

INSPECTION REPORT

**ST WILLIAM'S ROMAN CATHOLIC VOLUNTARY AIDED
PRIMARY SCHOOL**

County Durham

LEA area: Durham

Unique reference number: 114259

Headteacher: Mrs S Doherty

Lead inspector: Mr J Heap

Dates of inspection: 1 – 3 March 2004

Inspection number: 257998

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	124
School address:	Elwick View Trimdon Village County Durham
Postcode:	TS29 6HY
Telephone number:	01429 880 348
Fax number:	01429 881 967
Appropriate authority:	The governing body
Name of chair of governors:	Rev Fr J Caden
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

St William's is a Roman Catholic primary school that caters for pupils between the ages of four and eleven. It is situated in Trimdon, near to the city of Durham. There are 124 pupils (full-time equivalent) on the roll of the school: boys and girls. This is a below average sized school in England. The roll has decreased in recent years. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is below average. Pupils are organised into five classes, all of which have more than a single age group of pupils. The pupils come from a large rural and semi-rural area which has few significant signs of deprivation. Housing ranges from local authority estates to private individual dwellings. Around 86 per cent of pupils are brought to school by bus because they live significant distances from the school. The vast majority of pupils are white and a small proportion are from a very small range of minority ethnic heritages. Three pupils are from the travelling community. Eight per cent of pupils are entitled to free school meals: this is well below the national average. There are 23 pupils (19 per cent) on the list of special educational needs and the majority have general learning, moderate learning or communication difficulties. This is around the national average. There has been upheaval on the staff with the previous deputy headteacher being away from school for a long period of time, before leaving.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	J Heap	Lead inspector	Mathematics English Geography History Physical education English as an additional language
9649	J Smith	Lay inspector	
30075	M Duggan	Team inspector	Science Information and communication technology Art and design Design and technology Music Areas of learning in the Foundation Stage Special educational needs
30439	M Heyes	Team inspector	

The inspection contractor was:

Nord Anglia School Inspection Services
 Anglia House
 Clarendon Court
 Carrs Road
 Cheadle
 Stockport
 SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school that has a number of significant strengths. Children in reception achieve well where the teaching is very good. In the infants achievement and teaching are good. In the junior classes, teaching and achievement are satisfactory. Pupils have very good attitudes to school and work, and they behave very well. The headteacher is leading the school well and management is sound. Overall, the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Overall, standards in English, mathematics and science for 11 year olds in the 2003 national tests were well above average when compared to all schools nationally and above average compared to similar schools.
- Effective provision for pupils' moral and social development enables pupils to relate very well to others, have interest in all they do and act in a sensible and orderly way.
- Pupils benefit from the very good links with parents and the community.
- This is a very caring school.
- By enabling the school to overcome recent staffing difficulties and by raising standards, the headteacher is showing good leadership.
- In Year 6, the standards of higher attaining pupils are not high enough, most particularly in the problem-solving and investigation work in mathematics and science.
- There is insufficient use of pupils' basic literacy skills across the full range of subjects.
- The quality of evaluation by governors is unsatisfactory because the aims of the school are not sharp enough.
- There are too few opportunities for subject coordinators to observe teaching, standards and achievement in their subjects.

The school has made satisfactory gains since the last inspection. Successes include better standards, an improved curriculum for the reception children and much improved child protection arrangements. There has been insufficient improvement in the work of subject coordinators.

STANDARDS ACHIEVED

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

*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.*

Overall, pupils' achievement is **good**. Children enter reception with levels of ability that are below average overall, particularly in literacy and numeracy. Children achieve well and by the time they enter Year 1 most will reach the goals they are expected to achieve by this age in communication, language and literacy and mathematics. By the end of Year 2, standards are above average in reading, writing and mathematics. This represents good achievement for most pupils. By the end of Year 6, standards are average in English, mathematics and science. Pupils' achievement is satisfactory in Years 3 to 6. There is a higher proportion of pupils with special educational needs in this group of pupils and this means that standards are not as high as previously. Pupils with special educational needs, those from the traveller community and pupils identified as gifted and talented are making good progress towards the targets set for them. Standards in basic English skills are generally good in Year 6.

