

INSPECTION REPORT

SCREMERSTON FIRST SCHOOL

Scremerston, Berwick-upon-Tweed

LEA area: Northumberland

Unique reference number: 122248

Headteacher: Mrs H Harrison

Lead inspector: Mrs M Warburton
Dates of inspection: 8th - 10th March 2004

Inspection number: 257419

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	45
School address:	Scremerston Berwick-upon-Tweed Northumberland
Postcode:	TD15 2RB
Telephone number:	01289 307536
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Dance
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

This very small, semi-rural school serves the village of Scremerston in the north of Northumberland. There are 45 pupils on roll who come from the village and the surrounding area. The pupils come from a wide range of backgrounds. The percentage of pupils eligible for free school meals is average, and pupils' attainment on entry to the school is broadly average. The percentage of pupils who have special educational needs is average, and most of these pupils have learning difficulties. No pupil has a Statement of Special Educational Need. As the only community building in the village, the school building is used for a variety of purposes, and a pre-school playgroup uses one of the rooms in the mornings.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mrs M Warburton	Lead inspector	English, science, information and communication technology, geography, history, religious education.
13462	Mrs R Mothersdale	Lay inspector	
18027	Mrs S Mawer	Team inspector	Foundation Stage curriculum, mathematics, art and design, design and technology, music, physical education, special educational needs, personal, social, health and citizenship education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with some very good features, where pupils achieve well and attain standards that are above the expected levels in English, mathematics and science by the time they leave at the end of Year 4. Teaching and learning are good overall and very good in Years 3 and 4. Leadership and management are good, and the school provides good value for money. Parents and pupils have very positive views of the quality of education that the school provides.

The school's main strengths and weaknesses are:

- The headteacher, supported well by the governing body and other staff, provides very good leadership and direction to the school.
- Teaching is consistently good throughout the school and very good in Years 3 and 4.
- The school is at the heart of the local community.
- Good use is made of opportunities for pupils to use and practise their skills across the curriculum, and curriculum enrichment is very good.
- There is scope for further development of provision for information and communication technology.
- Pupils' listening skills in reception and Years 1 and 2 are not high enough.
- The organisation of the school day means that time is not always used in a way that ensures younger pupils learn effectively in all subjects.
- Staff could be more involved in curriculum development.

The school has made very good improvement since the last inspection. The standards achieved by pupils, their attitudes and behaviour and the leadership and management of the school are better than they were then. Teaching and learning are now much better than they were. All of the key issues identified in the previous report have been addressed successfully. The curriculum for children under five is now good and these children are now taught well. The use of assessment to provide suitable work for pupils is good, and the presentation of pupils' written work is much better.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2001	2002	2003	2003
Reading	A	A*	A	A
Writing	C	A*	A	A
Mathematics	A	A*	C	C

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

Similar schools are those with similar percentages of pupils eligible for free school meals

Standards are above average in English, mathematics and science by the end of Year 4 and pupils' achievement is **good**. When pupils start in the reception class their attainment is broadly average. Throughout the Foundation Stage, the children make good progress and

achieve well so that by the end of the reception year almost all attain the goals they are expected to reach in all areas of learning, with a minority exceeding them in personal and social development, language and literacy, mathematical development and some aspects of knowledge and understanding of the world. In Years 1 and 2, pupils continue to make good progress and achieve well in English and attain standards that are above the expected levels. In mathematics and science, pupils achieve satisfactorily in Years 1 and 2 and attain standards that are in line with the expected levels. Pupils make good progress and achieve well in Years 3 and 4 in English, mathematics and science and attain standards above the expected levels in all three subjects. In all other subjects of the curriculum, standards are in line with the expected levels in Year 2 and Year 4, and are higher in some aspects of art and design.

Pupils' spiritual, moral, social and cultural development is **very good** overall. Moral, social and cultural development are very good and spiritual development is good. Pupils' attitudes and behaviour are good overall and very good in Years 3 and 4. Attendance is very good and well above the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching and learning is **good** overall and very good in Years 3 and 4. Teachers manage the learning in the mixed-age classes well, and excellent use is made of a wide range of teaching methods to meet the needs of all pupils in Years 3 and 4. Assessment is good and the progress of individual pupils is tracked well.

The curriculum is good and is enriched by a very good range of learning experiences. Accommodation and resources are satisfactory. The school provides very good care for the pupils and places a high priority on their welfare, health and safety. There is very good support, advice and guidance for pupils. The school has a very good partnership with parents and other schools, and the partnership with the community is excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides very good leadership and direction to the work of the school, and the leadership of other key staff is satisfactory. Governance is good, and governors have a good understanding of the strengths and weaknesses of the school. Management is very good, and the school runs very smoothly and efficiently.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the quality of education provided by the school and value the approachability and friendliness of staff. Pupils are also very satisfied with the school and particularly enjoy the very good range of activities that is provided for them.

IMPROVEMENTS NEEDED

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

- Improve provision for information and communication technology.
- Improve pupils' listening skills in reception and Years 1 and 2.
- Make better use of time so that the younger pupils learn more effectively in all subjects.
- Increase the involvement of all staff in curriculum development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are above the expected levels by the time pupils leave the school in Year 4. Overall, pupils' achievement is **good**.

Main strengths and weaknesses

- Standards in English, mathematics and science are above the expected levels by the time pupils leave the school.
- Standards in mathematics are continuing to improve.
- Standards are above the expected levels in some aspects of art and design.
- The achievement of pupils with special educational needs is good.
- Pupils' listening skills in reception and Years 1 and 2 are not high enough.

