards, although a significant number show above average skills. An average number of pupils is entitled to free school meals. All pupils are of white British (UK) heritage and there are no pupils from traveller or asylum seeker backgrounds or who speak English as an additional language. Forty-three pupils (a broadly average number) have special educational needs (SEN), including some with learning difficulties as well as emotional and behavioural problems. Four pupils have statements of SEN. There is an emphasis across the school on all pupils being taught in relatively small classes. The school strives for excellence and tries to celebrate a wide range of pupils' achievements. It has been successful in achieving awards for its work in the wider curriculum, including the Active Mark, FA Charter Standard and the 'Healthy Schools' award. It is currently being considered for the Artsmark award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21060	Mr G Brown	Lead inspector	Science Design and technology Geography Physical education
9843	Mrs S Drake	Lay inspector	
33022	Mr J McCann	Team inspector	Mathematics Information and communication technology Religious education Special educational needs English as an additional language
17685	Ms L Spooner	Team inspector	English Art and design History Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a popular and well organised school that is effectively meeting many of its current aims and priorities. The good leadership of the headteacher, combined with sound teaching and learning, helps pupils to achieve satisfactorily and reach broadly average standards for their age. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in information and communication technology (ICT);
- The school is well led and this helps create a friendly and positive ethos;
- A varied curriculum provides a wide range of interesting activities that encourage pupils to learn;
- Relationships are very good; pupils behave well, grow rapidly in their personal development and show a keen interest in learning;
- Pupils with SEN are well supported and achieve well over time;
- Significant numbers of pupils could achieve more in their writing and mathematics;
- Pupils find it difficult to apply scientific knowledge and to reach their potential in the subject;
- Although satisfactory, the quality of teaching could be more consistent and effective;
- The school could be more rigorous in monitoring and evaluating the outcomes of its work.

The level of improvement from the previous inspection has been satisfactory. Although standards in science have fallen, those in ICT have risen sharply. Whilst the monitoring and evaluating of the curriculum have improved, there is still work to be done to ensure pupils achieve more. The quality and range of book provision has improved significantly, helping more pupils to reach above average standards in their reading. The individual educational plans for pupils with SEN have also improved. However, the school has not placed sufficient emphasis on raising standards in the core subjects.

STANDARDS ACHIEVED

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

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

Pupils achieve satisfactorily over time and are currently on course to reach broadly average standards in English and mathematics. The table, indicating past attainment, shows they do less well in science and this is still the case, although here too standards are set to rise as teaching and learning are strengthened. Pupils are now doing better in mathematics, although even better results could be achieved. The comparisons to similar schools are relatively weak and often reflect the relatively small number of Year 6 pupils who reach the higher levels for their age. Standards in ICT are well above expectation and they are broadly average in other subjects on which the inspection was able to make judgements. Pupils with SEN make good progress and achieve well in relation to their previous learning.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. The school helps pupils to develop very good relationships and most work hard and show positive attitudes. They also behave well. Pupils' attendance is very good and lateness is not a problem.

QUALITY OF EDUCATION

The school provides a sound quality of education for all its pupils. The overall quality of teaching is satisfactory and there are many examples of good and sometimes very good teaching. The most effective teaching is where pupils' needs are identified through carefully applied assessments and challenging targets are then set to ensure they progress. However, over time, not all teaching is as successful as this. Some pupils achieve less well because the work set is not stimulating or they are allowed to work at a pace not suited to their potential. ICT is taught particularly well and pupils have grown in skills and confidence.

The curriculum is well planned, with appropriate emphasis on literacy and numeracy. A particular strength is the organisation of the creative arts, whereby all pupils are taught by every member of staff. The team teaching in Year 3 is also working well and pupils benefit from the interest and strengths of different teachers. Pupils achieve less well in science, mainly because there have been limited opportunities to use and apply their knowledge in practical investigations. The curriculum is enriched by a good range of visits and by several activities in which pupils can participate both during and after school hours. Pupils' work is valued, as can be seen from the very good displays. Parents are welcomed as partners in children's learning and the school takes pride in trying to include the needs of everyone. Pupils feel safe here and staff are consistent in their duty of care.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory. A good climate for learning is sustained by the experienced headteacher, who ensures there is a good team spirit and a willingness to serve the whole child. The governance of the school is sound and governors give their committed support to the school's declared priorities. Whilst systems for monitoring teaching and learning and pupils' work across the curriculum have improved, management is not focused sharply enough on how best to raise standards in critical areas. A strength of management is the way in which available finance and other resources are used effectively to extend pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the overall performance of their children and feel they are receiving a good and consistent quality of education. They feel well informed as to the progress their children make and feel welcome in the school themselves. Pupils clearly enjoy their time in school and are quick to recognise the support given to them by all the staff. A significant number feel they could be made to work harder but know what is expected of them. Most find learning interesting and fun.

IMPROVEMENTS NEEDED

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

- Place greater emphasis on the need to raise pupils' standards in English, mathematics and science;
- Improve the consistency of teaching and learning by ensuring the good practice in the school becomes more widespread and makes greater impact on what pupils achieve;
- Sharpen the focus on the school's methods of self-evaluation. Ensure monitoring, including that undertaken by the subject co-ordinators, is more rigorous and has greater impact on current practice and future school improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve satisfactorily across the school. By the time they leave at the end of Year 6, many pupils attain average standards. There is no significant difference between the achievement of girls and boys although some pupils, including the more able, could do better.

Main strengths and weaknesses

- Standards in ICT are well above the level expected for the age of the pupils;
- Standards in reading are good but achievement in writing could be better;
- Pupils achieve broadly average standards in mathematics but too few pupils achieve the higher levels for their age;
- Pupils with SEN achieve well over time because of the additional support they receive;
- Standards in science are currently below average because higher attaining pupils do not achieve particularly well.

