

INSPECTION REPORT

SACRED HEART RC PRIMARY SCHOOL

Broomfield Avenue, Northallerton

LEA area: North Yorkshire

Unique reference number: 132728

Headteacher: Mr P J Griffin

Lead inspector: Mr D Hardman

Dates of inspection: 22/09/03 – 24/09/03

Inspection number: 257388

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: 72

School address: Broomfield Avenue
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Appropriate authority: North Yorkshire

Name of chair of governors: Mr M Crawford

Date of previous inspection: The school has not been previously inspected

CHARACTERISTICS OF THE SCHOOL

Sacred Heart is a relatively new Roman Catholic Aided school, opened three years ago, that has not been inspected before. It is much smaller when compared to the average size nationally, with 72 pupils on roll including 13 children in the reception class. The school is involved with the national initiative for small schools. There is a broad social mix in the school and the full range of ability is represented. Pupils' attainment when they start school shows that many pupils are above the levels expected for their age. There are no pupils who speak English as an additional language. There is a very small number of pupils eligible for free school meals, which is below the national average. Nineteen pupils have been identified as having special educational needs, this is above the national average and one has a statement of special educational need, which is in line with the national average. Most pupils with special educational needs have either speech and communication difficulties or moderate learning difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	Mr D Hardman	Lead inspector	Mathematics
			Science
			Information and communication technology
			Art and design
			Design and technology
			Music
			Physical education,
			Special educational needs.
			English as an additional language
11368	Mrs K Lee	Lay inspector	
2041	Mrs V Reid	Team inspector	English
			Geography
			History
			The Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school that serves its community well and provides good value for money. Pupils achieve well because of good teaching and those with special educational needs make good progress. In Years 2 and 6, pupils' attainment is above the levels expected for their age in English and mathematics and it is in line with expectations in science. Pupils have very good attitudes and relationships and they behave well. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school.

The school's main strengths and weaknesses are:

- Teaching is good and pupils make good progress. Children make a good start to their education in the reception class.
- The headteacher is an effective leader and has established a very positive ethos in the school. However, the present school improvement plan is nearly fully implemented and there are no written plans for the future development of the school.
- In information and communication technology (ICT), pupils' attainment is below that expected for their age, mainly because of a limited number of computers and insufficient opportunities to practise their skills, they are not making as much progress in the subject as they could, due to these limitations.
- Provision for pupils' spiritual, moral and social development is very good and this makes a very positive contribution to their attitudes and relationships. Pupils' attendance is very good and well above the national average.
- Teachers regularly assess pupils' work and set group targets in English, mathematics and science but there is no whole school system for assessment and pupils are not set individual targets to aid their learning.

The school has not been inspected before and therefore the section on improvements since the last inspection is not relevant.

STANDARDS ACHIEVED

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

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average*

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

The grade for mathematics shows the test result to be in the top 5 percent in the country in 2002. However, only 6 pupils were tested in 2002 and caution is needed in interpreting results as each pupil is worth more than 16 percentage points. **Pupils' achievement throughout the school is good**, especially in English and mathematics. There are small year groups in classes and a significant number of pupils have special educational needs in the school, as a result, standards vary quite considerably from year to year. In Year 2, pupils' attainment is above the levels expected for their age in reading, writing, speaking and listening and mathematics. It is in line with expected levels in science but below the level in ICT. In Year 6, pupils' attainment is above the levels expected for English and mathematics, in line with expected levels in science but below the level for ICT. There was insufficient evidence to make secure judgements in the humanities or in the creative, aesthetic, practical and physical subjects. Children in the reception class achieve well and work at levels

above those expected for their age in communication, language and literacy, mathematics and personal, social and emotional development.

Pupils' attitudes and relationships are very good. Their spiritual, moral and social development is **very good**, their cultural development is **satisfactory**.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, as a result pupils' learning is good and their skills improve as they move through the school. The teaching for children in the reception class is good which is a major factor in their improving attainment and learning. The teaching of basic skills in English and mathematics is good throughout the school. Tasks are organised to challenge different ability groups in classes and pupils make good progress. Although the school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress, these assessments are not used to set individual targets, for example in English and mathematics. Teaching assistants give very effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good and the management is satisfactory. The leadership provided by the headteacher is a major factor in the quality of teamwork and positive family atmosphere in the school. The stated school vision JOY, "Jesus first, others second and yourselves last" has been successfully implemented in a very short time since the school opened which is a tribute to the headteacher and all staff. The strategic management of the school is less successful as the present school improvement plan is almost implemented and a new one to guide the development of the school in the future has not yet been formalised. The school uses funds designated for particular purposes very well. Governors make a satisfactory contribution to the management of the school and there is a good committee structure but they are not yet monitoring the work of the school sufficiently rigorously. However, the governors and the headteacher keep a close eye on spending and ensure the principles of best value are followed.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are very satisfied with the work of the school and the opportunities they have to talk to staff. All agree that their child likes school. A few parents were concerned that the amount of homework given is inconsistent and that there was insufficient help for pupils with special educational needs. The inspection team agree that the setting of homework is inconsistent and so does not always support pupils' work in school sufficiently well but find the provision for special educational needs is good. Pupils speak highly about their school and they are keen to attend.

IMPROVEMENTS NEEDED

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

- Improve the resources and the opportunities for pupils to use computers and so raise their standards in ICT.
- Complete the audit of the present school improvement plan and prepare a new one that clearly guides the work of the school over the next three years.
- Provide a unified, structured school system to assess pupils' attainment and use the information to set individual targets for future learning, especially in English, mathematics, science and ICT.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are **good**. Pupils' achievements in Years 2 and 6 are good and they achieve standards that are above the levels expected for their age in English and mathematics. Children's attainment in the reception class is good.

Main strengths and weaknesses

- Children achieve well in the reception class and are given equal opportunities to do as well as they can. As a result, most are already at the level expected by the end of the reception year in personal, social and emotional development, mathematical development and in communication, language and literacy.
- Pupils' achievements in the present Year 2, are good in reading, writing, speaking and listening and mathematics and their attainment is above the level expected for their age.
- Pupils in the present Year 6 achieve well in English and mathematics and their attainment is above the level expected for their age.
- The school has grown rapidly over the last three years. Teachers have successfully adapted and, because they know pupils well, ensure that they are all sufficiently challenged to enable them, whatever their ability, to make good progress.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.
- In Years 2 and 6 pupils' attainment in ICT is below the levels expected for their age.

