

INSPECTION REPORT

ST. JOSEPH'S RC VA PRIMARY SCHOOL

Coundon, Bishop Auckland

LEA area: Durham

Unique reference number: 114264

Headteacher: Stefa McManners

Lead inspector: Tony Painter

Dates of inspection: 24-27 May 2004

Inspection number: 257764

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: 103

School address: Victoria Lane
Coundon
Bishop Auckland
County Durham
Postcode: DL14 8NN

Telephone number: 01388 602608
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Appropriate authority: Governing body
Name of chair of governors: Peter Quinn

Date of previous inspection: 24 January 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average Roman Catholic voluntary aided school with 104 pupils. Although it has fallen in size over recent years, current admissions are growing. Few pupils leave or join the school during their primary education. Almost all pupils are from white backgrounds and few have home languages other than English. Most pupils live in the village or the rural area around the school. Although the local area has many elements of severe deprivation, the proportion of pupils eligible for free school meals, at 18 per cent, is around the national average. Children joining the school have average overall attainment for their age. Currently, 47 pupils (46 per cent, well above the national average) have identified special educational needs. However, only two pupils, 1.9 per cent, have Statements of Special Educational Need, which is around the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	The Foundation Stage Mathematics Information and communication technology (ICT) Art and design Design and technology Physical education Music
8943	Margaret Manning	Lay inspector	
25623	Ted Cox	Team inspector	Special educational needs English Science History Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is **good** and provides **good value for money**. Very strong links with the local community contribute to a very positive ethos for learning which helps pupils to do well.

The school's main strengths and weaknesses are:

- Very good teaching ensures that pupils achieve very well over time and reach well above average standards.
- Extremely good and trusting relationships ensure all pupils' inclusion in all aspects of school life and lead to pupils' very good personal development.
- Pupils' very good attitudes enhance their learning and lead to excellent behaviour.
- Pupils have very good experiences to help them learn, enriched by a strong range of visits, visitors and extra-curricular activities.
- The school's development planning is not precise enough to give a clear focus to continuing development and improvement.
- Teachers with management responsibilities have too few opportunities to contribute to the school's development.
- Identification and tracking of pupils with special educational needs is not precise enough, although these pupils get very good support in lessons.

The school has **made good progress** since the last inspection, particularly in improving provision for English and mathematics for pupils in Years 3-6. Improved curriculum planning and links with assessment are leading to overall better teaching and achievement and are beginning to identify further developments. Although subject co-ordinators play a greater role in school, their contribution remains limited.

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	B	A
Mathematics	B	C	A	A
Science	D	C	E	E

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

Pupils' achievement is **very good** overall. Variations in the year-to-year National Curriculum test results reflect the varying strengths of the small cohorts of pupils taking the tests. Children in the reception class make very good progress, particularly in personal and social development. Most reach the expected goals by the time they start Year 1 and they continue to make very good progress in Years 1 and 2. Pupils' attainment by Year 2 is above that found nationally and is reflected in the school's National Curriculum test results at that age. There are strengths in attainment that suggest that overall attainment should rise further in coming years. The 2003 Year 6 National Curriculum test results were strong in English and mathematics, although science standards were weak. The school has taken effective action to remedy this

and the present group of pupils are achieving well above average standards overall, with science now average and improving. These standards reflect pupils' very good achievement, resulting from a high proportion of very effective teaching. Pupils with special educational needs achieve very well because they have very effective classroom support.

Pupils have very good attitudes and interest in all school activities. The school gives them **very good** spiritual, moral, social and cultural development and has very high expectations. As a result, pupils' relationships and behaviour are excellent. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a **very good** education, with **very good** teaching and learning, particularly in Reception to Year 2. Throughout the school, teachers' very high expectations and very good relationships engage and encourage pupils. Teachers make very good use of resources to help pupils to learn quickly. Well trained and effective teaching assistants give very good support, ensuring that all pupils achieve very well.

Strong community links effectively enhance and enrich the very good curriculum. As a result, pupils have a very wide range of experiences, including extremely good activities outside lessons. Teachers make increasingly effective use of information from the school's assessment systems to match tasks to pupils' different abilities and to set targets.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**.

Leadership is satisfactory overall. The headteacher very successfully works within the local community, bringing resources and developments to enrich provision. However, other staff with management responsibilities have only limited opportunities to carry out their roles in leading subjects and aspects of pupils' learning.

Satisfactory management makes use of the close working relationships within the staff. Development planning, however, is not precise enough to enable all staff and governors to monitor the success of action.

Governors are more closely involved with the school following good recent action to define and extend their roles. As a result, they know its strengths and weaknesses and play an increasing role in ensuring statutory requirements are met and helping to shape the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about all aspects of the school's work. Pupils particularly recognise the very strong relationships at all levels. They enjoy the very wide range of activities available to them.

IMPROVEMENTS NEEDED

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

- ensure concise and rigorous development planning to define priorities and enable effective evaluation by staff and governors;

- give staff with management responsibilities greater opportunities to steer and evaluate the school's provision and developments;
- improve the precision of identifying and tracking the progress of pupils with special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **very good** overall and they reach **well above average standards** by the time they leave the school. Achievement in Reception to Year 2 is particularly strong. Standards in science are relatively weaker, although the school is taking effective action to improve pupils' progress.

Main strengths and weaknesses

- Very good teaching ensures pupils' strong achievement through the school and overall very good standards.
- Standards achieved in science by the end of Year 6 are weaker but improving.
- Very good support for pupils with special educational needs ensures their involvement in lessons and very good progress.

