

# INSPECTION REPORT

## **SPRINGFIELD PRIMARY SCHOOL**

Darlington

LEA area: Darlington

Unique reference number: 114174

Headteacher: Mrs A Evans

Lead inspector: Mrs R S Rodger

Dates of inspection: 24- 27 May 2004

Inspection number: 257532

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	262
School address:	Salters Lane South Darlington County Durham
Postcode:	DL1 2AN
Telephone number:	01325 263000
Fax number:	01325 263001
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Aislabie
Date of previous inspection:	January 1999

## CHARACTERISTICS OF THE SCHOOL

Springfield Primary School is located in a residential area in Darlington. There are 262 pupils on roll, including 52 children who attend the nursery part-time. The number of pupils on roll has fallen since the last inspection, although this trend has reversed in the past two years. The area around the school is mixed with a significant number of pupils experiencing social and economic deprivation. An above average proportion of pupils are eligible for a free school meal. All pupils are of White British heritage. There are no pupils for whom English is an additional language. Seventy three pupils have special educational needs, including five pupils with a statement of special educational need which is above average. Pupils' special educational needs include: moderate, profound and multiple learning difficulty; speech, social, emotional and behavioural difficulties; hearing impairment; and physical disabilities. There are four looked after children. Attainment on entry is below average with a high number of children having delayed language development. A distinctive feature is the school's collaboration with a neighbouring secondary and special school to prepare for the opening of an all through, 2 to 19 'Village school' in the near future.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10347	Mrs R S Rodger	Lead inspector	Foundation Stage, art and design, information and communication technology. Educational inclusion and racial equality.
19431	Mr J D Holmes	Lay inspector	
32283	Mr D Goodchild	Team inspector	Science, design and technology, history, geography.
32436	Ms M Beasley	Team inspector	Mathematics, music, religious education.
33243	Mr G Mitchell	Team Inspector	English, physical education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective** and successful school. Attainment on entry to the school is below average. By the time pupils leave the school in Year 6 standards are above average in English, mathematics, science and music. Achievement is good. Standards are average in religious education, art and design, design and technology, history, geography, physical education and information and communication technology (ICT). The quality of teaching and learning is good overall. All pupils, including higher attaining pupils, looked after pupils and those with special educational needs achieve equally well. Based on the below average cost to educate each pupil, the good achievement and good quality of education, the value for money provided by the school is good. The very good leadership by the headteacher, with the support of the governing body has been an aid to the good achievement in the past two years.

The school's main strengths and weaknesses are:

- the leadership and management of the headteacher, with the support of the governing body, are very good;
- standards in English, mathematics, science and music are above average in Year 6 and above average in English, mathematics and music in Year 2;
- pupils' attitudes and behaviour are very good, and pupils are very well cared for;
- the provision for higher attaining pupils throughout the school is good;
- the provision for spiritual, moral, social and cultural development is very good;
- the quality of teaching is very good in a quarter of lessons;
- links with the parents and the local community are very good;
- standards in the foundation subjects are not as high as in the core subjects.

The school's improvement since the last inspection has been good. Standards have risen in English and ICT. Governors are fully involved in monitoring the progress of the school through their involvement in the school development plan. All staff are very effectively deployed. The children in the reception class have regular access to the outdoor environment. Marking has improved, although there are still some inconsistencies the school is aware of.

### STANDARDS ACHIEVED

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

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

**Achievement is good.** The table above shows that in the 2003 national tests, Year 6 pupils achieved well above average standards in English and science compared to similar schools and high standards, in the top five per cent of similar schools nationally, in mathematics. Compared to all schools nationally, standards were average in English and science and well above average in mathematics. Standards in the current Year 6 are above average in English, mathematics, science and music. Standards in the current Year 2 are above average in speaking and listening, reading and writing and mathematics and average in science. Pupils in the Foundation Stage achieve well and are likely to achieve the early learning goals in all areas of learning by the time they leave the reception class. Pupils with special educational needs, looked after pupils and higher attaining pupils

achieve well. **Pupils' personal qualities** are **very good**. Attitudes and behaviour are very good. Pupils' **spiritual, moral, social** and **cultural development** are **very good**. Attendance is well below average because a number of parents take their children on holiday during term time. The school is doing all it can to improve attendance which is satisfactory, but the overall level of attendance remains unsatisfactory.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching and learning are **good**. Pupils are challenged in lessons when the teaching has high expectations. Teaching in the Foundation stage is good. The good organisation of the curriculum gives higher attaining pupils the opportunity to work with older pupils in the class above their age. Teaching assistants have a valuable role in the school and are very effective in their support of small groups of pupils and those with special educational needs. Work is thoroughly planned and well matched to the needs of pupils. Pupils' work is marked thoroughly and pupils know what to do to improve their work. Assessment is now good and the use of target setting is developing well across the school. Provision for pupils with special educational needs is good. Links with the local community and parents are very good. The pupils are very well cared for.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management by the headteacher are **very good**. The governors provide very good support and have a very good understanding of the strengths and weaknesses of the school. The headteacher and the governors have a very secure understanding of the future of the school and are working well in partnership to ensure a smooth transition to the new school in 2005. Arrangements to check how well the school is performing are thorough and rigorous. The headteacher knows exactly what to do to improve the school and has worked exceptionally hard in the two years she has been in the school to raise standards with much success. Statutory requirements are fully met.

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

Parents are very pleased with the work of the school. They feel especially comfortable to approach the school if they have any problems and know their children are expected to work hard. Pupils almost unanimously agreed that there would be someone they could approach in school if they were worried or hurt. They learn a lot and get help when they are stuck as teachers show them how to make their work better.

## **IMPROVEMENTS NEEDED**

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

Raise standards in the foundation subjects to match those in the core subjects.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good. Pupils achieve well by Year 6 based on their below average attainment on entry to the nursery, irrespective of their ability, gender or special educational needs. Standards are above average in English, mathematics, science and music by Year 6. They are above average by Year 2 in speaking and listening, reading and writing and average in mathematics and science. Achievement is satisfactory in Years 1 and 2. Children in the Foundation Stage achieve well and are likely to meet the early learning goals in all the areas of learning by the time they leave reception.