1 In the reception class there is a good team consisting of the teacher and two teaching assistants and they work well together to ensure that all children have good opportunities to develop their skills and achieve well. For example, planning is linked to the different areas of learning and assessments are made against the steps children take towards achieving the targets set for them. All children benefit from learning alongside older pupils, particularly in building confidence because of the very good relationships in the class. Learning is good and children achieve well because the teaching is good. Staff are clear about the curriculum for this age group and what they need to do to improve. The team work very well to support children by interesting them and engaging with them in a wide range of activities.

2 Pupils' attainment in Year 2 is above the level expected for their age in reading, writing, speaking and listening and mathematics. In Year 6, pupils' attainment is above the level expected for their age in English and mathematics. This is because teaching is good and the National Literacy and Numeracy Strategies are well implemented. This represents good achievement for this group of pupils from when they first entered the school. The school makes satisfactory use of the analysis of pupils' performance in National Curriculum tests and the optional tests that has resulted in the setting of realistic class targets to focus on improving the weaker areas of pupils' knowledge and skills. In science, pupils' attainment is in line with what is expected for their age but they are making good progress because the curriculum is well planned and taught around science led topics.

3 The school has gone through significant changes since it opened three years ago. For example, there has been a significant number of pupils arriving in school at different times during the year. This makes the standards being achieved commendable. The headteacher and staff have managed these changes well. As a result, the school is well set to continue to maintain high standards, particularly in English and mathematics, meet the realistic targets and implement any further changes to the curriculum as the school continues to grow. There are very small numbers in each year group and during the inspection, no significant variation was noted in the attainment of boys and girls in any subject. The effective analysis of assessment information means the school has useful evidence of the good progress made by pupils during their short time in school. Teachers

use pupils' literacy and numeracy skills in other subjects well, for example, in recording experiments or making graphs in science and in written descriptions of past events in history.

4 Pupils with special educational needs make good gains in their skills, knowledge and understanding, so that by the time they are in Year 6, they achieve well in relation to their age and ability in English and mathematics. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well-trained learning support staff and this has a positive effect on their learning and the standards they achieve. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. Teachers use information from their own observations of pupils' attainment when working out suitable groupings in the classroom, which ensures pupils reach their maximum potential.

5 There are insufficient numbers of computers in each classroom, as a result, pupils do not have sufficient time to practise and enhance their ICT skills. Attainment, in Years 2 and 6, is below the levels expected for their age. Pupils are keen to use the computers and their skills are gradually improving especially in word processing, using the Internet for research and in supporting some work in English, mathematics and science. However, they are not confident when asked to describe how spreadsheets can manipulate data or how they can use computers for control and sensing. The headteacher and governors are aware of the need to provide more resources and opportunities in lessons for pupils to practise their skills and there is a good plan in place to bring about the improvements required.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities, including their spiritual, social and moral development are **very good** and cultural development is **satisfactory**. Pupils have very good attitudes, they are very punctual and behave well in school. Attendance is very good.

Main strengths and weaknesses

- Pupils are very keen to come to school and the family atmosphere in the school is one in which pupils flourish.
- Behaviour is good, pupils work hard and do their best.
- Spiritual, moral and social development is very good and this has a very positive effect on their personal development.
- Pupils lack sufficient opportunities to extend their awareness of cultures other than their own.
- Relationships are very good, adults provide a very good example for pupils to follow.

Commentary

6 Pupils are very keen to come to school. They feel secure and are confident. They help each other and are polite and courteous to adults. Playtimes and mealtimes are safe, pleasant and relaxed, including during bad weather. Pupils are normally interested in their work and most are enthusiastic, work hard and take pride in presenting their work well. Many older pupils become involved in extra-curricular activities and thoroughly enjoy visits to places of interest and the regular residential visits. The school takes particular account of the specific needs of all pupils, for instance, for those whose behaviour on occasions lets them down, whilst not allowing this to affect the learning and progress of the others. Children in the Foundation Stage have good provision for personal, social and emotional development and as a result, they achieve well and are already attaining what is expected by the end of the reception year. The small school ethos makes a very valuable contribution to their attainment in this area. Pupils have a strong sense of self as a member of the school family and most have a positive self-regard.

7 The school encourages moral and social development very well. The school has clearly stated values and codes of behaviour that are understood by pupils. The school mission statement has clear values and pupils know that "*Jesus first, others second and yourself last = JOY*" is the main message. "Sharing" is a constant theme. Pupils know right from wrong in a number of

situations, such as how to behave in class, during assemblies, around school and they respect the needs and ideas of others. Residential visits with other schools enhance the opportunities for personal development. They enjoy the rewards, particularly the head teacher’s award given out at “Celebration” assemblies, which feel like family occasions. These awards include good work in class and “super attitude”. Pupils understand sanctions equally well and think they are fair. Displays show awards for friendship and good attendance, which encourage pupils to come to school.

8 Spiritual development is encouraged mainly through direct teaching and as a result, pupils value themselves, their ideas and contributions and feel good about themselves, respect themselves and others of differing ages and abilities. They use the time for reflection well after prayers. Pupils think deeply and express their feelings creatively in prayers and poetry. For example, a Year 6 pupil, following work on evacuees during a literacy lesson on World War II, wrote:

*There’s no-one I can talk to I’m all alone,
Remembering the past, the good times at home,
I feel so unwanted I think I will cry.*

9 Pupils’ cultural development is not as well promoted as other aspects of personal development. Pupils come to understand their own cultural heritage and traditions but have fewer opportunities to see, discuss and learn from other cultures. When they have, for instance Indian dancing last year, and a study of “Plains Indians”, they recall it with interest and enjoyment and these experiences enhance their learning.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

10 There have been no exclusions from the school.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Parent/pupil preferred not to say

No of pupils on roll
70
1
1

Number of fixed period exclusions	Number of permanent exclusions
0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. There is good provision for pupils in English and mathematics and for their personal development. This leads to good learning opportunities and pupils achieve well in these two core subjects. The limited resources in ICT have an impact on pupils’ attainment and hamper provision for ICT.