Commentary

1. Children in the reception class make very good progress from their average starting points. By the time they begin Year 1, most children exceed the expected standards in most areas of learning. Progress in their personal and social development is particularly strong, a reflection of the excellent relationships, clear organisation and the staff's high standards. Although the class lacks a secure outdoor area, restricting children's physical development, staff make very good use of the school's facilities to redress the weakness. Children's overall achievement is very good because staff work together very well and know the children very well. Imaginative, challenging and effectively planned activities encourage children to do their best and make very good progress.
2. In Years 1 and 2, pupils' achievement continues to be very good, reflecting the consistently very good teaching. The school's results in national tests for seven-year-olds have varied from year to year, reflecting the different qualities of the small groups of pupils involved. Small changes in the levels of pupils' ability have a considerable impact on percentage results. Last year's results were average in reading and mathematics, although writing was particularly strong, in the top 5 per cent of the country. Pupils' results over the last three years have been above average overall when compared both nationally and with similar schools. The trend has kept pace with the national trend. Current pupils are reaching above average standards in reading, writing and mathematics. There are also indications of rising attainment, resulting from a more systematic approach to the curriculum and national guidance. For example, programmes to enhance pupils' reading skills have been particularly successful. Standards in science are average, with higher proportions of pupils achieving the higher levels of attainment. This reflects the greater emphasis on investigative approaches and practical work through the school.

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

Standards in:	School results	National results
reading	16.1 (17.3)	15.7 (15.8)
writing	17.3 (16.5)	14.6 (14.4)

mathematics	16.4 (17.7)	16.3 (16.5)
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There were 18 pupils in the year group. Figures in brackets are for the previous year

- Pupils achieve very well in Years 3 to 6, building securely on the very good progress made earlier. The school's Year 6 national test results have also varied over time for reasons described above. Overall standards have been average or above in recent years and kept pace with the national trend. Most results have compared favourably with those in similar schools. However, declining results in science have had a particularly negative impact. The school has taken good measures to address weaknesses in this subject and also introduced more systematic guidance across the whole curriculum. Pupils' work in English and mathematics is well above average. Year 6 science standards are average at present but there are clear signs of improvements in the skills of younger pupils.

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

Standards in:	School results	National results
English	28.1 (28.2)	26.8 (27.0)
Mathematics	28.9 (27.3)	26.8 (26.7)
Science	27.3 (28.8)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

- Pupils reach above average standards in ICT, an improvement from the last report. Recent, effective action by the school is giving staff and pupils much greater confidence to build skills and pupils' standards are rising further.
- Lower attaining pupils and those with special educational needs make very good progress because they are supported very effectively by teachers and teaching assistants. Pupils take a full part in all lessons and staff make good use of their strong personal knowledge of pupils to help them learn. As a result, many achieve the national standards. However, a well above average number of pupils, almost half, are on the register of special educational needs but the proportion of these with statements of their needs is average. The identification of pupils to be placed on the special needs register is not precise or consistent enough. The targets contained in their individual education plans and school records are generally satisfactory but some are too broad and vague so that it is not easy to measure progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **very good** and their behaviour is **excellent**. Their attendance and punctuality are **good**.

Main strengths and weaknesses

- The school takes very effective action to ensure good behaviour and attitudes and as a result behaviour could not be improved.
- Pupils have very good personal development throughout their time in school.
- There are extremely good relationships and the school has a harmonious atmosphere.

Commentary

- All staff are such good role models that children and pupils quickly recognise that politeness and good manners are the norm in school. Pupils are confident and friendly but never forget the courtesies due to others. They enjoy taking responsibilities, such as for giving other pupils

gold awards for their good behaviour and attitudes. Pupils are pleased to receive such praise from their friends at the end of playtime and all are eager to know who will be chosen. The school has a very clear system of rewards and sanctions to encourage good behaviour. The few pupils with potential behaviour problems are so well supported that they do not disrupt the learning or play of others and in fact cannot be picked out among them. Pupils enjoy school very much and say they would recommend it to others.

- The school provides very well for pupils' spiritual, moral, social and cultural development. By the time they reach Year 6, pupils have become very mature in their attitudes but even the youngest children show remarkable ability to sustain interest in what they are doing. Under careful guidance, they work together very co-operatively and they follow the rules so that work becomes fun for all of them. Older pupils work together happily and productively because teachers present activities that interest them. Teachers themselves have very good rapport with the pupils. It is part of the strong school ethos that pupils always remember to think of others. They are sensitively encouraged by teachers to tell their classmates if family or friends need their prayers.

Attendance

- Parents make sure their children attend regularly and that they arrive in good time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.2
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 overall quality of education is **very good** and teaching and learning are very good. Recent revisions have improved the curriculum so that it is now very good and is enriched by an extensive programme of extra-curricular activities. Very good links with the local community promote pupils' learning. The school provides very good levels of care.

Teaching and learning

The overall quality of teaching and learning is **very good**. Teachers use assessment information and their personal knowledge of pupils **very well**.

Main strengths and weaknesses

- Teachers' enthusiasm and very good relationships establish a strong atmosphere for learning.
- Well-established routines and organisation in lessons result in effective use of time and a very good pace to learning.
- High expectations and very effective positive strategies encourage and support good behaviour and hard work.
- Very good support enables pupils with special educational needs to make very good progress.
- The school makes very good use of specialists and other visitors to extend pupils' experiences and expand teachers' expertise.

- Teachers use their knowledge of pupils very well to match work to pupils' needs and abilities.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	15	6	3	0	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.