Commentary

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

Standards in:	School results	National results
Reading	17.0 (18.6)	15.7 (15.8)
Writing	16.1 (17.0)	14.6 (14.4)
Mathematics	16.3 (19.0)	16.3 (16,5)

There were 11 pupils in the year group. Figures in brackets are for the previous year

1. In the 2003 tests taken by pupils in Year 2, standards were well above average in reading and writing and average in mathematics when compared to all schools nationally and to similar schools. Over the past five years, standards in the tests have varied considerably but have almost always been above average. However, the very small size of each cohort means that such comparisons must be treated with great caution.
2. Inspection findings are that overall standards are above the expected levels in Year 2 and Year 4 in English, and that pupils' achievement is good. This represents an improvement since the last inspection. In mathematics and science, standards are in line with the expected levels in Year 2 and pupils' achievement is satisfactory. This is similar to the time of the previous inspection. In Year 4, standards are above the expected levels in these subjects and achievement is good. When children start in the reception class, their attainment spans the full range of ability but is average overall. The children make good progress so that by the end of the reception year almost all have attained the goals they are expected to reach. Overall, their achievement is good, especially in personal, social, language and mathematical development where a few children attain above the expected levels.
3. Standards in reading are above the expected levels. Pupils read fluently from a good range of fiction and non-fiction books. Pupils write well for a range of purposes. Throughout the school, pupils develop the confidence to speak clearly to a range of audiences, but the listening skills of pupils in reception and Years 1 and 2 are not so

well developed. In mathematics, standards have risen in Year 4 since the last inspection, and in recent years they have been above average in Year 2. Despite a dip seen in the Year 2 cohort in 2003, standards in mathematics are beginning to improve in Years 1 and 2 as the new scheme of work for mathematics becomes fully embedded. In science, standards are in line with the expected levels in Year 2 and pupils' achievement in Key Stage 1 is satisfactory. In Years 3 and 4, pupils' achievement is good and they attain standards that are above the expected levels in Year 4. This is because developing pupils' experimental and investigative skills has been a particular focus recently. In information and communication technology, standards are in line with the expected levels in Year 2 and Year 4, and pupils use their skills well in other areas of the curriculum.

4. In all other subjects of the curriculum that were inspected, standards are in line with the expected levels, although in art and design standards are higher in some aspects, particularly when pupils have worked with visiting artists to develop specific skills.
5. The very small number of pupils with special educational needs make good progress and achieve well because of the early identification of their needs and the effective teaching and support they receive. Higher-attaining pupils make good progress and achieve well because they are provided with challenging tasks and activities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Attendance is **very good** and their punctuality **good**. Pupil's spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils in Years 3 and 4 have very good attitudes to learning and behave very well.
- Pupils' personal development and emotional well-being is very well addressed in the school.
- Pupils enjoy coming to school, attend very regularly and have positive attitudes to learning.
- Pupils' good behaviour enables them to get on with learning well.
- Sometimes a few pupils lack concentration and do not listen well.

Commentary

6. Pupils' personal development is very good and the school is very aware of enabling pupils to understand the multi-cultural nature of today's society and of promoting good race relations. In an assembly on special places, pupils' suggestions to worship at a temple or mosque were equally ranked with churches. Local culture is also acknowledged and valued. Pupils enjoy the social opportunities of playing football with other schools and working on science initiatives such as a 'Mr Brainstorm' activity at a cluster school. All pupils have responded well to the school's strategies for raising self esteem and two pupils recently represented the school through the local school's forum for a philosophical debate on "secrets". School lunches provide a wonderful social focus for pupils, especially as the very high standard of food is also enjoyed by local residents who share two lunchtimes with pupils each week. The lunchtime supervisors are very well and affectionately known, and responded to by pupils on all behavioural, social and moral issues, especially if a "clean plate" sticker is involved.
7. Pupils enjoy school and many stated they would like nothing to change and that "Scremerston School is cool". All pupils said that they especially enjoy the wide range

of activities open to them through the activities clubs, such as drama, knitting, football, silk painting and computers. Pupils with special educational needs are fully involved in all activities and equally keen to do well. They pay attention in class and through sustained concentration, learn successfully. Their behaviour is good and because relationships are strong and adults provide effective support, all pupils feel valued in class and this helps them to relate well to others

8. Overall behaviour is good. The school's 'golden rules' are prominently displayed around the school and are well known to pupils. Pupils are aware of the importance of friendship and being kind to each other and placed this highly amongst their views of the school. In lessons, especially towards the end of a long session, where pupils are perhaps not listening well to a teacher, their behaviour may deteriorate. Bullying is very rare, and the school deals with any instances quickly and effectively. There have been no exclusions during the last academic year. The new year's resolution of Year 4 pupils to form the 'playground buddies' has been well received by pupils as a way of ensuring that no pupil is ever lonely or vulnerable at break or lunchtimes.
9. Attendance is well above the national average and most pupils arrive at school several minutes before they need to for the start of the school day.

Attendance in the latest complete reporting year (%) 2002-2003

Authorised absence		Unauthorised absence	
School data:	4.4	School data :	0.0
National data:	5.4	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 provided by the school is **good**. The quality of teaching and learning is **good**. The curriculum is **good** and is enriched by a very good range of learning experiences. Accommodation and resources are **satisfactory**. The school provides **very good** care for the pupils and provides them with very good support, advice and guidance. The school has a **very good** partnership with parents and other schools, and the partnership with the community is **excellent**.

Teaching and learning

Teaching and learning are **good** throughout the school and **very good** in Years 3 and 4. Assessment is **good**.

Main strengths and weaknesses

- Teaching has improved considerably since the last inspection, especially in the Foundation Stage.
- Pupils are highly motivated to learn.
- Teachers employ a good range of teaching styles and provide good practical experiences for the pupils.
- The management of the mixed-age classes is good.

- There are good assessment procedures in English, mathematics and science.
- There is not enough time spent on developing the listening skills of pupils in reception and Years 1 and 2.