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

- Standards are above average in English, mathematics, science and music by Year 6.
- Higher attaining pupils achieve very well in Year 6 in English and mathematics.
- Standards in ICT have improved since the previous inspection.
- Standards in the foundation subjects are not high enough

#### **Commentary**

1. Standards in English and mathematics are above average throughout the school. They are average in science by Year 2 and above average by Year 6. Pupils are very well prepared for the national tests by booster classes, additional support in lessons and because teaching is very good in English, mathematics and science in Years 5 and 6. The results of the 2003 national tests in Year 6 were well above national expectations in mathematics and in line with national expectations in English and science. Standards by Year 2 were above national expectations in reading, writing, mathematics and science. This is shown in the tables below. Compared to similar schools, standards were well above average in reading, writing and mathematics. Pupils have very good attitudes to learning which contributes very well to the good achievement by Year 6 and in the Foundation Stage and the satisfactory achievement in Years 1 and 2. Pupils with special educational needs achieve well and higher attaining pupils achieve very well. The overall trend in pupils' attainment in the national tests has been below the national trend in recent years in Year 2. However, in Year 6 the trend has been above the national trend and the value-added between what the pupils achieved in their Year 2 national tests and the Year 6 results in 2003 was above average and above the national trend.

#### ***Standards in national tests at the end of Year 2 – average point scores in2003***

Standards in:	School results	National results
reading	15.8 (14.7)	15.7(15.8)
writing	14.8 (12.5)	14.6 (14.4)
mathematics	17.1 (17.1)	16.3 (16.5)

*There were 24 pupils in the year group. Figures in brackets are for the previous year*



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

Standards in:	School results	National results
English	26.5 (28.2)	26.8 (27.0)
mathematics	28.8 (27.8)	26.8 (26.7)
science	29.1 (30.7)	28.6 (28.3)

*There were 54 pupils in the year group. Figures in brackets are for the previous year*

- Children start in the nursery with below average levels of attainment especially in communication, language and literacy and mathematical development. They achieve well in the two years they spend in the Foundation Stage so that by the time they leave reception most will have achieved the early learning goals in all areas of learning, Achievement is good because of the high priority given to developing basic literacy and numeracy skills in the nursery and the reception classes and the good teaching in these areas of learning. Leadership has increased the priority given to the basic skills, especially of literacy because of the speech and language difficulties experienced by some pupils on entry to the nursery.
- Higher attaining pupils in Years 3 to 6 are targeted for additional support by working in the class above their chronological age for English and mathematics. In Years 1 and 2, they are taught in small ability groups by a classroom assistant for some of their work. This is generally very effective. A well above average proportion of pupils achieved the higher Level 5 in the 2003 national tests in mathematics and science.
- Standards in the foundation subjects are not as high as they should be compared to the standards in the core subjects of English, mathematics and science. The subject leaders are taking steps to address this imbalance by introducing the teaching styles used for the core subjects into the foundation subjects and also looking at ways of linking subjects, so for example, in English lessons pupils use historical texts. Standards overall are satisfactory in art and design, design and technology, history, geography and physical education. They are in line with the recommendations of the locally agreed syllabus in religious education. Achievement is satisfactory in these subjects.
- Standards in ICT have improved in Year 6 and pupils achieve well in those aspects they are taught. Achievement is affected by the size of the suite which means that pupils do not have regular enough access and some teachers are less confident and skilled in linking ICT to the subjects they teach. As a result, there are too few opportunities to use ICT to support learning, especially in Years 1 and 2.

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

Pupils' behaviour and attitudes to work are very good. The pupils' spiritual, moral social and cultural development overall are very good. The attendance at the school during the last academic year was well below the national average, but the school does all it can to improve this.

### **Strengths and weaknesses:**

- Pupils behave very well in lessons and are very keen to learn.
- Warm friendly relationships between pupils and staff are a strong feature.
- The ethos of the school enables all pupils to grow and flourish.

### **Commentary.**

- Pupils fully enjoy school, feel happy and secure and enjoy learning. Relationships throughout the school are very good. Attitudes to learning and the behaviour in classes and around school are

very good. No oppressive behaviour was observed during the inspection. Pupils report that any instances of bullying are dealt with quickly when brought to the attention of the staff or the peer mentors. Pupils are polite and friendly and talk warmly about their school. Provision for personal, social and emotional development in the Foundation Stage is very good. Children are effectively encouraged to take responsibility for their learning and to become independent.

7. The personal development of pupils is very good with the school helping them to become more mature and develop good skills. Pupils are keen to take responsibility and they are fully involved in the school through the school council. Pupils on the council considered the best value principles when faced with spending money on marking out the football pitch and chose playground games as the first option was considered too expensive. The school has many visits and visitors which assist in helping pupils gain confidence and self-esteem. An awareness of other cultures is effectively fostered through art and design and in the use of stories from other cultures.
8. Pupils show a very good knowledge of what is happening in school and are happy with the range of clubs and activities that the school provides for them. The school has trips to local places of interest, which gives a good insight into local cultures. The school promotes the cultures of other countries through the curriculum and has recently had visitors from Africa, India and China. The pupils' moral and social development are very good with pupils exploring their feelings in personal and social education. The promotion of spiritual, moral, social and cultural development of the pupils is very good.
9. The attendance during the last academic year was well below the national average. Despite all the school is doing the attendance rate remains well below average, which is unsatisfactory. Some pupils arrive late at school despite what the school does to prevent this happening. There are a significant number of parents who take their children on holiday in term time. Parents are required to complete holiday request forms for authorisation and the school only authorises in special circumstances. The current year's attendance is following a similar pattern to last year. The school has reward systems in place to promote good attendance with a weekly class trophy and termly and annual attendance certificates. The school monitors attendance and has close links with the education welfare officer who receives monthly reports on absence. The school does not operate a formal first day call system if a pupil is absent and the parents have failed to notify the school but has in place monitoring of pupils for whom they may have concerns. There were two pupils excluded last year. One has left the school and the other is being integrated back into school very successfully.