Pupils' personal development is very good. Provision for spiritual development is good and cultural development is satisfactory. The strengths are in the very good provision for moral and social development. Consequently, pupils' attitudes are very good and they invariably behave very well. Pupils like coming to school and attendance and punctuality are good.

QUALITY OF EDUCATION

Overall, the quality of education is **satisfactory**. The quality of teaching and learning is good, but inconsistent. The best teaching is seen in reception and children are very interested in the lessons and do a great deal of work. Overall, in Years 1 and 2, the quality of teaching and learning is good. During the inspection the amount of good and better teaching outweighed the satisfactory and the small amount of unsatisfactory work in Year 6. However, the analysis of pupils' work shows inconsistencies in marking and in the amount of work done in subjects other than English, mathematics and science. In Year 6, the standards are not as high, particularly in English. Pupils with special educational needs benefit from good support.

The school provides a satisfactory curriculum. The programme for the reception children is good. In Years 1 to 6, the curriculum is satisfactory, with good opportunities for enrichment. There are too few opportunities for pupils to use their literacy skills across the full range of their work. The steps taken to ensure pupils' care, welfare, health and safety are very good and this helps to consolidate the good working ethos in the school. Links with parents and the community are very good. The school has good links with other schools that have helped to bring about improvements in provision.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The work of the governing body is unsatisfactory, mainly because they have yet to link together the aims of the school and evaluating what is going on. However, the headteacher is leading well. She has brought about improvements in the key areas of standards and teaching. Although management is satisfactory overall, there are still areas of the school's work that have not been sufficiently improved, such as the work of the subject coordinators.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views about the school. Parents are particularly pleased with the quality of teaching and leadership and management. Pupils have a good opinion of the school, they enjoy school, like their teachers and feel that they work hard and do well.

IMPROVEMENTS NEEDED

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

- raise standards of the higher attaining pupils in Year 6;
- improve the use and development of pupils' learning skills, particularly literacy;
- improve the setting of aims and evaluation by governors and management;
- increase the opportunities for coordinators to check on provision and standards in their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, achievement is **good**.

Main strengths and weaknesses

- In 2003, standards in national tests for 11 year olds are well above average.
- In 2003, standards in national tests for seven year olds are well above average in reading and writing and above average in mathematics.
- Speaking, listening and reading skills are strong throughout the school.
- At the age of 11, standards in writing are not high enough.

Commentary

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

Standards in:	School results	National results
reading	17.1 (16.9)	15.7 (15.8)
writing	16.1 (15.5)	14.6 (14.4)
mathematics	17.1 (16.4)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year

- 1 Standards of seven year olds in 2003 were well above average in reading and writing and above average in mathematics when compared with all schools. Compared to similar schools, results in reading and writing are above average and average in mathematics. The proportion of pupils attaining the higher Level 3 was well above average in reading and writing and above average in mathematics. Teacher assessments show well above average standards in science. Over 3 years, results in reading and writing were above average and average in mathematics. There was no significant difference in the attainment of boys and girls. Whilst the overall trend in results is below the national one, the school's results have been improving since its low in 2001.

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

Standards in:	School results	National results
English	28.9 (27.8)	26.8 (27.0)
mathematics	28.6 (28.2)	26.8 (26.7)
science	30.2 (27.8)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

- 2 Results in the 2003 national tests for 11 year olds were well above average for English, mathematics and science when compared with all schools nationally and average when compared with similar schools. Overall, results were well above average in comparison to all schools and above average compared to similar schools. The proportion of pupils attaining the higher Level 5 was well above average in English, mathematics and science. Over 3 years, results are well above average in English and mathematics and above average in science. The trend is inconsistent particularly in English and science but, overall, is above the national trend. Girls do much better than boys.