Teaching and learning

The quality of teaching in all three classes, this includes the teaching in the reception class for children in the Foundation Stage, is **good**. This has a positive impact on the quality of pupils' learning which is also **good**. The assessment of pupils' work is **satisfactory**. Teachers know their pupils well and provide a wide range of activities to meet their needs and broaden their horizons.

Main strengths and weaknesses

- The headteacher has a heavy teaching load but has provided good leadership both by example and by observing colleagues and leading discussions on points of improvements.
- Teachers have high expectations of pupils and expect them to work hard and achieve their best.
- Teachers have good knowledge of pupils' achievements and plan lessons based on prior attainment. Although teachers use their own assessment systems and the results of national and optional tests to set group targets for pupils, the information is not used to set personal targets for pupils. As a result, pupils do not know their precise learning targets for their future development.
- Teaching for children in the Foundation Stage is good and lessons are interesting and engage pupils, as a result children enjoy coming to school and they try hard in their work.
- The management of behaviour is very good and all pupils, whatever their ability, are given equal opportunities to succeed. Pupils with special educational needs make good progress because they are fully included in lessons.
- Teachers use effective methods and deploy teaching assistants well so that pupils receive good guidance during lessons and their learning is enhanced.

Commentary

11 During the inspection, teaching was good or better in all lessons. The good quality of teaching is supported by observations undertaken by the head teacher. The observation of colleagues teaching and the discussions on successful practice help to ensure that all pupils are learning effectively. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are above the expected levels for their age in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	18	0	0	0	0

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

12 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting class targets to improve pupils' attainment. However, the setting of individual targets to help to ensure that pupils know the learning they are to complete in the next stage of their development is not yet in place. The assessment of pupils' progress is different in each of the three classes since no unified system is in place. Pupils gain insufficient information on how well they are achieving and what they must do next to improve.

13 The quality of teaching for children in the Foundation Stage is good. The teacher is confident in the planning which takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. Teaching assistants support the teacher well. This enables children to make important gains in their learning and prepares them well for future development. Assessment is used effectively to identify children's needs and for tracking their

progress from the time they enter school. The teacher plans lessons well and takes account of the national guidelines that lead to children making good progress. There is a good balance between direct teaching and opportunities for structured play activities. The teacher and teaching assistants know the children very well and are sensitive to their needs. Staff have high expectations and manage behaviour firmly, calmly and kindly. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. They make sure that all children have access to all activities and children know that they are being treated equally and fairly. For example, children's speaking and listening skills develop particularly well because of the very good emphasis placed by all staff on extending and developing correct vocabulary as part of every activity.

14 The teaching of basic skills in English and mathematics is good and teachers make lessons interesting which has a positive impact on pupils' learning. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of most lessons is good and teachers use the techniques of the literacy and numeracy strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom, which help to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are very high and pupils are expected to do their best. This was seen in a Year 6 mathematics lesson when pupils improved their knowledge and skills of probability when working out answers to problems linked to their science studies of temperature changes. They listened attentively to others' answers. The brisk pace of the lesson and the mature attitude of pupils led to good learning and pupils' improving skills in the use of scales. Teachers use the literacy strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 3/4 English lesson, pupils joined in enthusiastically with the shared discussion about using speech bubbles to show how dialogue can be presented in stories. Pupils' responses to questions were thoughtful and showed a secure understanding of how dialogue is used in stories.

15 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and it has a positive effect on their learning. However, the setting of regular homework is inconsistent across the school. The school has a good policy for the recent initiative on "inclusion". Teachers follow it well and ensure that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching of pupils who have special educational needs is good. Teachers and learning support staff know the pupils very well and have very good relationships with them. Learning support staff liaise effectively with teaching staff and this enables the support in lessons to be well targeted to what pupils need to do next. The school has good assessment procedures for pupils with special educational needs and staff use this information well to plan activities that are well matched to what pupils know and can do.

The curriculum

Provision is **good**. The curriculum meets pupils' needs and a **good** programme of enrich activities is in place. The school makes sure that all pupils, whatever their abilities, receive a well-balanced curriculum that meets statutory requirements. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Teachers' planning reflects the needs of a small school in ensuring that all pupils in the three mixed age classes build on previous experiences and make good progress. There are good opportunities after school to promote participation in sport.
- Pupils with special educational needs are well supported.
- Good use is made of residential visits and the local community to enhance learning.
- Good links are made between subjects to make learning more meaningful.

Commentary

16 Pupils in the mixed age classes receive a good education because teachers ensure that demanding work is well matched to their individual needs. As a result, all pupils strive to do as well as they can. Teachers' planning ensures that, where appropriate, links are made to other learning, for example in the use of scales in science and mathematics and, for younger pupils, the links between history and science when learning about the development of babies, because the teaching used their own memories. Pupils with special educational needs have well planned work matched to their own Individual Education Plans.

17 The use of visits to places of interest, for example, the historic quay at Hartlepool, the National Mining Museum and walks in the locality to develop geographical skills, make learning practical and purposeful. Pupils worked with an artist at the Bowes Museum to create beautiful tiles showing the Stations of the Cross for display in the hall. Residential visits for all pupils from the age of eight not only provide good opportunities for subject learning, but also develop personal skills.

18 Pupils attain and achieve well in English and mathematics because there is a consistent planned approach across the school. Literacy in particular is well applied across the curriculum. This can be seen in lessons where the ability to speak clearly when answering questions or to share ideas and to listen carefully to teachers and other pupils is of paramount importance. Pupils present their work well using a variety of writing forms, for example, note taking, formal lists and prose or poetry in their imaginative writing.

19 There are comprehensive policies for each subject with designated teachers and governors to oversee the delivery of them. As a small school the leadership load is inevitably large. The school intends to review planning for design and technology and ICT. Resources to support teaching and learning are being added to thoughtfully in order to reflect the needs of the growing and changing school population, which has been significant in the first three years of operation.

Care, guidance and support

The school takes **very good** care of its pupils. It promotes a caring family atmosphere which ensures **good** support for all pupils. This enables pupils to learn well and make good progress. The school makes **good** provision to seek and act upon pupils' views.

Main strengths and weaknesses

- The school involves pupils in its work and in their own learning well.
- Good support and guidance are given to pupils although they are not set individual targets to make them more aware of their own progress.
- The induction arrangements for pupils joining the school are good.