- The overall quality of teaching is very good, significantly improved from the time of the last inspection. The school has maintained the relative strength in teaching of Foundation Stage children but action to improve planning and the curriculum has led to better teaching elsewhere. In particular, effective action has redressed the weaknesses in teaching in Years 3 to 6. Action taken to improve teaching has often made very good use of visiting specialists. By working alongside staff, these have contributed to better teaching and offered good role models and training for school staff to adopt. This is particularly evident in science, where greater emphasis on investigations is helping standards to rise significantly. Parents and pupils are appreciative of the high standard of teaching.
- Foundation Stage teaching is consistently very good and this leads to very good learning. In particular, personal, social and emotional development is promoted extremely well and, as a result, children settle into school very well. The extremely good relationships established within the classroom give children confidence to do their best. Staff provide a well organised, stimulating and creative learning environment. High expectations ensure staff consistently watch for opportunities to move children to the next step in their development. Staff assess the children's progress continuously in all areas of learning, ensuring that questioning and discussion are particularly well matched to the children's attainment. Support assistants work very effectively with individuals or small groups, promoting good learning by children of all abilities. For example, a new child with limited English was quickly absorbed into the class and made very good progress in a very short time.
- Throughout the school, teachers and other staff create a very caring atmosphere for learning with very positive relationships. Teachers' organisation of their classrooms and lessons is very good and ensures that little time is lost. They make their very high expectations of both work and behaviour very clear, consistently supporting pupils positively. As a result, pupils' behaviour is excellent and they show confidence and enthusiasm as they engage in all activities. These very positive attitudes have a significant impact on pupils' learning and achievement. Teachers' own enthusiasm is palpable and captures pupils' attention very well. A significant contribution is the very good use teachers make of resources. In particular, the interactive whiteboards in each room are used with confidence and flair to aid explanations and activities.
- Throughout the school, teachers make very good use of their personal knowledge of pupils to ensure they have appropriate levels of challenge. They promote plenty of discussion within lessons and often question pupils very effectively. Questions are

supportive but challenging, encouraging pupils to think hard about their work and to apply their earlier learning well. This contributes well to the pace of many lessons and effectively takes pupils' thinking and learning further. Teachers are recording increasingly detailed formal assessments and setting targets. However, teachers still do not make full use of the school's developing assessment system to match work precisely to the needs of pupils of different ages and abilities, particularly in Years 3 to 6.

13. Lower attaining pupils and those with special educational needs have very good support. Teaching assistants play a particularly strong role in ensuring that these pupils play a full part in all activities in the classroom and in the wider school. Staff work well with pupils individually and in groups, often leading to very effective learning. However, pupils' individual learning plans are not sufficiently clear and precise to aid planning. Provision is less effective when all pupils do the same work, for example in a Year 5 and 6 class comparing Coundon and Saltburn.

The curriculum

The curriculum is **very good**, making use of **good** accommodation and resources. The school offers pupils **very good** opportunities outside lessons.

Main strengths and weaknesses

- Very good use is made of the expertise of visiting teachers.
- The school adopts an innovative approach to raising standards.
- Provision for personal, social, health and citizenship education is very good.
- A very good range of visits, visitors and out-of-school clubs enriches the curriculum.
- The curriculum co-ordinator's role is insufficiently developed.

Commentary

14. The school is innovative in its approach to improving the curriculum and raising standards. For example, concern for the standards in reading and the poor level of language shown by some pupils on entry to school has led to the school successfully taking part in the Better Reading Programme. The school has put in place effective arrangements to rectify the fall in standards in science. New materials and scheme of work have been introduced. Pupils are benefiting from the new methods by learning new investigative techniques. Comments such as, 'It's like work, but it's fun', show how much they enjoy what they are doing.
15. The school is also innovative in its approach to teaching personal, social and health education matters. A visiting teacher uses drama to help pupils think about some of the issues concerning drugs and alcohol that they might face in the future. A mentor has been appointed to help pupils resolve personal issues and to widen pupils' experiences through the 'Positive Futures' project. This wide ranging initiative not only provides pupils with an adult they can relate to but also makes it possible for pupils to take part in activities to widen their experience and boost their self-esteem. Pupils talk enthusiastically about taking part in judo classes, horse riding and rock climbing. There are policies in place for sex and drugs education. The school nurse, dentists and doctors visit regularly to talk about health matters. The school supports its acquisition of the Healthy Schools award by providing pupils with the opportunity to buy fruit at playtime. Visits by the fire brigade and the police show pupils the role these services play and how pupils can keep themselves safe.
16. A very good range of visits and visitors effectively enhances the curriculum. Year 6 pupils undertake a residential visit to France. Very good use is made of the local area with visits to places such as the open-air museum at Beamish. Pupils in Year 5 and Year 6 contrast life in their own area with that in Saltburn. Musicians, actors and artists visit the school. There are

very good sporting opportunities for pupils, including many arranged through the 'Positive Futures' project. Pupils take part, for example, in walking, football, netball, basketball and tennis clubs. A local cricket club provides coaching and pupils take part in various sporting tournaments. Non-sporting activities are catered for with pastimes such as the knitting club. Recently, pupils in Year 6 have started to use their information and communication technology skills to produce a newsletter for parents. The school's accommodation and resources are good overall, although outside space for Foundation Stage children is too limited.

17. Provision for pupils with special educational needs is satisfactory overall. Teachers and classroom assistants support them very well in lessons. This enables them to access all areas of the curriculum. However, the work they are given does not always match their specific needs because the identification of needs is not always sufficiently precise. In some classes, all pupils are given the same work and targets in individual educational plans and school records are not precise enough.
18. The deputy headteacher, who is responsible for the curriculum, has successfully introduced a two-year curriculum programme with the support of all staff. This effectively deals with the problems faced by teachers in planning work for mixed-age classes. However, her role in judging the success of the way teachers plan for the new curriculum is limited. She has too little opportunity to see teachers' planning and to monitor teaching, learning and standards. Similarly, co-ordinators for individual subjects have too few opportunities to judge the success of curriculum developments.

Care, guidance and support

The school gives **very good** attention to the care and welfare of its pupils. Staff give pupils **very good** support in their work and personal development and pupils have **good** involvement in the work of the school.

