

INSPECTION REPORT

NEWBURGH CHURCH OF ENGLAND PRIMARY SCHOOL

Newburgh, Wigan

LEA area: Lancashire

Unique reference number: 119482

Headteacher: Mr Derek Burge

Lead inspector: Mr David Carrington

Dates of inspection: 5th – 6th July 2004

Inspection number: 257008

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	106
School address:	Back Lane Newburgh Wigan
Postcode:	WN8 7XB
Telephone number:	01257 462916
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Margaret Swift
Date of previous inspection:	14 th September 1998

CHARACTERISTICS OF THE SCHOOL

Newburgh Church of England Primary School is a small village school that serves Newburgh and the surrounding communities, which are located about five miles to the northeast of Ormskirk in Lancashire. There are 67 boys and 39 girls in total. The proportion of pupils with special educational needs is below average; most of these pupils have moderate learning difficulties. There is an above average proportion of pupils with statements. There are no pupils from minority ethnic backgrounds and all pupils speak English as their main language. Each year a small proportion of pupils join or leave the school part way through their primary education. The attainment of children when they start school is above average.

The school earned the *Schools Achievement Award* in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics and information and communication technology and personal, social and health education and citizenship.
9479	Mrs Christine Field	Lay inspector	
20326	Mr Peter Clark	Team inspector	English, art and design, design and technology, music, physical education and special educational needs.
30144	Mr Edgar Hastings	Team inspector	Science, geography, history and areas of learning for children in the Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Newburgh Church of England Primary School provides a **satisfactory** quality of education. Pupils achieve satisfactorily, though this varies from class to class. Standards are well above average at the end of Year 6. Pupils behave very well and they enjoy their time at school. Teaching and learning are satisfactory overall, with strengths in the Foundation Stage and Years 1 and 2. The headteacher gives a good steer to the school, and leadership, governance and management are satisfactory. Overall, the school gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Provision and achievement is good in the Foundation Stage and Years 1 and 2.
- Higher attaining pupils, the gifted and talented and pupils in Years 3 and 4 do not achieve consistently well enough.
- Management systems to ensure that the educational provision is of equal quality through the school are imperfect and there is limited monitoring and evaluation of school performance.
- The quality of teaching and learning is satisfactory with good teaching in the Foundation Stage and Years 1 and 2.
- Pupils are very well behaved, they have very positive attitudes towards school, and relationships are very good. Attendance is well above average.
- Provision for information and communication technology (ICT) is unsatisfactory.
- Assessment is unsatisfactory and the system to track the achievement of pupils is neither rigorous nor consistent.
- The school is at the heart of its community and the partnership with parents and other schools is good.
- There are important omissions in the school prospectus that mean statutory requirements are not met in full.

The school has had **mixed success with improvement** since its previous inspection in 1998. Monitoring and self-evaluation and the provision for gifted and talented pupils remain aspects for further work. On the other hand, the school has successfully improved provision in literacy and numeracy, creative development in the Foundation Stage and the systems to support pupils with special educational needs. There is ongoing work to improve the accommodation.

STANDARDS ACHIEVED

In Year 6, as the table below shows, pupils' results were above average in English and high in mathematics and science. Measured against similar schools, the Year 6 results were below average in English and well above average in mathematics and science. The proportion of pupils attaining the higher level 3 in Year 2 was generally well above average, with the exception of writing, where it was average. In Year 6, the proportion attaining the higher level 5 was generally well above average, but average in English.

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

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

This year, achievement is **satisfactory** and standards are well above average at the end of Year 6.

- The children in reception have above average skills and knowledge in the six areas of learning for those in the Foundation Stage. The children have achieved well this year and have been very well prepared for work in Year 1.
- Achievement is good in Years 1 and 2. Standards are above average in English, mathematics and science. They are average in ICT.
- In Years 3 and 4 there are weaknesses in the match of work to pupils' attainment levels and, therefore, achievement slows and standards are not high enough.
- Achievement accelerates in Years 5 and 6 because of the effective boost given to learning. This year the pupils in these age groups have achieved well and standards are well above average in English, mathematics and science. They are, however, below average in ICT.
- Pupils' behaviour, attitudes and relationships are very good and this leads to a positive ethos in school. Attendance levels are well above average. The overall quality of pupils' spiritual, moral, social and cultural education is **good**.

QUALITY OF EDUCATION

The quality of education is **satisfactory**.

- Teaching quality is **satisfactory**. It is good in reception and Years 1 and 2, with some good features in Years 5 and 6. It is satisfactory in Years 3 and 4. The best teaching is focused fully on the careful matching of work to the level of attainment of each pupil. In the weaker lessons expectations are too low and the match of work is unsatisfactory with every pupil, regardless of background, completing exactly the same work.
- Learning is also satisfactory. Over their time in school, pupils build skills and knowledge at a sound rate, though this is not consistent and years of good progress are followed by years where some pupils bide their time. Pupils are productive learners and they try hard.
- Assessment is unsatisfactory. It is effective in English and mathematics but there are major omissions in other subjects. The marking of work does not identify ways for pupils to improve their work and pupils have few opportunities to self-evaluate their learning.
- The curriculum is satisfactory. There is a good curriculum for pupils with special educational needs and the children in the Foundation Stage. The curriculum for ICT is unsatisfactory. There is good enrichment of the curriculum through the programme of extra curricular activities.
- The partnership with the community is a strength. It is also good with parents and other schools.
- The overall quality of care, welfare, health and safety is very good. The systems to give personal guidance and advice for pupils depend on too many informal procedures.

LEADERSHIP AND MANAGEMENT

The headteachers' leadership is **good**. Management and governance are **satisfactory**.

- The headteacher gives a good lead to the school and successfully ensures that pupils' pastoral education is effective.
- The role of subject leader does not extend to responsibility for standards and the quality of education. They have few opportunities to monitor and evaluate the quality of provision in classes other than their own.
- Governors are led soundly and have appropriate understanding of the school's strengths and weaknesses. They ensure that the majority of statutory requirements are met, though the school prospectus does not contain all the information it should.
- The target setting, sharing and tracking process is not fully developed and is not rigorous enough to ensure all pupils achieve as well as possible.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold positive views of the school. Pupils have very positive views of the school, though they say the work is not always matched effectively to their needs. Inspectors agree with this opinion.

IMPROVEMENTS NEEDED

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

- Improve achievement, especially for pupils in Years 3 and 4 and the gifted and talented.
- Make sure that provision and standards in ICT matches the best found in other subjects.
- Put in place rigorous procedures for the assessment for learning that includes a consistent quality of informative marking and ample opportunity for pupils to self evaluate their work.
- Reinforce the management systems to monitor and evaluate school performance.
- Ensure that the prospectus contains all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **well above average** at the end of Year 6 and achievement is **satisfactory**. However, achievement varies from year to year.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Achievement is satisfactory overall.
- Achievement is not brisk enough in Years 3 and 4 but it is good in Years 1 and 2, and 5 and 6.
- Children in the Foundation Stage achieve well and most exceed the goals set for them.
- Boys and girls achieve as well as each other. This also applies to pupils from different ethnic backgrounds.
- The higher attaining and gifted and talented pupils are not achieving as well as they could. They often complete exactly the same work as middle and lower attaining pupils.
- Pupils with special educational needs are supported effectively and they achieve well.
- Standards and achievement in information and communication technology (ICT) are unsatisfactory.

