

INSPECTION REPORT

ST HEDDA'S CATHOLIC PRIMARY SCHOOL

Egton Bridge, Whitby

LEA area: North Yorkshire

Unique reference number: 121651

Headteacher: Mrs T M Wall

Lead inspector: Mr D Byrne

Dates of inspection: 21st - 23rd June 2004

Inspection number: 257672

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	35
School address:	Egton Bridge Whitby North Yorkshire
Postcode:	YO21 1UX
Telephone number:	01947 895361
Fax number:	01947 895361
Appropriate authority:	Governing body
Name of chair of governors:	Mr T Harrison
Date of previous inspection:	21 st April 1998

CHARACTERISTICS OF THE SCHOOL

This a small voluntary aided Catholic school situated in a rural location six miles from Whitby in North Yorkshire. It educates 35 boys and girls aged from 4 to eleven years. The majority of pupils come from advantaged backgrounds and the overall attainment on entry is above average. All pupils are from white British backgrounds and speak English as their first language. The pupil population is relatively stable with low levels of transience into and out of the school. The percentage of pupils with special educational needs (SEN) is below the national average and no pupil has a Statement of Special Educational Need. There is a small percentage of pupils who are eligible for free school meals. The school received an Achievement Award in 2003 and has gained the local education authority Inclusion Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	English, science, information and communication technology geography, history, special educational needs, personal, social and health education and citizenship.
12165 1	Mr B Harrington	Lay Inspector	
8839	Mr M Egerton	Team Inspector	Foundation Stage curriculum, mathematics, art and design, design and technology, music, physical education.

The inspection contractor was:

ALTECQ Education Limited
102 Bath Road
Cheltenham
Gloucester
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Pupils achieve very well and reach very high standards overall. Pupils benefit from very good teaching and are inspired by very good curriculum enrichment. The school is very effectively led by the headteacher and well managed by the staff team. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher very successfully leads the school by creating very good teamwork so that the school is effectively managed.
- Very good teaching overall results in pupils achieving very well and reaching very high standards in English, mathematics and science by the end of Year 6.
- Children are given a very good start to their education in the reception class and throughout the school there are very good levels of care, guidance and support.
- Very good provision for special educational needs and for challenging higher-attaining pupils ensures that there are very good levels of inclusion for all pupils.
- Pupils could do better in applying their skills of literacy, numeracy and information and communication technology to other subjects.
- Pupils achieve well in aspects of the performing arts, especially music and the use of the spoken word.
- Pupils behave very well and have very good attitudes to school and to others.
- A good curriculum is very well enriched by the effective use of the local area that inspires and motivates pupils to learn.
- Close links with parents and the community contribute positively to pupils' education.
- The governing body needs to get more involved in monitoring the quality of the school's provision.

There has been a good improvement in the school since the last inspection. The quality of teaching is much higher and standards in English, mathematics, science and information and communication technology have risen. The curriculum is much better for all pupils and the quality of planning has been improved. Resources for information and communication technology have improved and the accommodation has been modernised to better meet pupils' needs.

STANDARDS ACHIEVED

Year 6 results

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

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

The number of pupils in each year group is so small, being less than ten pupils, that the assessment data for the national tests at the end of Year 6 has to be treated with caution. Inspection evidence shows that the achievement in the school is **very good** overall. The attainment of children starting school is above average. As a result of very good teaching in reception, children make very good progress by the start of Year 1 and exceed the expectations for their age in all areas of their learning. The very good progress continues throughout Years 1 and 2, and by the end of Year 2, pupils achieve very well and reach standards that are very high in reading, writing and mathematics. In Years 3 to 6, pupils also achieve very well in English, mathematics and science. Standards are very high in speaking, listening and reading. Standards in writing are above average, but the breadth of writing is relatively narrow and pupils do not do as well as they could in applying their literacy skills to other subjects. In mathematics, by the end of Year 6, pupils have a very secure knowledge and understanding of basic numeracy. Although pupils develop good levels of competence in solving mathematical problems, their ability to apply their numeracy skills to other subjects is underdeveloped. Pupils do well in science. They acquire a very good knowledge and understanding of basic scientific ideas and very confidently plan and perform simple scientific experiments and investigations. Standards in information and communication technology are well above national expectations by the end of Year 6 although pupils could do more to apply their very good skills to support learning across the curriculum. There is a particular strength in the quality of the use of the spoken word and pupils do very well in performing music. There is no evidence of any difference between the performance of boys or girls.

Throughout the school, pupils with special educational needs make very good progress towards the targets in their individual education plans and achieve very well. Higher-attaining pupils are catered for very well and they achieve very well overall.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is very good and contributes to very good attitudes, and behaviour and the development of very good relationships. Pupils' spiritual, moral, social and cultural development is **very good** overall, although cultural development isn't quite as strong. Attendance and punctuality are both good.

QUALITY OF EDUCATION

The school provides a **very good** quality of education. Teaching and learning are **very good** overall with some particular strengths in the teaching of pupils in the reception class. Very good teamwork between teachers and support staff, makes sure that pupils with special educational needs make very good progress and are fully involved in all parts of school life. A good curriculum that is very well enriched by a range of educational visits stimulates pupils to learn at a very good rate. The accommodation is satisfactory overall but some parts of the school need improving to reach acceptable standards. Pupils receive very good levels of care with very good attention paid to their health and safety. The school involves pupils effectively in the running of the school. Very good partnerships exist with parents and the local community and good links with other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The key staff make a very effective contribution to the school's management and governance is satisfactory. The headteacher and staff form a very good team and together they have a very clear vision for the school's development. Very high standards are expected of pupils and the effective monitoring of teaching and learning results in a good system of school improvement. The headteacher

creates a very good ethos within the school that is rooted in Christian belief. The school is a very caring and happy community in which everyone feels valued.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good levels of satisfaction with the school. They value the “family” atmosphere that is evident in the school. Pupils are very enthusiastic about school. They enjoy the very good quality of teaching and the stimulating lessons this provides. They feel they are listened to and given the chance to be involved by contributing ideas about ways of improving the school.

IMPROVEMENTS NEEDED

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

- To improve curriculum planning so that more opportunities are made for the skills of literacy, numeracy and information and communication technology to be applied to other subjects.
- To establish ways of increasing the involvement of the governing body in keeping a check on what goes on in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve **very well** overall and reach **very high** standards by the end of Year 6.