Work seen during the inspection

- 3 In English, pupils speak, listen and read well at the ages of seven and 11. Reading skills are based on:
- effective strategies to read words not seen before;
 - good expression;
 - improving information finding techniques.
- Writing is good at seven years of age and satisfactory at the age of 11. Older pupils are not expected to write often enough in other subjects and the quality of written work, generally, is not high enough. Overall, pupils' achievement is satisfactory.
- 4 In mathematics, standards are generally good across the work on number, shape, measures and data handling. However, higher attaining seven years olds are capable of higher standards, particularly in relation to developing strategies to solve problems. Pupils successfully build on the firm foundations set in Years 1 and 2 and increase their knowledge, skills and understanding appropriately. However, the shortcoming in problem-solving is still a factor at 11, because the number of opportunities for this work are too few. Overall, achievement is satisfactory.
- 5 In science, standards are average at the ages of seven and 11. Achievement and progress are satisfactory. Pupils have sound knowledge, skills and understanding of the work covered across the majority of the work in the programme. However, an area for further development is in developing pupils' competences in investigating through conducting experiments. Nevertheless, pupils recognise the need for a fair test and most carry them out adequately. In general, there is an overuse of commercial and prepared worksheets and the effect is:
- the reduction of pupils' own reasoning skills;
 - insufficient use of literacy skills.
- 6 In information and communication technology, standards are average. Achievement is good. By the age of seven, pupils are confident in simple word-processing and the higher attaining pupils import text and pictures to enhance their work. By the age of 11, pupils are well on their way to producing multimedia work that includes text and graphics. Pupils use control adequately, but are less confident in modelling on the computer. Standards are enhanced by the use of information and communication technology across other subjects.
- 7 Standards in religious education will be reported by the denominational inspector in a separate report.
- 8 In other subjects, standards in art and design are average and achievement is satisfactory. In design and technology, geography, history, music and physical education there is insufficient evidence to make a secure judgement about standards and achievement.
- 9 The school is successful in fostering the needs of lower attaining pupils and those with physical disabilities. These pupils' individual education plans are detailed, clearly focusing on areas for improvement and targets to be reached. As a result the majority reach their full capabilities.
- 10 Pupils from the traveller communities are making good progress and the visiting liaison officer and their parents appreciate this. Pupils' levels of attainment are judged soon after arrival and they are given work that is appropriate for them, regardless of whether it is in the highest or lowest attaining groups.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and their behaviour are **very good**. Pupils' personal development is **good**. Attendance and punctuality are also **good**.

Main strengths and weaknesses

- Pupils are well-motivated and keen learners.
- Pupils throughout the school behave very well.
- The school works very effectively to help pupils to become caring and responsible members of the community.
- Pupils' cultural development is sound but the school does not do enough to promote understanding of other cultures.

Commentary

- 11 The very positive attitudes which pupils have to learning make a significant contribution to their achievement. In lessons they are very responsive to their teachers, they listen carefully, cooperate well with each other and are eager to do their best. In a gymnastics lesson, reception and Year 1 pupils made good progress because they responded very well to their teacher's instructions and encouragement and they tried hard, whether they were practising jumps, climbing the beanstalk or helping to put out apparatus. Pupils enjoy school and say they particularly like the interesting school visits and the after-school clubs and activities.
- 12 Pupils throughout the school behave very well. They respond readily to teachers' high expectations of good behaviour and seldom need reminders about behaviour. Pupils are friendly and polite to adults and relationships throughout the school are very good. Parents and pupils agree that bullying is not a problem. Incidents are rare and when they do occur they are promptly and thoroughly dealt with. There have been no exclusions.
- 13 Pupils' very good moral and social development are strengths of the school. As soon as they join the school pupils are made to feel members of "our school family" and consequently everyone is very aware of the importance of being caring and considerate. Older pupils show a strong sense of responsibility for younger pupils, for example by keeping an eye on younger pupils on the buses. The school uses circle time and assemblies well to provide pupils with opportunities to reflect on moral and other issues. The good range of visits, workshops, after-school clubs and activities all have a very positive impact on pupils' personal development.
- 14 Pupils' cultural development is enriched by visits and workshops such as the silk painting workshop. French lessons introduce pupils to a European culture. Pupils learn a little about other faiths through the religious education programme, and the Sikh teaching assistant provides good help with issues relating to her culture and Sikhism. However the school is not yet doing sufficient to help pupils to understand and appreciate the richness of other cultures and their values.
- 15 Pupils enjoy coming to school and attendance is slightly above the national average.