Commentary

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

Standards in:	School results	National results
English	27.0 (26.3)	26.8 (27.0)
Mathematics	25.8 (26.1)	26.8 (26.7)
Science	27.5 (27.2)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

1. National test results in 2003 were broadly average in English but below average in mathematics and science. Average points scores reflect pupils' achievements across the full ability range towards the end of Year 6. In mathematics, the trend in recent years has been for fewer pupils to reach the expected standard and, as in science, for fewer pupils to reach the higher level. Pupils' achievements in mathematics have fluctuated over the past three years and standards in science, in particular, have fallen since the previous inspection. These trends are partly the result of the school making slow progress towards its targets or because these are not challenging enough in some areas of pupils' learning. However, the trend in the school's average National Curriculum points score currently matches that of the national picture.
2. Pupils' achievements are inevitably linked to the quality of teaching and learning and the ways in which their progress is monitored over time. Where inconsistencies have developed in these areas, pupils' progress has been less marked. More could be done, for example, to ensure higher attaining pupils in science reach their potential and that pupils use their writing and mathematical skills to greater effect.
3. Where the school has developed a specific focus, for example, in reading and ICT, standards have risen sharply and pupils achieve well. Standards in ICT are now well above average and many pupils are well placed to work more independently of the teacher because of their reading and comprehension skills.

4. Although the inspection centred mainly on standards in the core areas of literacy and numeracy, evidence suggests that in most other subjects, including religious education, standards are at least at the level expected for the age of the pupils. Good emphasis is placed on the creative arts and some good work was noted in this area of the curriculum. Some very good work was also observed in design and technology in topics such as embroidery and the strength of structures. Here the pupils concerned are exposed to a rolling programme of skills and experiences and taught by several staff with particular interests and talents in these areas.
5. Pupils with SEN achieve well over time. Their needs are readily identified and pupils are well supported in lessons, either by additional adult help or through well regulated individual educational plans.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities are good; they are all well developed by the school. Behaviour is good and attendance is very good.

Main strengths and weaknesses

- Pupils enjoy coming to school and show enthusiasm for their learning;
- Relationships are very good and reflect the hard work undertaken by staff to create a positive ethos for learning;
- The good provision for the pupils' moral, social and cultural development helps them to understand the need for rules and to value and respect others.

Commentary

6. Pupils appreciate the friendly and supportive nature of their school and show a strong commitment towards it. They are happy to meet the high expectations of their teachers that they should behave well and relate positively to each other. These features are important factors in helping the pupils to learn productively. Staff form good role models and older pupils also try to support younger children in this respect. Harmony is a strong feature of school life and there was no evidence, during inspection, of bullying or oppressive behaviour. The recently formed School Council is helping pupils to take on extra responsibilities and the well-established buddy system encourages all pupils to understand the need to support each other, particularly during play. Although most pupils enter wholeheartedly into classroom life and activities, others are more passive in their learning and rely too heavily on the teacher for support.
7. Provision for the spiritual development of the pupils is satisfactory, although it could be more effectively planned in both worship and the wider curriculum. Worship tends to develop similar themes to those introduced during lessons in personal and social education and does not explore belief and spiritual reflection enough. The school's provision for moral and social development is very good and is based on a keen understanding of right and wrong and the need to live harmoniously with each other.
8. Codes of conduct are displayed conspicuously in the classrooms and referred to on a daily basis by adults. Most staff are keen to give pupils every opportunity to work collaboratively and this has a good impact on learning across the curriculum. Despite the school having only pupils of white UK heritage, it prepares them well for life in a culturally diverse society. The cultures and beliefs of ethnic minorities and of the world's great religions are covered appropriately in such subjects as religious education and geography. The school has very clear policies on equality of opportunity and methods to combat racism and these work well.

Attendance

Commentary

9. Pupils' attendance has been consistently well above the national average for a number of years and this continues to impact well on their learning. The great majority arrive very regularly and punctually in the morning and the school takes suitable action over any inappropriate absences.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There have been no exclusions in recent times.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

All pupils, including those with special educational needs, benefit from the sound quality of education the school provides.

Teaching and learning

The quality of teaching and learning is satisfactory.

Main strengths and weaknesses

- There are significant inconsistencies in the quality of teaching between classes;
- Most teachers have a secure knowledge of the subjects they teach and prepare lessons well. The teaching of ICT is particularly strong;
- There is sometimes a gap between what is planned and what actually happens during lessons;
- Assessment systems are of a very good quality but assessment information is not used consistently across the school to plan work that is accurately matched to the learning needs of different groups of pupils;
- Relationships are very good and behaviour is managed well;
- Pupils who have SEN are provided with good support in lessons and this helps them to achieve at least as well as other pupils in class;
- Homework is used well to support and promote learning in some subjects;
- Teachers' enthusiasms positively support the creative arts programme.

Commentary

10. Teaching was judged as good at the time of the previous inspection although, as now, there was a wide range in overall quality. This is because teaching is inconsistent, particularly between classes in Years 4, 5 and 6. Much of the teaching in Year 3 is particularly strong with good levels of joint planning and effective team teaching. Although within teaching there are a number of significant strengths, some important weaknesses have not been identified and dealt with over time. This is principally because co-ordinators are not provided with

enough opportunities to monitor the effectiveness of teaching in their subjects across the school and to take appropriate action.