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	11	2			

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

Commentary

10. The quality of teaching and learning has improved considerably since the last inspection and is now good in the Foundation Stage and Key Stage 1, and very good in Key Stage 2. In over three-quarters of the lessons seen during the inspection, teaching was good or better, and it was very good in almost a quarter. No unsatisfactory teaching was observed.
11. The teaching in the Foundation Stage has improved significantly since the last inspection from unsatisfactory to good. Teaching staff are particularly effective in the teaching of communication, language and literacy, mathematical development and some aspects of knowledge and understanding of the world. Teaching is characterised by good planning and very strong teamwork. Relationships are warm and supportive and, as a result, children's personal skills improve quickly, impacting positively on standards. Assessment is effective and used well in planning work at the correct level and so the needs of reception children are met well in the mixed-age class.
12. In Key Stage 1 and Key Stage 2, lessons are well planned and prepared, with a good range of stimulating tasks that engage the pupils well and motivate them to learn. Tasks build well on prior learning, and very good links are made across subjects to make the learning meaningful. In many lessons, pupils learn well from the good range of practical activities that is provided. Teachers manage the learning in the mixed-age classes very well, ensuring through the range of tasks and effective questioning that the learning needs of all pupils are addressed. This is particularly effective in the Year 3 and 4 class in the mornings, when Year 2 pupils join the group for their literacy and numeracy lessons. These Year 2 pupils receive additional good support from the trainee classroom assistant. Here, the teacher's very good classroom management skills and excellent use of a wide range of teaching approaches ensures that all pupils make good progress. Pupils receive good encouragement and support from all adults and this ensures that they maintain their interest and concentration. Teachers have high expectations and older pupils in particular respond very well to this, wanting to do their best. Good use is made of opportunities to promote pupils' speaking skills in lessons and this makes a good contribution to their confidence and personal development. However, in Key Stage 1, insufficient attention is paid to developing pupils' listening skills. Homework is often used very effectively to help the pupils consolidate their learning.
13. The teaching for pupils with special educational needs is good in Years 1 and 2, and very good in Years 3 and 4. This is the main reason why pupils achieve so well. Work is well planned and matched to pupils' needs and promotes effective learning. The support assistant works well with the class teachers to plan and record the progress pupils are making.

14. Assessment is good overall. In English, mathematics and science there are thorough, regular assessment procedures in place, and the information gained is used well to set targets for individuals and groups. This is important in ensuring that the needs of all pupils in the mixed-age classes are met. Informal discussion with individual pupils about their targets and progress strengthens the assessment procedures. In other subjects of the curriculum, assessment follows national guidance and is satisfactory.

The curriculum

The curriculum the school provides is **good** and enriched by a **very good** range of learning experiences. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum in English, mathematics, science and the Foundation Stage is well planned and enables pupils to achieve well.
- Effective links are made across subjects, but more resources are needed in ICT to continue to raise standards.
- Visits, visitors and expertise in the school enrich the curriculum very well.
- The organisation of the timetable does not always ensure that younger pupils learn in the most effective way.
- Provision for pupils' personal, social and health education receives a high focus.

Commentary

15. The new headteacher has strengthened the curriculum significantly since the last inspection by improving the planning for the wide age and ability range in each class. As a result, the higher-attaining pupils, who were not sufficiently challenged at the last inspection are now achieving well and enabling standards to improve in English, mathematics and science. At the last inspection, the Foundation Stage curriculum was unsatisfactory. Through training and improved planning and assessment, the curriculum is good now and helping children to achieve well. While the curriculum is broad, the organisation of the school day results in literacy and numeracy being taught for long sessions each morning and almost all other subjects being taught in the afternoons. A better balance is needed in the way subjects are timetabled for the younger pupils to help them concentrate and learn in the most effective way, to enable standards to rise further in foundation subjects.
16. A priority for the school since the appointment of the new headteacher has been to make the curriculum more interesting by linking subjects together and making sure that the key skills of English, mathematics and ICT are planned and taught alongside the foundation subjects. Good progress is being made and effective connections have been established that are relevant and provide enjoyment for pupils. Although resources for ICT have improved, there is still a shortage of computers for all pupils to practise and extend their skills and raise standards further.
17. Very good provision is made to enhance pupils' learning and experiences through a wide range of visits and visitors to the school, and these support spiritual, moral, social and cultural development very well. There are very close links with neighbouring first schools in the way they often work together on curriculum areas to improve provision and develop social skills. The local area is used widely for visits to enhance geography, history and religious education. A particular strength is the promotion of arts and

environmental awareness through visits and visitors and has resulted in building an interesting sculpture garden in the school grounds, which is enriching many areas of the curriculum. Foreign language expertise within the school means that older pupils receive weekly French lessons that are well taught and provide valuable communication and cultural experiences. A very good range of extra-curricular activities is provided from Year 2 onwards and pupils regularly take part in sporting and arts activities with other schools.

18. A very high priority is placed upon personal, social, health education and citizenship and the very good displays around the school demonstrate how well this important part of the curriculum is integrated successfully into many different subjects.
19. Although there are only a small number of children in school with special educational needs, their needs are identified early and, because provision is good they achieve as well as their classmates.
20. Accommodation is satisfactory. All available space is used well and the hard-working caretaker keeps the building in very good condition. Resources for learning are satisfactory overall, though there are some shortages in ICT.

Care, guidance and support

Care for pupils is **very good** and pupils receive **very good** support, advice and guidance. **Very good** systems are in place to involve pupils and consult on their views.

Main strengths and weaknesses

- The school takes great care to ensure that pupils are safe and well looked after through its child protection arrangements.
- The school is very conscious of health and safety and promotes healthy eating well.
- The induction of new pupils is very thoroughly organised within the school.
- Pupils' views are sought very regularly in lessons and now through the school council.

Commentary

21. Child protection issues are dealt with very well. All teaching staff have received training in accordance with the locally agreed guidelines and all other staff are aware of the procedures to be followed. Teachers take every opportunity to consolidate the principles of personal safety to pupils.
22. Health and safety procedures are very well organised with risk assessments completed regularly, with the headteacher in charge of risk assessments for trips and activities out of school. There are a good number of first-aiders on the staff. The fact that pupils may be hungry and need some refreshment during the long school morning is helped by arrangements for a school brunch mid-morning for pupils when they receive a piece of fruit and drink of milk. The school is conscious of supporting healthy eating through its Healthy School status, and the school cook goes to great lengths to encourage pupils to try samples of different fruit and vegetables.
23. Induction arrangements for pupils are very good and parents are very happy that their children make such an easy transition from the Lucky Ducks pre-school group into the reception class. The sharing of school facilities, such as the school hall and playground, and even the fact that pre-school children can take lunch once a week with

school pupils, all contribute to a secure start for reception pupils in school. Pupils with special educational needs receive a very good level of care, support and guidance to enable them to take a full part in school life.