Attendance in the latest complete reporting year (94.7%)

Authorised absence		Unauthorised absence	
School data	5.3	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

Overall, provision is **satisfactory**. Teaching and learning are **good**. The curriculum is **satisfactory**. Care and welfare are **very good**. Links with parents and the community are **very good**.

Teaching

Overall, the quality of teaching and learning is **good**.

Main strengths and weaknesses

- The quality of teaching and learning in reception is very good.
- The quality of teaching and learning in Years 1 and 2 is good.
- Pupils with special educational needs are supported well.
- The quality of teaching in the Year 4/5 class is good.
- Unsatisfactory lessons were taught in Year 6.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	15	7	2	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.

- 16 Taking all factors into account, the quality of teaching is better than at the time of the last inspection. The main factors in this judgement are:
- there is more very good and good teaching;
 - the teaching of children in reception is now very good compared to good at the last inspection;
 - the teaching in Years 1 and 2 is much more consistent than at the last inspection;
 - although there were no unsatisfactory lessons at the last inspection and there were two in this one, special circumstances exist. The present Year 6 teacher is a long-term supply teacher, a situation that is not ideal but brought about by staffing difficulties.
- These improvements have been brought about by the leadership of the headteacher, improvements in resourcing and the successful implementation of the Foundation Stage curriculum and the National Strategies for Numeracy and Literacy, particularly in Years 1 and 2.
- 17 In the reception class, the most significant factor is the high quality of teamwork between the teacher and nursery nurse. This means that the mixed age class of reception and Year 1 pupils is often split into year groups for dedicated teaching. A good example of this was in an information and communication technology lesson. Adults have a very good grasp of the areas of learning and this means that planning is very effective. High quality and thorough assessment supports adults in setting their expectations and means that pupils' learning is very good. This is particularly noticeable in relation to their gaining the basic skills which will be a very strong foundation for later learning in reading, writing and mathematics.
- 18 In the Year 1/2 class teaching is good. Very strong attributes are the use and deployment of the teaching assistant and the way that the teachers ensure that all pupils take a full part in the lesson. This is done by:
- matching closely the work set to pupils' prior levels of attainment;
 - asking questions of all the pupils and taking particular notice of those pupils who are reticent and those who are not doing enough work.
- These successful attributes were clearly shown in the good English lesson about 'Jamil's clever cat'. Overall, there is good productivity from all of the pupils. Teachers have good knowledge and understanding of the subjects and as a result their planning is effective.

- 19 In Years 3 to 6, the teaching is inconsistent and satisfactory. In the range of lessons seen there were very good to unsatisfactory lessons. The best teaching was observed in the Year 4/5 class, where the main strengths were:
- competent, well-planned and cohesive lessons that build on prior learning and engage pupils fully;
 - the encouragement of pupils to take part in the lesson and become fully involved. In the English lesson this led to sensitive critical comments about their own work and that of others;
 - the strong knowledge and understanding of subjects helps pupils to learn specific knowledge, such as the challenging subject vocabulary in the science lesson.
- However, two unsatisfactory lessons were taught in Year 6 and some of the work in books shows a lack of challenge, particularly in the use of literacy across the curriculum. In essence, the higher attaining pupils are not challenged sufficiently and this was clear in the mathematics lesson.
- 20 Pupils from traveller communities are supported well and make the same rate of progress as other pupils. These pupils take a full part in lessons and teachers ensure that their needs are met by appropriate placing in groups and through directed questioning. This provision is made possible by the useful assessment information that is gathered across the school.
- 21 Overall, the school has a sound range of useful procedures for judging pupils' levels of attainment and they provide helpful information. However, the use of the information is patchy, with particularly strong practice in the Reception Year. Less effective is the work done in Years 3, 4 and 6 where the lesson planning is less precise and the targets set for pupils lack challenge and clarity. The procedure for tracking pupils' achievements over time is incomplete and does not have a big effect on pupils' learning.
- 22 Pupils with special educational needs learn and achieve well due to good overall teaching and their own willingness to learn. Telling examples include effective use of equipment to help pupils with dyspraxia to improve control of movement and balance during an activity session. Teachers are involved fully with the special educational needs co-ordinator and they collaborate to write pupils' individual education plans. Most teachers are skilful in briefing learning support assistants. The good support provided by these dedicated assistants, especially for language development, contributes significantly to pupils' progress.