11. Teachers have a secure understanding of the subjects they teach; for example, mathematics and history and particularly ICT, where teaching is very skilful and used very effectively to support learning in other subjects. Lessons observed in the ICT suite were very good overall and reflected the confidence teachers now share in the subject. Medium-term planning in all subjects is carefully compiled between teachers in each year group. Lesson planning translates this into useful detail but, in some classes, the activities planned to reinforce and promote learning are not always well matched to the learning needs of all groups of pupils. In some mathematics and science lessons, for example, more able pupils are not expected to work to their full potential and they underachieve. In other lessons, pupils who need to have their learning boosted are not given the right level of work to do and they struggle to complete inappropriate tasks.
12. In the pupil survey, a quarter of all pupils were of the opinion that they did not always have to work hard. Pupils who have SEN are given good levels of adult support and the work provided is well matched to their individual learning targets.
13. Teachers promote very good relationships and pupils are well behaved. This was observed widely across the school. However, on some occasions, teachers' expectations of what is to be achieved are too low. Where this occurs, pupils do not work as hard as they might and the presentation of work is often careless and untidy.
14. Assessment procedures are of a very good quality and are used effectively to record the progress being made by individuals and groups of pupils. This was a particularly strong feature of the teaching in Year 3 and parts of Year 6. In some lessons, insufficient use is made of ongoing assessment information to set precise learning targets for pupils. Work in pupils' books indicates a wide range in the quality of marking of their work. In a few classes, marking is used effectively to help pupils improve their work; it gives teachers detailed information about how well pupils are doing and is used effectively to set the next targets for learning. In other classes, marking does little to help pupils improve their output and presentation.
15. In the majority of classes, teachers are skilful at questioning pupils to assess what they know and understand and they make good use of what pupils say to move learning on. This was perhaps the single most effective element observed during a good Year 6 science lesson. Where this aspect is less successful, it is because teachers do not make the best use of questioning to ensure that all pupils take a full part in the lesson and to check what they have learned. Pupils' personal organisers provide pupils and their parents with regular updates on individual targets for improvement.
16. Homework makes a valuable contribution to pupils' learning because many are supported well by their parents. Some good examples of this were noted in history and ICT as well as in core areas. In addition, teachers value the work pupils do at home and make effective use of it as a contribution to the work done in lessons. In many lessons, teachers are skilful and imaginative, and this leads to interested pupils who want to achieve well. Where lessons are less effective, pupils are given insufficient opportunities to offer their ideas and opinions and activities become over reliant on paper driven exercises.
17. The school's innovative and carefully planned creative arts programme is supported well by all staff. Teachers and pupils are enthusiastic and this results in some good achievement during lessons, particularly in art, music, design and technology. French is also taught weekly to pupils on a rota basis by a visiting member of staff from the high school.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	4 (13)	16 (50)	10 (31)	2 (6)	0 (0)	0 (0)

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

The curriculum

The provision for the curriculum is good. It is enriched well. Accommodation and resources are both good and add to the effectiveness of pupils' learning.

Main strengths and weaknesses

- The school provides a broad range of exciting opportunities for learning;
- Pupils with SEN are well provided for;
- There is some innovative practice, such as that being trialled within the creative arts and in the school's programme for personal, social and health education (PSHE);
- Accommodation and resources are good, particularly in ICT;
- The curriculum could provide more challenge for some higher attaining pupils.

Commentary

18. The school provides good coverage of the curriculum and meets all statutory requirements, including its work in religious education, sex education and collective worship. There are also interesting new developments within PSHE, for example, the 'SPACE' programme and Philosophy for Children (P4C) which challenge pupils to think for themselves and to reflect on values and behaviour. Provision in ICT has improved significantly since the previous inspection and is now producing very good standards and achievement across the whole school. It also provides a good model for curriculum development in other areas, including the value of links between subjects. For example, pupils have used ICT to explore art and design and produced some spectacular video animations and photo-collages. However, the curriculum would benefit from careful monitoring in terms of the additional challenge it could provide for higher attaining pupils, particularly in the core areas where pupils are sometimes not stretched enough. For instance, in one lesson pupils were made to follow simple square counting as a means of finding area, when they already knew how to do this and could have been allowed to explore instead the relationship between area, perimeter and the sides of a shape.
19. There is a rich extension to the National Curriculum with many extra-curricular activities, including an Investigation Club, table tennis, various sports and instrument clubs. There are also several visits for pupils designed to enhance their learning, as well as a residential weekend. Regular visitors bring additional illustration and interest to pupils' topics, such as in art, all of which extend their motivation and all round development. The whole school approach towards a creative arts programme engenders interest and enthusiasm in pupils and staff alike and involves a cycle of activities taught by different staff, including drama, art and design, music and French. The school is also justifiably proud of its Active Mark in sport and the impending award of the Artsmark in recognition of its work across the arts.
20. Pupils with SEN are well provided for within the curriculum through screening, carefully assessed programmes of work and good recording systems. Additional support from well qualified assistants enhances the special work prepared by class teachers, who are well aware of the needs of individual children. Pupils' progress is carefully monitored by the SEN

coordinator whose has a very good understanding of the national code of practice and has contributed much to the overall improvement of individual educational plans, an area identified as a weakness during the previous inspection. However, there still requires a greater input of pupils' views into their own target setting process, as well as a narrowing of the focus expressed in targets.

Care, guidance and support

The school provides good quality care for pupils, offers them good support and guidance and involves them well in school life.

Main strengths and weaknesses

- Pupils are happy to approach staff if they have problems or just want to chat;
- There is a high priority placed on healthy living;
- Very good arrangements are in place to help pupils settle into school and to transfer happily;
- Staff have good knowledge of pupils and cater well for their individual needs;
- Health and safety procedures are good overall.