Main strengths and weaknesses

- Extremely strong relationships ensure that pupils are very well cared for and supported.
- Children have a very good start in school.
- There is good involvement of pupils through the school council.

Commentary

19. Pupils are guided very well, both in their personal development and in their work. The appointment of a learning mentor has done much to help pupils who have problems with their behaviour. Parents are very appreciative of this work as they know their children have benefited. Other pupils who have lacked self-confidence have been very well supported through stimulating sporting activities in the 'Positive Futures' programme, such as going to an indoor climbing wall. They also take part in discussion groups in 'Circle Time' throughout school along with other more confident pupils. This very good care extends to their general health, safety and welfare in all respects and very good arrangements for child protection.
20. Children who start school after the usual time are very well supported so that they very quickly become confident members of the class, whatever their religion or culture. This is all part of the excellent attention the school pays to inclusion. Parents are extremely happy about the arrangements for their children to settle in at the start of their school life. They can, for example, be flexible about hours in the early days until the children become used to the arrangements.
21. The school council has a positive impact on pupils' activities as it gives them a say in what they can do and how they can make improvements. The school has been awarded 'Investing in Children' membership because of this work. Pupils have clear responsibilities for the benefit of others and they take these seriously.

Partnership with parents, other schools and the community

The school has **good** links with parents, who greatly appreciate them. The school has developed **very good** links with the community, both locally and within the county, and works **very well** with other schools.

Main strengths and weaknesses

- Parents are very happy with their children's school.
- The school works very hard to build up relationships within the community for their mutual benefit.
- The school makes very good use of services available to support pupils in their personal development and in their education.
- Pupils benefit from the very good links built up with other schools.

Commentary

22. Parents are overwhelmingly positive about all aspects of school life. It is very evident that they feel comfortable talking to staff and they trust that the school is doing its best for their children. The school makes good efforts to seek their views over matters such as homework and includes parents in visits that are made. It puts on a good range of courses to help them to understand the kind of work their children are doing so that they can help them at home.

23. The parents of pupils with special educational needs have suitable opportunities to discuss their children's difficulties and progress with school staff. These are both informal, in the daily contacts between parents and staff, and on formalised occasions. Examples of these are the termly consultations for parents, reviews of pupils' individual education plans and at the annual reviews of those pupils who have statements of their special educational needs.
24. The school is strongly committed to helping to regenerate the local community through shared projects such as the Durham Miners' Project. These make school facilities available to local residents to develop research skills so they can present their collected knowledge for the benefit of the whole community. Another positive initiative is that funding has been raised for pupils and the community to design and construct ornamental railings for the school that will help make the area a more attractive place.
25. Much of the school's innovative work is possible because of its commitment to, and the very good support it receives from, local services and agencies. Local schools and agencies work very effectively together through projects such as 'Excellence in Clusters' and this contributes strongly to pupils' development. In particular, this has led to the appointment and continuing support of a learning mentor and a number of other strategies. The Better Reading Programme, for example, involves local people in giving their time regularly to listen to young readers. It has shown remarkable development in pupils' skills and is contributing to higher attainment.
26. Links with the other local primary school and the secondary school to which pupils transfer are very strong and beneficial for pupils. Learning mentors in these schools organise joint activities for their pupils and give each other mutual support in their work. A counsellor at the secondary school takes care of any cases in St Joseph's that need her expertise. Staff receive training from the secondary school so that they can refresh and develop their skills in specific subjects. In addition, pupils have the benefit of days when they experience the kind of work they will have when they move on, so that their transfer is easier for them.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are **satisfactory** overall.

Main strengths and weaknesses

- The headteacher is active in locating extra funding for the school and in leading the school in achieving a range of quality marks.
- Development planning lacks clarity and contains insufficient information to allow progress to be easily monitored.
- Not enough use is made of the deputy headteacher and subject leaders in monitoring teaching and learning.
- Good steps have been taken to improve the governing body's role.
- The headteacher's and the teachers' commitment to including all pupils in the life of the school is excellent.
- Performance data is monitored well and action is taken to raise standards and develop the staff's expertise.
- There are weaknesses in the provision for pupils with special educational needs.

Commentary

27. The headteacher's devotion to this school and her personal commitment to it are not in doubt. She has led the school in finding funding for projects which enhance the curriculum and provide exciting opportunities for pupils such as the 'Positive Futures' initiative. The recognition the school has gained through the 'Investors in People', 'Investors in Pupils' and the 'Healthy Schools' awards is testament to her determined efforts to show that the school values all

those who are connected with it. She knows pupils and parents very well and is committed to making the school a focal point of the community.