Main strengths and weaknesses

- Even though the overall attainment on entry to the reception class is above average, children are motivated to learn and achieve very well and exceed the expectations for their age by the start of Year 1.
- Standards by the end of Years 2 and 6 have improved significantly since the last inspection and in English, mathematics and science they are very high overall.
- Pupils achieve very well overall because the needs of all pupils are met, including those with special educational needs and higher-attaining pupils.
- By the end of Year 6, pupils develop good information and communication technology skills.

Commentary:

1. Children start in the reception class with standards that are above average. They achieve very well in the reception class and by the time they start Year 1 standards exceed those expected for their age in all areas of learning. The very good achievement is a result of the very good quality of teaching provided by the class-teacher and the teaching assistant.

Key Stage 1

2. In 2003, four pupils took the national tests at the end of Year 2. This very small number of pupils makes any analysis of data from national tests unreliable and test data is not published. Inspection evidence shows that pupils achieve very well in English and mathematics and well in science. Pupils reach standards that are well above average.
3. As a result of very good teaching and the very effective teamwork with the teaching assistant, pupils achieve very well overall in English, mathematics and science. There is no statistically significant difference between the performance of boys and girls. Pupils make particular good progress in their use of the spoken word and in reading. Standards in writing are good overall, and inspection evidence shows that there has been a significant improvement in standards in the last term. In mathematics, pupils make good progress in their time in Years 1 and 2 and improve their knowledge and understanding of basic numeracy. There is a good emphasis on the development of numeracy skills and sufficient time is also given to enabling pupils to perform mathematical investigations and to solve mathematical problems. In science, pupils do well in improving on their good levels of knowledge and understanding of the world when they start Year 1. By the end of Year 2 they have a good knowledge of basic scientific ideas as well as good skills of performing simple scientific investigations. Pupils develop a satisfactory knowledge and understanding of information and communication technology. Higher-attaining pupils are suitably challenged and achieve very well overall.

4. In other subjects, inspection evidence shows that there is a particular strength in music. Standards are well above national expectations at the end of Year 2. Pupils have good skills of performing and composing music.

Key Stage 2

5. In 2003, eight pupils took the national tests at the end of Year 6. This very small number of pupils makes any analysis of data from national tests unreliable and the test results, therefore, are not published. Inspection evidence shows that pupils achieve very well in English, mathematics and science. Standards are well above average in English, mathematics and science and have improved notably since the last inspection. In English, there is a particular strength in the quality of the pupils' use of the spoken word, and in their knowledge and understanding of books and authors. Pupils write well and in a neat and presentable way. They develop a good understanding of the use of grammar and punctuation, and communicate effectively in writing. The breadth of writing is, however, narrow and pupils could improve further the quality of their writing for different purposes. The very good provision for mathematics means that pupils of all abilities are challenged to improve their knowledge and apply it to solve mathematical problems. There is a strength in the ability of pupils to perform scientific investigations in order to explore a range of scientific ideas and concepts. Because of the very good provision for pupils with special educational needs and the good levels of challenge provided for higher-attaining pupils, both groups of pupils achieve very well.
6. By the end of Year 6, pupils have advanced skills of using the computer. They achieve well and reach standards that are well above national expectations. There are insufficient opportunities for pupils to apply their skills in information and communication technology across other subjects of the curriculum. Inspection evidence shows that there is a particular strength in music in Years 3 to 6. Standards are well above national expectations at the end of Year 6. In music, pupils achieve very well. By the end of Year 6, they acquire good skills of performing and composing music and in evaluating their own performances and that of others.

Pupils' attitudes, values and other personal qualities

7. Pupils' spiritual, moral, social and cultural development is **very good** overall. This promotes amongst pupils **very good** attitudes, behaviour and levels of personal development. Attendance and punctuality are **good**.

Main strengths and weaknesses

- A very good ethos within the school successfully develops amongst pupils a desire to think of others.
- Although the school very successfully develops pupils' spirituality, and their social and moral awareness, pupils' knowledge and understanding of cultures other than their own is a relative weakness being satisfactory.
- Pupils value the opinions of others and have a good sense of how to behave.
- Most pupils are responsible and mature and willingly take responsibility for their own learning.

Commentary

8. A strong family atmosphere pervades the school and contributes to pupils behaving very well and treating others with care, consideration and respect. The mixed ages of each class benefit the social development of all pupils. Older pupils are very sensitive to the needs of others and there are very good levels of co-operation between pupils both at work and at play. Pupils form good friendships with others and enjoy playing and learning in an environment that is free from harassment or bullying. The reception children benefit from being with older pupils and this accelerates their levels of personal, social and emotional development. As they mature and move through the school, the very good foundation in the reception year benefits the relationships that both pupils and adults develop. Spiritual, moral and social development is very effectively promoted. Through the relative strengths in the arts, especially in the spoken word and music, pupils develop a strong sense of spirituality. The strong family atmosphere generated through the ethos of the school and teaching methods that encourage pupils to work together result in pupils developing very good social skills. Moral development is very well promoted and pupils develop a strong sense of right and wrong. They understand the school's expectations for them to behave well and are aware of the basic rules of how to exist alongside others. There is no evidence of racism or racist behaviour. Pupils have a good understanding of their own culture but only a satisfactory knowledge and understanding of the diversity of cultures within the modern British and European society in which they live.
9. Pupils have high aspirations. They are keen to learn and work hard in lessons. The small year groups enable pupils to pursue their own interests at times, and this encourages them to develop their curiosity for learning. Pupils with special educational needs work hard and try their best to do well and higher-attaining pupils thrive on challenging expectations. Discussions with pupils indicate that they enjoy school. They like lessons that are practical and enable them to use their initiative to solve problems. The school provides many opportunities for pupils to take responsibility for different aspects of the day-to-day running of the school. Pupils show confidence and initiative and willingly support and help others. They regularly organise and help others both in lessons, outdoor at play and in the dining room.

Attendance

10. The school has successfully created a culture of good attendance and of arriving punctually. Parents are very supportive of the notion that it is important for their children to attend school and of arriving on time. There is no unauthorised absence and there have been no exclusions in the last year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.9	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 is **very good**. Teaching and learning are **very good** overall. The school provides **very good** levels of care, support and guidance. **Very good** links exist with parents and the community and there are **good** links with other schools.