Commentary

21. Every parent who responded to the inspection questionnaire agreed that their children like school. Pupils themselves are very clear about having someone to go to if they have concerns and that teachers will treat them fairly. Such responses also show clearly how both parents and pupils rate highly the care and support offered by the school. Staff make pupils feel that their individual needs matter and offer them good help and attention if they have accidents or feel unwell. Many staff have first aid training, as too have some of the pupils as a result of the health and safety week held during the last academic year. The achievement of the 'Healthy Schools' award recognises the school's good work in this area, including its playground buddy system, well balanced lunches and general awareness raising of the importance of healthy living. The dining room atmosphere is much enhanced by high quality health related posters created by pupils using sophisticated ICT. With the recent introduction of the school council, pupils now have a real say in school life and their suggestions, such as the need to make the playground benches safer, are readily acted upon.
22. The good care for pupils starts even before transfer from the neighbouring infant school. A series of visits ensures pupils get to know staff and the building well before the autumn term. The particular challenges faced by pupils with SEN are also considered carefully and catered for sensitively. Likewise, Year 6 pupils have good opportunities to visit their next school, talk with Year 7 pupils and meet staff. They also have the benefit of being taught French by a teacher from the secondary school. In addition, all teachers in the junior school teach every pupil at some point during the year, an arrangement which helps the feeling of being known, valued and belonging.
23. Procedures to ensure child protection are clear, appropriate and well known to almost all staff. The school is aware of the need to ensure that all new staff are given good guidance in this area. Health and safety arrangements are good overall, in that the school carries out regular premises checks involving governors, conducts risk assessments and ensures that all equipment checks are carried out. In lessons, teachers pay appropriate attention to health and safety issues. A few minor matters of safety were raised by the inspection which the school has now begun to address.
24. Each pupil has an annual 'organiser' which acts as a timetable and homework record. It also contains helpful guidance about, for instance, subject vocabulary the pupils have to know and use. It usually includes weekly targets and records pupils' progress as they follow their

PSHE programme. The organisers thus provide a continuous method of monitoring and tracking pupils' progress. The school's more formal assessment procedures are very good. However, teachers do not yet make the best use possible of the information gathered when setting new targets or giving advice to individual pupils on what they need to do in order to improve.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools and colleges is good. Its partnership with the wider community is satisfactory.

Main strengths and weaknesses

- Parents are very well satisfied with the school's provision;
- The school provides parents with good quality information about their children's progress but could offer them more about what is being taught;
- Good links with other schools and colleges enhance the overall provision for the pupils.

Commentary

25. The school is highly regarded in the community and parents are extremely positive about what it offers their children. Responses to the pre-inspection questionnaire more than doubled in comparison with the previous inspection, and ten out of fifteen questions received a 98 per cent or better positive response. Parents rate the leadership, teaching and care for their children very highly and find staff very approachable. The school is very welcoming to parents and clearly values their part in educating their children. Although there is no active parent or friends' association, a few loyal parents help regularly in school and there is a good supply of willing volunteers for specific events when these come along.
26. The annual written reports on pupils are mostly of good quality and the school also issues useful mid-year reviews which itemise, in grid form, pupils' achievements and their efforts in English and mathematics, together with an overall grade. Parents of Year 6 pupils also receive a preparation sheet for the National Curriculum tests which clearly shows their child's standardised scores in practice papers in December, February and March. This gives them a good pointer as to how much more is needed to raise their child's standards to the next level. Pupils' organisers also give parents the opportunity to track their overall progress throughout the year. The school regularly issues lively, well produced newsletters but the governors' annual report and prospectus contain relatively sparse information. Through pupils' organisers, parents usually know the title of the topic their children are studying but are not given sufficient detail about what this entails or how they might support their learning. Whilst this persists, opportunities are being lost for parents to become fully involved in their child's learning.
27. Throughout the year, the school works closely with Medway Infant School and Park View Secondary School, to which most will transfer. A joint prospectus is compiled between the Infant and Junior Schools that demonstrates their routines and how expectations of behaviour are closely aligned. Park View staff teach in the junior school and the secondary school is generous about lending equipment. It has also funded the training for the new initiative, P4C (Philosophy for Children) which is being trialled throughout the area. There is very close liaison over pupils' transition between Years 6 and 7 with much sharing of information. Lumley pupils are also highly successful in sporting activities held with other local schools, such as football, rugby and cricket.
28. The school has developed a good working partnership with local colleges and Newcastle University. This means that it receives many students, some of whom go on to be employed by the school, who then bring in fresh ideas throughout the year. The overall process is very

well supervised by the deputy headteacher. In the wider community, links with various religious groups and agencies, such as those who support pupils with SEN, enhance the school's provision, as does the use of the neighbouring church as a curriculum resource. The grounds are being improved with help from the Groundwork Trust and pupils are involved in designing signs to improve a public footpath in the village.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership offered by the headteacher is good and governance and management are satisfactory.

Main strengths and weaknesses

- The leadership of the headteacher is good and is strongly focused on inclusion, team building and the creation of a positive school ethos;
- There needs to be a greater whole school focus on raising standards;
- The school has an ongoing commitment towards the professional development of its staff;
- The school's approach towards financial management and control is very good and helps it to achieve its declared priorities;
- The monitoring of pupils' standards, together with the quality of teaching and learning, needs to be more rigorous and directly related to the outcomes of pupils' work.

Commentary

29. The headteacher's leadership, ably supported by that of the deputy headteacher, is having a positive influence on school ethos and the priorities expressed in the school improvement plan. The headteacher continues to motivate and influence staff and pupils and to give the school appropriate direction and purpose. Parents, staff and pupils show confidence in his overall leadership and are quick to praise his commitment to the school. These aspects of leadership were praised during the previous inspection and are still prevalent. Where leadership has influenced good practice, the impact on curricular provision and pupils' standards is readily seen. Two good examples of this are in the overall strength of the current provision for ICT and a unique creative arts programme based on all pupils being taught by different teachers at a set time in the week. Good use is made of the individual strengths and interests of staff to help raise standards in different parts of the curriculum. A priority of the headteacher has been for staff and pupils to benefit from planning with each other and to support the year group where they are based.
30. The management of school subjects is at least satisfactory, sometimes good and is particularly effective in ICT. This represents an overall improvement since the previous inspection, although more has to be done to improve the impact of monitoring on pupils' standards. All subject leaders take part in an annual curriculum review following an audit of the stage their subject has reached. However, the impact of this process remains very mixed. The co-ordinators' role in maintaining the good level of resources in the school has become an important part of the process.
31. Management is satisfactory overall and this represents a slight decline in impact over the previous inspection. There has been a less rigorous emphasis on improving pupils' standards and progress than hitherto. Whilst systems for monitoring and evaluating teaching and learning have improved, these have not been robust enough to identify important gaps in pupils' knowledge and understanding, or to take the right steps to strengthen pupils' work where known weaknesses exist. A more rigorous approach is needed by using clear criteria to check if the required improvements are being sustained. The use of self-evaluation measures has to be given more priority in order to help drive up pupils' standards.