Commentary

20 The school ensures the welfare, health and safety of pupils through its caring routines and family atmosphere. The warm relationships encourage and support pupils well in their learning and in their life in school. More formal systems are not yet in place to enable pupils to be fully involved in the assessment of their own progress or of the school's work.

21 This is a very caring school, which has the welfare of pupils at the heart of its daily work. It promotes the strong family atmosphere that is evident throughout the day. For example, Year 2 pupils spoke of having the responsibility of helping the new reception children "so they get more friends". Parents agree that their children are happy in school. The induction of pupils into school is very effective enabling them to settle quickly into classes. Pupils who have come from other schools are very happy that they were helped by all and soon felt comfortable. Procedures for health and safety and child protection are very good and the school promotes a healthy lifestyle. Pupils know the appropriate school rules and understand the gold and red card system which they and their parents regard as fair. They are also sure that they can go to anyone if they have a problem and it will be sorted out.

22 The warm relationships in school show that all pupils are valued. The staff's very good knowledge of pupils ensures that they are supported well in lessons and encouraged through praise to do their best. For example, in a swimming lesson, the class teacher and assistant made a point of praising and encouraging the least able swimmers, commenting on their improvements so that they visibly grew more confident in the water. While pupils have good opportunities for responsibilities in school, they are less able to assess their own progress as the school has not yet set individual targets for each pupil. Good work and attitudes are regularly rewarded and pupils are very pleased to receive the award certificates which they proudly take home.

Partnership with parents, other schools and the community.

The school promotes **good** partnerships with parents and the community which enable all parties to work together well for the benefit of pupils' learning. **Very good** links have been established with other schools.

Main strengths and weaknesses

- The school encourages good involvement of parents to support their children's learning.
- Information to parents, including reports on their progress, is good.
- The very good links with other schools and the good links with the community help to extend pupils' learning and experience.

Commentary

23 There are good links with parents who are very supportive of the school and its ethos of family values. Parents at the pre-inspection meeting spoke of the school being open to their suggestions and acting on them, for example, introducing cycling proficiency and providing milk for pupils. The school has recently sought parents' views through a questionnaire which was also supportive. The parent/teacher association successfully organises social events and raises funds to provide extra resources for the school, for example, helping to set up the area for outside play for the reception children. The school keeps parents up to date with school matters and events through the regular newsletters. These provide useful information to back up the prospectus, which is written in a very friendly style and paints a very good picture of the school's aims and procedures. Parents are very happy that the headteacher is approachable and that they can talk to staff informally at the start and end of the day. In addition, the school provides regular opportunities for parents to discuss pupils' progress and good written reports are provided at the end of each year. This all helps to promote a good partnership with parents, which supports pupils' life in school.

24 The school takes many opportunities to link with other local schools to enrich pupils' learning. For example, pupils take part in local initiatives such as the design and technology workshop at the comprehensive school, working with pupils from other schools to make "huge structures". Older pupils benefit from residential experiences at Seahouses in Northumberland because the school joins with two other small schools. The school plays a useful part in the community such as providing accommodation for the local playgroup when it found difficulty in securing temporary premises. There are strong links with the parish to promote pupils' spiritual development with pupils taking part in Mass regularly. Parents are very pleased that all pupils have the chance to read at Mass, commenting that it is "not just the good readers".

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The leadership of the headteacher is good. The leadership of other key staff is good. The management and governance of the school is satisfactory.

Main strengths and weaknesses

- The good quality leadership provided by the headteacher during the initial three years since the school opened has established a very good family atmosphere where all pupils are valued and their efforts well supported. Their views for future developments are realistic but have not yet been formalised into a written plan where the progress the school is making can be checked.
- The governors' understanding of how the school is developing is good but their involvement in the future planning of developments is not yet sufficiently rigorous, for example, the current school improvement plan is coming to an end and a new one has not yet been formalised.
- There is some observation of teaching and learning by the headteacher but in a small school, coupled with staff absence and changes of teaching staff last year does not include all teachers and lacks rigour in identifying possible areas for future development.
- The school has fully implemented the initiative on performance management and the good professional development of all staff has been linked to the present school improvement plan.
- The management of the links with other small schools in the area is good.
- There is a good induction programme for newly qualified staff.

Commentary

25 The headteacher provides good leadership. This shows in the good knowledge of the needs of the pupils and the local area. From the opening of the school the headteacher aimed for high standards, particularly in English and mathematics, teamwork and commitment from all partners in the school and the establishment of good behaviour from pupils. The leadership by the headteacher has been very successful, in a short time, in fulfilling these ambitions and creating a family atmosphere during a difficult time of staff and pupil admissions. Governors make a satisfactory contribution to the effective running of the school and are committed to raising standards further. Although an evaluation for the present school improvement plan has been undertaken by the headteacher the information has not yet been used to guide the writing of a new plan by the staff and governors. As a result, the school is not in a position to set formal targets for the future or to have identified criteria by which to judge the progress and the success of planned developments. However, the headteacher and staff have written a good plan for the future development of ICT which has already been discussed with governors and has been targeted with costs from the next budget. Although there is only a small number of pupils taking National Curriculum tests, the school has used the analysis of pupils' results to guide their planning of the curriculum. For example, the information is used by staff to target particular areas of the curriculum in English and mathematics and is successfully raising pupils' attainment. The information from previous assessments shows clearly that pupils with special educational needs perform well when compared to their previous attainment.

26 The governors show a good understanding of the strengths and weaknesses of the school. However, they are not yet fully involved in planning for the future development of the school but they do have frank and challenging discussions with the headteacher and staff. They are committed to supporting the school. Many governors are new to the role but they have already attended training to help them fulfil their duties. For example, they have a good committee structure, all governors are linked to curriculum areas, including literacy, numeracy and special educational needs. They have held meetings with staff to discuss their role, they carry out all their legal requirements and clear, effective policies are in place to promote special educational needs, race equality, sex education and disability.