24. The family-based nature of the school means that pupils state that they are very confident that there is always an adult they can go and talk to if they are worried. Relationships are very good, pupils are well known to staff and there are many occasions for staff to engage with pupils to seek out their views. Through their philosophical debates, pupils are accustomed to putting their point of view and making reasoned judgements. They enjoy having a say in the newly established school council. In lessons, pupils are used to working with staff to discuss and set their targets in certain curriculum subjects, and then to review them. For example in the Year 2, 3 and 4 classroom there is a large apple tree display, with each "apple" signifying an individual pupil's targets for the term.

Partnership with parents, other schools and the community

Excellent links are established with the community and the school is the focal point of the surrounding area. Partnership with parents is **very good**. **Very good** relationships are established with other schools and the pre-school group.

Main strengths and weaknesses

- The school is at the heart of the local community and makes excellent use of opportunities and skills that exist locally to enrich pupils' learning and well being.
- Parents and families support the school very well, and there is regular day-to-day contact and consultation with parents. They receive very good information.
- There are very strong links to a cluster of other first schools, which supports transition for pupils and shared curriculum activities.

Commentary

25. The school is exceptionally outward looking in its links with the community. It takes every opportunity to harness the skills of visitors, to make use of members of the community and to utilise its own locality and local specialists for the benefit and enrichment of the pupils' learning. Enterprising efforts by staff to identify particular skills in the community and amongst parents is outstandingly successful in terms of academic and social rewards for pupils, for example the discovery of a trained artist amongst the luncheon club visitors. If the school can meet the needs of others in the community, it does so, for example by providing a base for the local Meals on Wheels service and a luncheon club for senior citizens, hosting Sure Start activities for parents with young children, an area for toy library visits, and a bowls club venue for after-school hours. The school has encouraged young people in the area to use the grounds of the school for sporting activities and nurtured the concept of responsibility for the school as a community resource that has led in return to a cessation in damage to the fabric of the school building.
26. The school values the day-to-day contact it has with parents, either through the school office, out in the playground or in the classroom when parents come in to talk through issues or just to speak to staff at the beginning and end of the school day. Parents are overwhelmingly positive and pleased that their children like school. Information to parents is very good. Regular newsletters go out from the school, notice boards advertise school and community events and annual written reports to parents are personal and informative. Parents support their children's learning and homework, and

parents who hear their children read after school regularly record in their reading books. The links with parents of pupils who have special educational needs are very good and their views are always taken into account when preparing the reviews of pupils' individual education plans.

27. Very strong links are in place with other schools in the cluster group and with the pre-school which meets within the school building. Joint curriculum ventures with the cluster group schools enable the school to access and share specialist resources and learning activities for pupils, most recently in science and physical education. Pupils benefit from the consolidation of transition arrangements as they move from Year 4 to Year 5 at the local middle school, which were described as "very smooth" by one of the parents, although curriculum links are not as strong.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership provided by the headteacher is **very good**. The leadership of other key staff is **satisfactory**, and the governance of the school is **good**. Management is **very good**.

Main strengths and weaknesses

- The headteacher provides a very good role model for all staff and motivates her team very well.
- The governing body monitors the progress of the school improvement plan well.
- Financial management is very good.
- Teaching staff are not sufficiently involved in curriculum development and review.
- The school is very well-managed and runs smoothly and efficiently.

Commentary

28. The headteacher provides very clear direction and vision for the school. She leads by example in teaching, curriculum and community development, providing a very good role model for others. She has high aspirations for continued improvement and clear plans to achieve this. The school improvement plan, based on rigorous self-evaluation processes, is very clear and comprehensive, and guides the development of the school. Since her relatively recent appointment, the headteacher has made very good progress in developing many aspects of school life. She has created a strong sense of teamwork and shared responsibility in the school and has motivated staff, parents and pupils.
29. The headteacher has taken the lead in much of the recent work in developing the curriculum. She quickly recognised the need to develop pupils' investigative skills in science and has worked hard to address this. There are plans in place for more involvement of other staff, including support assistants, in developing the curriculum. These plans are intended to ensure that curriculum leadership is more efficient and manageable, to give all staff greater ownership and responsibility and to reduce the very large workload currently carried by the headteacher. The current system of curriculum review has ensured that strengths and weaknesses have been accurately identified, for example the need for further development in ICT. A new cycle of review of all subjects has been drawn up to ensure that all areas of the curriculum are regularly addressed.

30. The co-ordinator for special educational needs has been successful in carrying out her duties efficiently and well, ensuring that good provision is provided and resources are managed effectively.
31. Governors have a good knowledge of the school gained through regular meetings and reports and good communication. They also make regular, formal visits to the school to monitor the progress of the school improvement plan.
32. The school is very well managed, with clear monitoring procedures in place, which result in right and timely action being taken. Systems for performance management of staff are secure and are clearly linked to the school's priorities and staff development. Financial management is very good, with the chair of governors fully involved in monitoring the budget and ensuring that funding is carefully matched to the school's priorities. The principles of best value are carefully applied.
33. The day-to-day running of the school is very smooth and efficient. The school secretary deals very effectively with administration, allowing the headteacher to continue with her teaching responsibilities uninterrupted whenever possible. She keeps very good records of pupil and financial matters, and also provides an important and greatly valued link with parents and the community.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	146 916	Balance from previous year	25 638
Total expenditure	145 793	Balance carried forward to the next	26 761
Expenditure per pupil	2 881		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve well in personal, social and emotional development, communication, language and literacy, mathematical development and aspects of knowledge and understanding of the world.
- Although provision and achievement in creative and physical development are satisfactory, the constraints on accommodation and some shortages in resources impact negatively at times on standards.
- Teaching is effective because of good organisation and teamwork.
- Leadership and management are good and have led to significant improvements to the Foundation Stage curriculum since the last inspection.