32. School governance is satisfactory. The governing body is a good blend of experienced and relatively new personnel who, together, show good commitment to the aims of the school. Governors meet their statutory requirements in relation to the conduct of the school and their termly business. The current committee structure is well placed to ensure efficient use of governors' time although some, such as the curriculum committee, are not involved enough in a proactive way in shaping policy, including what goes on a daily basis in school. Similarly, governors are insufficiently involved in their monitoring role and show insufficient awareness that standards should generally be a main priority.
33. The school's financial management and control provide well for the pupils, not least in ensuring class sizes remain small and that the accommodation continues to provide an attractive learning environment for staff and pupils. Learning resources are above average, particularly in ICT, and are used effectively by staff to ensure pupils find learning attractive and accessible.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	431,163
Total expenditure	428,092
Expenditure per pupil	2,352

Balances (£)	
Balance from previous year	20,125
Balance carried forward to the next	23,196

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in reading are above average by the end of Year 6;
- Lesson planning is detailed and thorough but, in some lessons, activities do not always meet the learning needs of all groups of pupils;
- Assessment systems are very thorough and detailed but assessment information is not used consistently by all teachers to ensure the right level of work is planned for all pupils;
- Additional support for pupils with SEN enables them to be as successful as other children in the class;
- Teachers have high expectations of behaviour and attitudes and pupils respond positively;
- There are not enough opportunities created for the co-ordinator to monitor and evaluate the quality of teaching and learning through lesson observations and the analysis of pupils' work;
- The school has fully addressed the weakness in book provision identified at the time of the previous inspection. There is now a wide range of good quality reading material.

Commentary

34. Standards are in line with national averages by the end of Year 6 and reflect those identified at the time of the previous inspection. The school's most recent predictions, based on assessment information, indicate that standards in English by the end of Year 6 are likely to be above average. This is certainly the case in reading, where the school's focus on reading improvement has been particularly successful. Standards in writing, however, are likely to be broadly average because not enough pupils are working towards the expected level. This is mainly because the planned activities in one of the two Year 6 classes do not always provide sufficient challenge and, as a result, some pupils are currently under-achieving.
35. Standards in speaking and listening are in line with expectations although, during the inspection, there were few instances of pupils' using oral language to great effect. In some lessons and in a range of subjects across the school pupils were allowed to be too passive and were not expected to respond positively to questions. In other lessons, some pupils were not given sufficient opportunity to answer questions at length or discuss their ideas and opinions. A particular weakness was identified in science, where pupils were not encouraged consistently to use appropriate specific scientific language.
36. In reading, the picture is more positive. An increase in the range and quality of books available to pupils has heightened their interest and extended their technical skills. Pupils read quite extensively for enjoyment and information and have become more aware of the styles used by different authors. Many pupils currently read with good expression and understanding for their age. Pupils' writing remains a whole school focus and this is appropriate as standards vary considerably. Spelling and written presentation are not of a consistently good standard, particularly where the teacher's expectations are not high enough. Whilst some pupils write with considerable flair and accuracy, others lack clarity or imagination in their stories, and errors in vocabulary or grammar begin to emerge. In books and on display, there was some evidence of pupils writing for a range of reasons. In some classes, however, there was limited evidence in exercise books of opportunities for pupils to use their literacy skills in more extended writing.

37. Work in pupils' books indicates that teaching over time is satisfactory. During the inspection, two-thirds of the teaching seen was satisfactory or better, with half being good or very good. One third of the teaching seen was unsatisfactory. The overall picture, however, is one of inconsistency between classes. The most consistent features lie in the teachers' subject knowledge, detailed lesson planning, additional support for pupils who have SEN and in the promotion of good relationships.
38. In the most effective lessons, teachers are skilful in explaining, questioning and providing challenging work for all groups of pupils and, as a result, most achieve well. Where lessons become unsatisfactory, work is not sufficiently well matched to the learning needs of all groups of pupils and expectations of effort, productivity and presentation are too low. Work in books shows that the quality of marking is inconsistent. In some classes, teachers' comments are both positive and helpful in informing the pupils how well they are doing and what they need to do to improve, whilst in others, marking is less effective in these respects.
39. Attainment in reading and writing is very carefully tracked and analysed to identify the progress being made by individuals and groups of pupils. In some lessons, however, not enough use is made of ongoing assessment information to plan what pupils need to learn next. The leadership and management of English are satisfactory overall. However, the subject co-ordinator is not provided with enough opportunities to monitor the quality and consistency of teaching and learning and, as a result, areas for improvement have not been clearly identified and worked on.

Language and literacy across the curriculum

40. Pupils are given satisfactory opportunities to practise their literacy skills in other subjects. Work on display and that stored in computers provide evidence that effective use is made of ICT to present written work. A good example was seen in a display of 'Author Profiles', where pupils had combined text and graphics to present their work. Pupils also record science investigations and write accounts such as those following a trip to the Discovery Museum.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teacher knowledge and planning are good but these qualities do not always give rise to effective lessons in the school;
- There are strong links with ICT and these have improved pupils' understanding and use of data;
- Pupils work well together and relationships with staff are very good;
- There is, at times, insufficient stimulation and challenge, particularly for more able pupils;
- There is inconsistency in the application of mathematical knowledge and in the presentation of pupils' work;
- Standards are rising as the school becomes more analytical of pupils' strengths and weaknesses.