28. Performance data is monitored well to identify areas of the curriculum that need improving. As a result, strategies have been introduced which are effectively improving children's early language and reading skills and have halted the decline in pupils' standards in science. However, these have not been adequately planned to enable review and evaluation of success.
29. The school development plan in its present form is unsatisfactory. It contains far too much confusing background information and does not give a clear strategic view of what the school needs to do to improve. For most development areas, actions to improve identified weaknesses do not feature in detailed planning. The cost and time scales of the plans are not clear and there is no mention of training required by staff or evaluation of the action taken. Similarly, the summary development plan produced for the governors also lacks clarity and does not contain enough information to allow the governing body to monitor progress.
30. Not enough time is made available to allow subject leaders to monitor teaching and learning in their subjects. This means that they do not have a clear view of how the subject is being taught. Consequently, the school has to react after weaknesses have become apparent, rather than identifying what is unsuccessful before it becomes too serious. The headteacher does not make enough use of the expertise of staff with management responsibilities in helping her move the school forward.
31. The governance of the school is satisfactory. However, governors have recently undergone comprehensive training and now have a greater understanding of their role and what the school is doing. As a result, there is greater understanding of, and commitment to achieving, best value within financial management. There is a good committee structure. The determination of the governors to work with the staff to improve the school bodes well for the future.
32. The headteacher and all her staff are fully committed to giving all pupils equal opportunities to take advantage of what the school offers and to ensuring that the needs of individuals are met. A breakfast club has been established for those who need to come to school early. A survey about bullying sent to parents and organised by the governing body led to the appointment of a mentor, who helps pupils with their personal problems and organises activities for 'Positive Futures'. Every effort is made to ensure that pupils are able to take part in school trips, for some of which the headteacher has gained sponsorship.
33. The special educational needs co-ordinator has only recently taken up the position and has not yet had the chance to affect the systems in place for special educational needs, some elements of which are unsatisfactory. There are no firm guidelines for deciding which pupils qualify to be on the special educational needs register. Consequently, almost half of the school is on the register despite the fact that standards in English and mathematics are well above average. Working on the advice of local authority advisers, the school has introduced school records for some pupils instead of individual education plans. However, there are currently two forms of individual plans and records in use, which contain different amounts of information. Some do not state what the specific need of the pupil is, or the level of difficulty. In one case, the teacher does not have easy access to the pupil's statement of educational needs. This means that it is difficult for teachers to plan suitable work and for the co-ordinator to check the suitability of the targets set. However, support for these pupils in classrooms is often very good and good arrangements are in place to use outside agencies to provide help and advice.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	354,861
Total expenditure	340,882
Expenditure per pupil	2,964.19

Balances (£)	
Balance from previous year	-1,285
Balance carried forward to the next	12,694

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the Foundation stage is **very good**, a clear improvement on the position identified in the last report. Foundation Stage children enter with attainment around that expected of children of their age and they are taught alongside some Year 1 pupils. By the time children begin Year 1 work, most have exceeded the expected standards for that age in most of the areas of learning. Consistently strong teaching ensures that children achieve very well. In particular, teaching makes very effective use of a wide range of resources to capture attention and help children to learn. Amongst these resources, the teacher uses the interactive whiteboard extremely effectively in lessons in all areas of learning. There is a very good balance of formal work in basic skills and free choice activities, where children explore and investigate the world around them. The staff work together very effectively, observing children regularly to assess their attainment and progress, and they know the children well. As a result, they match activities very securely to children's learning needs. For example, a new child with very little English had very successful support and quickly felt at home, learning very well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Excellent relationships help children to settle quickly and give them confidence.
- Children achieve well because of secure routines and organisation.
- Staff encourage children to be independent.

Commentary

35. Teaching in this area of learning is very good. Children settle quickly and gain confidence because routines and organisation are very strong. This ensures that children can follow them sensibly and confidently. The teacher and support assistants work hard, teaching children to listen and pay attention. Children behave very well, co-operate readily and clearly know what is right and wrong. Staff immediately establish extremely good relationships and make very effective use of these to ensure children's involvement in all activities. Staff are enthusiastic and friendly, making good use of praise to encourage children to gain self-confidence. As a result, children enjoy activities, concentrate and are keen to talk about their work. Most exceed the targets expected at this age. This is apparent, for example, in the children's independence as they share materials and help each other to clear away. Staff have very high expectations and these establish a very good foundation for working in lessons from Year 1 onwards.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve very well and most exceed average standards in literacy skills.

Commentary

36. Teaching in this area of learning is very good so most children exceed the expected levels of attainment by the time they begin Year 1. Staff give older children a good introduction to literacy lessons and to the National Strategy. Lessons are made exciting through very good use of drama. Children make good progress in learning to recognise sounds and letters of the alphabet. They become interested and excited about stories and increasingly understand how books work. Most talk about different types of books and retell story lines well. Older children have an increasingly wide range of words that they recognise. Good attention to learning letter sounds and shapes helps children to tackle new words with confidence. Children make good progress in their writing and form letters and words with improving control and accuracy. They have many further opportunities to write when they wish to do so as a part of their play. For example, children write labels for their models and make appointments at the 'hairdressers'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Very good teaching enables children to achieve well and reach above average standards.

Commentary

37. Teaching is very good, enriched by the teacher's strong relationships, boundless enthusiasm and involving explanations. Careful use of informal assessment enables her to quickly and effectively correct children's small errors. Well-matched but challenging questioning ensures very good progress. Staff provide a very good range of imaginative activities to promote number that lead to good standards of attainment. Children show growing confidence when working with numbers and shape. For example, most children accurately count forwards and backwards in ones and tens. They quickly take new skills and information, such as when many showed with pride how they could count in threes. There are good links with mathematical development in many activities, such as handling money in the role play areas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good teaching provides a wide range of activities that interest children and make them want to learn.
- Children have good levels of confidence with computers.

Commentary

38. Teaching provides a wide range of activities to make this area of learning interesting for children. Children's attainment is above the targets set for their age. Different materials

including water and natural materials promote the use of children's senses and encourage them to express their responses. They begin to recognise their place in the local area through visitors and visits to places such as the Antony Gormley sculpture 'The Angel of the North'. Good activities such as a 'traffic survey' encourage discussions and extend their learning. The use of computers and the interactive whiteboard is a very strong feature of teaching and children have well-developed skills as a result. For example, children confidently use a range of drawing tools and create pictures that fill the whiteboard. They clearly relish the experience of working to such a large scale.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- A wide range of opportunities in different media develops children's learning.

Commentary

39. Children make very good progress in this area of learning because teaching is very good. Many painting and other art activities are available at different times and children often link these with their work in other areas of learning. As a result, children develop skills in handling paint and brushes, choosing collage materials and applying them with increasing accuracy and effect. Some activities have very good support from members of the community, for example when a visiting sculptor works with them in making clay elephants. Work here shows care and control, with children quickly learning how to fix pieces of clay together. Role play areas such as the 'hairdressers' offer good opportunities for imaginative play and children often play parts together, co-operating well. Staff intervene in these activities with care, using well established relationships and careful questioning to extend and support the learning. As a result, children often make very good progress, making greater use of language within the play and in recounting their earlier experiences. Children sing with pleasure, for example in number rhymes. They learn about different percussion instruments and use them in informal play.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is no outdoor area and this limits the possible provision.