Commentary

34. In this small school, the six reception children are taught in a mixed-age class with pupils in Years 1 and 2. The attainment when children start in reception spans the full range of ability and is at an average level overall. By the end of the reception year, the children attain the goals they are expected to reach in all areas of learning and achieve well overall. A few children also attain above the expected levels in their personal, social and emotional development, communication, language and literacy and mathematical development and in some aspects of knowledge and understanding of the world. It is in these areas of learning where they achieve particularly well.
35. Provision, which was unsatisfactory at the last inspection, has improved greatly. Leadership and management are good and almost all issues have been addressed very well by the co-ordinator through improvements to teaching, planning and assessment. This has enabled standards and achievement to rise. The curriculum is planned and organised effectively now to meet the needs of the reception children in the mixed-age class. Assessment procedures are good and information is used well to plan work at the correct levels for all reception children alongside older pupils. Good teaching and the very well directed use and support from a nursery nurse and teaching assistant make a valuable contribution to children's learning. Because staffing levels are generous, the reception children are often taught as a separate group and learning is significantly enhanced. As far as possible, they receive a good balance of well-focused group teaching and opportunities to learn productively through play. Resources and accommodation are more restricted for physical and creative development, especially in the morning sessions, but have improved since the last inspection. In the afternoons, reception children now use the facilities of a local playgroup, which is on the school site. Although the playgroup resources are generally good for inside play, the outdoor area is still being developed and there is not a wide range of choice of equipment.
36. In **personal, social and emotional development**, teaching is good and children achieve well. This area of learning is well planned and given a high focus when children start in reception. The good progress they make is also helped by very successful

arrangements to introduce new children and parents to the school. The nursery nurse is also the playgroup leader, and this helps considerably towards a smooth transition from pre-school to reception. In the classroom, the reception children learn how to behave well from the good role models of adults and older pupils and develop positive relationships and understanding for one another. Because relationships are very good and qualities of caring and sharing are reinforced, the children feel good about themselves and are keen to learn. These positive working habits have improved significantly since the last inspection.

37. Teaching is good in **communication, language and literacy** and enables children to make good progress and achieve well. There is a strong emphasis on gaining language skills across all learning and, as a result, one or two children are on course to exceed expected standards in speaking, reading and writing. In group sessions, children regularly practise sounds and words and form letters correctly. At times, more emphasis is needed on helping them to wait for their turn to speak, as listening is not as well developed as speaking. In the afternoons, speaking and listening are promoted successfully by the nursery nurse who during the inspection worked in the 'hardware shop' and significantly extended the children's vocabulary of tools and equipment through her conversations in role-play. Many children are confidently beginning to write simple sentences independently in stories of, for example, *The Gingerbread Man*. Because reading is practised regularly and taught well, all children are now on the early stages of a reading scheme and know where to find information in some non-fiction books.
38. In **mathematical development**, children are taught well and acquire a good practical understanding of numbers, shape and measures that enables them to achieve well. During the inspection, the teaching assistant helped children become more confident in recognising the value of coins and buying objects. They learnt the vocabulary associated with money by using words such as 'more' and 'less' when choosing their groups of coins. The children gained further valuable experiences with money on the computer. Mathematical understanding is often developed successfully through stories, songs, and imaginative play in the afternoons. Planning shows a good balance of work throughout the year and with children having regular access to sand and water to measure and compare sizes and quantities.
39. Children's **knowledge and understanding of the world** is enriched by visits and visitors who help them learn more about past and present events in their lives. Most teaching is good, enabling the children to achieve well, and is done in the afternoons with the nursery nurse in the playgroup room. ICT skills are particularly well developed and pupils often exceed expected levels because children have regular access to computers and they are well taught. There is not always the necessary focus on learning through investigations in science. For example, when children explored different seasons and the life cycle of a caterpillar they spent too much time colouring in work sheets rather than gathering information in practical, real life situations. The topic on light and colour was more successful and, through observing shadows produced with a torch, the children made and experimented with their own shadow puppets. Religious education is taught well and provision is good. The current theme of developing a respect for their own and different cultures has included good practical activities, such as dressing up in Indian clothes to celebrate Diwali and making dragons and lanterns for the Chinese New Year.
40. The teaching of **physical development** is satisfactory. The outdoor area is used regularly in the afternoons and there is a weekly lesson in the hall. Although the children's achievement is satisfactory overall, resources are in short supply and do not

always give children enough challenge and choices or extend learning. In particular, there is a shortage of large play equipment and climbing frames to support a variety of skills and activities. In the hall, children showed satisfactory levels of co-ordination when moving and balancing, and in the lesson the teacher effectively helped them to improve their skills in jumping in and out of a rope. They all worked hard, showed good levels of energy and were keen to improve. Fine motor skills are taught well and children use pencils, scissors, brushes and other tools confidently.

41. In **creative development**, teaching and achievement are satisfactory and have improved since the last inspection because skills are better taught. Because children do not have access to the playgroup room in the mornings, the range of creative activities, although satisfactory, is not as wide or challenging as it could be. However, in the afternoon sessions, good resources are available to make their own choices. When they used clay for example, the nursery nurse made sure they were given sufficient time to experiment so their ideas and skills could be consolidated. Children mix their own paints and experiment with different shades of colours in their pictures and patterns. There are now more occasions for them to have regular access to role-play activities in the afternoons. The children have a weekly music lesson, which was not observed, with a visiting music specialist. More opportunities are needed for them to explore music together in their imaginative play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress throughout the school and achieve well.
- The excellent classroom management skills of the headteacher ensure that the needs of all pupils in her teaching group are met.
- The clear focus on the intended learning in lessons means that pupils understand what is expected of them and how they can improve.
- The listening skills of pupils in Years 1 and 2 could be better.
- More use could be made of information and communication technology to support learning.
- There is very good provision for language and literacy across the curriculum.

Commentary

42. Standards in English are above the expected levels in Year 2 and Year 4 and throughout the school pupils' achievement is good. This represents an improvement since the last inspection.
43. Many pupils in Year 2 attain standards in reading that are above the expected levels. Most pupils read fluently and with expression from a range of texts. They confidently recall stories they have read and predict what might happen next based on their understanding of the text. In Years 3 and 4, pupils continue to make good progress, reading a wide range of fiction and non-fiction books. They have a good understanding of what they read, know their favourite authors and give reasons for their preferences. In writing, pupils in Year 2 have a good understanding of how to structure a story, and are beginning to choose vocabulary for effect. Most accurately use capital letters and

full stops to punctuate their work, and many are beginning to use joined handwriting. By Year 4, pupils are beginning to use paragraphs to structure their writing and use adventurous vocabulary effectively. They write well for a range of purposes, for example when writing persuasively to encourage visitors to a local museum. Standards in speaking and listening are in line with the expected levels. Although many pupils are confident speakers who use a good range of vocabulary, listening skills are less well developed, especially in Key Stage 1. At times the pupils do not listen attentively to each other, and talk while others are talking. As a result they do not always learn from discussions with their classmates as well as they could.