Commentary

41. Pupils' standards have been fluctuating since the previous inspection. This has been due to the relative strengths and weaknesses of the various year groups, as well as some inconsistencies in teaching and learning over time. The school has recently become more evaluative as to where pupils must improve and standards are now on course to be broadly average by the end of Year 6. This reflects a picture similar to that of the previous inspection and shows considerable improvement over the school's recent performance in the national tests. Most pupils achieve satisfactorily because there is consistency in planning, teacher

knowledge and assessment. However, too few pupils reach the higher levels in the national tests, mainly because expectation, challenge and application are not rigorous enough. Pupils with SEN achieve well and this is directly related to the well-focused work given to them and the good support they receive.

42. Pupil's attitudes and collaboration are good and this generally assists their learning. For example, paired work in a Year 4 lesson worked well as the pupils consolidated their learning of number bonds and sequencing; however, the pairing of a higher ability pupil with a lower ability child had the effect of holding back the more able pupil. Discussion with Year 6 pupils showed some significant gaps in their knowledge. Some were incapable of accurate estimation, others could not apply the basic number skills to problem solving. In some classes, the presentation and marking of pupils' work are inconsistent, with little evidence of diagnostic comments from teachers or the use of 'jotting' for alternative methods of working out. For instance, one pupil said, 'Oh we just use a piece of scrap paper to work things out on - then throw it away'. In these instances, pupils are not able to check up on their methods logically and learn the most effective strategies.
43. The quality of teaching and learning is satisfactory overall. There are, however, some examples of good practice but this is inconsistent. This is due in part to teachers presenting varying standards of motivation and challenge to the pupils and a lack of emphasis on applying known skills to problem solving. For example, a good Year 4 lesson involved pupils being challenged to think and explain their reasoning when revising the properties of shapes and this developed into good investigative work to test theories for patterns. In a successful Year 3 lesson on extending number sequences, the teacher focused well on the aims of the lesson and there was particularly good emphasis on pupils exploring different strategies as a means of reaching the same answer.
44. In lessons where pupils achieved less well, the teacher's role became too prominent and pupils did less thinking for themselves. For instance, in a Year 6 lesson, the instructions given to the pupils were lengthy and repetitive instead of more time being found for them to investigate the area and perimeter of shapes before they lost interest. In another less effective lesson, the delivery of skills to help pupils convert fractions to decimals was sound enough but the application to real life situations was missing. Higher attaining pupils were also allowed to move onto unrelated tasks instead of deepening and applying the skills they had learned.
45. The impact of leadership and management on pupils' standards is satisfactory although the monitoring of mathematics could be improved. The recently appointed co-ordinator has a clear understanding of the strengths and weaknesses of the subject and has compiled a comprehensive action plan designed to improve standards, which includes detailed tracking and targeting of pupils' work as a guide to individual and group support. If this approach is rigorously adhered to, then the school's projection for ultimately higher standards may well be met among all levels of pupil ability.

Mathematics across the curriculum

46. Mathematics is used well across the curriculum, especially in ICT where pupils often use programmes to consolidate class work or, as in Year 6, to explore data handling. There are also links forged in design and technology with some classes combining the structure of strong shapes with their design and making skills using straws. Data handling with charts and graphs is also in evidence both in geography and religious education.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The science curriculum is well organised and resources are good;
- Although satisfactory overall, there are elements of stronger teaching and learning in several classes;
- Pupils' standards are below average by the end of Year 6 with weaknesses in the use and application of science knowledge and skills;
- The higher attaining pupils are not particularly well provided for.

Commentary

47. The most recent results of national tests confirm that Year 6 pupils do not reach average standards. This represents unsatisfactory progress in the subject since the previous inspection, when science was judged to be above average for many pupils. Although latterly there has been an increase in the number who reach the expected standard, a relatively small percentage reach the higher level for their age. These are generally higher attaining pupils who are not being challenged sufficiently well for their ability. A further weakness has been the lack of impact on pupils' standards in investigational science. Even the oldest pupils have some difficulty in preparing accurate science investigations, although the school is now on course to improve this situation. The shortcomings in pupils' knowledge have been analysed and work is underway to ensure such weaknesses are gradually eliminated. For example, in Years 3 and 6 there has been a concerted effort to ensure pupils understand how to apply their science knowledge and understanding to new investigations and this is beginning to have a positive impact on standards in some classes. Similarly, pupils throughout the school are building up their confidence in the use they make of science specific language, although more needs to be achieved in this area.
48. The teaching of science is satisfactory overall but there are several classes where teaching is currently stronger and more effective than this. In these classes, encouragement is given to the pupils and many say that science is now their favourite subject. Most concentrate well and work effectively in pairs or small groups. All teachers now ensure there are at least one or two science investigations every term, in which pupils carry out experiments involving predictions, recordings and evaluations. Resources are attractive and well used by staff to stimulate the pupils. There is also a consistent expectation that pupils will concentrate and behave well and this adds to their learning opportunities. Although the planning of lessons is very detailed, in practice the different needs of pupils are not being well catered for. Pupils with special educational needs are well provided for overall. However, higher attaining pupils often need more challenging tasks that will allow them to work more independently of the teacher and record their work to a higher standard and in different ways.
49. The curriculum for science is well organised and good links are made with other subjects in the curriculum. The subject is led and managed satisfactorily and the co-ordinator has instigated a very clear plan for subject improvement which is now well underway. The well attended 'Investigations Club,' held after school, has been awarded additional external finance for its impact in developing pupils' enquiry based skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' standards are high and many achieve particularly well over time;
- The subject knowledge of staff is very good and impacts well on pupils' learning;
- Strong leadership by the co-ordinator has led to significant improvements since the previous inspection;
- Pupils are very enthusiastic learners and enjoy every moment in the new ICT suite;
- Accommodation and resources are of high quality and lend themselves to effective learning.