Teaching and learning

The quality of teaching and learning is **very good** overall. **Good** assessment procedures inform the impact of teaching on learning.

Main strengths and weaknesses

- Very good teamwork between teachers and the teaching assistants provides pupils with lively and exciting lessons and ensures that pupils with special educational needs are fully included.
- Teaching of children in the reception class and Years 1 and 2 has some excellent features.
- The contribution of some specialist teaching has a positive impact on the education of pupils in mathematics and science.
- There is a strength in the teaching of the arts, with some exceptional teaching of music and the development of the spoken word.
- Assessment is used very well in the reception and well in Years 1 to 6.

Commentary

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	7	3	1	0	0	0

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

11. The quality of teaching is very good overall with some excellent features. There has been a very good improvement in the quality of teaching since the last inspection. Teachers and teaching assistants work very well together in order to successfully build on the good standards that most pupils start the school with. Teachers are very caring and supportive of pupils both in terms of their academic and their personal development. Very good relationships exist in all lessons and this has a significant impact on the rate of pupils' learning.
12. Lessons are well planned with a clear purpose for what is being taught that is effectively shared with pupils. Plans reflect the need to be flexible in the way that lessons are organised to meet the needs of pupils of all ages and abilities. The teaching assistants provide very good support for pupils with special educational needs. Throughout the school there is a good emphasis given to teaching pupils to explore their artistic side, particularly with regard to the use of the spoken word and musical performance. Good use is made of resources to bring learning alive. For example the presentation of an insect "eating" pitcher plant during a science lesson with pupils in Years 3 to 6 fired pupils' interest and added to their desire to learn.

13. The quality of teaching and learning in the reception and Years 1 and 2 is very good and at times excellent. Although newly appointed, the teacher has implemented very effective classroom systems that ensure that all children and pupils are challenged to a high level. Expectations are not restrained by the standards expected for the pupils' age, rather dictated by the standards of which pupils are capable. At times, for example, pupils In Year 2 are expected to work at levels normally seen for pupils in Years 3 or 4. Very effective teamwork with the teaching assistants ensures that the particular needs of the reception age children are very well met. A wide range of exciting and stimulating activities suitable for reception children quickly develop amongst children very good attitudes to school. Good use is made of information and communication technology to support learning and to extend the breadth of classroom activities.
14. The quality of teaching and learning in Years 3 to 6 is very good overall with a particular strength in the teaching of mathematics, science and the expressive arts. Writing is taught effectively but the level of creativity is not as high as that seen in other subjects. Mathematics is taught very well and with a particularly good contribution by a specialist teacher resulting in higher achievement by the end of Year 6. The very good subject knowledge of a specialist science teacher results in pupils in Years 3 to 6 thriving on challenging and stimulating science lessons. Music is taught exceptionally well. There are examples of good use being made of the local environment to bring learning alive and effective links are made between subjects where it makes sense to do so. A good example of this was seen when pupils in Years 3 to 6, responded to very good teaching after visiting the River Esk by creating very good compositions to represent the images of water experienced at their "magic place". The quality of planning for such cross-curricular links is not, however, as effective as it might be and this reduces the benefits from such an approach. The planned use of information and communication technology to support learning across the curriculum could be improved.
15. Assessment is used very well in the Foundation Stage to identify the needs of children starting school. As a result children are challenged to extend and improve the above average skills with which they start school. For children in Years 1 to 6, assessment data is used well to effectively inform teacher planning in English, mathematics and science. In mathematics in particular its use to identify a group of higher-attaining pupils has contributed to boosting achievement over recent years.

The curriculum

The curriculum is **good** with **very good** enrichment. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The children of reception age benefit from very stimulating and well-planned activities.
- Pupils benefit from a very good range of educational visits and additional activities.
- The provision for performing arts is a strength of the school.
- There is very good support for pupils with special educational needs
- Some good examples exist of links between subjects but these are not a consistent feature that is part of teachers' planning.
- There are some weaknesses in the accommodation that restrict some areas of provision within the curriculum.

Commentary

16. Pupils benefit from a lively and stimulating curriculum that motivates all pupils to learn and achieve well. The school ensures that there are very good levels of equality and opportunity for all pupils. The headteacher and staff team keep a close eye on what is taught and how to make learning interesting and relevant for the pupils. The curriculum has improved significantly since the last inspection.
17. The curriculum provided for children in the Foundation Stage is very good and is much better than it was at the time of the last inspection. It is carefully planned to challenge and extend the children's knowledge, understanding and skills in all areas of their learning. In Years 1 to 6, a good emphasis is given to developing the basic skills of literacy, numeracy and information and communication technology but opportunities for pupils to apply these skills across the curriculum could be much better planned and taught. The school effectively adapts the national strategies for numeracy and literacy to meet the demands of the mixed age classes. There is a good emphasis given to the development of pupils' practical, investigative skills in science that contributes to the good achievement in the subject.
18. Across the school, pupils benefit from a very good range of visits, visitors and activities outside the classroom. Educational visits are carefully planned to extend learning beyond the classroom. For example, pupils benefit from a visit to Jorvik in York to enrich their class work about the Vikings. Good use is also made of the immediate locality. There is a strength in the school's provision for the arts, in particular the performing arts. This has resulted in pupils gaining considerable success and prestige in the Eskdale Festival in their performances in music, drama and public speaking.
19. Pupils' learning is noticeably better when the school links subjects together. This was seen during the inspection where pupils in Years 3 to 6 were inspired by visiting the River Esk to learn about rivers and the natural environment. The visit also demonstrated good levels of imaginative and expressive writing in work that was continued in class. This very good example of linking subjects together adds to the level of interest of pupils and results in pupils raising their standard and working hard. The school has not yet developed a clear picture of how such links can be systematically planned. This reduces opportunities for pupils to fully develop their creative skills as well as improving their ability to apply their skills of reading, writing, numeracy and information and communication technology.
20. The school has gained the local education authority quality mark for inclusion. Inspection evidence is that the provision for pupils with special educational needs is very good. Teachers and teaching assistants are fully aware of the difficulties these pupils experience and through careful planning ensure that they have full access to all activities. The quality of support by teaching assistants is very effective and the pupils' progress is carefully monitored and parents kept fully informed about how their children are achieving. The needs of higher-attaining pupils are also identified and work is successfully planned to challenge their existing knowledge and skills.
21. The accommodation is satisfactory overall but has weaknesses. Recent refurbishment of the school dining room has created a good quality area for multi-purpose use, but the school lacks a dedicated space for giving confidential support and guidance to pupils for example, those with special educational needs. There is lack of a secure outdoor area for the reception children. The school compensates for this very well by good planning that involves pupils in a variety of physical activities.