44. Teaching and learning are good in Key Stage 1 and very good in Key Stage 2. Higher-attaining pupils in Year 2 work with the Year 3 and 4 pupils for English and this is effective in ensuring that they are challenged and achieve well. Throughout the school lessons are well planned and organised, relationships are good and good use is made of questioning to encourage pupils to think and explain things. There is a clear focus on the learning objectives of the lesson and the final part of the lesson is used well to encourage pupils to identify what they have done well and what they need to do to improve.

Example of outstanding practice

The excellent classroom management skills of the headteacher, who teaches some of the Year 2 pupils as well as Years 3 and 4, ensure that the needs of all pupils are met. She very effectively manages whole-class introductions to include information and questions that are relevant to the work that pupils will be doing individually and in groups, and provides stimulating tasks that engage all pupils very well. By using a range of different teaching styles, she is able to check on the learning of the different groups of pupils as the lesson progresses. In one lesson, for example, she worked closely with one group on looking at the features of persuasive text while other pupils were engaged in writing reports about a visit to a museum. She then gave the group some examples of advertisements and asked them to work in pairs to identify the various features discussed. This task enabled her to check on the progress that the other pupils were making, to question them about their work and to make suggestions for improvement. As a result, all pupils made very good progress in the lesson.

45. Assessment is good and is used effectively to set termly group and individual targets that are shared with the pupils. Marking is good and used well to indicate to pupils what they have done well and how they could improve.
46. The leadership and management of the subject provided by the headteacher are very good. She has a very clear understanding of the strengths and weaknesses of the subject, gained through her first-hand involvement with pupils and through both formal and informal monitoring of standards, teaching and learning. Over the past year since her appointment the subject has been developed very well and there are clear plans in place for further improvement to resources and use of information and communication technology. Resources for learning are satisfactory, and good use is made of the small library in the hall to promote reading skills. The subject makes a good contribution to pupils' cultural development through drama days provided by visitors to the school, and visits to the theatre.

Language and literacy across the curriculum

47. The use of language and literacy across the curriculum is **very good**. The curriculum is very well integrated and there are many opportunities for pupils to use and develop their reading, writing and speaking skills in a range of other subjects such as history

and science. Teachers' planning often includes opportunities to develop listening skills, but this has yet to impact on standards in Key Stage 1.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well and reach good standards by the end of Year 4.
- Expectations are high in the very challenging teaching in Years 3 and 4.
- Leadership provides a strong sense of direction for the subject.
- Assessment successfully guides the teaching, but marking is weaker.
- The daily numeracy session is sometimes too long for the younger pupils.

Commentary

48. Standards at the end of Year 4 have improved since the last inspection when they were in line with expected levels. They are now above expectations and continuing to rise as one or two pupils are reaching levels that are well above average. At the end of Year 2, standards are in line with the expected levels and match the 2003 national tests and the previous inspection. In recent years standards in Year 2 tests have been consistently well above average or very high. In 2003 the small group of Year 2 pupils were weaker in mathematics and a new scheme of work was introduced, which has taken time to become embedded in practice. More pupils in the current Year 2 are on line to reach the higher Level 3 this year, and standards are slowly rising again from a dip in 2003. This means that pupils' achievement is now good throughout the school.
49. A significant reason why pupils are achieving so well in Years 3 and 4 is the way in which the teacher plans and organises demanding work at the correct levels for the wide age and ability range in the class. Teaching is very good and well balanced between learning basic skills and focusing on investigations. For example, a confident and stimulating practical demonstration and investigation on the properties of prisms kept pupils engaged and keen to learn. Assessment was used particularly well to respond to the individual needs of pupils in this lesson. Higher-attaining pupils, for example, were assessed as having confidently found the pattern to the prisms and teaching and learning moved on effectively to find formulae, linking shape and number well.
50. In Years 1 and 2, the teaching is good and has improved greatly from the last inspection when it was unsatisfactory. Tasks are much more challenging and well matched to pupils' needs and the pace of learning is much better. When pupils learned about the properties of three-dimensional shapes, the teaching was brisk and purposeful with clearly explained ideas and practical methods to help pupils learn productively. Although class management has improved, more strategies are needed to ensure that pupils listen when others are speaking. The long session for numeracy each day also results in some younger pupils becoming restless and less attentive towards the end.
51. The subject is well led and managed. Staff have a clear sense of purpose and high aspirations to maintain and improve standards further. Assessment has been strengthened and used successfully to plan lessons that match the needs of different ages and abilities in each class. Targets are set for individuals and shared with pupils and parents, so that pupils easily see what they need to do to improve. Marking is a weaker element of the good assessment procedures that are in place.

Mathematics across the curriculum

52. The skills of mathematics are taught well across the curriculum. The use of ICT to extend mathematical skills is well established and effective, particularly in number and shape. Programmable toys have been used well to reinforce pupils' understanding of shape and direction. In science, pupils in Years 3 and 4 measure the elasticity of tights and elastic bands accurately and make graphs of their results. They measure distances between places for local studies in geography and use compasses for work on direction. Although measuring is used in design and technology, more focus is needed on measuring accurately to improve mathematical skills and the quality of the finished product.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 and 4.
- There is a very good focus on learning through practical experiences.
- The timing and structure of lessons could be better in Years 1 and 2.
- Literacy and ICT skills are used well within the subject.