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

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.5
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.*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	282	2	

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. Teaching and learning are good, with a quarter of lessons very good. Assessment is good. Care, guidance and support for pupils are very good and the school's partnership with parents is very good. Links with other schools and the community are very good.

### Teaching and learning

Teaching and learning are good overall and this has a good impact on pupils' learning and achievement. Assessment is good.

### Main strengths and weaknesses

- Teaching is very good in a quarter of lessons; there is very good attention to fostering basic skills.
- Pupils are keen to learn and engrossed in activities.
- The pace, challenge and use of probing questions are good in English and mathematics.
- The use of target setting is developing well throughout the school.
- Teaching in the outdoor area for the Foundation Stage is not as good as elsewhere.

### Commentary

#### ***Summary of teaching observed during the inspection in 39 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10(26%)	16 (41%)	12 (30%)	1 (3%)	0	0

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

10. The features of the very good teaching throughout the school include: high expectations and a very good level of challenge in lessons, for example, in a Year 5 English lesson, pupils learned very effectively how to write from another's point of view as a result of excellent modeling, demonstration and encouragement to all pupils, irrespective of their abilities, to achieve as well as they could. This resulted in good achievement. The support of teaching assistants is very good. A group of more able Year 1 pupils worked together with less able Year 2 pupils to develop their understanding of letter sounds. Again, a high level of challenge and high expectations coupled with very good knowledge of how to use a text to help pupils identify the letter blend 'ai' resulted in good achievement. A high priority is given to teaching pupils the basic skills in short bursts in most of the classes of younger pupils, including the nursery where skilful teaching helped the children learn the initial sound of a word.
11. Lessons are well planned and pupils enjoy their work. They participate well in brisk introductory sessions and quickly and productively complete what is expected of them. Pupils work with good levels of concentration and complete good quality work in their books. In a very good mathematics lesson, pupils took very good responsibility and showed good levels of confidence as they made up their own problems and worked collaboratively.
12. The assessment leader has a very good understanding of the strengths and weaknesses. Target setting is developing well, although there are still some inconsistencies, but there are good strategies in place to deal with this. Arrangements to assess reading are good. Guided reading

records for example, involve pupils in their own assessment and the quality of marking is good. Overall provision is now good and much improved since the previous inspection.

13. Teaching and learning in the Foundation Stage are good overall. A good priority is given to developing the basic skills and in settling the children into the nursery and reception class: they know the routines well and take good responsibility for clearing away. However, there are too few planned activities for staff to support learning outside. Consequently, outdoor play is generally all initiated by the children and there is a lack of challenge in some of the undemanding activities available

## **The curriculum**

A good curriculum meets the needs of all the pupils and a wide range of additional activities enhances their learning experiences. Overall, the quality of the accommodation and resources is good.

### **Main strengths and weaknesses**

- All pupils have equal access to the curriculum and opportunities to learn; support staff are used very well to help pupils with special educational needs.
  - There is very good provision for the development of personal, social, and health education and citizenship.
  - Teachers make good links with other subjects in their lessons.
  - A good range of extra-curricular activities and links with other schools enrich the curriculum.
  - The school is spacious and allows flexible grouping of pupils.
14. Pupils with special educational needs have full access to the curriculum and achieve as well as other pupils because their individual education plans have clear targets and they receive very good support from well-briefed classroom assistants in lessons. The commitment and deployment of classroom assistants is very good. They provide additional support to groups of pupils in reading, writing and numeracy throughout the school day and sometimes after school.
15. Teachers' planning is supported by documentation which covers all the requirements of the National Curriculum. This is a good improvement since the last inspection. The nationally recommended schemes of work have improved provision and standards in science, design and technology and information and communication technology. In some lessons good links are made between subjects. For example, in Year 4 the moral dilemma of circus animals was addressed in an English lesson; in Year 6 scientific investigations provided opportunity to apply numeracy skills and in Year 5 effective use was made of websites as a research tool in history. The further development of cross-curricular links remains a high priority for the school.
16. The school provides good opportunities to enrich pupils' learning. After school clubs and visitors extend pupils' skills in both the arts and sport. A wide range of visits supports pupils' learning in both geography and history. Very good links with local schools provides opportunity for some gifted and talented pupils to participate in the performing arts. Year 5 pupils are working with other schools on a Heritage Project as part of the move to a 'village school.' Exchange visits of staff and pupils with the local secondary school ensure a smooth transition into secondary education. The school has a high commitment to inclusion. Children from a nearby special school participate in lessons which are enriching experiences for staff and pupils of both establishments.
17. The accommodation is spacious and well maintained. The entrance is welcoming and displays celebrate pupils' work and contributions to charities. Space is used well and permits the formation of discrete groups who need additional support. The school is well resourced and the addition of a computer suite, albeit too small, has improved provision in ICT.

## **Care, guidance and support**

The school has effective child protection policies in place. The school's care, welfare, health and safety arrangements for the pupils are very good. The school gives very good support and guidance to pupils using the detailed knowledge that staff have about individual children. The involvement of the pupils in the life of the school is very good.

### **Strengths and Weaknesses**

- Relationships with pupils are very good and staff have a very good understanding of pupils' achievements.
- Pupils' views taken into account through the school council.
- Child protection procedures are fully in place and well known to all staff