Resources for information and communication technology meet requirements and have been improved significantly since the last inspection.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school provides **very good** support, advice and guidance and has **good** procedures for seeking the views of pupils.

Main strengths and weaknesses

- Staff and support services provide a very high level of pastoral care for all pupils.
- Pupils' individual needs are carefully considered and provided for very effectively.
- Effective child protection procedures are well established.

Commentary

22. The headteacher provides very good leadership in this area of the school's provision. There are thorough procedures for dealing with any issues of child protection that may arise. Other members of staff are familiar with the policy and guidelines for child protection. The headteacher has also received training in first aid and pupils know what to do if they feel unwell or have been hurt. Parents are informed if their children have been unwell or have been involved in an accident. Regular reviews are made of the accident book and regular risk assessments are made to ensure the maintenance of health and safety conditions in school.
23. School assemblies are pleasant family experiences, which provide pupils of all ages with emotional security and opportunities to share experiences. Teachers use these occasions to further pupils' personal development. The headteacher makes herself available to pupils for discrete discussions, and regularly reminds pupils of this service. Pupils are very well known by staff who work hard to meet the needs of individuals. The school caters very well for the needs of pupils with special educational needs and for higher attaining pupils. Pupils' admission records are regularly updated and records of achievements contain pupils' personal statements of their progress. Pre-school visits by members of staff ease the induction of young children and their parents into school routines.
24. Through the forum of school assemblies and the very high level of pastoral care provided by the staff and support services, pupils have a high level of involvement in school events. Pupils feel valued and establish very good, trusting relationships with adults in school. They are confident about raising any concerns or worries. There are many opportunities for pupils to make their views known to staff and become involved in the school. Older pupils are charged with caring for the younger children in school and, on a rota basis, undertake the roles of head boy and girl. In these ways they are helped in the development of their social skills and encouraged to emulate their teachers. Lessons dealing with local environmental issues extend pupils' views of their villages and provide them with skills to articulate their feelings.

Partnership with parents, other schools and the community

Very good partnerships exist with parents and the community and there are **good** links with other schools.

Main strengths and weaknesses

- Parents receive very good formal and informal information about the school and its work.
- Parents and pupils are very supportive of the headteacher and her staff.
- The school has a very high level of involvement with the community.

Commentary

25. Parents have very high levels of satisfaction with the school. They benefit from the receipt of very good quality information about the school. Staff make themselves available to parents at the beginning and end of the day and, despite a full teaching commitment, the headteacher maintains an open door policy for parent interviews. Monthly letters to parents keep them abreast of events in school life and, along with homework diaries, provide good levels of information about what topics their children are studying. Annual progress reports are very detailed, providing parents with useful information about their children's achievements and personal development. Individual targets provide pupils with guidance for the following year. Parents' responses to school surveys are very positive and about one-third of all parents attending consultation evenings contribute formal feedback information to staff.
26. Parents make a significant contribution to their children's learning at school and at home through ensuring a good level of attendance, and through the financial and social support that they provide through the PTA.
27. The school has very good links with the communities that it serves. A significant number of pupils, of all ages, take part in the annual Eskdale Festival of Speech, Drama and Music. Pupils have competed in verse speaking, choral speaking, poetry composition, vocal solo and folk singing. This event helps pupils to identify their place in society and to take pride in representing their school in open competition. Pupils enjoy a wide range of visits to places of interest associated with curriculum topics, social issues and religious celebrations. Parents are invited to share their children's experiences at many of these events.
28. There are good links with other schools in the area but the school does not always take the opportunity to share the expertise and experience that exists in similar schools. Extensive sporting links with a number of local schools provide pupils with social and physical development opportunities. Good links with the local secondary schools ease the pupils transition into Year 7. The school welcomes secondary school pupils on work experience to help in school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides **very good** leadership along with key staff. Management is **good** and the impact of the governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher leads the school very well and has successfully built a very effective team of teaching and support staff that ensures that there is a very good ethos throughout the school.

- There are effective systems for evaluating the school's strengths and weaknesses and for planning actions to improve the school but some of the procedures used in recording and tracking pupils' progress could be more efficient.
- Although the governing body is very supportive of the headteacher and staff, it is not assertive enough in keeping an eye on what is going on across the school.

Commentary

29. The headteacher provides very good leadership for the school. She successfully combines a large classroom teaching commitment with maintaining a very clear educational vision for the school. The headteacher has a very good understanding of the needs of the pupils in the school. Very good levels of inclusion and an ethos of care and support underpin a strong commitment to high standards provided within a "family" atmosphere. Very strong teamwork has been developed between all staff. This ensures that all subjects are well managed and the quality of the school's provision is constantly kept under review so that it can be improved where necessary. The process of school improvement works well although some minor aspects of the school's assessment and tracking procedures and the school development plan could be more efficiently managed. The provision for pupils with special educational needs is very well managed and the needs of higher-attaining pupils are well planned for. The impact of leadership and management is better than it was at the time of the last inspection.
30. The governing body is a committed and supportive group that fulfils all statutory duties. A very effective chairperson is improving the way governors understand the school's strengths and weaknesses, but the governing body is currently too dependent on the information it receives from the headteacher. It is not as effective as it could be in monitoring what is going on across the school with regard to standards and the impact of provision in subjects other than English, mathematics and science. Governors are aware of the need to maintain pupil numbers and are actively seeking ways of ethically publicising the very good quality of the school's educational provision.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	163 211	Balance from previous year	27 213
Total expenditure	165 414	Balance carried forward to the next	25 010
Expenditure per pupil	4 726		

31. The school's finances are effectively managed. Income is sensibly delegated and the headteacher has effective systems for checking on the impact of spending decisions on the quality of the pupils' education. There are good systems for ensuring the school gets the best from its income and for making sure that its learning resources, quality of teaching staff and use of the accommodation are of the highest possible standard. The surplus varies from year to year and is currently high. It is retained to enable the school to manage the significant fluctuations in pupil numbers.