Commentary

1. The school has put most of its emphasis for improvement into English and mathematics and has had good impact in terms of standards and achievement in the latter. Standards in mathematics, alongside science, tend to be a grade or two higher than those in English in the national tests. For example, last year, standards in the Year 6 mathematics national tests were high (A*) and they were amongst the top five per cent of schools in England. Standards in English were above average (B) in the same year.
2. The results of the 2003 national tests, as summarised in the following table, show that Year 2 pupils attained well above average standards in reading and mathematics and above average standards in writing. They attained average standards in the teacher assessments for science. Measured against similar schools, the Year 2 results were well above average in reading, average in writing and mathematics and below average in science. The proportions of pupils attaining the higher level 3 in Year 2 was generally well above average, with the exception of writing, where it was average. Results in 2003 were much below those in 2002.

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

Standards in:	School results	National results
Reading	17.9 (18.8)	15.8 (15.7)
writing	15.4 (18.1)	14.4 (14.3)
mathematics	17.4 (17.8)	16.5 (16.2)

There were 18 pupils in the year group. Figures in brackets are for the previous year

3. In Year 6, the 2003 national test results were above average in English and high in mathematics and science. Indeed, in mathematics and science they were amongst the top five per cent of schools nationally. In relation to similar schools, standards were below average in English and well above average in mathematics and science. The proportion of Year 6 pupils attaining the higher level 5 was generally well above average, but was average in English.

Overall standards in Year 6 English have often been a grade or two down on those for mathematics and science.

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

Standards in:	School results	National results
English	27.8 (29.2)	27.0 (27.0)
mathematics	30.6 (30.3)	26.7 (26.6)
science	31.4 (31.8)	28.3 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

4. Boys and girls at Newburgh have done as well as boys and girls nationally in these tests in recent years. The evidence from the inspection supports this picture, as inspectors detected no significant difference in the achievement of boys and girls. Pupils of both genders are equally well motivated and hard working. There are also no significant differences in the achievement of the very few pupils from minority ethnic backgrounds when compared with other pupils.
5. In general, achievement is satisfactory. However, this judgement disguises some significant differences from year-to-year. Children in the Foundation Stage achieve well. They enjoy a good curriculum that is well taught. They work hard and build effectively on their starting level of skills and knowledge. The current children in the Foundation Stage have exceeded the targets set for them in their six areas of learning and most are working, appropriately, on the first level of the National Curriculum. These, the youngest children in school, are very well prepared for the next stage in their education and there is very good potential for them to reach very high results in the future.
6. Achievement continues at a good rate in Years 1 and 2 because of good teaching and a well-balanced and broad curriculum. Lessons are interesting and pupils have good opportunities to sharpen their skills and knowledge in all aspects of their work. This is particularly true of English and mathematics, where standards are above average by the end of Year 2. Standards are also above average in art and design and design and technology at this stage and they are average in science and ICT.
7. Achievement falters in Years 3 and 4, and whilst achievement is adequate overall, teaching and learning are not as effective in maintaining and building good standards in these years as elsewhere in school. Expectations are not high enough and pupils do not build skills, knowledge and understanding at fast enough rates. This is especially significant for higher attaining pupils and for the gifted and talented. They spend most time completing identical tasks as the other pupils and this does not extend them sufficiently. Their achievement is capped. There is a large group of higher attaining pupils and the school has to focus squarely on their achievement in its bid to improve overall achievement levels.
8. There is an effective boost to achievement in Years 5 and 6. The targeting of pupils in the lower-middle attaining band in order to reach higher standards is a successful strategy. Achievement becomes much more rapid during these two years and standards rise as a result. The current Year 6 pupils are attaining standards that are well above average in English, mathematics and science. Preliminary indicators from the 2004 national tests suggest that standards are at a similar level to last year in mathematics and science, but improved in English. Standards this year in other subjects are average, with the exception of ICT where they are below average.
9. In general, pupils with special educational needs are supported well in school and they achieve well. Detailed plans are made for their learning and teachers and teaching assistants work well

together to ensure that pupils with severe learning difficulties achieve well. For example, in Year 1 and 2 very good support is clearly dovetailed into overall planning, ensuring individual needs are met very well.

10. The higher attaining, and gifted and talented pupils do not achieve effectively enough throughout Years 3 to 6. Planning is not focused on the actual level of skills, knowledge and understanding that these pupils will learn in lessons. It is not sufficiently distinguishing between the needs of different groups of pupils and does not make expectations clear. It is difficult, therefore, for the school to determine whether pupils have achieved enough.
11. There are great inconsistencies in the intensity of provision for ICT. In some years an appropriate amount and depth of work is covered, such as Years 1 and 2. In others, such as Years 3 and 4, there is not enough provision. Pupils do not, therefore, build skills and knowledge at consistent rates. Whilst standards are average at the end of Year 2, they are below average at the end of Year 6. Achievement is satisfactory in ICT in Years 1 and 2, but it is unsatisfactory in Years 3 to 6.
12. There is now a need for school leaders to ensure that the targets set for pupils are high enough and that they are tracked rigorously to ensure that they are met in all years in school. The headteacher recognises that work has to be done to make learning and achievement consistent through the school and is ready to introduce more telling monitoring and evaluation procedures that will identify any shortfalls at an early stage.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **very good** overall and this leads to a positive ethos in school. Boys and girls get along well together. Attendance is **very good** and punctuality is **good**.

Main strengths and weaknesses

- Children in the Foundation Stage enjoy working with one another cooperatively.
- Pupils have very good attitudes to learning; they try hard with their work.
- Behaviour is very good overall; the majority of pupils are sensible and show respect for one another, occasionally pupils in lower juniors become restless when they are not challenged.
- There are very good relationships between pupils and with staff but the promotion of race relations, including prejudice is not tackled explicitly and this is a missed opportunity to widen pupils' understanding of our pluralist society.

Commentary

13. The pupils say that the school is a happy and friendly place in which everyone feels well looked after. Pupils wouldn't change much at all although some would like more animals and wildlife to be part of the school community. The pupils are very tuned into environmental matters and keen to make effective use of the earth's scarce resources. They show very well developed environmental awareness in their daily school life. Letters written recently to the Parish Council by infant pupils asking for traffic calming measures show a very good awareness of local environmental issues.
14. The youngest children in the Foundation Stage are a sociable group who show high measures of confidence and very good self-esteem. They cooperate for lengthy periods and are keen to do their best for the teacher and teaching assistant who hold very high expectations for good behaviour that are well met by the children. The approach of engaging the children in practical and experiential learning as soon as possible is paying dividends for encouraging very positive learning behaviours and very good personal and social development. These features could usefully be shared to support advancement in teaching and learning in the junior years.