### **Commentary.**

18. The school provides a very healthy, safe environment in which pupils can learn. The school carries out all its statutory checks on fire, electrical and sports equipment. Fire drills are carried out to ensure safe, efficient evacuation of the building. The Local Education Authority supports the school with formal health and safety audits. The school and governing body are fully involved in the process with audits and risk assessments being carried out; the safety representatives have been trained on risk assessments together with the deputy headteacher. The school gives pupils good advice on personal safety and safety in the home through the curriculum. The community police and school nurse have a very good impact on the delivery of safety and health issues.
19. The pupils and staff are welcoming to visitors and there is a warm, friendly atmosphere within the school. Pupils play a very active role in the life of the school with the school council. The pupils feel that through the school council they have been able to have their views considered and that their opinions are taken into account. The school council suggested changes to the school timetable, which was implemented; fellow pupils democratically elect the council members. There are peer mentors to whom any pupils can go if they have a problem which are then taken to staff if needed with the consent of the child with concerns.
20. Child protection procedures are fully in place with the headteacher and the special educational needs co-ordinator being the named persons and both fully trained. The procedures have been made known to all of the staff with training carried out late last year. Any concerns are reported to the headteacher who maintains a cause for concern book. The school works closely with a range of outside agencies to support pupils and is sensitive to the needs of pupils.
21. The school has good induction procedures for its pupils with a meeting for parents to hear about the school's policies and procedures. Pupils come into school for a visit day and stay for lunch. The pupils stay for mornings only for the first week to allow them to settle into school life. Induction at other than the normal time is also handled sensitively.
22. The pupils report that they experience little bullying and staff deal with any issues quickly and effectively. Pupils express the view that teachers help them and expect them to work hard. They are very happy to approach and discuss with staff any concerns and generally enjoy very good relationships with staff and fellow pupils. Pupils are well supported and given good advice on their development. The school has very effective monitoring procedures for the pupils both academically and for their personal and social education. There are trusting relationships throughout the school and pupils are very well-supported if they have personal difficulties. As a result of the rigorous tracking of pupils, they are very effectively targeted for additional support if they have learning difficulties or have the chance to work at higher levels in a class of older pupils if they show particular talents in English or mathematics. A wide range of extra-curricular activities, visits and visitors give pupils the opportunities to access a wide range of experiences.

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

The school has a very good partnership with parents and provides information and support for them to help their children at home. The school provides them with good information on their child's progress. The school has very good links with the community and other schools.

### **Strengths and weaknesses**

- The expertise and resources in the community are used very well to enrich the curriculum.
  - Transition links with secondary school are very good.
  - Parents have a very good level of confidence in the leadership of the school.
  - Parents are provided with good information about their children.
23. Parents are very supportive of the school with those parents who returned the questionnaire showing overwhelming approval in almost all areas. There were no areas that parents showed serious concern about. There were 19 parents who attended the meeting with the registered inspector, the response was positive with parents feeling that there had been many good improvements in recent years. There are a number of parents who help in the school on a regular basis and this has a positive effect on the workings of the school and the learning of pupils.
24. The school takes seriously and deals very effectively with any concerns from parents. The school asks parents to complete holiday request forms but there are still a number of parents who take their children on holiday in term time. The school provides good information in newsletters for parents; pupils are also responsible for producing an information newsletter each term, which is friendly and easily readable. The school provides a termly programme of study for parents to inform them of the topics for each term to allow them to help their children at home. The school has established a partnership for the children's learning between the school, parents and pupils, with all taking equal responsibility.
25. There is an informative prospectus and annual report to parents both of which are easily readable. The school provides a report on pupil's progress that says what the pupil is capable of doing. The report and the targets for improvement can then be discussed with the teacher at a meeting during the summer term. There are also consultation evenings in the autumn and the spring terms. The school has an open door policy to allow parents to discuss with teachers or the headteacher if they have any concerns.
26. The school has very good links with the community. The school has a range of visitors who enhance the pupils learning with visits from police, nurse and the vicar. The school also has links with ASDA and the local care home. The school has very good links and works closely with the secondary schools that the pupils move to. The links are particularly strong in the arts with the secondary school providing teachers who work closely with Year 6 pupils in particular. The schools are closely linked with the on-going Education Village project. The school offers work experience placements for pupils from the secondary school. The links with the community have a positive impact on the pupils' learning. Pupils expressed a high level of satisfaction with their level of community involvement.
27. The school has a community 'Stay and Play' scheme. A teaching assistant organises the facility for up to 30 pupils twice each week. It gives prospective parents an opportunity to see the school in operation, which results in approximately 70 per cent of the children joining the school. The facility has a good impact on the relationship between the school and the prospective parents.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management by the headteacher are very good. She is very effectively supported by the governing body. Senior staff make a good contribution to the school's current and future development.

### **Main strengths and weaknesses**

- The leadership of the headteacher is dynamic and she very effectively carries her team with her.
- Her vision for the future is inspirational in forging links with many providers to create an inclusive school community.
- Governors use their professional skills to very good effect to support the school.
- The systems to check the effectiveness of the school's work are frank and an accurate reflection of the school's position.

### **Commentary**

28. The headteacher has been in post for two years. She leads the staff very effectively through the high expectations she sets for herself and everyone in the school. She describes her aim as for the school 'to be the Eton of Darlington'. Pupils are expected to behave well, and they do. Pupils agree that behaviour around the school has improved dramatically. The school has a very caring and supportive ethos, but nonetheless the headteacher has the achievement of high standards through the creation of a strong climate for learning at the forefront of all her actions. Parents are expected to support their children's learning at home. The school improvement plan is based on a thorough analysis of pupils' performance and priorities are identified accordingly in consultation with the school council, parents, staff and governors. Pupils are promptly identified for additional support if they fail to make expected levels of progress. As a result of these actions and many more, the school is immeasurably more successful than it was two years ago as shown in the results of national tests throughout the school.
29. A very high priority for the school is to achieve a strong partnership with the local secondary and special schools as the governors, headteachers, pupils and staff work together to create an 'Education Village'. In a year's time approximately, the school will be relocated to a new purpose-built, all inclusive, 2 to 19 village school. The headteacher and governors are very skillfully managing the build up to the closure of the existing site and the opening of the new school while maintaining a good quality education for the pupils currently in the school. Very good responsibility is given to elected Year 5 pupils who are involved in discussions about the new school along with representatives from all the schools. This typifies the high expectations of the headteacher in giving such a major responsibility to her pupils.
30. Governors are pivotal in their involvement with the current school and in the negotiations regarding the new school which will be governed by a federated governing body. They have overcome the uncertainties they had about increasing their involvement in checking the work of the school through the headteacher's sensitive encouragement to increase their involvement and have enough information to know what the school does well and where it needs to improve. They have a good awareness of the recent changes through these visits. A strong pride in the school is evident from discussions with the governors. The good discipline, calmness and very good pastoral support given to the pupils were all comments made by the governors relating to how the school has changed in the past two years. The chair is aware of the well below average attendance and how the school is tackling this. The governors challenge and take effective steps to ensure that best value for money is achieved. They have, for example, vetoed the creation of another ICT suite in light of the pending relocation and decided that the funds could be more usefully spent increasing the number of interactive whiteboards and laptop computers.
31. The school has undergone rigorous self appraisal in recent years. In order to have a strategic plan that reflects what the school needs to do to improve, the headteacher, with the good support of the deputy headteacher and subject leaders, has carried out formal and informal monitoring of teaching and pupils' work. Performance management arrangements are well established. The subject leader for special educational manages this area of provision well. She works alongside

the Beaumont Hill staff and attends appropriate courses to disseminate information to fellow teachers. Resources to support SEN are good. The needs of gifted and talented pupils are recognised and appropriate programmes of work are being developed for them.