27 The overall management of the school is satisfactory. In discussions with all staff it is clear that they are very committed to the school and have a combined vision of how the school is developing. The headteacher carries out observations in classrooms to monitor and develop teaching and learning. These observations have highlighted areas of strength but they do not give teachers clear ideas on how to address areas for development. There is some monitoring and analysis of pupils' work but this is not used consistently to develop pupils' learning. There are aspects of good strategic management in the school and this is evident in the way that the partnership with the community through the Parents Association has provided extra funds for the

school. In addition, there has been a valued outside play area created for children in the Foundation Stage to ensure that their physical development is fully implemented. The school uses funds designated for particular purposes well. Although there is a slight deficit shown in the school budget this is the result of pupils that have entered the school during the year but the finances to support them have not yet been allocated to the school. There are good procedures to ensure the budget is well spent and the most recent audit showed that all systems were in place and well managed. The staff meet regularly, both formally and informally, to discuss curriculum matters and to evaluate the progress being made in all aspects of school life. These meetings are considering the future direction of the school now that the co-ordinator for Years 3 to 6 has become established after teaching for two terms in the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£157,467	Balance from previous year	-£2,684
Total expenditure	£162,040	Balance carried forward to the next	-£4,573
Expenditure per pupil	£2,250		

28 Professional development is closely linked both to the needs of individual teachers and to the needs of the school. For example, staff have attended courses to develop ICT skills and this has helped them to improve pupils' confidence in the subject. Staff attending courses pass on information to their colleagues in discussions or by sharing documentation showing examples of good practice.

29 There are good links with the local cluster of small schools that has resulted in a much greater range of enrichment available to pupils in the school. For example, the school joins others in residential weeks and weekends for pupils which make a very good contribution to their moral and social development as well as their educational development. There are regular workshops for mathematics, art and design, physical education, music and writing. These widen the horizons of both pupils and staff and make a good contribution to the curriculum.

30 The school's good quality induction programme for staff new to the school ensures that teachers and teaching assistants settle in very quickly and there is no disruption of pupils' learning. Formal and informal discussions and regular checking by the headteacher of how staff have settled is undertaken. This is followed up by discussions to set targets for individual development. No student teachers were in school at the time of the inspection but three had been working in school during the previous year. The procedures, in the handbook for teachers, for meeting the needs of student teachers are good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the 13 children of reception age is **good**.

Because of very good relationships, good teaching and high expectations, the work seen over a short time in school shows that children's attainment is already at the level expected by the end of the reception year in personal, social, emotional and mathematical development and in communication, language and literacy. In knowledge and understanding of the world, physical and creative development there is insufficient evidence to make firm overall judgements on standards, teaching, learning or achievement. All children are given equal opportunities to do as well as they can. They are interested, enjoy school, are confident and well motivated to learn more.

Main strengths and weaknesses

- Teaching and learning in the key areas of mathematical development, communication, language and literacy and personal, social and emotional development are good.
- Teaching shows a good knowledge of the learning needs of four year olds, much learning is through talk and practical first hand experiences.
- There are very good relationships, staff are very good examples for children to follow.
- Clear routines are understood by children who feel safe, secure and confident.
- There are too few opportunities available to encourage an awareness of other cultures.

31 The class teacher has a clear sense of direction and vision for the development of the Foundation Stage and has formed a good team with the two assistants. There is an appropriately balanced curriculum matched to the needs of four year old children. For example, planning is linked to areas of learning and assessments are made against the steps they take towards achieving the early learning targets. All children benefit from learning alongside older pupils, particularly in building confidence through very good relationships. Learning is good and children achieve well because the teaching is good. They are clear about the curriculum for this age group and what they need to do to improve. The team work very well together to support children by interesting them and engaging with them in activities, but not doing it for them. The outdoor play area, nearly completed, will be equipped in the near future and will offer additional opportunities for learning across all areas.

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

32 Specific learning is taught through religious education, which includes the use of drama. The family atmosphere makes a very valuable contribution to attainment in this area. Children have a strong sense of self regard as a member of the school family, this provision ensures that children achieve well. They understand the routines and rules and are confident to try new things, initiate and explain their ideas and speak in a large group. They behave very well in a range of situations, for example, in assemblies, whole class work with older pupils, in small groups, pairs, on their own and out of school. They have very good relationships with adults and other pupils in their class. In a lesson about happy situations in families, children knew how to take turns in discussion, listened well to a story and followed instructions for their follow up work, sharing equipment sensibly. There are few opportunities for children to become aware of other cultures.

Provision for **communication, language, literacy and mathematical development** is **good**.

33 Literacy and numeracy sessions appropriately involve the reception children. Follow up activities are planned well to match the needs of four year olds. Good opportunities are given throughout each day to practise speaking, listening, reading and writing in a range of situations and for different purposes. Children listen carefully, offer their ideas confidently and eagerly initiate conversation, knowing how to take turns. They recognise familiar words, retell stories and know the main elements of a story and the different characters. They control a pencil to form recognisable letters to write their own name. During a literacy lesson based on the story of "The Gingerbread

Man”, children enthusiastically responded by holding up characters as they appeared in the story and joined in reading the text of the chorus, “Run, run as fast as you can”. They talk articulately about experiences on a street walk and extend their vocabulary of different types of houses. “That’s not stuck together it’s *detached*” one child triumphantly stated. Most children can count and order to 10 reliably. They make good attempts to form numbers to 5. When making “number monsters” they enjoyed adding different amounts of legs, tails and spots and counting them accurately

Work seen in **knowledge and understanding of the world** gives children a good start for the later subjects of science, history, geography and ICT.

34 Children find out about their environment and identify features in the locality on a walk to a nearby street where as well as identifying different houses, they became very interested in drains and manhole covers. They ask relevant “what” and “why” questions to find out more and talk excitedly as they note new features. They know that bungalows “don’t have any upstairs”. When learning about how babies develop, they had good ideas about their needs, such as warmth and food and how needs change as they become toddlers, using memories of their own life to add information. Opportunities to bake and note the changes occurring when ingredients are mixed and heated are linked to other learning, for example, making gingerbread men following the telling of the story. Children use the computer to create a “number monster” with different numbers of legs, tails and spots. They know how to click and drag pictures on the screen and they use the print button to produce a copy of their work, with great delight when they saw it was in colour. They have mastered the use of the mouse and highlight numbers on screen.

In **physical development**, children show good control of tools such as pencils and scissors and use them safely.