15. Pupils' attitudes, values and personal qualities are one of the school's strengths. They respond best to the more stimulating lessons when their imagination is captured and where they are engaged in practical and *hands-on* learning. The use of the V.I.P award in the infants and Foundation Stage is a very positive recognition of hard work, effort and good achievement that pupils covet and praise highly.
16. Behaviour in lessons and about the school is very good overall. During the inspection pupils conducted themselves in a polite, respectful and orderly fashion, particularly at break and lunchtimes. In lessons most pupils follow their class rules conscientiously. A few pupils, particularly in the lower juniors, still require behavioural support because of particular problems. Inspectors noticed that some pupils, and typically boys, find it hard to sustain concentration and become restless when the teacher is talking. The school has a very inclusive policy, however, it will not tolerate abusive or anti-social behaviour and uses exclusion as a final resort. The incidence of exclusions at zero reflects well the school's strong commitment to inclusion.
17. Relationships are very good throughout the school. Pupils play well together and enjoy one another's company. Pupils take pride in receiving house points that acknowledge kindness and consideration or for trying really hard as well as academic achievement. Through assemblies and other special events, pupils learn about, and value Christian principles. Pupils make good progress in their understanding of right and wrong, and of the moral dilemmas they will encounter as for example, when considering the attributes of being a *good friend*. Their spiritual growth is fostered when they are provided with such opportunities as creating their own prayers. The pupils become sociable, considerate young people as they grow as responsible future citizens and are well prepared for the next stage of their education. Pupils learn about and celebrate their local culture through shared experiences such as the 700 years anniversary of the village. In the Foundation Stage, the children have acted out roles in the Italian restaurant set up for role-play. In the infants the pupils have tasted food found in Nazareth as part of their work on Jesus' World and are currently considering life in the 1950's and how it has changed since then. Pupils' cultural and aesthetic awareness is successfully promoted through art for example when painting beautiful pictures of sunflowers in the style of Van Gogh in the infants and in creating collages of influential world citizens in the upper juniors. However, as a preparation for life in multi-ethnic, multi-cultural Britain, the curriculum is not yet developed fully.
18. Pupils' attendance is well above average for primary schools nationally and punctuality is good.

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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are of satisfactory quality. Assessment is unsatisfactory but there is a satisfactory curriculum. Pupils are very well cared for and the guidance based on monitoring is satisfactory. The partnerships with parents, other schools and the community are good.

Teaching and learning

Teaching and learning are **satisfactory** overall. The best teaching is in the Foundation Stage and Years 1 and 2. Teaching in Years 3 and 4 is not challenging enough, especially for the higher attaining pupils. Assessment is **unsatisfactory** because there are major gaps and the information produced is not used effectively enough in the tracking of pupils' achievement and targeting their next steps in learning.

Main strengths and weaknesses

- There is good teaching and learning in the Foundation Stage, which ensures the children achieve well.
- Teaching and learning are good in Years 1 and 2 and good achievement is maintained well.
- There is some unsatisfactory teaching and learning in Years 3 and 4, though the quality is satisfactory overall. The higher attaining pupils, in particular, do not achieve as much as they should in these years.
- Year 5 and 6 pupils benefit from a boost to their achievement because there is some effective teaching in these years.
- Assessment systems are unsatisfactory as, outside English and mathematics, there are gaps in assessment and the results available are not put to effective use to set and track targets to help pupils achieve higher standards of work.
- Teachers are insistent on high standards of behaviour and generally, teaching assistants provide effective support for all pupils.
- Marking is not very informative about the ways that pupils can improve their work and pupils do not know enough about how well they are learning.
- There are weaknesses in planning, especially in Years 3 to 6, that mean the work is not as well matched to pupils' attainment levels as it should be.
- ICT is not taught well enough and the use of ICT in other subjects to support pupils' learning is inconsistent.

Commentary

19. Teaching and learning are satisfactory overall. As in the case of achievement, the quality of teaching and learning varies from class to class, with the best, and most consistent quality in the Foundation Stage and Years 1 and 2. Inspectors observed nineteen lessons during the two days they were present in school. Most of these were for English and mathematics. Two lessons in the mixed age Year 3-4 class were judged to be unsatisfactory due to low expectations; these were for English. These lessons were weak because of ill-matched work to pupils' needs and lack of focused support for groups and individuals. One lesson in the mixed age Year 1-2 class was judged to be of very good quality because the teacher very successfully involved pupils from all attainment groups in the work to identify ways of making Newburgh roads safer and the pupils' views were very well articulated and taken very seriously by the teacher.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	4	2	0	0

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

20. The strengths and weaknesses observed in lessons were also very evident in pupils' past work. In addition to the 19 lessons observed, inspectors spent a total of over sixteen hours studying pupils' past work, talking with pupils and investigating other evidence to give a complete insight into the quality of teaching and learning through the school year. All the evidence indicates that teaching is of good quality in the Foundation Stage and in Years 1 and 2, which ensures pupils achieve well. It is satisfactory overall in Years 3 to 6, resulting in satisfactory achievement in this stage. Teaching is more effective in Years 5 and 6 than earlier in the stage and a good boost to achievement is provided at the end of the school.
21. In general, the strengths were more marked in the Foundation Stage and Years 1 and 2 and the weaknesses stood out in Years 3 to 6. Chief amongst the strengths of teaching are the insistence by staff on high standards of behaviour and the effective role of teaching assistants in helping their pupils learn effectively and achieve well. Pupils with special educational needs and those identified for a boost to their achievement are particularly well supported by teaching assistants. However, there are occasions when the extra adults are not used well. For example in Years 3 and 4 where additional adults just sat listening during the introduction to the lesson, rather than being responsible for lower attaining pupils and ensuring that they were fully involved in the learning. The strengths are also evident in Years 5 and 6 as well as the in the first three years of school. Despite the unsatisfactory English lessons observed, the teaching of English and mathematics is generally good and there is a firm focus on basic literacy and numeracy in lessons.
22. The most significant aspects for improvement in teaching are planning, which is not focused clearly enough on the needs of pupils in different attainment groups, and aspects of ongoing assessment. Marking and pupils' self-assessment of their work are under-utilised as means of targeting and improving achievement. ICT is taught satisfactorily in Years 1 and 2, but teaching of this subject is unsatisfactory in Years 3 to 6 because there are too few scheduled ICT sessions and ICT skills and knowledge are not consistently developed in other subjects. The sample of work for ICT in Years 3 and 4 included much work that had been completed earlier in school.
23. In all, assessment is unsatisfactory. Assessment procedures are satisfactory, and most developed, in English and mathematics. There are gaps in other subjects, so that in some, there are few consistent procedures. Because of this situation, the school does not have full information about how successfully all pupils are achieving. The target setting and tracking process is at a very early stage of development and tends to be retrospective, in that it looks back at what has been learned, rather than being focused on pupils' next steps in learning. School managers are aware of the shortcomings of assessment and have identified for improvement it amongst the school's main priorities.

The curriculum

The curriculum is **satisfactory**, though provision in ICT does not meet statutory requirements. The school makes sound use of the local environment, and a broad programme of visits and visitors to support learning. The provision for literacy and numeracy is much improved since the time of the last inspection.