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 **very good**.

Main strengths and weaknesses

- Very good teamwork between the teachers and teaching assistant contributes to children achieving very well in all the areas of learning.
- A major strength of the mixed age class is that the reception children learn from the older pupils.
- Planning for the reception children is very good and ensures that there is a very good balance between more formal activities and activities that involve children making choices.
- Relationships between the teaching staff and the children are excellent.

Commentary

32. At the time of the inspection there were only two children of reception age in a mixed-age class, which also contained pupils from Years 1 and 2. The children enter the school with levels of attainment that are above average. Inspection evidence shows that by the end of the reception year children achieve very well and exceed expectations in all of the early learning goals in all areas of learning. Planning is thorough and very detailed. Medium and short-term plans clearly identify which early learning goals are being addressed and provide very exciting activities that motivate children to want to learn. A very good balance is struck between planned activities that encourage children to make choices and more structured and adult-directed activities. Assessment is very good, children's progress is carefully monitored in order to ensure activities are appropriate and they are achieving as well as they can. There has been good improvement recently in the provision the school makes for reception children and as a result they are achieving better than they were.
33. Teaching is very good in all the areas of learning and at times it is excellent. The teacher has a very clear understanding of the Foundation Stage curriculum and provides very good leadership. The work of the classroom assistant makes a very positive contribution to the children's achievement. Children benefit from the teaching assistant's expertise in developing their language, and social skills and in building up their confidence and self-esteem. The teacher is quick to recognise when it is time for the children to move to a new activity and does this very skilfully without interrupting the work of the other pupils. Children in the reception year benefit from working alongside older pupils. They learn the routines of the classroom much more quickly than they would in a single-age class because the older pupils take care of them and help them to conform to what is expected. In the playground children in the reception class play together with older classmates and learn how to share and co-operate. The family atmosphere has a very positive impact. This is further enhanced by the excellent relationships the teacher and the classroom assistant have with the children. The teacher shows real respect for the children and they respond by genuine displays of mutual trust and affection. The school works closely with parents to ensure the reception children have a smooth start to their education. Parents are kept well informed of their progress and they are welcome to call into the classroom

and talk to the teacher at any time. Because of the limitations of the school site, the reception children do not have their own outdoor play area. However, every effort is made to provide opportunities for energetic play and these activities compensate for the lack of on-site facilities.

34. Provision for **personal, social and emotional development** is very good. Due to the high quality of teaching the pupils achieve very well and reach standards that exceed the expectations by the end of the reception class. The excellent relationships between staff and pupils and the enthusiastic use of praise and encouragement enable children to acquire very good levels of confidence. In a whole school assembly, the teacher asked if anyone knew the name of the composer who wrote the music that was being played when they entered the room. The first hand to go up was that of one of the Foundation Stage children who confidently stated that it was Beethoven. When given the opportunity to choose an activity they show no hesitation in organising themselves, getting out what they need, and becoming engrossed in their play. Outside the classroom they happily play with the older pupils and make a positive contribution to the games and activities.
35. Children achieve very well in **communication, language and literacy** and reach standards that exceed expectations by the end of the reception class. In all aspects of the children's work the teacher and the classroom assistant consistently engage the children in talking about what they are doing and introducing them to new words. As a result of this the children speak confidently in well-formed sentences and listen attentively and with understanding to what others are saying. They enjoy learning new words and contributing to whole class sessions. In an activity re-arranging words to make a correct sentence it was one of the reception pupils who had the correct answer first. In the following sequencing activity the reception children were confident in cutting out the words and putting them into the correct order. They enjoy looking at books and understand that we write and read from left to right and that pictures can often give us clues to the story.
36. Children achieve very well in terms of their **mathematical development** as a result of the very good teaching. Children reach standards that exceed expectations by the end of the reception class. At the beginning of a lesson all the class were using the counting stick and the first pupils to use it were the reception children who counted up the stick in two's, and then in fives, and were then challenged by other pupils to show where a particular number was on the stick. In this activity they showed a good knowledge of numbers up to ten but, much more importantly, they were confident with numbers and enjoyed using them. Children benefit from the very good support of the classroom assistant who works with them in a good range of activities that develop their understanding of mathematical ideas. Being involved with the older pupils in the class accelerates the learning of the reception children and contributes to their very good achievement.
37. In their **knowledge and understanding of the world** the children achieve very well and reach standards that exceed expectations by the end of the reception class. This is partly due to the skilful way this area of learning is planned. In a thoroughly enjoyable morning session the children were preparing dough so that they could make their own bread. The children were asked to predict what would happen to the dough when it was baked in the oven. Later in the day they used the bread to make sandwiches linking the work to literacy by writing out instructions for making sandwiches. Later in the week these instructions were used as the basis for a writing activity in literacy. This skilful linking of areas of learning with threads running from one to another makes a very positive impact on learning. Reception pupils have very good

knowledge of basic word processing skills and use these very effectively in developing their writing.

38. Children achieve very well in their **physical development** and reach standards that exceed expectations by the end of the reception class. During physical education lessons they are totally integrated into the whole-class activity and interact well with the other pupils. They show good levels of co-ordination, balance and poise. During an excellently taught dance lesson children used the space very well and responded to music with a very good sense of rhythm. In the classroom they are able to manipulate small tools with ease and can cut out, draw and use paint brushes with confidence. The school has very restricted external space and this means that there is no dedicated external play area for the Foundation Stage. The teaching staff, however, compensate very well for this by taking every opportunity to engage the children in vigorous activity that helps them to develop their large bodily movements and to climb and crawl and jump.
39. The children thoroughly enjoy their work in **creative development** and achieve very well. They reach standards that exceed expectations by the end of the reception class. Learning activities are often linked to other areas of learning. In a very good art and design activity the children looked at toys, a link with their work in history, and they then used the toys to design a toy of their own. In music children use percussion instruments in a sensible manner and really enjoy singing together. The children are introduced to a good range of materials. For example, children are skilled at using clay and have designed and made a small pot with an extremely well fitting lid.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are very high in speaking, listening and reading with good teaching in Years 3 to 6 and very good teaching in Years 1 to 2.
- In writing, despite good standards at the end of Year 6, pupils could do better in applying their writing skills to subjects across the curriculum.
- In Years 3 to 6, good use is made of the local environment to inspire pupils to use their imagination and express their feelings through speech.
- The staff team manage the subject very successfully.