The curriculum

The curriculum for Years 1 to 6 is **satisfactory**. Pupils benefit from a **good** range of enrichment activities. There is an **effective** team of teaching assistants who support the curriculum well.

Main strengths and weaknesses

- The curriculum for the reception class is good.
- A good range of enrichment activities offered to all pupils' in the school.
- Good quality of teaching assistants who help with the delivery of the curriculum.
- Insufficient opportunities to use and develop literacy skills in pupils' work across the curriculum.
- There is an overuse of photocopied worksheets, which inhibit pupils' independent learning opportunities.

Commentary

- 23 In the reception class, there is effective coverage of the full curriculum for pupils under the age of six. The programme follows the government guidance on how to ensure that these young children reach the Early Learning Goals. Children are well prepared for their work at later stages in the school. Opportunities to develop large-scale physical movements are

limited by the lack of outdoor facilities for climbing or sliding and moving around in wheeled toys.

- 24 The curriculum for Years 1 to 6 soundly covers all subjects in the National Curriculum. All subjects have policies and schemes of work and this is a good improvement from the previous inspection. There is an annual audit of the curriculum to ensure that it meets the needs of all pupils. However, teachers' miss opportunities in planning to ensure that skills learnt in literacy, numeracy and information and communication technology are used across all curricular areas. There is also an over-emphasis on using photocopied sheets, which inhibits pupils' working independently during activities or investigations.
- 25 Pupils with special educational needs have equal access to all areas of the curriculum including extra curricular activities. In conjunction with the special educational needs co-ordinator teachers write clear and precise individual education plans which contain attainable targets and as a result pupils reach their capabilities. Good planning and effective use of resources help pupils to work successfully towards their targets.
- 26 There is a good range of extra-curricular activities for all pupils in the school. These include soccer, netball, information and communication technology club, pottery club, library club, recorder club, cookery club, writing club and silk painting club. These activities and clubs are run by teaching staff and are well attended by pupils. There is also a successful residential visit to France for pupils in Years 5 and 6. Furthermore, visits to places of interest in the Trimdon locality are properly linked to topics being covered in different subject areas. Visitors into school enhance the effective personal, social, health and citizenship curriculum offered to pupils, such as the school nurse, writers, poets, a local historian and the police talking about 'stranger danger' including a visit from the police dogs.
- 27 The school has an appropriate team of suitably qualified teachers, which includes an effective team of teaching assistants. These members of staff have benefited from a good level of training and, in consequence they work well with teachers and pupils. This was demonstrated in a Year 2 additional literacy lesson, where the teaching assistant was helping pupils with their recognition of different spelling patterns. The accommodation and resources are ample for the needs of the curriculum. These are used appropriately in lessons.

Care, guidance and support

The school provides **very good** care for pupils, and **effective** support and guidance based on the monitoring of their achievement and personal development.

Main strengths and weaknesses

- The school works very effectively to ensure pupils' welfare and safety.
- The school meets pupils' individual needs very effectively.
- The school listens to pupils' views but it does not have a formal means of consulting them.