35 They used Play Doh to make shapes recalling the Gingerbread Man story and know how to pinch and roll and cut to make shapes. They join the whole class in the hall for physical education lessons and enjoy moving expressively to music, skipping, bouncing balls and using apparatus such as benches. This area of learning will be considerably enhanced by the inclusion of equipment and apparatus in the soon to be opened outdoor area. In creative development, children use paint to make self-portraits after talking about their main features. They use a variety of construction kits, bricks and blocks to design and make buildings on their own and also to show their learning, for example, to record a “map” of their walk. Opportunities for music are shown in teachers’ planning and a range of untuned percussion instruments is available. There are some opportunities for imaginative play such as role-play, dressing up and drama using a puppet theatre, but currently they are not always available for children to select.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Pupils’ attainment in Years 2 and 6 is above the levels expected for their age because the quality of teaching and learning is good.
- Pupils achieve well and make steady progress.
- The use of literacy skills in other subjects is good.
- Although there are group targets set for pupils, they do not have their own targets, as a result they do not always know the next steps they are to take in their learning.

Commentary

36 Consistently good teaching effectively promotes good learning. Pupils' attainment in Year 2 and Year 6 is above that expected for their ages in reading, writing, speaking and listening. Teachers have high expectations and plan work effectively. Because lessons effectively build on what pupils already know, all pupils achieve well and make good progress. Pupils with special educational needs are well taught and supported and make good progress. Higher attaining pupils are appropriately challenged by specific work for them. The basic skills of literacy are thoroughly taught and learned. Samples of pupils' work and that seen during lessons indicate that pupils already have a firm grasp of the basic skills of grammar and how to structure and organise their work. There are no apparent differences between boys and girls of similar abilities in their contributions to discussions, their willingness to answer questions or in the quality of their written work. The attention given to improving writing, especially for boys, is clearly succeeding. Most pupils express their ideas clearly, in well structured sentences. Lower attaining pupils successfully communicate meaning through simple words and phrases.

37 Teachers' expectations of pupils' efforts and behaviour are high. Most pupils respond with high levels of interest and involvement in lessons. The few pupils who find it hard to sustain concentration are dealt with calmly and assertively, and often unobtrusively. Praise, encouragement and humour are used effectively to maintain pupils' involvement in lessons. As a result, they develop confidence and a love of language through their very positive attitudes. Good questioning by the teachers effectively develops pupils' speaking skills. Technical language is always explained, ensuring that all pupils understand. As a result, pupils make good progress in acquiring vocabulary and in their powers of self-expression as they go through the school. Most pupils listen attentively to their teachers and to other pupils.

38 Pupils are taught well the strategies for effective reading. For example, most pupils use their knowledge of letters, and the sounds they make, to build the whole word. Higher attaining pupils successfully use the sense of the surrounding text to help them read unfamiliar words. They are fluent and read expressively with a very good understanding of what they read. In lessons, pupils express well their opinions on characters, for instance in the "Gingerbread Man" story and when reading and writing play scripts. All classes have timetabled sessions in the library to borrow fiction books and to find information. Older pupils sometimes use the Internet to do further research, for example in history.

39 Handwriting develops very well. Pupils respond well to high expectations and take pride in presenting their work to a high standard across all subjects. They are taught to form letters correctly and by the age of seven most pupils join their writing. By the age of 11, most pupils write accurately and clearly and develop their own style. Punctuation and spelling are good. Most pupils express their ideas clearly, in well structured sentences. Younger, lower attaining pupils successfully communicate meaning through simple words and phrases. Year 6 pupils confidently use speech, question and exclamation marks. Spelling is occasionally original, but is always reasonable and shows a good knowledge of the sounds of letters and groups of letters, for example, "vishus" (vicious), from a six year old. Throughout the school, pupils write for a good range of purposes, including poetry.

40 Teachers know their pupils well. Good use is made of regular assessments so that pupils build effectively on their previous learning. The quality of marking is often good in telling pupils what they have done well and where they can improve. Class targets, modified for more and less able pupils, are clearly displayed for the oldest pupils, but there are no targets for individual pupils. English is well managed. Good subject knowledge ensures teachers make appropriate demands of pupils of all abilities.

Language and literacy across the curriculum

41 Teachers are good role models in their own use of language to pupils. The quality of the teaching and learning of English and pupils' good achievements have a marked impact on their

learning in other subjects such as history and geography. For example, in a Year 6 lesson, pupils wrote moving poems after listening to a story about evacuees in World War II. Discussion as a way of learning is used to good effect. Good questioning by the teachers effectively develops the pupils' speaking skills. Technical language is always explained, ensuring that all pupils understand. As a result, pupils make good progress in acquiring vocabulary and in their powers of self-expression as they go through the school.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good, as a result pupils of all abilities achieve well because suitable work is planned to meet their different needs.
- Pupils have very good attitudes to mathematics.
- There is good use of mathematics across the curriculum. However, computers are not always used regularly enough to enhance the subject and to support pupils' ICT skills.
- There have been observations of teaching and learning in lessons but this has been limited.

Commentary

42 The quality of teaching and learning is good. A great strength throughout the school is the systematic and methodical teaching of the basic skills. Very clear explanations and regular practice enable pupils to develop their skills well and the requirement to explain how they have worked things out helps them to develop a good understanding of what they are doing. This was seen in a Year 3/4 lesson in which pupils explained how to check their answers when making up the price of an object with the least number of coins. Lessons are well structured and usually begin with a review of the previous lesson so that pupils build on what they already know. New learning objectives are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to achieve well and to focus on the tasks set. Relationships between adults and pupils are very good. This gives pupils confidence to respond to questions and to explain how they found the answers even if they are not sure they are correct. Teachers' planning shows that work set is very well matched to the needs of pupils and they use teaching assistants effectively so pupils benefit from working in small groups. However, teachers do not always identify opportunities in their planning for pupils to use ICT to improve and extend their independent work.

43 Pupils' attainment in Years 2 and 6 in mathematics is above the levels expected for their age. This is a result of good teaching throughout the school and the effective leadership and management in the subject. Although the number of pupils taking the National Curriculum tests is small, there has been analysis of test results to find out which areas of mathematics need improving. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and through well targeted use of classroom assistants.