Commentary

50. The standards attained by the pupils by the end of Year 6 are well above those expected. This is largely because of the enthusiasm, knowledge and teaching skills of the staff. Provision and standards have both risen sharply since the previous inspection. Most pupils are very secure in their knowledge and application of computer skills and show very good insight into how computer technology can be a powerful tool in the world outside school. Teacher expectation is high. For instance, pupils in Year 6 are challenged by their teacher 'You have 30 seconds to re-site the tool bar, ready to start!' Technical terms are used confidently and accurately by the pupils. Teachers also use ICT resources with considerable skill, which in turn engenders confidence and motivation in the pupils. For example, the interactive white board is used with clarity in many lessons to show the pupils what is expected of them at each stage.
51. Most pupils work productively with good concentration and collaborate well. For instance, Year 5 pupils used a powerful ICT tool called PowerPoint to present an animated story. Pairs of pupils helped each other to present a slide show with a variety of font styles and animated pictures. 'This is new for us', reported the pupils eagerly as they examined a carefully sequenced instruction sheet following an excellent model presentation by the teacher. Pupils in Year 6 build on these experiences very well and their work becomes more technical and sophisticated as they get older.
52. All the required elements of ICT are planned for and assessed during the year and the national guidelines are followed carefully. The co-ordinator has access to the pupils' files via networking and regularly assesses their progress; this is followed by staff discussion to help identify the next stages for development. This ensures learning is well structured and builds quickly on pupils' past work. The teachers (including the support technician who is a valued member of the team) have all undertaken recent training and they put this to good effect in using ICT as a support across the curriculum. Some of the pupils' animations and design work currently recorded on video are of a particularly high standard.
53. The quality of leadership and management is very good and has been behind many of the improvements described. The co-ordinator, in consultation with the local education authority, is trialling new technology, including possible pupil contributions to a school website. There is well over the recommended ratio of workstations per pupil and both hardware and software are plentiful and of good quality. The new ICT suite is a very good addition to the school's overall resources. Staff and pupils are well aware of safety measures relating to accessing the Internet. Since the previous inspection, there has been a complete transformation of the subject and it is now a high status and powerful asset to the school, impinging on many more areas of the curriculum.

Information and communication technology across the curriculum

54. Cross-curricular links are well developed. For example, a Year 4 class spent half its mathematics lesson developing its numeracy skills in the ICT suite using a 'power lines' programme and Year 6 pupils discussed their use of data handling using a spreadsheet programme to construct football team bar and pie charts. Networked microscopes are used for observation work in science and there are some excellent displays of digital art and video animation of which the whole school is very proud.

HUMANITIES

Religious Education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education lessons contribute well to the pupils' cultural awareness and spiritual development;
- Planning is detailed and the approved scheme of work is used effectively;
- Resources and links are being well developed to extend pupils' learning further;
- The quality and quantity of the pupils' recorded work requires closer monitoring.

Commentary

55. Pupils achieve satisfactorily and reach broadly the standards anticipated for their age. Most demonstrate sound knowledge and understanding of the topics they study and show satisfactory recall of the characters and events within them. The pupils are given a wide range of activities covering all aspects of the locally agreed syllabus and scheme of work. For example, Year 6 investigated the symbolism of the Easter story in Christianity, whilst Year 4 looked at the significance of other beliefs and traditions.
56. PSHE initiatives are, on the whole, interwoven well with religious education. However, although the links between the two subjects are often made effectively, the more discrete areas of religious education and worship need to be carefully sustained. This term's theme of 'respect' was integrated effectively throughout the school, including its links with Hinduism. Pupils are also developing a sense of tolerance and understanding of other religions by discussing the similarities and differences in at least four major faiths. The work is carefully programmed to assist pupil progress over time; for instance, one boy said he had done the Easter story before but this was, 'the first time we have looked at the symbolism linked to the events'.
57. Artefacts are used effectively to stimulate learning, for example, hot cross buns and a crucifix for the Easter story and objects related to baptism for Year 5, including shawls, candles and ceremony cards. There are varied activities that the teachers use to enliven the recording of the subject, including cartoons, diagrams, charts, pictures and worksheets. Pupils' work is presented satisfactorily and marked overall. However, some books show little depth and quality of recording in the subject, with more emphasis on PSHE activities rather than those relating directly to religious education.
58. The subject is led and managed satisfactorily. The co-ordinator and staff are developing good links with local churches and visits to more distant places such as Durham Cathedral have proved beneficial in the past. The co-ordinator has also collated a wide range of artefacts and books relating to major faiths.

History and geography

59. In **history** and **geography**, work was sampled, with inspectors seeing few lessons. This was not enough to make a firm judgement about total provision in the subjects across the school. Inspectors looked at work already done, talked to pupils and held discussions with staff who held responsibility for these subjects. In the sampling, pupils' achievements were found to be broadly as expected for the age of the pupils.
60. Two lessons of history were observed in Years 4 and 5 and in both the quality of teaching and learning was good. This was because the teachers had secure subject knowledge and used this well to make lessons interesting, through clear explanations and skilful questioning. Homework was also used effectively in both lessons to support learning. Two particular strengths underpinned these lessons, making a significant contribution to the pupils' good achievement. In the Year 4 lesson, the teacher's careful preparation and use of ICT was impressive in the way it captured the pupils' interest. By the end of the lesson, every pupil was able to place the Tudor monarchs in chronological order and had learned important facts about each king or queen, in preparation for the rest of the unit of study. Pupils in the Year 5 lesson were provided with good opportunities to refine their research skills and achieved well in their use of an evidence base to find out information about the Ancient Greeks.
61. Evidence in pupils' workbooks shows there are some inconsistencies across the school in the quality of marking and expectations regarding presentation. Planning is clear and detailed and takes appropriate account of the national guidelines for history. The assessment system provides teachers with an efficient method of recording what pupils have learned.
62. Some geographical topics are used to compare and contrast local and distant environments, such as the Year 4 study of Chembakolli in India. This work also supported the pupils' cultural development. Year 6 pupils use contrasting locations to study the course and nature of rivers and Year 6 pupils explore aspects of different environments whilst enjoying their residential stay in Weardale. Evidence indicates that both history and geography are led and managed satisfactorily.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