Commentary

53. Standards in science are in line with the expected levels in Year 2 and above the expected levels in Year 4. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 and 4. There has been good improvement since the last inspection.
54. Pupils in Year 2 correctly identify parts of the body and some of the major organs. They have a sound understanding of growth and the needs of different plants and animals. They identify pushes and pulls as forces, and have investigated how things move. Most pupils have a sound understanding of light sources and shadows, and higher-attaining pupils understand reflection. Their knowledge of the properties and uses of a range of materials is at the expected level. Investigative work is a strength in Key Stage 2, and by Year 4 pupils have a good understanding of what is needed for a fair test. They have a good knowledge of the properties of materials, and the movement of the earth and forces. In their investigative work they plan experiments carefully and record their findings well.
55. Teaching is satisfactory in Key Stage 1 and very good in Key Stage 2. Overall, lessons are well planned and prepared and good use is made of resources. Questioning is used effectively to extend pupils' thinking. In the one lesson observed in Key Stage 1, the structure of the lesson was not secure enough for pupils to build on the knowledge they were acquiring. Additionally, the timing of the lesson towards the end of the day meant that the younger pupils were not at their most receptive and this affected the learning. In Key Stage 2, tasks are matched well to pupils' prior attainment and there is a good level of challenge for all pupils. Overall, pupils learn well from the practical experiences that are provided for them and have good levels of interest in the subject. Assessment procedures are good and the information gained is used well to plan further work for the pupils.

56. Science is led and managed well by the headteacher. She rightly identified the need to focus on developing pupils' investigative skills and has worked hard to secure an improvement. The subject is reviewed well as part of the school's new cycle of curriculum review. Resources for learning are good, and the purchase of a published scheme of work is ensuring that skills are progressively taught. Good use is made of opportunities to develop pupils' language and literacy skills through explaining what they have found out and recording their findings in different ways. Good use is made of information and communication technology to support work in science, for example using a digital microscope to observe rocks and recording findings using word-processing and data handling programs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Clear explanations and practical experiences motivate the pupils to learn.
- Resources are insufficient to ensure that pupils make good progress in acquiring skills in all aspects of the subject.
- There are good plans in place for further development.

Commentary

57. Standards in information and communication technology are in line with the expected levels in Year 2 and Year 4 and pupils' achievement is satisfactory. Improvement since the last inspection has been satisfactory.
58. Pupils in Year 2 use ICT satisfactorily to support work in other subjects, for example they place pictures of people in order of age to support work in history. In doing so they demonstrate that they know how to use the mouse to drag images and organise information on the screen. They use simple data-handling programs to enter information about eye colour to support work in science and print out charts so that they have a record of this. They programme a device with a set of instructions to make it move in the desired direction, and this supports their understanding of shape, space and direction. In Year 4, pupils successfully use the Internet to find information on a range of topics. They use word-processing skills to record some of their work, using techniques such as 'cut and paste', saving their efforts independently. They create patterns and pictures using an art program, and present information about their pets, importing pictures from a bank. They use a digital microscope to observe rocks in science.
59. Teaching is good at both key stages. Teachers give clear instructions and explanations and support the pupils well. They provide a good range of practical experiences that motivate the pupils to learn. However, pupils' learning, while satisfactory, is hampered by some gaps in resource provision for the subject. There are insufficient computers for all pupils in the class to have reasonable access when new skills are being taught, and there are some areas of the curriculum, notably literacy, where there could be better software provision. Assessment procedures are satisfactory and used appropriately to track pupils' progress.
60. Leadership and management of ICT are good. The subject is currently a focus for development and much progress has already been made in improving resources,

including digital cameras and control technology. The headteacher is fully aware of the further resource needs and there are clear plans in place to address these as soon as funds become available. The use of ICT across the curriculum has been a recent focus for development and when this is embedded and the resource needs rectified there is every likelihood that standards will improve.

Information and communication technology across the curriculum

61. Good use is made of opportunities to use ICT to record work in many subjects. Pupils use suitable programs to support work in the data handling aspect of mathematics. Equipment such as digital microscopes are used effectively in science, and the use of control technology helps pupils consolidate their understanding of shape, space and direction.

HUMANITIES

62. The inspection focused on religious education. No lessons were seen in history or geography to make a firm judgement about provision for these subjects. However, scrutiny of pupils' work and discussion with teachers indicates that standards are at the expected levels in Year 2 and Year 4 in **history**. Through a good project on 'The Victorians' studied in Years 2 to 4, pupils have developed a good understanding of Victorian artefacts and their uses. Visits to Beamish Museum and Paxton House enabled pupils to have practical experiences of life at that time and this enhanced their learning. The school received an award in a 'Museum in the classroom' competition for the work in developing 'The Victorian Lifestyle Museum'. Pupils in Years 1 and 2 are beginning to understand how toys have changed and through this are developing a sense of chronology. Pupils in Years 3 and 4 have satisfactory knowledge and understanding of 'The Vikings', and good links were made with religious education when the history of the nearby Holy Island was studied.
63. Standards in **geography** are at the expected levels in Year 2 and Year 4. Pupils in Years 1 and 2 gain a sound understanding of other places through their study of the travels of 'Barnaby Bear'. They know that there are different kinds of homes in the United Kingdom and abroad, and link this understanding to work on homes and shelters carried out in science. Pupils in Years 3 and 4 have a good understanding of the geographical features of the local area, knowing that this includes both the countryside and the coast. They compare their own village to one in India, recognising similarities and differences. Good links are made with ICT and mathematics when pupils create graphs to show transport to school and Venn diagrams to show the similarities between Berwick and London.
64. Leadership and management of history and geography are **satisfactory**. The cycle of reviewing all subjects that has been recently introduced is set to be formalised and should make the monitoring of the subjects more manageable in this small school.

Religious Education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

- There are very good links with other subjects and activities in the school.
- Pupils have a good understanding of the Christian religion.