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

Income and expenditure (£)	
Total income	707149
Total expenditure	729358
Expenditure per pupil	2286

Balances (£)	
Balance from previous year	52000
Balance carried forward to the next	-22209



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

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

Provision for children in the Foundation Stage is generally good and has improved since the last inspection when there was an area for improvement to improve the opportunities for outdoor play in the reception class. Admission to the nursery and reception is twice a year and children attend the nursery for a morning or an afternoon session every day and transfer to the reception class in September or January. Transition arrangements are good, especially between the preschool toddler group on site and the nursery. Prior to starting in reception, children join the reception children for literacy sessions. Teaching and learning are good and children are likely to meet the early learning goals in all areas of learning by the time they leave reception. All staff, including experienced nursery nurses contribute well to children's learning. A high priority is given to promoting personal, social and emotional development, communication, language and literacy and mathematical development. The accommodation is satisfactory now that the reception children have access to an outdoor area. However, there are too few activities planned for the outdoor area in reception. Planning takes account of the requirements of the six areas of learning with a good priority given to the basic skills. Assessment is thorough. Daily plans are cross-referenced to the early learning goals and observational assessments take place and achievement is recorded.

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

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

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

- Children take good responsibility.
- Relationships between the children and staff are very good.

#### **Commentary**

32. A few of the nursery children have underdeveloped social skills and are learning to become independent. They are confident in selecting where they want to play and begin to relate to other children. In reception, the children have learned to take good responsibility for tidying up and completing little jobs such as giving out milk efficiently. They show very good levels of concentration and listen attentively when required to do so. Teaching is good and, because of the high expectations set in both classes, the children achieve well and are likely to meet the early learning goals by the time they leave reception. Reception children collaborate well and show very good levels of interest in small group tasks, for example, when they labeled Jack and the Beanstalk.

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

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

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

- High priority is given to teaching the basic skills of letter recognition and sounds.
- The shared reading of books is not always effective in the nursery.

#### **Commentary**

33. Achievement is good in nursery and reception. Teaching and learning are good. A high priority is given to teaching the basic skills of initial letter sounds through songs and well directed

instruction in reception. In the nursery children learn to hear, say and recognise the initial letters in their name and some begin to write their name. Children write in their play and are encouraged in reception to record simply. A high priority is given to identifying children with learning difficulties who are supported very well.

34. The children are split by age in the nursery for story time. The three year olds listened to a story about a sleepy dormouse. Their below average attainment was evident in their limited responses to the story and the teacher's questions suggesting that they did not understand the story. Boys generally are less forthcoming than girls in discussion time. The children listened to the story well, but the small book meant that they were unable to see the characters. This was a missed opportunity to share a big, boldly illustrated book with the children. By the time they are in reception, the children show good interest in books and confidently, and with good levels of concentration, share books with each other. Reception children learn to read key words in an interesting and motivating manner which leads to good achievement. For example, they accurately labeled a drawing and included key words such as 'climb', 'Jack', 'cow'. The clarity of instructions and explanations contributed to the good achievement. By the time they leave reception, many of the children are achieving the early learning goals.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**

### **Main strengths and weaknesses**

- Teaching is good, and contributes to good learning especially in the reception classes
- Higher attaining children are well provided for.

### **Commentary**

35. Teaching and learning are good. Nursery children make shape patterns and know the names of the basic shapes. They sing number rhymes frequently and count as they observe the numbers with accuracy. Good opportunities are provided to count around the nursery, for example, how many children? The contribution of the outdoor environment to this area of learning has not been fully developed in either the nursery or the reception class. Reception children count to 30 and learn to recognise single and double digit numbers to 20. A higher attaining group of children understood how to add 10 and 7 together counting dots and transferring this to an addition calculation as a result of very clear explanations and visual demonstration of this. The children are likely to achieve the early learning goals by the time they leave reception.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- There are good opportunities for exploration and investigation.
- Information and communication technology is used well.

### **Commentary**

36. The termly topic 'all about growing' provides good opportunities for the children in nursery and reception to observe seeds growing. The sequence of tasks is introduced well to the children weekly and they are encouraged to remember what they did earlier. For example, good encouragement was provided for a boy to recall the name of the seeds observed earlier and to get him to explain what he was going to do next. Teaching and learning are good because the

staff give a high priority to giving the children practical activities that motivate and interest the children.

37. Children in the nursery have access to the computer regularly. They complete simple programs confidently and show good levels of independence as they complete these. There were no observations covering this area of learning in the reception class. The nursery children are on course to meet the early learning goals by the time they leave reception .

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**

### **Main strengths and weaknesses**

- Opportunities to use equipment outside are good
- Children learn how to develop fine motor skills well
- Planning for the development of physical skills outdoors is unsatisfactory

### **Commentary**

38. Reception children have access to an outdoor area which is a good improvement since the last inspection. There are good opportunities for children to move freely when outside and to climb and slide. They learn to balance when on the large equipment and to control their movements. Children pass balls to each other somewhat haphazardly. However, the intervention of adults to support and extend their learning is limited. As a result, many children in reception do not develop the skills of catching or have good control and coordination. Planning does not take enough account of learning in the outdoors to enable staff to know what they have to do to extend children's learning. Teaching and learning are satisfactory overall and the children achieve satisfactorily.