44 Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based mathematical activities. They learn to count, add and subtract with increasing accuracy. The very good emphasis on the teaching of basic number skills means that pupils' arithmetic skills are well developed. In Year 2, pupils enjoy the challenge of learning the 2, 5 and 10 times tables and compete to be the first to answer. Many pupils have good recall of number facts to 20. Lower attaining pupils are confident in adding and subtracting numbers to ten. Good emphasis is placed on pupils' understanding of halving and doubling numbers and building tables by counting in lots of two, five or ten thus giving all pupils the means of working things out. A good introduction to a lesson showed how keen pupils were to mentally add numbers in 10s to a hundred and then reverse the process to get back to zero. Pupils identify and name a range of two and three dimensional shapes and know the number of sides and corners of each shape. Higher attaining pupils correctly identify the lines of symmetry. Pupils use and understand basic fractions.

45 In Years 3, 4, 5 and 6 pupils work with numbers up to 1000 and record their calculations in columns. They create graphs from tally charts which they have made and interpret the data correctly. Pupils tackle problems which involve fractions and begin to understand the relationship between fractions and decimals. All four number operations of addition, subtraction, multiplication and division are practised regularly both in the form of sums and to solve problems. Higher attaining pupils in Year 3/4 confidently divide numbers that leave remainders and in Year 5/6 apply these skills to the division of fractions. ICT is occasionally used to support pupils' learning. For example, Year 2 pupils enter correct numbers into a number square when asked to identify the next number in a sequence. However, the limited number of computers in classrooms means that the time available for each pupil to use them is limited and this restricts the development of their skills.

46 Pupils throughout the school respond very well to the high expectations of their teachers in the concentration they show and in their efforts to complete their tasks. This means that time in lessons is used effectively. For example, in a lesson for Year 5/6 pupils the teacher provided very good challenges when asking questions about probability. As a result, pupils' understanding of the terms impossible, unlikely, likely and certain were very well linked to solving mathematical problems. Pupils' very good attitudes were shown in the way they responded enthusiastically to the activities provided by the teacher to check their knowledge of probability.

47 Leadership and management of the subject are good. Discussions with all three teachers show that they work closely together and frequently discuss pupils' progress in the subject. The headteacher has completed some observations in lessons but this is at an early stage of development and the information gained has not yet been used to guide future school developments. Guidance for teachers follows the numeracy strategy closely. Assessment is only satisfactory, since individual targets for pupils are not recorded

Mathematics across the curriculum

48 Mathematics is used well in a variety of ways across the curriculum, for example, pupils measure and record temperatures in science, draw plans in geography and collect data in a variety of subjects. For example, pupils in Year 5/6 took measurements over a timed period to record the speed at which ice melts. However, the use of computers to support pupils' mathematical skills is inconsistent. It rarely appears in teachers' planning of work in mathematics and the limited resources and programs mean that opportunities are missed to extend pupils' knowledge, skills and understanding.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils of all abilities achieve well because suitable work is planned to meet their different needs.
- Pupils have very good attitudes to science.
- Teachers ensure that the work in science complements learning in the key skills of literacy and numeracy. However, teachers do not identify in the planning of science how computers can enhance pupils' learning.

Commentary

49 Pupils' attainment in science in Years 2 and 6 is in line with the levels expected for their ages. Pupils, including those with special educational needs, make good progress in their knowledge, skills and understanding of scientific processes, because teaching is good and pupils are very keen to learn. Teachers have secure knowledge of the subject content and have clear group targets for lessons that are shared with pupils. For example, in a good Year 5/6 lesson there

was good pace and the teacher started with skilful and challenging questions. This reinforced previous learning on what was a fair test. They understood that by only varying one part of the experiment it would be a fair test when they checked how fast ice melted. However, during the recording of results pupils realised that this particular test could not be fair because the thermometer was not in the same place in all the containers and that air around the base affected the speed at which the ice melted. In this lesson, the provision of good resources, ice, thermometers and a sensor connected to the computer, ensured that pupils' interest and attention were secured, they approached tasks with enthusiasm and good quality learning resulted.

50 A further strength of the teaching is that work in science complements learning in the key skills of literacy and numeracy. The emphasis on using key vocabulary is consistent throughout the school and extends pupils' language skills. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. For example, in a Year 3/4 lesson on how to find out the relative hardness of different rocks, pupils first discussed the methods they would use to test them and then recorded their results to make a chart to show the order of hardness of their three examples. Teachers have high expectations of pupils, they use a good range of teaching strategies and set challenging tasks for pupils of different ages and abilities. Visits to places of interest support the subject well, for example, pupils extend their studies on pond life, woodland life and plant life during regular visits to the Admiralty Site.

51 There are very good relationships between staff and pupils and this makes a positive contribution to their very good attitudes to the subject. As a result, pupils feel confident when offering suggestions and answering questions in class. Teaching assistants give those pupils with special educational needs good support in lessons. Often, teaching assistants sit close by them and explain new vocabulary. They help pupils to take a full and active part in lessons and this enables them to make good progress in the targets set for them. For example, in a Year 2 lesson on how humans change over time, they helped pupils' discussions on why babies need their food mashed because "they don't have any teeth yet". This is consistent with the results of teacher assessments and, during the inspection, there was no significant variation noted in the attainment of boys and girls. Leadership and management of the subject are satisfactory. Discussions with all three teachers show that they work closely together and frequently discuss pupils' progress in the subject. However, the co-ordinator is aware that teachers make insufficient use of ICT to support and enhance pupils' learning in science lessons and rarely show in their planning how the use of computers can enhance the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **unsatisfactory**.

Main strengths and weaknesses

- There are insufficient computers for the number of pupils now in school to allow enough time for pupils to practise, refine and develop their skills.
- Pupils in Year 5/6 use computers confidently to research for information from the Internet to support their work in other subjects.
- Discussions with pupils show they enjoy using computers and are proud of the work they have completed using them.
- There is a good improvement plan to address the problems associated with the shortfall in resources.