Commentary

65. The standards attained by pupils in Year 2 and Year 4 are in line with those described in the locally agreed syllabus, and pupils' achievement is satisfactory. Pupils in Year 2 have a good understanding of aspects of the Christian religion, including the life of Jesus and stories from the Bible. They link their understanding of special people and places to Jesus' special friends, the disciples. They have satisfactory knowledge of aspects of other religions such as the Hindu festival of Diwali. Pupils in Year 4 have a wider knowledge of the Bible including Old Testament stories such as David and Goliath, and Moses. They have sound knowledge of signs, symbols and festivals of different religions, such as the importance of the 'Feast of the Passover' to Jewish people.
66. Teaching and learning are good overall, and good teaching was seen in the one lesson observed during the inspection. In this well planned lesson, effective questioning enabled pupils to recall their prior knowledge and develop their understanding. Aspects of religious education were also seen in assemblies, and the theme of 'special people and places' was covered in both assemblies and lessons. This enabled the pupils to compare their own experiences with those of people of different faiths and brought the learning to life. Good provision is made for Jehovah's Witness pupils who work with a teaching assistant on associated work that promotes personal and social development.
67. Leadership and management of the subject are good. The co-ordinator has good subject knowledge and has planned the curriculum well to ensure that there are good links with other subjects. For example, pupils were asked to write about the Christmas story using 'interesting verbs and adverbs, and to describe the feelings of Mary'. The school's promotion of 'philosophy for children' encourages them to learn about and respect other faiths, and the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. This was seen at the end of the lesson observed when pupils visited the sculpture garden to experience a special place in the school, and showed awe and wonder at the birds, insects and new plants they found. The recent visit to Holy Island for older pupils supported both history and religious education as they studied the history of Christianity, and this also made a very valuable contribution to their understanding of their local culture as well as spiritual development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. It is not possible to make a firm judgement about provision in art and design, music or physical education as no lessons were seen during the inspection. However, inspectors spoke to teachers and pupils about their work in these subjects and looked at planning and examples of pupils' work in art and design. From this information it is clear that the school is giving pupils relevant experiences in these subjects and covering all the requirements of the curriculum.
69. A good variety of pupils' work in **art and design** was seen on display, showing standards in line with expectations overall by the end of Years 2 and 4. However standards are sometimes higher, especially when visiting artists work with pupils and teach specific skills. These good standards were seen in displays of striking and well-produced clay masks and silk-screen panels made by each year group. Connections are often made with other subjects, although ICT is underdeveloped. In Years 3 and 4,

for example, pupils make good links with personal and social education when they created a picture of themselves working with another under the theme of 'portraying relationships'. Assessment has improved since the last inspection and is now guiding the teaching and learning in a satisfactory way.

70. In **music**, pupils receive a weekly class lesson from a specialist. About a third of pupils also take advantage of instrumental teaching of the keyboard, and a taped recording of their performances shows that they are making good progress. There are regular school productions in which music plays a part. From the evidence of hearing singing in assemblies and on tape, the quality has improved since the last inspection. Pupils now sing well in tune, diction is good and they enjoy the activity. They are building up a good range of songs from different countries and their skills are in line with national expectations.
71. The school provides older pupils with a very good range of sporting activities, which enhances their learning in **physical education**. They often play matches against other schools and receive professional football coaching. Swimming is a good feature of the provision with pupils from Years 2 to 4 receiving tuition. All pupils in Year 4 swim at least 25 metres and many have learnt life-saving skills. The hall is not ideal for older pupils for physical education as it is quite small, and resources, although adequate, are not always challenging enough. Outdoor provision is better and being developed further with more equipment.

Design and technology

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

Main strengths and weaknesses

- Some skills in the subject are taught well.
- In Years 3 and 4 there is insufficient emphasis on the design and evaluation of the article to help improve the finished product.
- Good links are made with other subjects.

Commentary

72. Standards are in line with the expected levels by the end of Years 2 and 4, and achievement is satisfactory. Similar standards were found at the last inspection. Good teaching was observed during the inspection, particularly in helping pupils to improve joining techniques and assembling components to make a control mechanism. However, from the examination of past work over the year, the teaching is satisfactory overall. The lessons observed were well planned and teachers were confident in demonstrating important skills in an interesting way. This led to good levels of interest from pupils and a keenness to do well and work hard. Pupils worked productively together, sharing ideas and discussing problems and were very excited when their mechanism worked. Timely interventions by adults helped pupils to consider adaptations and improvements to make the mechanism work.
73. The leadership and management of the subject are satisfactory. Planning indicates that all elements of the curriculum are being taught, but past work shows that more emphasis is needed on the design and evaluation of the article, so that the quality of the finished product can be improved. Good connections are often made with other subjects and the key skills of English are promoted particularly well. Years 3 and 4 made their own storybooks with moving parts, while pupils in Years 1 and 2 retell well

known stories using finger puppets they made. The school is closely involved in the 'Healthy School' project and food technology is linked well to this initiative. In Years 1 and 2, for example, pupils plan and make a fruit salad while pupils in Years 3 and 4 design and make sandwiches that are healthy to eat

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. Although there are planned weekly lessons for this aspect of the curriculum, there were no opportunities during the inspection to observe lessons directly, so it is not possible to make a firm judgement on provision. However, evidence from planning, talking to pupils and looking at displays indicates that the school places a great deal of importance on this area of work and ensures that it receives a high priority within the curriculum. In regular 'philosophy for children' lessons in Years 3 and 4, pupils debate and consider the moral and social dilemma of why Goldilocks wrecked the three bears' house. Their answers clearly demonstrate a mature understanding of how behaviour affects other people and the importance of caring for other people's belongings.
75. Pupils have recently joined a 'Young Enterprise Project' in order to gain personal experience of how business works and the role it plays in providing employment. As part of the project, pupils are studying their own community and gathering evidence about local shops and services as well as environmental issues. They had a visit from a local bank to talk about the importance of saving money and have developed good relationships with some elderly people in the village, who join them for lunch twice a week in the school.
76. The school council makes an important contribution to the life and work of the school. Staff and pupils take it very seriously and agendas and minutes are formally kept. The views of the council have been carefully considered in making improvements to the school grounds. The school has been working recently towards achieving the 'Healthy School' award and pupils are now given the opportunity to choose the healthy option in school meals. Science and food technology has focused on developing a healthy, safer lifestyle and include learning about keeping safe, the dangers of drugs and other substances and sex education.
77. To help pupils recognise the important role of voluntary and community groups they visit a local lifeboat station and learn how the station is run and how money raised is spent. The whole school made the decision to support the Royal National Lifeboat Institution as its charity for the year.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgements</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	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	2

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