Main strengths and weaknesses

- There is a good curriculum for pupils with special educational needs and the children in the Foundation Stage.
- The curriculum for ICT is unsatisfactory.
- There is good enrichment of the curriculum through the programme of extra curricular activities.
- The school accommodation and resources support the curriculum well.

Commentary

24. Children in the Foundation Stage are well provided for through a well-planned range of experiences to promote learning in all six areas. A stimulating and interactive learning environment imaginatively makes effective links between these areas. Good use is made of the recently developed outdoor garden area, although space for physical development is somewhat limited. The overall provision ensures they are very well prepared for the next stage of their education.
25. The curriculum for ICT is unsatisfactory and does not meet statutory requirements. There is a lack of continuity and progression, and resources are not used effectively. The quality of the mathematics and English curriculum are adversely affected by the weaknesses in the match of work to pupils' attainment levels. The lack of a school policy in the presentation of display in some areas reflects low expectations. A good programme of personal, social and health education, ensures due attention is paid to drugs issues and sex education. Parents of Year 1 and Year 2 pupils are well informed and involved in the *PRIDE* project that is provided locally to support drugs education.
26. Provision for pupils with special educational needs is good and this helps them to achieve as well as their classmates. Those pupils who have identified special needs are given every opportunity to take part in all the school's extra-curricular activities. Provision for the highest attainers and gifted and talented pupils is less well focused on their needs and the expectations held of these pupils are not identified clearly enough in planning or monitored rigorously to ensure that they are met.
27. There are good opportunities for pupils to engage in after school sporting clubs, and they have competed successfully against other local schools in football, tag rugby, swimming, netball and rounders. A varied programme of visits supports the science, history, geography and art curriculum well. Visits from authors, storytellers and musicians provide further enrichment. The school performance of a musical production to celebrate the 700th anniversary of the village being granted its charter contributed well to pupils' personal and social development. There is good support for learning outside the school day in reception and Year 1 and Year 2. Parents give good support to reading at home, and the good practice of home-school liaison books to maintain dialogue with parents is not continued in the junior years.
28. Generally, the teaching assistants provide good support for their pupils and make significant impact in the delivery of the curriculum in most years. This includes their contribution to the provision for pupils with special educational needs. This provision is of good quality and this helps the pupils to achieve as well as their classmates. The school accommodation is good and is currently undergoing improvement. There is a large hall for physical development, and spacious grounds including a large grassed area for outdoor games and sports. A good supply of resources to supports the teaching of most areas of the curriculum.

Care, guidance and support

The overall quality of care, welfare, health and safety is **very good**. The systems to give personal guidance and advice for pupils are **satisfactory** but rely too heavily on informal procedures.

Main strengths and weaknesses

- Procedures for health, safety and welfare are very good.
- Staff are responsive to pupil's individual needs.
- Induction procedures are effective, whether joining reception or another class.
- Pupils' views are sought but there is no specific forum for this.

Commentary

29. The school has sustained the many strengths in this aspect of educational provision since the time of the previous inspection. Everyone on the staff shows a strong commitment to doing their best for the pupils enabling them to learn successfully in a happy family atmosphere. Relationships are central to the school's positive ethos with all members of the school community, staff and pupils alike tolerant and respectful of one another. Pupils feel they are known as individuals and told inspectors that their voice is heard when decisions are taken, for example in developing the school grounds and environmental awareness or when organising their own charitable fund raising events. There is however, no formal channel for pupils to make a contribution to management decisions, for example through a schools' council. The school improvement plan includes the establishment of such a forum for pupils' views as a priority for next year.
30. The parents of children in the Foundation Stage benefit from a welcoming induction package, which ensures a smooth and secure settling-in. A recent innovation to visit the children at home before they start school is proving successful in building even better links with parents. Older and young children soon develop a good, trusting relationship with at least one member of staff, and know there is always someone to turn to. Health and safety matters are supervised with care, and the child protection procedures usefully follow local guidance. The school is vigilant in the assessment of risks and a safe working environment is being maintained whilst the extensive build works are in progress. The work on display in the infants about keeping safe and healthy is a positive feature in reminding the pupils of how important this is.
31. The pupils are known as individuals and staff are responsive to their specific needs. Comprehensive profiles are being developed on children in the Foundation Stage but the same level of detail is not being built up for older pupils. Much of the support, advice and guidance provided is on a one-to-one basis and this is successful, for example, in the good support given to pupils with statements for special educational needs. However, the school has limited recording of pupils' on-going progress across subjects and does not use target setting as a tool for informing pupils' next steps in learning. Written reports sent home to parents that involve pupils in an annual review are a good feature in enabling a shared approach to reflecting on achievement and personal development at the end of the school year. The next step is for teachers to set and share academic targets, to promote these in the marking of work and to involve the pupils in a more regular review of progress.

Partnership with parents, other schools and the community

There is an **effective** partnership with parents and the community, which enhances the quality of provision well.

Main strengths and weaknesses

- Parents hold positive views of the school and are pleased their children attend.
- The links with parents and the community are good and both are beneficial to pupils' education.
- Communication between school and home is successful and adds value to pupils' achievement, however the prospectus has some curricular information missing and this requires attention.

Commentary

32. The links with parents and the community are effective and both are beneficial to pupils' education. Parents especially like the caring and family ethos in school. Parents are very involved in the school through the work of the thriving Parent Teacher Association (PTA), as voluntary helpers and in support of homework for which the school makes good provision. The PTA raises considerable funds and has bought resources including the super stage blocks used to support the very entertaining whole school production of *Moving On*, which tells the story of two children who move through time and find out how society has changed and to celebrate the village's 700th anniversary.
33. Communication between school and home is effective. Parents like the *open door* approach and feel confident to come into school if they have any concerns. They are kept well up to speed with what is happening in school through the lively and informative newsletters and through the school's web page. The annual written report on pupils' achievements is a useful and well-written record of achievement. In contrast, the prospectus gives inadequate coverage to some required aspects, for example to curricular aims and the provision made for pupils with special educational needs. There is potential for this to become a much better means of communication. Some parents have also raised concerns that the use of the home-school reading system is better maintained in the early and later stages of education than in the middle years but inspectors could find no evidence to support this.
34. The school is a focal point in the village and there is a strong sense of community. Local clergy visit to take assemblies, guest speakers share their experiences and visits are made to local places of interest. Good links have been forged with the high school to which most pupils' transfer at the end of Year 6, with a shared day held prior to transition. The cluster of small local schools work in effective support of one another, for example in sharing sports events. The school's twinning with a school in Newburgh, Indiana, USA is being developed as part of the village twinning arrangements.

LEADERSHIP AND MANAGEMENT

The headteachers' leadership is **good**. Management and governance are **satisfactory**.

Main strengths and weaknesses

- The headteacher gives a good lead to the school and successfully ensures that pupils' pastoral education is effective.
- Management systems to monitor and evaluate school performance lack rigour.
- The role of subject leader does not extend to responsibility for standards and the quality of education.
- Governors ensure that the majority of statutory requirements are met, though the school prospectus does not contain all the information it should.
- The target setting, sharing and tracking process is not fully developed and is not rigorous enough to ensure that higher attaining pupils, especially in Years 3 and 4 achieve as well as possible.