## **CREATIVE DEVELOPMENT**

This area of learning was sampled.

39. Displays around the nursery and reception class are colourful and reflect what is happening well. Children are given good opportunities to develop their senses, especially in the current topic on growing. Children are provided with a good range of techniques to help them differentiate colours, especially mixing colours when making icing sugar, bubble and string patterns. Some of the displays are too adult- directed and have required the children to do no more than cut and stick onto adult templates. Role play is available in both classes and the areas in the classrooms reflect the children's experiences well. For example, a baby clinic and dressing up clothes for people who help us provide the children with good props to initiate their own role play.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Very good teaching by support staff in Years 1 and 2 enables pupils to achieve well and reach above average standards.
- Very good teaching in Year 5 and in one Year 6 class enables pupils to achieve very well and contributes very effectively to their overall above average standards and good achievement by the time they leave the school in Year 6.
- The provision is good for higher attaining pupils who join classes of older pupils and complete work that is challenging.
- There is very good use of tracking information to identify individual targets for pupils, as a result of which the pupils know how to improve their work.
- The subject leader leads very effectively because she has a very good awareness of what needs to be done and models exemplary practice through her own teaching.
- The use of literacy to support other subjects is currently an area that is developing.

#### Commentary

40. Standards in Year 2 are above average in speaking and listening, reading and writing. This is a good improvement since the previous inspection. Pupils in Years 1 and 2 achieve well because teaching is good in lessons and very good in the small support groups arranged to provide pupils with additional support in learning to read. For example, high expectations, excellent relationships and secure understanding of how to use a 'Big Book' helped pupils learn to read words with 'ai' and 'ea' vowels. In Year 6 standards are above average. Improvements in the past two years have been good as pupils achieved well above average results in the national tests in 2003 compared to average results in 2001. Achievement since the previous inspection has been very good. The main reasons for this improvement has been the steps taken by the headteacher and subject leader to improve the quality of teaching and to put in place several effective strategies to support pupils of different abilities.

41. Pupils with special educational needs achieve well overall. They are very well supported by teaching assistants and make good progress towards the specific targets in their individual education plans. Gifted and talented pupils work with older pupils at a higher level than their year group contemporaries. This system works well throughout the school as those pupils reach higher than expected levels as a result of more challenging work.

Features of the very good teaching that contribute to good achievement includes:

- planned opportunities for pupils to express their ideas and opinions and to listen to others in whole class, introductory and plenary sessions;
- using appropriate resources such as 'Big Books' to demonstrate and explain new work;
- very effective modeling of how to, for example, include features of diary writing such as chronological order, first person and personal feeling or embarrassing moments;
- sharing previous work with pupils and pointing out what went well and what did not;
- clear instructions so that pupils know what to do and how long they have to do it;
- very good management and organisation of lessons.

42. Overall, the quality of teaching is good. In Years 5 and 6 it is very good and good in Years 1 and 2. The most telling features of satisfactory teaching which was less effective in contributing to pupils' achievement were:

- lack of involvement of pupils and their subsequent passiveness;

- too little use of open-ended questions to encourage pupils to take part.

43. The subject leader has a good grasp of the strengths and areas for improvement in the subject. A good feature is the use made of assessment information to set individual targets. Pupils are encouraged to track their progress towards their targets which when coupled with detailed marking gives pupils a clear understanding of what they need to do to improve their work. Good steps are in place to develop writing alongside other subjects. Spellings are linked to other subjects to help to improve pupils' use of technical vocabulary.

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

44. The school makes good use of opportunities to develop language and literacy skills across the curriculum in subjects such as dance, the humanities, music and art. In the corridor displays and in class rooms there is evidence of pupils using writing to support a range of other subjects such as science work on light and dark, designing puppets, computer generated letters to an author, a mini topic on Russia and advertising out of school sporting activities. The well-stocked library is used frequently by pupils and helps to extend their knowledge of different authors. Assemblies provide a very good opportunity for pupils to extend their range of expression and engagement of an audience.

## **MATHEMATICS**

Provision for mathematics is **good**

### **Main strengths and weaknesses**

- Very good teaching in Years 5 and 6 enables pupils to achieve well and reach above average standards.
- Target setting is used effectively to supports pupils' learning.
- Leadership is good.
- Work is not always well matched to the pupils' learning needs.

45. Standards in mathematics have been maintained since the last inspection and are continuing to rise as a result of the strategies put in place by the subject leader to improve achievement. Standards in Years 1 and 2 are above average. Pupils achieve well because teaching is generally well-matched to the needs of the pupils. Standard in Year 6 are above average and pupils achieve well as a result of very good teaching. Pupils are taught in groups based on their prior attainment in Years 5 and 6. This has a good impact on achievement.

46. Pupils with special educational needs achieve well overall because they are provided with good support by teaching assistants who help support pupils with reading difficulties. The basic numeracy skills are covered very well. Problem-solving and investigative work are covered well in other subjects.

47. Overall the quality of teaching is good. Very good teaching in Years 5 and 6 contributes greatly to the acceleration of learning and the attainment of high standards by the end of Year 6. Good achievement is a result of the following strengths in teaching and learning:

- brisk and challenging mental work;
- skilful application of mathematical language;
- very good questioning skills;
- secure subject knowledge prepares the pupils well for the main part of the lesson. For example, in Year 6 pupils demonstrated understanding of the 6 and 8 times tables and how to multiply by decimals;
- very good attitudes to learning: pupils are attentive, enthusiastic and well motivated.
- Information and communication technology is effectively used to help less able pupils

Features of the satisfactory teaching seen include:

- insufficient attention to what pupils are expected to learn in the main part of the lesson.
- completion of the same work in some classes.

48. The school system of target setting supports pupils' learning throughout the school. The targets are attached to the front of each pupil's book and reviewed termly. All pupils are encouraged to achieve their targets and the older pupils discuss them knowledgeably and with enthusiasm. Teachers establish progress made towards individual targets through the focused marking of books. When each child achieves a given target a new and appropriate challenging target is set.