63. Only a small amount of lessons were seen in art and design and music. There was insufficient evidence to make a firm judgement about provision in each subject. However, in addition to the few lessons seen, discussions were held with teachers about their responsibilities, pupils' previous work was looked at and inspectors spoke to some of the pupils about their past experiences and work.
64. In **art and design**, subject planning follows the national guidelines and is adapted very effectively to suit the needs of the school. Pupils are provided with good opportunities to work with their own class teacher and, through the creative arts programme, with other teachers and visiting artists. The assessment system is of good quality and enables teachers to keep efficient ongoing records of how well pupils are doing.
65. Examples of a range of good quality work are displayed around the school and available for perusal via video presentation. For example, pupils have worked very effectively using digital photography to produce some intriguing animated presentations about healthy eating. Very well presented ICT generated posters and more abstract portraiture in the style of famous artists are further eye-catching examples of the work done around the school. Pupils are provided with good opportunities to learn about a range of artists from both the past and present, including a study of Antony Gormley's, 'Angel of the North'. The co-ordinator provides effective leadership and management of art and design as part of the creative arts programme. The school has also built up a wide range of good quality resources and these make a positive contribution to the art and design curriculum.

66. In **music**, the curriculum is very well organised and provides good opportunities for pupils to work with different teachers. Teachers' planning is of a good quality and effective assessment systems provide teachers with an efficient way of recording pupils' attainment. In the one Year 3 lesson, the pupils achieved well because the lesson was carefully planned, well organised, interesting and creative. Following the reading of the story 'Where The Wild Things Are', all pupils were successful in producing individual and imaginative music journey lines in response to the feelings they considered were an important part of the story. Pupils with SEN were provided with good adult support and, as a result, were as successful as other pupils in the class. Visiting musicians also work effectively with individuals or small groups of pupils as they learn to play instruments such as the guitar and oboe. The co-ordinator provides effective management of music as part of the creative arts programme.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- The subject is very practically based and is well integrated into the wider creative arts programme;
- Whilst teaching is satisfactory overall, many pupils achieve well in those classes where teachers' planning is particularly effective and builds on previous learning.

Commentary

67. The subject is mainly taught within the wider context of a weekly creative arts afternoon and so pupils see design and technology in the context of other subjects, such as art and design and even mathematics. During the inspection, several projects were underway with pupils being taught by teachers other than their own. This is a refreshing approach and helps pupils of all ages and abilities to draw on the interests and enthusiasms of several members of staff. Careful planning ensures there is a sound progression of skills and experiences which are developed over time.
68. The content of lessons is suitably varied and challenging. In one particularly effective lesson, careful attention was given to pupils preparing a straw structure that could be used to support a hard-boiled egg. Pupils used their mathematical knowledge and experience of triangulation to recognise the strength this would bring and adapted their structures accordingly. In the space of an hour they worked successfully in small groups, planning their work to a good level and then evaluating their structures in terms of being 'fit for purpose'. In other lessons, pupils' work is more teacher-directed and the learning, whilst satisfactory, is less effective. The subject is satisfactorily led as part of an integrated programme and good records are kept of pupils' achievements, to help ensure progression in learning.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The school has achieved the Active Mark for the variety of experiences it makes available to the pupils;
- The subject contributes well to the personal development of the pupils;
- The resources and accommodation are good and offer effective support to pupils' learning.

Commentary

69. A limited range of short lessons was available for observation, although the school presents a much wider range of experiences for the pupils over the year. As part of the lessons seen, Year 6 pupils displayed broadly expected standards when throwing, avoiding and retrieving balls, whilst those in Year 4 achieved well, putting together a sequence of movements and mimes depicting competing athletes. These sessions were well received by the pupils who participated enthusiastically in a good team spirit. The observed teaching was mainly satisfactory but some good elements occurred in Years 3 and 4 with staff giving clear instructions and making effective use of good quality pupil demonstration. The detailed planning of lessons shows the stress laid on good health and safety.
70. The school has been successful in continuing its tradition of bringing a wide range of physical education experiences to its pupils. All strands of the National Curriculum programmes of study are securely planned for and these are enriched by a range of sporting activities, some of which are competitive. Although the school has gained a good reputation locally for its achievements in sport such as cricket, football (girls and boys) and rugby, it is the sheer pleasure and benefits of participation that the school wishes to emphasise, with good, inclusive opportunities for all.
71. The subject is well led and managed by an enthusiastic co-ordinator, who has helped oversee the prestigious award of the Active Mark. Physical education is also contributing well to the personal qualities of many pupils, particularly their social development. The school's extra-curricular provision has helped to enrich the total package of physical activity on offer to the pupils. Their achievements are also strengthened by the good range of resources available, as well as by the good accommodation which includes a large hall and field.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- There is a very well organised programme called 'SPACE' which the pupils enthuse over;
- It has a relatively high profile in pupils' learning and is integrated well with other subjects.

Commentary

72. The arrangements made for pupils' PSHCE are good and reflect the aims of the school. There are also strong links between the work pupils do and their own attitudes and behaviour. The school has adopted a very structured programme, which allows teachers to look at personal and social education in the context of the whole of the National Curriculum, as well as religious education and worship. Pupils reflect on moral issues as well as thinking of their own values and aspects of spiritual development.
73. Pupils are confident to air their views and this helps to build on the very good relationships that already exist. Learning how to behave, for example showing respect, is an integral part of lessons, as is the notion of growing in self-control and taking responsibility for one's own words and actions. Team spirit, the buddy system and the School Council are all practical ways in which the PSHCE programme influences the pupils' development and leads to good behaviour and positive attitudes to work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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