Commentary

35. The headteacher gives a good steer to the school and holds high expectations for the well being of pupils that has a very beneficial effect on pupils' very good behaviour and very positive attitudes to work. The strong commitment to inclusion and the Christian ethos successfully underpin the mutual respect and trust that pervades throughout the school. The headteacher's lead on a systematic review of the school's effectiveness is not as pronounced. Many of the strategies in place to bring advancement are shared and agreed in staff meetings but not written down and this gives rise to inconsistencies in practice as highlighted earlier in this report. The work of the senior leadership team is not as well developed as in many schools in terms of monitoring and evaluation. Other subject leaders have not had time or opportunity to gain deeper insights into the quality and effectiveness of work across the school. Indeed job descriptions are focused on *coordination* rather than *leadership* and even though the job descriptions have just been updated they could stand further review to ensure that key tasks are made explicit. Additionally, the headteacher has been the performance manager and has carried out the required observations of teaching and learning in line with the school policy but there have been very limited direct observations beyond this process to aid self-evaluation of teacher and pupil performance.
36. The school has had mixed success with improvement since its previous inspection in 1998. The use of ICT across the curriculum, monitoring and self-evaluation and the provision for gifted and talented pupils flagged as weaknesses then, are still ripe for improvement. On the other hand, the school has successfully improved provision in literacy and numeracy, creative development in the Foundation Stage and the provision made for pupils with special educational needs. There is ongoing work to improve the accommodation that is being dealt with efficiently and effectively. The school has a well-defined action plan to support the next stage of its development but some of the success criteria are not sharp enough and this requires review.
37. The quality and effectiveness of governance is satisfactory. Governors willingly give time and share their expertise and experience to supporting the headteacher and his staff and are very astute in matters concerning finance and the buildings. Governors have successfully tapped into additional resources, for example grant aid from the Crane Trust to support buildings improvement. The principles of best value are being securely applied to their decisions. However, the governors are not challenging enough in holding the school to account in respect of curriculum matters and the subject links they have with key staff require strengthening. The governors have an appropriate range of committees in place to support their work and they ensure that all statutory requirements are met except in respect to the prospectus where some required information is missing. The governors' annual report to the parents is a good publication that is very *parent friendly* in its format and invites the reader to dip in.
38. Financial management is good. The secretary undertakes her duties in relation to the everyday management of finance in an efficient and very cheerful manner. Good support is provided by the local education authority for monthly reconciliation and in reporting to governors about budgetary matters. The large carry forward evident in the financial information in the following table has been earmarked to pay for the extensive building work and to retain staffing at current levels. The actual planned saving amount to some £10 000, which is an appropriate amount to retain.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	348 531
Total expenditure	328 193
Expenditure per pupil	3 096

Balances (£)	
Balance from previous year	50 610
Balance carried forward to the next	70 895

The school makes sensible use of these resources and provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children in the Foundation Stage are all admitted together at the start of the school year and are taught in one reception class. Good induction procedures are in place providing parents with detailed information about the curriculum. Ideas on learning through play are shared with parents during home visits, and children make several preliminary visits to school in the summer term to help them settle. Their attainment at the time of entry is above average. The quality of teaching is good and the teaching assistants are used very well to support learning. Consequently, the vast majority of children make good progress and achieve well during their time in the Foundation Stage, and will have exceeded the expected levels in all six areas of learning by the start of Year 1. The Foundation Stage leader has very clear vision, has established effective teamwork, and provides good leadership and management.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children have already met the goals for their personal, social and emotional development.
- Most children are developing a good level of confidence, independence and social skills.
- All children form good relationships with adults and peers.

Commentary

39. Well-planned routines and activities greatly assist children develop confidence and independence. They sit together on the carpet and take turns to speak to the class and to the teacher, and to listen to each other with sensitivity. At the start of the session children will carefully select a book or an activity, or confidently engage an adult in a meaningful conversation. They work and play in co-operative groups sharing information gathered from an information book, or participating in role-play and dressing themselves in mini-beast costumes. Children work with sustained interest and good application. They have established good relationships with each other and this is clearly evident as they work together. The quality of relationships with adults is strong, and they relate confidently and comfortably to one another. Achievement is good and the children have already met the goals set for this area of learning. They are very well prepared for their work in Year 1.

Communication, language and literacy

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

Main strengths and weaknesses

- The goals for communication, language and literacy have already been achieved.
- Well-planned and organised activities extend children's speaking and listening skills.
- Children have good knowledge of sounds, and their reading is developing well.
- Children are making good progress in writing.

Commentary

40. Because provision in this area is good, children achieve well. They have already met the goals set for communication, language and literacy and standards are above average. Many children

have started work from the National Curriculum English programme and are well set for the start of Year 1. They speak with confidence and some fluency. They can hold a conversation well and make use of a wide vocabulary. They can use words like 'alliteration' and 'symmetrical', and know their meaning. They show good listening skills when the teacher is talking or reading to them. Regular opportunities to talk are provided through participation in imaginative role-play activities. Small group or whole class activities successfully provide regular chances to discuss or comment on stories from a book, as well as develop reading skills.

41. The teaching of letter sounds receives prominent attention, and these are taught systematically and imaginatively using a variety of resources that make learning enjoyable. Children enjoy reading both fiction and non-fiction and have lots of opportunities to do so. There is good support at home for reading.
42. Good progress is being made in writing too. The children write for different purposes including stories inspired by a visiting author; diary writing from when they took Ben the Bear home; and retelling stories. They understand the conventions of writing including capital letters and full stops.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- All children are achieving above the expected level for their age, and can use their mathematical skills to support other activities.

Commentary

43. Standards are above average and children achieve well. The majority of the children achieved the goals for mathematical development earlier this year and are well prepared for the work in Year 1. Well-planned and resourced activities stimulate and reinforce children's number recognition, and provide opportunities to use their number knowledge and skills. Most have a good awareness of time, and can make a clock face and correctly place the numerals. Through imaginative use of stories children are able to recite the days of the week fluently, and accurately calculate the amount of food consumed by the 'Very Hungry Caterpillar'. Carrying out a traffic survey enabled children to use their counting skills to good effect, and to record their results effectively.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Most children have already achieved the goals for knowledge and understanding of the world.
- Early skills in science, history and geography are extended through a range of activities.
- ICT is used well to support children's learning, and their skills are developing well.

Commentary

44. Most of the evidence was gathered from looking at children's work, and from incidental observations rather than direct observation of teaching and learning. It is evident that achievement is good and that the majority of children have already attained the goals set for this area of learning. A variety of topics have been covered to develop children's knowledge of

the wider world, including 'myself' and 'people who help us'. Current work to support learning in science is based upon 'mini-beasts' and some imaginative resources have been provided to enable children to identify different types and where they live. The newly constructed garden is helping children to search for them in the soil and to learn about plant growth. A visit to Runshaw College enabled children to learn about other European cultures through 'hands on' experiences of trying on clothes and tasting different foods.