Commentary

40. There is no secure outdoor area linked to the classroom and this means that staff are limited in the range of activities they can provide. This has a negative effect on children's physical development. However, staff make very good use of the school's hall and playground to ensure that physical development is satisfactory. Good teaching helps children reach the expected levels for their age. For example, lively, focused sessions in the school hall give good exercise as children move and stretch. These sessions contribute to children's personal and social development as they work in pairs. Within the classroom, staff provide a wide range of indoor activities to give children good experiences in manipulating small tools such as using construction equipment, cutting and sticking.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and reach well above average standards because teaching is very good.
- Very good strategies have been put in place to raise standards in reading.
- The assessment of work and pupils' needs is very good.

Commentary

41. Standards by the end of both Year 2 and Year 6 have risen since the previous inspection. Improvement has been good in Year 2, where standards are above expectations. Very good improvement has been made in Year 6 where standards are now well above expectations. These standards are well above those of similar schools.
42. Speaking and listening skills are above expectations. Pupils listen carefully to their teachers and put up their hands when they want to answer. Standards are good because teachers give pupils many opportunities to discuss what they are learning and they show pupils how to improve their skills. For example, teachers remind pupils to speak clearly so that all can hear and they ask pupils to repeat what others have said to ensure that they listen carefully. When pupils in Year 6 say why they like a poem, they are expected to justify their opinions. They are encouraged to quote from the poem to make their ideas clearer. In Years 3 and 4, pupils learn how language can be used persuasively when they study advertisements. The vocabulary of all pupils is developed well in subjects such as science and geography and includes a range of technical vocabulary.
43. Most pupils take a reading book home regularly and an adult hears them read. This makes a valuable contribution to the standards they achieve. The school has taken very good steps to improve reading in infant classes. The introduction of the Better Reading Programme has included training for teachers, classroom assistants and a learning mentor, and also involves parents. Collections of books have been reviewed so that pupils can change their own books and find a book that matches their level of reading ability. This has led to substantial improvements in a short time in pupils' ability both to read text and to understand what they have read. Through this programme, teachers show pupils strategies to help them read and remember unusual words. Listening to pupils in Year 2 read shows that they are developing confidence when faced with new words. A pupil of average ability, for example, read *gnawed* without hesitation. Older pupils enjoy reading and do so with good expression.
44. By Year 2, higher and average achieving pupils use the contents, index and glossary pages to find information. Pupils develop their skills in finding information so that by Year 6 they use the library classification system to find the books they need. Pupils learn these skills well because they use the school library to carry out research and a local librarian visits the school.
45. Writing standards are good in Year 2 and very good in Year 6. This is because teachers have very good subject knowledge and have worked hard and successfully to raise

standards. Pupils are given fairly regular opportunities to write at length. In Year 2, pupils show good knowledge of how to set down their ideas logically when they write sensitive prayers showing concern for friends. In Year 6, pupils confidently compose letters making the case against using animals in circuses, they write vivid stories in the style of traditional fairy tales and present precise and clear instructions for getting to school from their house. Teachers concentrate on improving pupils' vocabulary so that a Year 4 pupil used words such as *furthermore* and a pupil in Year 6 began a sentence with '*To my horror...*'. Teachers pay good attention to showing pupils how to punctuate their work. The emphasis given to teaching handwriting pays benefits and by Year 6 most pupils write neatly. Pupils gain encouragement and are shown how to progress by the high quality of marking, particularly in Year 6 where the teacher's comments are detailed and show pupils what they have done well and how to improve. Pupils are helped further when teachers show National Curriculum targets in their books.

46. Pupils with special educational needs receive additional support during lessons from classroom assistants. This makes the content of lessons accessible to them. This, combined with the very good teaching, ensures they make very good progress.
47. The management of the subject is good. Results of national tests are analysed and planning is amended to take account of weaknesses. This has led to the introduction of the Better Reading Programme in infant classes and the use of multi-media presentations to interest boys in particular in Year 6. Collections of books in Years 1 and 2 have been graded so that pupils always read books that match their ability. Because there are so few teachers, staff keep each other well informed about the progress of pupils and how well initiatives to raise standards are progressing. However, teachers do not make full use of the system of tracking the progress of individual pupils as they progress through the school.

Language and literacy across the curriculum

48. Language and literacy is used well in other subjects. For example, pupils use writing accurately to describe the investigations they carry out in science. They write vividly about their visit to Saltburn in history and geography lessons, including some presentations with good attention to the needs of the audience. Pupils' speaking and listening skills are put to good effect in other subjects when pupils discuss and justify their ideas.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Strong teaching ensures pupils achieve very well, reaching well above average standards by Year 6.
- Very good relationships encourage excellent behaviour and very positive pupil attitudes.
- Monitoring of teaching and standards is not rigorous or frequent enough.

Commentary

49. Pupils achieve very well overall, starting from average attainment on entry to the school and reaching well above average standards by the end of Year 6. These standards reflect the school's 2003 National Curriculum test results at this age, well above those of similar schools. Year-to-year variations in the results in the Year 2 and Year 6 tests can primarily

be ascribed to the relative abilities of the different small groups of pupils involved. Current Year 2 pupils are reaching above average standards overall.