### **Mathematics across the curriculum**

49. Good opportunities are provided for pupils to use their mathematical skills in other subjects, particularly ICT. In Y1 pupils produced pictograms on the computer and were challenged to interpret the information through skilful questioning by the classteacher. In a Year 6 religious education lesson, pupils made a timeline as part of their study into the life of Saint Cuthbert and displays of artwork included studies of symmetrical patterns.

### **SCIENCE**

Provision in science is **good**.

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

- Standards achieved are above average by Year 6.
  - Teaching is good because the emphasis on the development of scientific skills enables pupils to achieve well.
  - Pupils are enthusiastic about science because of a focus on practical activities.
  - Pupils have opportunities to develop literacy and numeracy skills: ICT could be used more in lessons.
  - Leadership and management are good.
50. Standards by the end of Year 2 are average. Although the school records indicate that there will be a drop in the number of Year 6 pupils achieving the higher levels in the national tests, inspection evidence indicates that standards by the end of Year 6 are above the national average. This is an improvement on the last inspection and represents good achievement from below average attainment on entry.
51. All pupils achieve well because teaching is good overall with some very good teaching in Years 5 and 6. There is a good emphasis on the scientific approach and conventions of experimentation. Lessons are sequenced and build on prior learning. This, coupled with clear explanations, ensures pupils understand what they are expected to do and what they will learn. Practical activities engage the pupils' interest. Pupils are therefore enthusiastic about their work, have a good attitude to learning and make good progress within lessons. .
52. In a good Year 2 lesson pupils investigated the life cycle of plants by planting sunflower seeds. Good questioning developed pupils' understanding of the needs of plants. This helped them to decide under what conditions the seeds should be planted and to then compare growth rates. Higher attaining pupils recognised that different amounts of water might affect seed germination and growth rate. More challenging questions might have developed their understanding of a fair test. A strength of teaching in Year 2 is a distinct lack of worksheets which encourages pupils to explore methods of recording.

53. Year 5 pupils investigated the volume of air contained in different materials by displacement. They measured and recorded the volume of water needed to saturate different materials. All recognised the need to repeat measurements and the higher attainers calculated the average volume. Lower attainers completed a tally chart of the number of 10mm syringes of water needed to displace the air. They made good progress because of the good questioning and guidance of the support assistant.
54. Year 6 pupils had a very good understanding of a 'fair test' and accurately used the terms opaque, translucent and transparent when recording an experiment. They confidently discussed the properties of light and recognised the effect of reflected light in describing the difference between lunar and solar eclipses. They constructed column and line graphs and compared their effectiveness in communicating information.
55. Science lessons are used well to develop pupils' numeracy and literacy skills. Pupils often work in groups and this makes a valuable contribution to the development of personal, social and speaking and listening skills. Computers are well used as a word processor to record investigations but not in recording and presenting data.
56. Leadership and management are good. The subject leader has a good understanding of the strengths and weaknesses in the subject. Teaching and learning are monitored and staff development has focused on the use of scientific investigations in lessons. Inspection evidence suggests that this has had a positive impact on the quality of teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Provision has improved since the last inspection and standards are now satisfactory in Year 6.
- Teaching is variable and ranges from unsatisfactory to good.
- Achievement by Year 2 is unsatisfactory.
- Accommodation for ICT is limited and affects the quality of provision overall.
- Leadership is good.

### **Commentary**

57. Standards are satisfactory overall., although achievement is good in Year 1 because pupils learn well effectively as a result of their good teaching. Standards are satisfactory in Year 6 and greatly improved compared to the previous inspection when they were well below national expectations. Achievement is satisfactory throughout Years 3 to 6 with some good achievement in Year 6 because staff are more familiar with the range of software available to support learning.
58. Overall, the quality of teaching and learning is satisfactory. In Years 1 and 6 it was good. In Year 2, however, the less effective teaching slows pupils' progress. The features of the better lessons are:
- clear, concise introductions that explain what the pupils are expected to learn, linked well to the displayed learning objective;
  - enthusiastic, well behaved and hard- working pupils, especially in the suite;
  - the effective building on of previous learning and recall with the pupils;
  - good inclusion of pupils with special educational needs.
59. A few lessons seen combined these strengths. However, less effective teaching contained one or more of the following factors;
- limited opportunities for the pupils to take responsibility;
  - insufficient links between the learning objective and what the pupils do;

- lack of challenge for more able pupils.

60. The suite is very small and only allows half a class at a time to work on the computers; this limits progress overall. The school has improving this aspect of provision as a high priority, but will be unable to do this quickly as they will be moving to a new school in the very near future. The school do not have enough laptops to compensate for the lack of resources in the suite.

61. Leadership is good. The subject leader has put a number of good initiatives in place recently that have not had time to make a good impact on standards and the quality of the subject. Tracking and assessment files have been set up and are due to be reviewed. Pupils are encouraged to evaluate their learning and there are some recently acquired interactive whiteboards for staff to use. Training for this has not yet taken place.

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

62. The subject is used satisfactorily across the curriculum. It is used extensively in history and in mathematics where, for example, Year 6 pupils used it to measure angles. E mail contacts with a Russian school have been established and pupils have accessed the French Internet as an extension of their weekly French lessons.

### **HUMANITIES**

63. Religious education was inspected in full and is reported below. There is insufficient evidence to make a judgement on the overall provision for history or geography. However, discussion with the subject leader and analysis of pupils' work and planning indicates that the school meets the requirements of the National Curriculum in both subjects. The standard of pupils' work in both subjects is in line with national expectations at the end of Year 2 and Year 6.

64. In **history**, Year 1 pupils have created a simple time line in their study of toys. In their work on Samuel Pepys and Florence Nightingale Year 2 pupils identified why people acted as they did. By the end of Year 6 pupils have studied the Roman, Victorian and Tudor periods and Britain since 1945. They understand and explain similarities and differences between the past and present. Effective use is made of ICT as a research tool and as a writing tool. Pupils' literacy skills are developed well. They created lists, questionnaires, mind maps, fact files and wrote eyewitness accounts of life as a Tudor sailor.