45. Children have regular access to the computer in the classroom, and most use it confidently for a variety of purposes including spelling, number and art programs. They have good keyboard and mouse skills, and know how to use the shift key for capitals and the backspace for deleting. The children have a good level of skill and knowledge in this area of learning and are well prepared for their work in Year 1.

Physical and creative development

46. It is not possible to judge the quality of provision in these areas since very little direct teaching was seen. However, it is apparent that the children achieve well in the two areas of learning and that they have been well prepared for the work in Year 1.
47. Children's fine motor skills are given good attention through regular activities including cutting and drawing. Most children write legibly showing good pencil control, and produce recognisable drawings. Inspectors observed a well-taught lesson, linked to the children's mini-beast topic, where they produced an attractive and good quality picture of a butterfly. Although the outdoor play area has some good quality climbing equipment it was not used during the inspection.
48. Role-play activities extend children's imagination when dressed in very attractive mini-beast costumes. Using logs and bark children create an imaginary habitat for mini-beasts to hide, and create plants and trees from natural materials. Coloured chalks and other media are used to produce paintings of mini-beasts to a high standard.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Provision and achievement are consistently good in Years 1, 2, 5 and 6.
- In Years 3 and 4, achievement slows down due to a weakness in accurately matching work to pupils' attainment levels, resulting in standards being not high enough for some pupils.
- The quality of teaching is consistently good in Years 1 and 2.
- Pupils are very well behaved, they have very positive attitudes to their work and relationships are very good.
- Assessment is satisfactory, but the target setting and tracking process is neither rigorous nor consistent.
- Marking is not very informative about ways pupils can improve their work and pupils do not know enough about how well they are learning.

Commentary

49. Provision for English is good. In recent years the school has rightly placed most of its emphasis for improvement on English and this in turn has had a good effect in terms of standards and achievement. This year standards are above average in Year 2, representing good achievement by these pupils. A relative weakness in pupils' writing in the 2003 national tests has successfully been addressed and the trend is upwards. Standards in Year 6 are well above average overall. This is because a well above average proportion of pupils are working at the higher level 5. Achievement of these pupils has also been good.
50. Achievement is good overall, though this varies from class to class. Pupils in Year 1 and 2 achieve consistently well because planning is carefully matched to their differing capabilities and needs. Pupils are well challenged and teachers have high expectations. Good use is made of assessment information results in setting purposeful targets that move learning on as well. In Year 1 and 2 the achievement of pupils with special educational needs is very good because of the well organised support given that enables pupils to quickly catch up on things they did not learn so well in the past. Achievement in Years 3 and 4 is satisfactory. Higher attaining and gifted and talented pupils do not achieve consistently well enough. Work set is often too easy for the top Year 4 pupils, so they mark time in their learning. Scrutiny of pupils' work clearly indicates that the majority of work set is not tailored to meet pupils' individual needs. Achievement then accelerates in Years 5 and 6, but again work set lacks clear differentiation that successfully challenges top attaining pupils, or in some instances work levels are set too high for all ability levels.
51. Pupils' speaking and listening skills are above average, clearly illustrated by the richness of language used by pupils in Year 1 and 2 during discussions related to the illustrations to be found in *Anna's Amazing Multi-coloured Glasses*. "Slippery, slimy octopus as dark as sapphire" aptly described the deep sea monster as part of pupils' work on Fantasy Worlds. Standards in reading are well above average. At the end of Year 2, higher attaining pupils read with fluency and accuracy. They are very confident on giving opinions about books and favourite authors. They enjoy reading. Pupils' quick recognition of common words is very good. By Year 6 most pupils are competent readers. They understand how to find information from books using an idea and can use a glossary with confidence. Top attaining pupils skim and scan books to locate specific information quickly. A central pillar to the strength of reading provision is the very effective reading diary system, which provides good quality guidance for pupils and parents in the infant classes. It is diagnostic and involves a weekly sharing of information on progress. In discussions with pupils from Year 3 and 4, they generally indicated a lower enthusiasm towards reading, rarely taking their books home to share with their parents and reading infrequently in school for pleasure or seeking information.
52. Standards in writing are above average. Higher attainers in Year 2 write for a range of purposes, for example letters to Barnaby Bear, an invitation to Goldilocks to attend a party, a menu for a Big Bad Wolf and retelling the story of *The Red Hen*. They use basic punctuation, including speech marks, very accurately and writing is often extended. Choice of vocabulary is lively and descriptive for example, a piece of poetry describing personal thoughts:
- School is superb
Cool school
Happy children everywhere
On the playground no-one fights
Lovely children liking lessons
And learning too.*
53. In Year 6 pupils cover a much greater range of writing and the majority of pupils work at a high standard in letter writing, play scripts, persuasive writing, newspaper reports and emphatic writing from a particular point of view. Good use is made of drafting to develop and refine

pupils' written work. Handwriting skills are generally good and this results in careful presentation of work.

54. Overall teaching and learning are good, though they are satisfactory in Years 3 and 4 due to lower expectations than elsewhere in the school. The best teaching is to be found in Years 1 and 2 where it is fully focused on the careful matching of work to the needs of individual pupils. Planning in Years 3 to 6 is not focused rigorously enough on the needs of pupils of different attainment, and marking does not identify ways to improve work and, as such, remains an area for improvement. On the other hand, skills, knowledge and understanding are generally learned well because of teachers' good support and knowledge, and the positive encouragement and involvement of pupils in lessons. There are also high expectations of behaviour and in most lessons, teaching assistants do an effective job in supporting pupils with special educational needs. However, in the unsatisfactory Year 3 and 4 lesson observed, support for children with learning difficulties was not well focused and the teaching assistant did not spend long enough with some of the targeted pupils.
55. A shared vision by all staff has enabled the subject to reflect high standards and good provision. The subject leader does not have all the necessary information to hand to judge the subject's performance rigorously. Assessment is satisfactory in English but the results achieved are not used effectively enough to set clear targets and to track the rate at which they are achieved.

Language and literacy across the curriculum

56. The development of language and literacy across the curriculum is good. Although most teachers use a range of different strategies, there is no overall plan to develop speaking, listening and writing skills across all subjects. Pupils' good writing skills mean that their recorded work does them justice. However, there is variation in the degree to which writing is employed to take a particular subject forward, whilst also finding an approach that will further consolidate literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and well above average at the end of Year 6.
- Achievement is good overall in mathematics.
- Teaching and learning are of good quality in the main, though there are weaknesses in Years 3 and 4.
- The higher attaining and gifted pupils are not achieving as much as they should.
- Mathematics is well led and managed, though there are not enough opportunities for the subject leader to monitor provision in other classes.
- Assessment is satisfactory but the target setting, sharing and tracking process is neither rigorous nor consistent.
- There is not a consistent quality of informative marking or enough opportunity for pupils to self evaluate their work.