Commentary

- 28 Pupils are very well cared for. Staff know pupils very well and pupils readily turn to their teachers when they are upset or need help. Parents are pleased with the good arrangements which the school makes to help their children settle in to the reception class. There are good procedures for ensuring pupils' health and safety and also for child protection. Child protection arrangements have greatly improved since the last inspection. The designated teacher has kept her training up to date and all staff are aware of what to do if they have concerns. Staff show a high regard to safety in lessons and there are careful routines to ensure that pupils walk safely to and from the buses and are safely strapped in their seat belts.

- 29 The school is very aware of pupils who are facing difficulties of a personal or academic nature; it is quick to identify problems and support is very well tailored to the needs of the individual pupil. The headteacher leads the way in her dedication and commitment to helping pupils who have particular needs. The school works very effectively in liaison with external agencies. For example the school nurse makes an important contribution to the school's very good provision of care, both through her support for individual children and through classroom visits to talk about health issues. Parents also value the opportunity to contact her when they have concerns about the well-being of their children.
- 30 Pupils have opportunities to express their views in circle time but there is no formal consultation to enable pupils to participate in the running of the school. When asked for their views about what changes they would like, reception and Year 1 pupils asked for an extra table in their work area and the school provided this. Older pupils are planning to provide a silk painting activity for younger pupils after school and the school is assisting with this plan. These examples of pupils' initiative and sense of responsibility indicate that they would benefit from the opportunities which a school council would provide. Plans are in place to introduce a school council next year. The school is in the process of developing the use of circle time in personal, social and health education lessons and it wants to ensure that circle time is working well before elections for the school council take place.
- 31 The school has effective systems in place to identify, assess, support and monitor pupils with special educational needs whether physical, behavioural or intellectual. Timely and appropriate help is given to all these pupils. The school responds to requirements well, as outlined in pupils' individual education plans, and implements the Code of Practice fully. Special educational needs funding is used effectively.

Partnership with parents, other schools and the community

The school has a **very effective** partnership with parents. **Very good** links with the community extend pupils' experiences well. The school has **good** links with other schools, particularly with the other primary school which shares the site.

Main strengths and weaknesses

- Parents are very supportive of the school and value the open and trusting relationships they have with it.
- The very good home school partnership has a significant impact on pupils' learning.
- Communication between home and school is good but the school does not involve parents in its work through formal consultation.
- Very good links with the community, particularly with the library service, help to enrich pupils' learning and social development well.

Commentary

- 32 Parents have great confidence in the school and value everything it does for their children. This is demonstrated by parents' positive views expressed in the parents' meeting and through the questionnaires. Parents particularly value the good open communication which exists between them and the school. They find staff very approachable and can readily discuss any concerns they have about their children.
- 33 Parents are kept well informed about the school through regular newsletters and other formal information. They are also kept well informed about their children's progress through the three parents' evenings which are held each year and through sound annual reports on pupils' progress. The school successfully encourages parents to support their children's learning at home by giving guidance on how they can help and by providing a home school book for communication on hearing reading. The very good support which the large majority of parents provide for their children helps them to make good progress, particularly in

reading. The school does not provide information for parents on the topics which are covered each term; by doing this they would enable parents to further support their children. Parents provide valuable support to the school in many ways, for example through helping in classrooms, with preparation for First Holy Communion and with visits. The very active and highly valued Friends of St William's Association holds regular enjoyable family events and has raised useful amounts of money for the school.

- 34 Parents find the school very approachable and agree that the school responds very readily to any concerns they have about their children. However, in the parents' questionnaires a significant minority of parents said they would like to see improved consultation between them and the school. At present the school does not seek out parents' views through formal consultation. Considering that many parents live at a distance from the school and that many are at work, regular formal consultation by the school would be a useful means of providing parents with an opportunity to express their views on matters of general interest and concern.
- 35 The school has very good links with its community. Most parents come from three different villages but the school and the Friends Association ensure good links between these communities through their participation in different local events. There is also close liaison between the school and the three local parishes. The very good link with the local library is particularly valuable. In addition to regular class visits to the library, pupils participate in an enjoyable range of after-school activities which link reading to activities such as drama and crafts. This is a very successful partnership which is popular with children and encourages them to enjoy reading.
- 36 The school has an inclusive policy towards pupils with special educational needs, and they are viewed as an integral part of the school community. These pupils are encouraged, successfully, to take part in all subjects in a positive manner. As a result they work purposefully, with real commitment, and display positive attitudes.
- 37 Parents of pupils with special educational needs are informed regularly about their children's learning and are involved fully in the review process. Outside agencies' expertise is sought where further guidance and support is deemed appropriate.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**.