50. Throughout the school, lessons are characterised by very good relationships between staff and pupils. Teachers are very positive towards pupils and this gives them confidence to do their best. This encouragement ensures that they develop very positive attitudes towards their work and that their behaviour is excellent. Pupils' enthusiastic responses contribute significantly to good pace and learning in all lessons. Pupils' hard and productive work makes a strong contribution to their very good progress.
51. All teachers have very high expectations of pupils. They structure and organise lessons very well, ensuring a good pace, particularly in mental work. This good attention to mental calculations and getting pupils to explain their thinking is leading to stronger learning. Teachers' presentations and explanations are very clear and precise, often making good use of resources such as the interactive whiteboards to ensure pupils understand. Teachers make very good use of informal assessment to pitch questions to challenge pupils at the right level to extend their thinking. This helps pupils to think hard and learn very well.
52. A very high proportion of pupils have identified special educational needs. Very good support ensures they play a full part in all lessons. Often this support is from well trained and very effective teaching assistants, working with groups or individual pupils. All staff know pupils' strengths and weaknesses very well. However, the guidance in pupils' individual education plans is not consistently clear or precise enough to contribute to planning and enable accurate monitoring.
53. Leadership and management are good and the co-ordinator has a very good understanding of the subject. She has made good use of her status as a leading mathematics teacher to give demonstration lessons and review the school's work. New approaches to teaching and the curriculum, making good use of national guidance, have been introduced, particularly in aspects of the subject such as problem solving. These measures have ensured good improvement since the last inspection, with higher standards and better teaching. Improving assessment systems have been established and used with increasing effectiveness for identifying strengths and weaknesses in provision. However, the co-ordinator has had few opportunities to continue to monitor the effectiveness of teaching and developments through lesson observations.

Mathematics across the curriculum

54. Pupils use their mathematical skills very effectively in other subjects. For example, they collect data in a wide range of lessons, including science, using different forms of graphs to display their findings. Pupils also show confidence when using ICT to carry out mathematical tasks such as working with spreadsheets. In subjects such as design and technology, pupils measure accurately and use different scales.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good use has been made of assessment to identify areas of weakness and to take remedial action.

- The quality of teaching is good overall.
- The subject leader does not monitor teaching and learning in lessons.

Commentary

55. Standards are average for pupils in Year 2 and Year 6, as they were at the time of the previous inspection. However, standards fell in recent years since high standards were recorded in 2000. Analysis of test results by teachers showed that pupils did not carry out enough investigations or learn to draw conclusions. To remedy this and improve teachers' knowledge of science, a science consultant was employed.
56. This successful approach means that a higher proportion of science lessons now start with investigations and pupils' standards are improving. In a very good lesson with Year 1 and Year 2 pupils, the teacher demonstrated how sound waves travel through the air by banging a tin tray above a membrane covered with table salt. The lesson was lively and stimulating; all pupils had a chance to take part and were enthused by what they saw. Very good questioning by the teacher consolidated what pupils already knew and encouraged them to think about the investigation. Pupils were encouraged to predict what might happen and to work out why. This they did successfully.
57. A lesson with pupils in Years 5 and 6 was effective in extending pupils' knowledge of the life cycle of plants. The teacher paid attention to using the correct vocabulary so that pupils learned the difference between pollination and germination. The teacher had high expectations of pupils, making them listen carefully by not repeating her questions. She used her questions well to include pupils of all abilities, including those with special educational needs, who were helped towards a better understanding by the classroom assistant. In a class of Year 3 and Year 4 pupils, pupils showed a good understanding of how to set up a fair test to show how much water would pass through different types of soil. Learning was less successful in this lesson, however, because not all pupils were included in the discussions.
58. The subject leader has a clear idea of what needs to be done to raise standards. She has already identified the need to improve the tracking of individual pupils' work and to monitor teaching and learning in lessons. In Years 5 and 6, teachers' marking is very good. It concentrates on the pupils' scientific knowledge and shows them how to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- New equipment is giving pupils good experiences and raising standards.
- Teachers plan effective links with other subjects.

Commentary

59. Standards of attainment are above average by Year 6, an improvement on the standards described in the last report. Pupils' ICT development has been significantly improved recently with a new computer suite and interactive whiteboards in all classrooms. Teachers make good use of the facilities and integrate ICT work into much of the curriculum. As a result, standards are improving and even the youngest pupils show great confidence. Above average Year 2 standards and good achievement through the school suggest even higher standards by the time these pupils join Year 6. Pupils are eagerly

taking to new opportunities, such as computer clubs, which further contribute to higher standards. Teachers ensure that all pupils, including those with special educational needs, have full access to the subject.

60. Pupils achieve well because teachers plan and give very good opportunities to learn skills systematically through the school. Pupils are confident when logging on and off the network and they correctly use a good range of specialist terms to describe equipment and processes. Pupils use a good range of programs, including presentation software, which gives them skills in most aspects of the subject. Pupils' increasing confidence with the subject is improving their work and helping them to apply their skills effectively.
61. Teachers have increasing confidence in their own skills and are using the equipment with care and enthusiasm. This is contributing to very good teaching overall, both within ICT lessons and in other subjects. Revised planning ensures systematic teaching of skills and gives pupils good opportunities to practise and apply these in their work. For example, Year 5 and 6 pupils enliven their presentations about Saltburn by incorporating songs and other sounds. Teachers' relationships with pupils are very strong and their effective organisation ensures that lessons have good pace. The positive atmosphere in lessons encourages pupils' hard work and they show consistently very good attitudes as they work together.
62. Leadership of the subject is good and has set out a clear development plan with links to important aspects such as finance, training and monitoring standards. This has focused attention on the correct areas to be improved, such as developing teachers' confidence with a much improved range of equipment. Improving assessment of the standards of pupils' work is giving teachers and pupils a better idea of how well they are doing. However, there have been only limited opportunities for monitoring lessons.