Commentary

57. Provision for mathematics is good. Along with English, the school has put most of its emphasis for improvement into mathematics. There has been good improvement of standards and achievement in mathematics and standards tend to be a grade or two higher than those in English in the national tests. Last year, standards in the Year 6 mathematics national tests

were high and they were amongst the top five per cent of schools in England. Standards in the Year 2 national tests were well above average, as they have been for a number of years.

58. This year, standards in mathematics are above average in Year 2. This level is a little below that of previous years but represents good achievement by these pupils. Standards in Year 6 are well above average overall. This is because a well above average proportion of the pupils is working at the higher level 5. Achievement of these Year 6 pupils has been good since they started at Newburgh Primary School. Basic skills of numeracy are good and they are enhanced well by the links made to other subjects, such as science.
59. Whilst achievement is good, it could be better. This is especially true of the gifted and top attaining pupils in mathematics. They far too frequently work exactly the same examples as pupils in lower attaining groups. In the sample of work, for example, it was difficult in many instances to identify just who was high attaining and who was middle or low attaining because the work was identical and levels of accuracy and productivity very similar. In all, the achievement of pupils is capped. Whilst there are many pupils in Year 6 working at level 5, there are few signs that some are working at the top of this level or at even higher levels. This trait is much more marked in Years 3 to 6 than in the earlier stage of school.
60. Most teaching and learning is of good quality, though there are some weaknesses for improvement. These concern planning, which, as for other subjects, is not focused rigorously enough on the needs of pupils of differing attainment and marking, which does not identify ways to improve the work. On the other hand, skills, knowledge and understanding are generally learned well because of teachers' good subject knowledge and the encouragement and involvement of pupils in lessons. There are also high expectations of behaviour and teaching assistants do an effective job of supporting their pupils, including those with special educational needs and those identified as needing a boost to their attainment in mathematics. Overall, teaching and learning are good, though they are satisfactory in Years 3 and 4 due to lower expectations than elsewhere in school.
61. Mathematics is a well led and soundly managed subject, as shown by the high standards obtained and the good quality of provision. However, the subject leader does not have all the necessary information to judge subject performance rigorously. Assessment is satisfactory in mathematics, but the results are not used effectively enough to set targets and to track the rate at which they are achieved. Additionally, the subject leader does not have enough opportunities to take responsibility for standards and achievement by monitoring and evaluating the quality of provision across the school.

Mathematics across the curriculum

62. Basic numeracy skills are developed effectively across the curriculum, especially in science and design and technology. The sample of pupils' past work showed that they use arithmetic, measurement and data handling skills and knowledge confidently and effectively to complete their tasks in other subjects. There is, however, not enough use and development of such skills and knowledge in ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are average at the end of Year 2 and well above average at the end of Year 6
- Achievement is good overall in science.
- Teaching and learning are satisfactory but are good in Years 5 and 6.
- Teachers' marking does not consistently identify areas for improvement.

- The subject leader uses her subject specialism in all classes and shows good leadership and management.

Commentary

63. Part of the good provision for science includes the use of a subject specialist to teach across the school. This has had a positive impact in Year 6, in particular, where standards are well above average overall, and an above average proportion of pupils are achieving the higher level 5. In Year 2 standards are average, and this reflects a similar picture to last year.
64. Achievement in science is good in Years 1 and 2 and 5 and 6. Standards are average at the end of Year 2 and above average at the end of Year 6. However, standards could be even higher by the end of school. Achievement is not sustained at a consistently good rate through the school, especially for the highest attainers. In the sample of work there are clear indications that they are being provided with work of the same level of challenge as the other attainment groups, and this is limiting their progress. There is a noticeable slackening of achievement in Years 3 and 4, where expectations are not as high as elsewhere in school. Achievement is satisfactory in these two years but could be much better.
65. Teaching and learning are satisfactory overall in science, but they are good in years 5 and 6. In the good quality Year 5 and 6 lesson observed the work was well planned and resourced, and the teacher's good subject knowledge enabled her to develop the lesson by building well on pupils' previous knowledge. There was sufficient challenge for the higher attainers and the teaching assistant gave good assistance to the lower attaining pupils and those with special educational needs. The scrutiny of pupils' past work showed that, in the main, science knowledge, skills and knowledge are built satisfactorily. Most pupils leave Year 6 with good understanding of basic science and are ready for the demands of secondary school work in the subject.
66. Overall, there is good coverage of the science curriculum, with regular opportunities for pupils to engage in scientific enquiry and *hands on* activities. However, this tends to be rather teacher directed and few opportunities are provided to enable pupils to carry out their own investigations, and to apply their knowledge and skills. The quality of teachers' marking is not effective enough in identifying for pupils what they need to do to improve. There is no setting and tracking of targets in science and teachers' understanding of how well pupils are achieving is incomplete.
67. Science is led and managed well. The subject leader has good insights into provision in science, though assessment, monitoring and evaluation procedures are not yet rigorous enough in tracking pupils' progress, or in setting targets for the next stages in their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average at the end of Year 2 and below average at the end of Year 6.
- Pupils achieve satisfactorily in Years 1 and 2, but achievement is unsatisfactory in Years 3 to 6.
- There are not enough opportunities for pupils to work with computers and related technology, which means the requirements of the National Curriculum are not met in full.
- Teaching and learning are unsatisfactory overall.
- Leadership and management of ICT are flawed.

Commentary

68. Significant amongst the evidence for provision in ICT is the fact that pupils have inconsistent and often infrequent opportunities to work with computers and associated technology. This detracts from the rate at which they build skills and knowledge and the overall rate of achievement is unsatisfactory. Standards are below average at the end of Year 6. Results in other subjects demonstrate clearly that the situation in ICT is unsatisfactory. The pupils clearly have good potential to do well in the subject.
69. Provision in ICT is, in fact, satisfactory in Years 1 and 2. The sample of work showed that these pupils build skills and knowledge at a satisfactory rate and standards are average by the end of Year 2. It is in Years 3 to 6 that the weaknesses stand out. The basic level of ICT provision is one lesson taught by a visiting specialist each week. The expectation is that staff will consolidate and extend this provision through work in other subjects. In practice, this plan is not adhered to consistently. The weekly lessons take place, but the enhancement in other lessons is fragmentary. Some work that is completed is low level and in Years 3 and 4, pupils' ICT files consist largely of work that is dated to earlier years. Teaching and learning are unsatisfactory in Years 3 to 6, as is the quality of the curriculum because of the lack of consistency in developing skills, knowledge and understanding. The curriculum for ICT in Years 3 to 6 does not meet all of the requirements of the National Curriculum, though it is planned appropriately.
70. Leadership and management of ICT lack rigour. The weaknesses in provision have not been identified soon enough because of imperfect assessment, and monitoring and evaluation procedures. Pupils develop some sound ICT skills by the age of eleven, largely due to their work with their home computers, but the school has imperfect knowledge of the rate of achievement in school-based ICT work. The ICT resources have been improved soundly in the years since the 1998 inspection but their use has stagnated. Improvement in this period has been unsatisfactory.

Information and communication technology across the curriculum

71. There is not enough use of computers to support pupils' studies in other subjects, so they do not consolidate and extend their skills and knowledge enough. There was hardly any work in ICT in Year 3 to 6 pupils' books examined as part of inspectors' scrutiny of other subjects.