Commentary

- 40 Inspection evidence shows that pupils achieve very well. Standards at the end of both Years 2 and 6 are well above those expected for their age with particular strengths in speaking, listening and reading. The very small numbers of pupils in each year group makes the analysis of the national test results unreliable. The trends in the school's Year 6 national test results over time show that standards have improved significantly since 2002. Pupils with special educational needs and higher-attaining pupils achieve very well. There is no difference in the attainment of boys and girls.

- 41 Standards in speaking and listening are well above expectations. By the end of Year 2, pupils have a good command of a wide range of vocabulary and speak confidently in front of others. During class discussions pupils listen with respect to others and speak politely and express their views in an assertive but courteous manner. In Years 3 to 6, pupils benefit from regular opportunities to participate in class debates and discussions and they develop and extend their vocabulary further, often in subjects other than English. For example, during a science lesson, pupils in Years 3 to 6 participated very well in a "Gardener's Question Time". They offered well-considered and mature opinions and the vast majority could call on an extensive vocabulary to express their feelings and accurately and succinctly state their views and opinions. Standards in reading are very high. Teachers and teaching assistants make very good provision for pupils to read in school. From an early age pupils develop a love of books and a good knowledge of authors and contemporary novels. Many pupils, especially in Years 3 to 6, have been inspired to read poetry after a visit to school of the celebrated poet, Wes Magee.
- 42 Standards in writing are above the national average but not as high as other aspects of English. Pupils make good progress as they move through the school in effectively transferring to their written work their very good vocabulary and levels of self-expression. Standards of handwriting and the presentation of pupils' work are generally good and pupils have a good command of grammar and spelling. The breadth of writing is satisfactory, but not as broad as it could be. In Year 2, pupils develop a good grasp of how to use sentences and enliven their work with exciting adjectives and adverbs. Pupils effectively write accounts of some of their experiences, for example, when they went swimming and evaluations of favourite books. There is a developing awareness of writing poetry as a result of good work in the school to raise the profile of poetry. In writing their own adaptations of the traditional story "*Little Bo-Peep*" pupils in Years 1 and 2 showed a very good knowledge and understanding of punctuation and, with higher-attaining pupils, of using speech marks and paragraphs. In Years 3 to 6, there is a relative strength in poetry compiled in a pupils' anthology. In a poem entitled, "*The Dead Girl*" strong sense of tension was created with the skilled use of vocabulary and meter.
- 43 The quality of teaching and learning is good overall with some very good teaching in Years 1 and 2. The literacy strategy is effectively adapted to provide for the mixed-ages in each class. The very good teamwork between class teachers and teaching assistants is a key factor in ensuring that the wide range of pupils in each class is effectively challenged. Reading is given good attention in lessons and teaching assistants play a vital part in ensuring that pupils with special educational needs are effectively supported. Good use is made of information and communication technology in Years 1 and 2 to enable pupils to develop their skills of writing with a computer. Teachers frequently establish good links between English and real experiences and this inspires pupils to want to read and write. For example, as a result of a visit to the nearby River Esk, pupils in Years 3 to 6 were encouraged to express their feelings of their "*Magical Place*". They responded very well to the teacher's request for them to paint a picture in words. One pupil described the way the trees were bent over the river as, "*the leaves tickled the water.*" Very skilfully led discussions resulted in pupils showing considerable levels of sensitivity and use of words to express themselves and these were then transferred into some short but very imaginative pieces of writing. The quality of marking is good with particular strengths in Years 1 and 2. Pupils are given guidance about why they have done well whilst also given targets for improvement.

- 44 The subject is very well led and managed by the staff team. Good assessment systems provide effective information for teaching and support staff to plan activities that meet the needs of all pupils including those with special educational needs and higher-attaining pupils. The value of motivating pupils to learn through the effective use of outside visits and of visitors to school is recognised. It has a positive impact on standards and achievement. The impact of provision for English is better than it was at the time of the last inspection.

Language and literacy across the curriculum

- 45 Satisfactory use is made of language and literacy to support learning across the curriculum but more could be done to use other subjects to enable pupils to apply their writing skills. Opportunities are regularly provided for pupils to discuss and debate their ideas and opinions as part of most subjects. The good standards of writing are applied to recording information and to describe events and experiences associated with subjects such as history and geography but such links are often incidental rather than planned. The computer is satisfactorily used to broaden pupils' knowledge and understanding of drafting and editing pieces of writing.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and standards are well above the national average.
- Thoughtfully planned lessons result in pupils developing very good attitudes to the subject but the use of mathematics across the curriculum is poorly planned.
- The contribution of the specialist teacher has a very positive impact on pupils' achievements.
- The staff team very effectively manage the subject and make very good use of assessment data to monitor the effectiveness of teaching and learning.

Commentary

- 46 Inspection evidence shows that pupils achieve very well overall. Standards are currently well above the national average. The very small number of pupils in each year group makes the analysis of data from national tests for an individual year unreliable and makes comparisons with the standards at the time of the last inspection unreliable. The trends in the school's results over time, however, show that standards at the end of Year 6 have improved significantly since 2002. Pupils with special educational needs achieve as well as other pupils and higher-attaining pupils are suitably challenged and do as well as they can. There is no difference in the attainment of boys and girls.
- 47 By the end of Year 2, pupils have a good grasp of number and have a very good knowledge and understanding of how to apply basic skills to solve mathematical problems. By the end of Year 6 pupils are confident in their work in mathematics and have developed a wide range of methods for solving mathematical problems. They can use and explain their methods for adding, subtracting, multiplying and dividing numbers and make very few mistakes in basic calculations. When faced with the task of solving problems they are able to use and apply what they have learned in order to

reach the correct answer. The care taken by pupils to set out work in their mathematics books has a very positive impact on the standards they achieve, calculations are easy to follow and mistakes are not made because figures have been carelessly put in the wrong column.