65. In **geography**, by the end of Year 2, pupils have studied contrasting locations and their characteristics. They carry out traffic and holiday surveys in Year 1 and there is also a good emphasis on the development of map-making skills This work is further developed in Year 3 where pupils study local maps and compare changes in the built environment. By the end of Year 6 pupils demonstrate a sound understanding of the physical features of rivers and describe the water cycle. However, there is limited evidence that Year 6 pupils appreciate the impact of rivers on the development of human settlement and industries.

66. Leadership and management are satisfactory. The subject leader is aware of strengths and weaknesses and identifies a need to develop the use of historical objects in teaching. A good range of visits, including to Beamish, Eden Camp and Teesmouth, supports pupils' learning in both subjects.

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Learning is enhanced by the pupils' very positive attitudes.
- Leadership and management are good.



## Commentary

67. The standards attained by all pupils match the expectations of the locally agreed syllabus as they did at the time of the last inspection. Pupils' work indicates that achievement is satisfactory throughout the school.
68. Teaching and learning are satisfactory in Years 3 to 6 where two lessons were seen. In a Year 4 lesson where teaching is satisfactory, Sikhism was studied. Pupils' knowledge was consolidated and understanding developed. In the Year 6 lesson, the teaching was very good and the tasks challenging and innovative. Pupils worked very well together, interrogating text detailing the life of St. Cuthbert. Pupils used the Internet confidently to research further information to be presented later to their classmates. All pupils showed an excellent attitude to learning.
69. The subject leader works closely with the Vicar from the local church, who is also a governor, to promote religious education within the school. Satisfactory support is provided for staff and curriculum coverage is monitored. There are enrichment opportunities provided for the pupils with visits to Bede's World and Durham Cathedral.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Music was inspected in full and is reported below. Art and design, design and technology and physical education were sampled.
71. One lesson in **art and design** was observed so it is not possible to make an overall judgement on provision or teaching. However, the trawl of wall displays and pupils' sketch books indicated that standards and achievement are satisfactory. Leadership of the subject is shared between three teaching assistants and the headteacher. Teaching was satisfactory in the Year 1 lesson observed. Strengths included good relationships with the pupils and their concentrated application to the tasks set. Pupils with special educational needs achieved well in the lesson. The subject leader runs a weekly art club for the gifted pupils after school. Much of the displayed work links the subject to other curriculum areas, for example, the vibrant paintings of the Fire of London, bold interpretations of the 'Angel of the North' and portraits of Victorian children. Displays of work show carefully executed designs in the style of Clarice Cliff.
72. Only one lesson was seen in **design and technology** so an overall judgement on provision is not possible. A scrutiny of pupils' work indicates that a suitable range of design projects is in place and there is evidence of design, making and evaluation. Pupils consider aesthetic qualities and function as part of the process. For example, Year 5 pupils evaluate the quality of biscuits and Clarice Cliff ceramics and Year 1 pupils investigate the taste of fruit in creating a fruit kebab. A good Year 4 lesson also emphasised the evaluation process. After discussing their work on zigzag books pupils improved the sliding mechanism in a moving picture. Discussions with pupils indicate that they have developing a good understanding of the design process. However, their understanding of mechanisms such as cams is less well developed. Work on display includes finger and jointed puppets, pop-up books, design and evaluation of clay pots and also models of the 'Angel of the North.' Standards overall are in line with national expectations. This represents an improvement on the last inspection.
73. There was insufficient evidence to make secure judgements on the provision of **physical education**. However, in the two lessons seen and following discussions with the teachers, pupils and subject leader, there is a good programme of physical activity in the school which meets the requirements of the National Curriculum. This includes dance, gymnastics, games and swimming.
74. In addition, the school offers a wide range of sporting activities outside the hours of the normal school day. Cricket, table tennis, volley ball and football are included, for example. There are well

established sporting links with the secondary school to which the majority of pupils transfer at age eleven. The subject leader has a clear view of the development of physical education across the school. Staff training and the monitoring of lessons are highlighted in the school improvement plan as areas for development.

Provision in music is **very good**

### **Main Strengths and weaknesses**

- The joint subject leadership works well
- There are many opportunities for curriculum enrichment
- The choice of activities in lessons motivate the pupils
- Standards are above average.

### **Commentary**

75. The leadership of the subject is effective with the shared responsibility working well. The co-ordinators are enthusiastic and show an obvious passion for their subject and are committed to maximising their skills to raise standards. There is a drive for improvement and a strong sense of direction.
76. There are strong links and joint ventures with Beaumont Hill Special School, Redhall Primary and Haughton Comprehensive and Community College. The school takes every opportunity to enrich the pupils' musical experiences through carol concerts, lively Christmas productions and string quartet recitals. There is a lunchtime recorder club and a school choir. Music is played in lessons to aid concentration and gives a calming effect. In assemblies, pupils listen attentively to a variety of music. The Vicar often plays guitar to accompany the tuneful singing of the staff and pupils. The reading of a pupil's prayer for tolerance accompanied by classical music created a very spiritual moment at the end of a very entertaining Year 6 assembly.
77. In the two lessons observed standards were good. In Year 2 pupils learned about a range of instruments, giving and following directions using gestures, words and visual clues. Pupils responded very well and showed great enjoyment, shaking, scraping, tapping and vibrating their instruments with confidence. In Year 5 pupils worked collaboratively using percussion instruments to produce short compositions representing imaginary planets. There were good links to literacy with language used well to evoke feelings and describe the properties of the planets. Pupils listened attentively and were able to evaluate the group performances and suggest improvements. A group of pupils in the ICT suite used a musical composition program competently, building up layers of sound, cyclical patterns and timbre continuing the theme of space. The quiet, calm atmosphere, good listening skills and co-operative nature of the pupils ensured very effective learning took place.

### **Personal, health and social education**

This subject was sampled.

78. The school promotes pupils personal, health and social education very well. Pupils display a very responsible attitude in their role as monitors and mentors. Younger pupils receive very good pastoral and learning support from the mentors. Pupils express their opinions through the school council and have many opportunities for discussions during lessons. The school values the opinion of pupils and has included them on the 'village school' discussion group. Health education has a high priority and includes sex and drug awareness. Representatives of the school council have given a presentation to the governing body.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