HUMANITIES

Religious education

72. Religious education will be the subject of a separate denominational inspection and is, therefore, not reported here.

Geography and history

73. These subjects were sampled during the inspection and it was not possible to make a secure judgement about overall provision.
74. It is clear from the sample of work that pupils are receiving an appropriate curriculum, and that they are developing satisfactory knowledge and understanding of historical and geographical topics. In all, the available evidence indicates that standards in geography and history are average and achievement is satisfactory.
75. Skills in map work and studies of the local area are being developed. There is some limited use made of the Internet for research, which supports history skills development adequately.

The programme of interesting visits and visitors to school has enriched provision in both subjects. For example, active learning experiences when talking to and questioning visitors, enable pupils to use their speaking and listening skills to good purpose. Satisfactory opportunities are provided to enable pupils to use their other literacy and numeracy skills in the writing of reports and letters, and the production of charts and graphs.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. Work was sampled in these subjects. Only one lesson was observed art and design. There were no lessons observed in design and technology, music and physical education. It is therefore not possible to form an overall judgment about teaching and provision in these subjects. The leadership of all of these subjects needs further development to include responsibility for raising standards and the quality of education, and assessment is a similar priority for improvement.

Art and design

77. Teaching was satisfactory in the Year 5 and 6 lesson observed and pupils achieved at a broadly average level for their age. They showed sound imagination in producing their name in Egyptian hieroglyphics. In the reception, Year 1 and Year 2 classes the work on display is of very good quality, for example the painted sunflowers in the style of Van Gogh are of a high standard reflecting very good use of mixed colours, balance and composition. Linking work in literacy and ICT, pupils created scenes representing *Goldilocks and the Three Bears* to a high standard. Pupils' work is clearly valued as all displays are tastefully and painstakingly arranged throughout the infants. Pupils learn to value themselves because teachers value their work. The subject also makes an important contribution to pupils' personal and cultural development. It is clearly evident that in the infants, basic art skills are developed well. Since the previous inspection recent government guidelines have been introduced to aid the progression of pupils' skills as they move upward through the school. The subject is satisfactorily led and managed. However limited opportunity has been given to monitor the quality of teaching and learning. The school is aware of the need to clearly identify skills to be taught in each lesson and link this to assessment, which at present is unsatisfactory. For example, the use of sketchbooks is not consistent and this is a missed opportunity for the school to monitor the effectiveness of provision and check on skills development, especially in the juniors.

Design and technology

78. In design and technology there is evidence of a satisfactory range of work being undertaken. No lessons were observed. Samples of pupils' work in both Years 1 and 2 and Years 5 and 6 show some originality in design and written evaluations are clear, concise and evaluative, reflecting pupils' good writing skills. Examples of finished products, such as the model vehicles in Year 2 linking the subject with a historical transport theme, and slippers in a variety of shapes, materials and sizes in Years 5 and 6 are of good quality. The variety of the completed products shows a good use of imagination with some interesting ideas carefully realised, especially in Years 1 and 2. The finished product, manufactured to high quality, clearly reflects pupils' high levels of pride and care. Scrutiny of displays reflects good cross curriculum links with numeracy and literacy underpinning the writing and cutting materials to the desired shape and length. However the use of ICT at the design stage is clearly unsatisfactory.
79. Since the previous inspection the school has introduced government guidelines to assist progression of skills as pupils move up through the school, reflecting that sound improvement has been made. However, assessment of these skills remains unsatisfactory.

Music

80. On the basis of evidence available, standards in singing are average, as observed during the school production to celebrate village festivities. The singing was well organised and a brisk pace was maintained as pupils sang tunefully to recorded music. Pupils are given good opportunities to play a musical instrument, for example the recorder and to sing together in the school choir convened to entertain local community groups, thus enhancing the link between the school and village. Specialist teaching is used well to allow the subject leader to teach music in the infants. The recently introduced commercial scheme is gradually bedding down to underpin progression of skills across the school. The school is aware of the need to broaden the range of musical instruments at present available to include instruments played in different parts of the world, and the selection of music available for pupils to appreciate from non-European countries. An enthusiastic subject leader who works part time in the school soundly leads the subject. Therefore limited opportunity has been created to monitor the quality of teaching and learning in all classes.

Physical education

81. No lessons were observed in physical education. Pupils are provided with good opportunities to take part in locally based sporting activities. The school provides a wide range of sporting opportunities beyond the school day, and pupils participate in coaching sessions and sporting features, clearly reflected in the awards reported in local newspapers and recorded in the school scrap book of achievements. These have given the pupils a chance to gain skills in tennis, tag rugby, rounders and athletics, whilst at the same time providing useful training opportunities for staff. As observed during a morning assembly in which pupils were praised for their efforts during a local sporting tournament, pupils clearly enjoy the competitive nature of these activities.
82. Pupils benefit from having hard surface playground areas and a spacious grassed area available to the school. The introduction of lunchtime activities using a wide range of small games equipment and the positive encouragement of older pupils to play fairly with younger children has a direct effect on the development of very good relationships. Records show that the majority of pupils reach the nationally expected standards in swimming by the time they complete their primary education. Although the subject is satisfactorily led and managed, the subject leader is provided with very little time for the monitoring of teaching and learning. Assessment of pupils' skills in physical education as they move upward through the school remains unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. There was only one lesson observed which focused on the development of pupils' personal, social and health education. Despite the fact that this Years 1 and 2 lesson was of very good quality and had a strong theme about citizenship, it is not possible to judge the overall quality of provision in this subject area.
84. It is, however, clear that the school does an effective job of fostering pupils' attitudes, values, relationships and behaviour. All these personal qualities are very good. Children in the Foundation Stage are confident, happy learners who relate and communicate well with each other and the adults they meet in school. They enjoy the diverse and good quality experiences they meet and their personal and social development is effective. Pupils in Years 1 and 2 are also provided with ample opportunities to flourish. They have very good understanding of local issues and wrote to ask the Chairman of Newburgh Parish Council to contact Tony Blair and instruct him to remove the heavy lorries from local roads and route such freight via the nearby railway. Their *Book of Special Letters* is peppered with correspondence with well-known

authors such as Allen Ahlberg and there are also letters from a Lady-in-Waiting thanking them for their greetings to The Queen.

85. Pupils in Years 3 to 6 develop good personal traits in the main, though, as reported above, this varies, especially in Years 3 and 4, where interest levels wane when learning is not well focused and challenging enough. Good attention is paid to drugs issues and sex education and parents are well informed and involved in the *PRIDE* project to support drugs education. The oldest pupils in school are mature, sensible and friendly and they enjoy talking with others. In discussion with inspectors, Year 5 and 6 pupils said that the one thing that would improve the quality of provision for all pupils at Newburgh Primary School would be the separate teaching of each age group. The Year 5 pupils found the work too hard when it was pitched at Year 6 pupils, and those in year 6 said it was too easy when the pitch was at Year 5. Such thoughtfulness and sense is a hallmark of the pupils in school and shows just what an asset and strength they are.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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