- 48 The quality of teaching and learning is very good with some excellent features. Work is very well planned and great care is taken that it is well matched to the abilities of the pupils. Teachers make good use of the results of assessment to direct what is taught and what areas need improving further. For example, after analysing the outcomes of a mathematics test for Years 3 and 4, pupils' knowledge and understanding of money was identified as being an area of relative weakness so work was planned to rectify this. This resulted in a well-taught lesson involving pupils using actual money to help them to solve some challenging mathematical problems. In lessons, work is carefully differentiated to match pupils' needs. Very good teamwork between the teachers and teaching assistants provides very good support for pupils with special educational needs so they can get extra support. At the beginning of each lesson there is a lively mental session where pupils are challenged by a brisk range of questions. In these sessions the teachers show good skill providing questions that include all the pupils regardless of age or ability. For everyone there is an opportunity to shine.
- 49 The subject is effectively planned and lively and interesting lessons contribute to pupils' developing very positive attitudes to the subject. Teachers and teaching assistants work together very effectively to produce high quality resources that make activities interesting. In Years 1 and 2 the teachers makes good use of the computer to support learning. When doing so, pupils show good levels of independence and self-confidence. An example of such use occurred during the inspection when Year 1 pupils made good use of a computer game with very challenging questions. One pupil was in charge of the computer whilst the others used their whiteboards to answer the questions as quickly as they could and then hold up the answer written on their board. Throughout the game the pupils concentrate on the questions enjoying the competition with each other. In Years 3 to 6, lessons are stimulating and well planned. This results in pupils having great enthusiasm for mathematics. Lessons include plenty of humour and a relaxed atmosphere increases the pupils' confidence.
- 50 Pupils in Years 5 and 6 benefit from lessons taught by a specialist teacher. This results in a very positive contribution to the standards achieved. Pupils are given high levels of support and activities are planned carefully to challenge everyone, in particular higher-attaining pupils. It is evident that pupils in Years 5 and 6 are excited by mathematics and the high levels of challenge provided by the specialist's skills and knowledge and understanding. At the end of one lesson, some pupils were so disappointed that they had to stop working that they asked "Can we carry on after break?"
- 51 The subject is very effectively led and managed. Very good use is made of assessment data to monitor the impact of teaching on learning. The decision to employ a mathematics specialist is totally justified because it strengthens the achievement of older pupils but especially of the higher-attaining pupils. The subject is suitably resourced. There has been good improvement in provision since the last inspection.

Mathematics across the curriculum

- 52 The use of mathematics is satisfactory although links with other subjects are not always explicit in lesson planning. Pupils do, however make use of mathematics skills to support learning in a variety of subjects such as in history to work out dates and in geography when they apply mathematical skills when using co-ordinates.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Imaginative and creative teaching results in pupils developing a good knowledge of scientific ideas and performance in experiments and investigations.
- Although lessons are well organised and managed, links with literacy and information and communication technology are not systematically planned and links to numeracy are particularly weak.

Commentary

- 53 Inspection evidence shows that pupils achieve very well. Standards are above average by the end of Year 2 and well above average by the end of Year 6. These judgements match the Year 6 results in the national tests in 2003. Standards have improved significantly since the last inspection. There is no difference in the attainment of boys and girls.
- 54 Very good quality teaching is the key factor contributing to the high standards and the very good learning that occurs. In Years 1 and 2, pupils are given a good foundation in science. Exciting and demanding activities that challenge pupils' existing ideas are provided through the very good teamwork between the class teacher and teaching assistant. By the end of Year 2, pupils have developed an advanced knowledge and understanding for their age of living things, the properties and characteristics of materials and forces and their effects. In Years 3 to 6, pupils benefit from the very good leadership and knowledge of a specialist teacher. Activities for pupils are very well planned and managed so that there are very good levels of challenge for all pupils. The very good use of resources brings learning alive. During a lesson looking at plants, the provision of real insect feeding plants fired pupils' imaginations and prompted a variety of starting points for pupils' own research. Because teachers make very good use of scientific terminology, pupils develop a very good knowledge and understanding of the reasons for a range of scientific events. Some creative ideas are used in lessons that very successfully engage pupils in their learning. For example, the expectation for pupils to develop a simple game based on the growth of a plant, very skilfully developed the pupils' existing good knowledge of plants. The practical skills of scientific experimentation are taught well and pupils quickly establish the idea that a test needs to be fair. By the end of Year 2, pupils willingly and capably follow the teacher's directions when performing scientific experiments. These skills are successfully built on in Years 3 to 6. Pupils become more adept at identifying scientific questions that need answering and in planning ways of gathering information to justify or disprove their hypothesis. An analysis of pupils' work, shows that pupils could work at a higher level in applying mathematical skills to science, for example, by

being expected to measure with accuracy in given units and in using the computer to represent data in a graphical form.

- 55 Science is effectively led and managed by the staff team, with a particularly good contribution made by a specialist teacher in Years 3 to 6. The subject is well resourced and there is a good curriculum that ensures that pupils achieve well in each area of the subject. Whilst pupils do apply their skills of literacy, numeracy and information and communication technology to science, such links are not systematically planned for yet.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards have improved significantly since the last inspection as a result of better resources and improved levels of staff confidence and competence.
- Pupils in Years 1 and 2 benefit from particularly good teaching.
- By the end of Year 6, pupils have a very good knowledge and understanding of information and communication technology overall but not enough time is planned for pupils to apply their skills to learning across the school.