Information and communication technology across the curriculum

63. Pupils use their developing ICT skills very well to aid their learning in other subjects. Teachers create good links between ICT tasks and other learning, particularly in the regular use of the ICT suite for literacy and numeracy lessons. This has a very positive impact on pupils' understanding of how to apply ICT skills in their work. For example, Year 1 pupils use their good word processing skills to create information posters. Year 5 and 6 pupils confidently use spreadsheets when tackling mathematical problems derived from their geography visit. Work of this type supports pupils well in their learning, contributing to good achievement and improving standards.

HUMANITIES

64. Religious education is the subject of a separate inspection. Too little evidence was available to support firm judgements on provision, teaching and learning and standards in geography and history.
65. Only one lesson was seen in **geography**. Pupils in Years 5 and 6 discussed the differences between Coundon and Saltburn that they had noted on a visit to Saltburn. They have begun to present their work using a multi-media presentation on the computer. Pupils discuss the features that a family thinking of moving to Saltburn would need to consider. Their discussions were wide-ranging and included the price of housing, transport, leisure and employment. Pupils found the work difficult and, as both age groups attempted to cover the same work, not enough attention was paid to the needs of the

Year 5 pupils. In discussion, pupils described the water cycle and how rivers are formed. They understand technical terms such as *meander* and how fast flowing water erodes the land it passes over. In Year 2, pupils know that maps show roads and that they can use them to find out where towns and cities are.

66. In a very good **history** lesson, Years 5 and 6 pupils found out how everyday objects could be used to give them an understanding of the way people in Britain have lived since the 1930s. Pupils studied a good range of artefacts, such as kitchen utensils, copies of newspapers, advertisements and long-playing record covers. The teacher effectively communicated her enthusiasm for the subject and kept pupils' interest by giving details of her own experiences when she was younger. Very good questioning by the teacher enabled pupils to list sources of evidence to use in their enquiries such as artefacts, pictures, people and the Internet. Younger pupils in Year 2 learn about Florence Nightingale. They know she was called *The Lady with the Lamp* and that she looked after soldiers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. These subjects were sampled during the inspection, including an examination of school records, curriculum planning and pupils' work, where available. Because limited direct observations could be made, it is not possible to make secure judgements on provision, standards or teaching. No lessons were seen in art and design or in design and technology. Although inspectors saw two lessons in each of music and physical education, most were led by visiting specialists.
68. Pupils reach good standards in **art and design** because they have opportunities to develop skills in a good range of media. Much work benefits from good resources from the community and other initiatives and a good range of extra-curricular activities. Teachers generally make good attempts to create close links with pupils' learning in other subjects, such as illustrating work in religious education and history. This promotes learning in the subject and in art competences. For example, Year 2 pupils use ceramics and mouldings to link with work on homes, while Year 3 and 4 pupils model visitors to Shakespeare's Globe Theatre. Pupils develop confidence with paint and other media, learning to recognise and imitate the styles of famous artists such as Monet and Seurat. The school has gained 'Arts Mark Gold' in recognition of the good quality of its provision.
69. Teachers' planning shows that the school provides methodically for **design and technology**. This helps pupils to develop good designing and making skills, an improvement on findings in the last report. Pupils' work indicates that they achieve well, reaching above average standards. Pupils generate and record their ideas for products using a wide range of materials, working with increasing independence. For example, Year 2 pupils show good attention to designing their vehicles by including labelled diagrams, parts lists, instructions and evaluations. The work fosters good links with parents as pupils work out finishing techniques and designs as homework.
70. The **music** lessons observed during the inspection made very good use of visiting specialists who contributed well to pupils' learning. The teachers used musical terms accurately and most pupils followed explanations well. As a result, Year 1 pupils had confidence to talk about pieces of music and could follow simple notation. Pupils of different ages showed familiarity with African Djembe drums as they played simple

rhythms to give a pulse to pupils' singing. School singing practice showed that pupils sing tunefully and enthusiastically. Some have increasing confidence to try solo pieces, received with much support from other pupils.

71. Despite only limited **physical education** observations, planning and records make it clear that pupils enjoy a wide range of activities in lessons. These are supported by very good extra-curricular activities, notably team games and adventurous opportunities. There are good links with outside specialists and very effective links with local schools that extend the range of activities. For example, the 'Positive Futures' programme enables pupils to take part in more unusual activities such as judo and climbing as well as supporting the more normal range of team games. The school takes an active part in many sporting competitions and has an enviable record of success for a small school. The awards of 'Activemark Gold', 'FA Charter Standard' and 'Healthy Schools Award' have recognised the quality of the school's provision.
72. Leadership and management of all these subjects are satisfactory overall, with improving roles for co-ordinators. They have undertaken useful reviews of their subjects to gain clearer understanding of the standards pupils achieve. They have identified appropriate areas for development and made links with necessary training. However, they have had too few opportunities to monitor and evaluate teaching and the effectiveness of changes.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. The importance the school places on this element of the curriculum is readily evident in the pupils' conduct, their relationships with adults and each other and their work ethic. All are strong. This is brought about because of the care and commitment of the headteacher and staff. Relationships are very good and pupils can be left in little doubt that their teachers like and care about them. Consequently they feel safe and secure. Pupils are welcoming to newcomers. They make visitors feel at home and help new pupils settle into their new school quickly.
74. Teachers have high expectations of pupils and pupils rise to meet them. This is why they concentrate well, have harmonious relationships and achieve well. The conduct encouraged has a positive impact on pupils' work and they are happy to be at school.
75. Pupils are particularly appreciative of the opportunities they are given through the 'Positive Futures' initiative. They rise to the challenges presented by activities they would not normally get, such as using a climbing wall, and gain in confidence from these experiences. Pupils readily take responsibilities around the school. They run the fruit bar and operate as playground friends. They learn about democracy through the School Council. The School Council's involvement in making suggestions for improving the play areas shows that their input is valued.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	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	1
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	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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