Commentary

52 Pupils' attainment in Years 2 and 6 in ICT is below the levels expected for their age. The school has insufficient computers to allow pupils enough time using ICT to develop their skills to the full. In addition, the time given to it varies across the school because the class based computers are not used consistently by all teachers to support pupils' work in ICT and in other subjects. Pupils,

including those with special educational needs, make satisfactory progress in their knowledge and skills, when they get the chance to work on computers. For example, pupils in Year 5/6 improved their knowledge of the Anglo Saxons when carrying out research on the Internet. In discussions, pupils explained how they enjoyed working with computers when completing research for their topic on the Romans last year. They described how they imported pictures for their files and wrote descriptions using a word processing package. However, their achievements are limited because they have very little knowledge of how to use a spreadsheet or how to control events or objects using computers. There is some use of sensing equipment in the school. For example, in a science lesson in Year 5/6 pupils used a sensor to check the change of temperature as ice melted and noted how the program drew a graph of the results during the experiment.

53 In Year 2, pupils use basic mathematics programs to support their work. For example, two pupils showed how to enter the correct number when the computer asked the question, "What is the next number in the sequence?" when highlighting a particular number in a hundred square. Pupils described how they could click onto an object and drag it into position on the screen but they did not know how to load a program, save their work or print it out. Younger pupils, with help from a classroom assistant used a mathematics program to create a colourful caterpillar and chose how many legs, eyes and feelers it had. They showed great excitement when the results were printed and their skills were improving well because of the assistance they received.

54 There was insufficient evidence to judge the quality of teaching because no lessons were seen during the inspection. However, the leadership and management of the subject are satisfactory because there is clear guidance for the subject that teachers are following and a well developed improvement plan. This plan shows the detailed improvement intended during the next few years as extra resources are bought each year and further training for staff is identified and timetabled.

Information and communication technology across the curriculum

55 The school is making sound progress developing the use of ICT across the curriculum. For example, the teacher in Year 2 used the Internet to show pupils pictures painted by Georga O'Keefe as a stimulus for their own paintings of flowers. Pupils in Years 5 and 6 use the Internet for research in history, they create their own newspaper to support their work in English and use art programs to create a mythical beast. However, the limited time available for pupils to use ICT across the curriculum means that their skills are not developed as well as they could be.

HUMANITIES

Religious Education was subject to a separate inspection. Only one lesson in geography was seen for the mixed reception, Year 1 and Year 2 class. Available previous work for geography and history was scrutinised along with teachers' planning and discussions were held with pupils. There is insufficient evidence to make firm judgements on standards, teaching, learning or achievement.

56 In both geography and history planning indicates that the full curriculum is covered over time. Careful planning over a two year rolling programmes avoids repetition and ensures breadth in a small school with mixed age classes. Younger pupils learn well through "topics". Both subjects are enhanced by visits to places of interest and the locality is used well to develop skills of enquiry and historical evidence. For example, pupils went to the historic quay at Hartlepool, Segedunum, to study the life of the Romans and an Egyptian exhibition in Doncaster. Residential visits from the age of eight to East Barnby, Seahouses and Whitby further enrich learning by making it meaningful. As a result, older pupils recall much work done in both subjects and clearly enjoy their work. Literacy skills are used effectively, for instance in the use of poetry to show feelings after discussing evacuees in World War II. Similarly, numeracy skills extended work when squared paper was used to measure the relative areas of continents using an appropriate scale. One pupil was observed using the Internet to find information about the Anglo Saxon invasion, others ask their own questions, such as "Is the Sahara the largest desert in the world?" when learning about Africa. Younger pupils know that history is about the past "like when we were babies" and that geography is about places,

“when we do about the world, Spain, Hartlepool churches and where people live” and that both are about people. A street walk to note features of an urban environment such as drainage, utilities and houses was very successful. Year 2 pupils used clipboards well to survey the area. They noted their own observations and discussion throughout was animated. Back in school, they drew plans of their work and added captions and drew different housing. Because of well planned teaching, pupils understood the nature and needs of geographical enquiry.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

57 No lessons were seen in **art and design** or in **design and technology**, only one lesson in **music** and two in **physical education** of which one was swimming. Inspectors looked at the brief amount of work covered so early in the school year and talked to pupils. As a result, there is insufficient evidence to make firm judgements on standards, teaching, learning or achievement.

58 In art and design, Year 2 pupils explained how they had drawn pictures of flowers for a still life in the style of Van Gogh and their painted portraits of themselves were proudly on display. In design and technology they described how they made plans for masks and then made them. In a physical education lesson pupils used good balance and awareness of space as they created a dance sequence to "Underwater" music. This enhanced their physical skills as well as improving their response to a piece of suitable music.

59 Pupils in Year 6 talked enthusiastically about their previous work in art and design and design and technology. They explained how to mix different colours and which ones they used in their pictures. An example of a design, evaluation and the actual model of a chair made last year showed good detail and careful execution of the process. In the one music lesson observed, pupils listened carefully to pieces of music from different countries and some correctly identified the instruments being played. In swimming, many Year 6 pupils swim very well and reach standards well in excess of those expected for their age.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

Provision for PSHE is **good**.

Main strengths and weaknesses

- All pupils have very good relationships with each other and with adults, and know where to get help and support. They are learning to play an active role as citizens.
- There is a very good family ethos, consequently pupils take responsibility for themselves and others.
- Pupils are confident and self-assured and take an active part in school life as young citizens.
- A healthy lifestyle is well promoted.

Commentary

60 The school teaches PSHE specifically through the RE curriculum and through the "circle time" approach, when pupils sit in a circle and discuss specific events. In lessons and assemblies the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy and how people in the past may have felt. As a result, pupils grow in trust and confidence. In a good PSHE lesson with all the older pupils, they understood the need to pass a toy to the person who is speaking and to respect this by listening attentively. In the discussion led by the teacher about personal goals and improving, pupils discussed what helps them, "to be part of a team". Encouraging, sharing, being patient, sharing beliefs, confidence and how musicians need strength of character to practise were useful ideas offered by pupils.

61 During lessons and break times older pupils take responsibility, for instance they look after younger ones, the library and putting away chairs after lunch. Policies are in place to encourage pupils to have responsible attitudes to drugs. There are good routines for hygiene which pupils understand. They know that exercise helps the body. Pupils learn to play an active role as citizens by supporting a range of charities far from school, such as "New life for Romania" and the NSPCC. Nearer to home their artwork, now on display at a local hospital, was presented in memory of a governor's wife.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	4
Pupils' care, welfare, health and safety	2
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	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the head teacher	3
The leadership of other key staff	3
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). Number 8 is used if the judgement does not apply to the school.