Commentary

- 56 Inspection evidence shows that pupils achieve well in information and communication technology. Standards are well above expectations by the end of Year 6 and in line with expectations by the end of Year 2. Standards in information and communication technology are much higher than they were at the time of the last inspection. The improvement is a result of a recent improvement in teaching. Staff have a better subject knowledge and are steadily improving their own computer skills to support teaching and learning.
- 57 By the end of Year 2, pupils are comfortable with using a computer keyboard. They confidently type pieces of text and are familiar with editing text and saving and printing work. Simple mathematics games are competently used to support learning, and pictures and designs are created using the computer's design programmes. By the end of Year 6, almost without exception, pupils demonstrate a very good knowledge and understanding of the features of a modern personal computer. They have a good knowledge and understanding of the basic skills of using the computer. They confidently use it to draft written work, to handle and interpret data and to create designs and control movement. Research skills are well developed. Pupils' ability to apply these skills to support learning is relatively weak although some good use is made of information and communication technology in other subjects of the curriculum. An example seen during the inspection involved the need to publicise Egton as a place to stay. As part of this work, pupils worked hard to successfully create good quality multi-media presentations involving the combination of text, digital images and voice animations.
- 58 The quality of teaching is satisfactory overall although it is good in Years 1 to 2. In Years 3 to 6, the quality of teaching is satisfactory although improving as a result of better staff training. Pupils are not always given enough opportunities to use the

computers to help with their learning. The lack of an interactive whiteboard reduces the opportunities for teachers to focus pupils' attention on specific skills, but the availability of very good teaching assistants means that individual guidance can be given when necessary.

- 59 The subject is well led and managed by the staff team. Resources are suitable for the pupils' needs and, with the exception of e-mail skills, all elements of the National Curriculum programmes of study are systematically experienced by pupils. The quality of planning for information and communication technology in Years 3 to 6 is, however rather vague and could be more detailed. This is especially with regard to the planned application of use of information and communication technology to all subjects. The school keeps a close eye on Internet security and has a clear and effective policy for protecting pupils using it.

Information and communication technology across the curriculum

- 60 Despite the very high standards at the end of Year 6, and some very good examples of the application of information and communication technology to some subjects, for example science, the use of information and communication technology across the curriculum could be much better.

HUMANITIES

- 61 The limitations of time made it impossible to make a judgement about the quality of the provision in **geography** because not enough evidence was available.
- 62 In **history**, pupils' work was sampled and discussions held with pupils from Year 6. Evidence shows that standards are securely in line with national expectations. Pupils have a secure understanding of the major events from a variety of historical eras. Through discussion, pupils demonstrated a good knowledge and understanding of significant events in the history of Egton and the local area for example, the impact of the persecution of those wishing to follow the Catholic tradition following the reformation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 63 A judgement about the quality of the provision was not possible in **art and design** and **design and technology** because insufficient evidence was available. It was not possible to gather any evidence for **physical education**, although inspection evidence shows that the school meets all requirements regarding the subject and ensures that all pupils have suitable access to swimming.
- 64 In **art and design** one lesson was observed during the inspection but there was sufficient work on display in the classrooms and in pupils' work folders to show that standards are satisfactory and in line with national expectations. Pupils in Years 3 to 6 have developed considerable skill in observational drawing and painting. Pupils produced sketches of good quality as a result of looking at the exterior of the local church. Still life paintings and drawings showed how carefully they were able to represent flowers. An excellent display of paintings based on Walter de la Mare's 'The Listeners' showed how they had drawn on previous observational work to paint imaginary buildings. In an art lesson linked to the morning's work on rivers the pupils

created paintings of a good standard representing a section of the River Esk, using their field notes about the colours, textures and patterns. Good teaching drew out ideas from the pupils about how the water, the stones and the bridge appeared and how they could be represented. One boy talked about a recent television programme where they were shown how to create reflections. The lesson clearly indicated how much the pupils enjoyed their work in art. Pupils in Years 1 and 2 have been introduced to clay producing thumb pots that they have designed themselves, but these are recent initiatives, and overall, there is little evidence of three-dimensional art and design work.

- 65 In **design and technology**, one lesson was observed during the inspection but planning indicates that pupils are introduced to a satisfactory range of activities. The school has a well-planned curriculum that matches the National Curriculum requirements. During the inspection, pupils in Years 1 and 2 worked in groups to create a moving picture for the screen of the giant television set. The picture showed the sequence of events in the school day. Pupils competently chose the correct tools for the task and co-operated very well with each other. By the end of the lesson they produced a remarkable moving picture complete with captions. All the pupils thoroughly enjoyed the activity and were delighted to review their work in the plenary session.

Music

Provision in music is very good.

Main strengths and weaknesses

- Standards are well above average as a result of very good teaching and an imaginative curriculum.
- Pupils have very good attitudes to music and are confident to perform and compose in front of others.

Commentary

- 66 Pupils achieve very well. Standards are well above national expectations at the end of both Years 2 and 6. Pupils have good skills of performing, composing and evaluating the quality of music in a mature and sensitive manner.

- 67 The quality of teaching and learning is very good. Lessons are carefully planned not only to meet the needs of the pupils but to provide enjoyable activities. Pupils in Years 1 and 2 have a very good understanding of pitch, using body movements they go tall for the high notes and small for the low notes. In a lesson observed during the inspection, pupils' interest was captured when the teacher used giant cut out feet to mark on the floor the score of a tune showing how the pitch changes. Pupils responded well to the challenge by moving on to using glockenspiels to demonstrate change of pitch. By the time pupils are in Years 5 and 6 their musical talents have been extended and they are very confident. They sing very well and have a good knowledge and understanding of the main features of composition. They perform very well for others and are mature and sensible when doing so. During an excellent lesson in Years 3 to 6, the teacher employed some very imaginative techniques to use the visit to the nearby River Esk to encourage pupils to compose their own music. Pupils worked in groups, using instruments of their choice, to compose a piece of music that very effectively represented some of the visual images they recalled.

Words were then introduced and used as part of the created sound. Good use is made of the computer to support the composition of music. Pupils thoroughly enjoy their music whether it is listening to a composer before starting assembly or singing a song. Their high standards are recognised in the local Eskdale Festival where pupils have gained a number of commendations.

- 68 The subject is very well led and managed by the staff team. The subject is constantly being developed and attention is given to encouraging all pupils to participate even if they feel they are not that good. The curriculum is imaginatively interpreted to inspire pupils to want to learn music. Staff know the strengths and weaknesses of pupils and have an effective way of assessing and recording pupils who are potentially talented at the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 69 It was not possible to inspect the overall quality of the school's provision in this aspect of its education. An analysis of the school documentation indicates that the school effectively provides for pupils' personal, social and health education and citizenship. Issues about pupils' health and safety and the need to be aware of issues around sex and drugs and relationships education are included in the school's provision through a combination of subjects such as science and physical education and through daily opportunities for pupils to share their feelings and ideas.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
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	3
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	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2

The leadership of other key staff	2
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).