Main strengths and weaknesses

- The headteacher has given good leadership through a period of transition and uncertainty and has brought about improvements in standards and teaching.
- Financial management is prudent and effective.
- Leadership and management of the Foundation Stage (reception) are very good.
- The governing body has insufficient influence on the direction of the school because of weaknesses in evaluation.
- Overall, co-ordination of subjects is unsatisfactory.

Commentary

- 38 The headteacher has a clear vision for the school that is evident in the mission statement and the Catholic ethos that pervades the life and work of the school. This strength of purpose has enabled her to promote improvements in standards and teaching at a time when a relatively small school has undergone significant changes in personnel and long-term uncertainties in staffing. Her dedication and industry are highly respected by parents and governors.
- 39 Management of the school is satisfactory. The strengths include:

- the very good management of the Foundation Stage by the newly appointed deputy headteacher is leading to innovative approaches to teaching and learning;
- the analysis and interpretation of national test results;
- termly observations of teaching and the development of performance management;
- the very good provision for initial teacher training that benefits from close links with Durham University and the neighbouring junior school;
- the good approach to the induction of new staff, which, because it is done well accrues a large cost for a small school.

However, there are weaknesses in the checking of teaching, learning and standards and this has meant that a key issue from the last inspection has been insufficiently improved. The areas for development are:

- the rigorous and detailed checking of provision and standards by subject coordinators;
- the taking of findings from self-evaluation as priorities for school improvement.

40 The governing body is highly supportive of the school. Their main area of influence is in the shaping of the pastoral and religious vision for the school, where they rightly focus on the development of all aspects of the pupils. However, they are less successful at assisting in the shaping of the vision and direction of the school. The main reasons for this are:

- the aims for the school are insufficiently clear and some very important areas are omitted, such as
 - achieving the highest standards;
 - preparing pupils for life in a multicultural society.

Consequently, it is difficult for the governors to evaluate the quality of provision in the school and be effective as a 'critical friend'. Their knowledge of the strengths and weaknesses of the school are weakened and they have to rely unduly on the information that they receive from the already hard-pressed headteacher.

41 Furthermore, this leads to less impact in the devising of the school improvement plan because they are unsure of the most pressing priorities for improvement.

42 Financial management has been a concern for governors and management over several years because of difficulties in staffing. However, they have worked hard and effectively to ensure that the school has a balanced budget and resources support the core values of the school. In essence, this has meant that the school has focused on maintaining and, indeed, improving staffing levels. Checking the budget is regarded as an important activity and the governors' committee has sound procedures that are regularly reviewed. In line with the earlier points about evaluation, the governors have few procedures and practices for establishing the cost-effectiveness of spending decisions. Nevertheless, there are other mechanisms that ensure that the school has a sound approach to ensuring that the school provides value for money, such as:

- a wide range of partners who are consulted on many matters;
- comparing school performance with other schools on standards and finance;
- obtaining quotes for work from competing contractors;
- continuing to challenge staff and pupils through training and entering local and national competitions.

43 Overall, the management for the provision of pupils with special educational needs is good. The special educational needs co-ordinator and support teacher work well as a team and liaise constantly with the teachers. The systems in place for early identification, support, analysis of tests and monitoring of pupils' progress are good. Resources for special educational needs are satisfactory and used well.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	340,265
Total expenditure	350,242
Expenditure per pupil	2,633

Balances (£)	
Balance from previous year	27,710
Balance carried forward to the next	17,733

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**, which is a significant improvement since the last inspection. Children's attainment on entry to the Reception class in September as four year olds is below what is expected nationally in communication, language and literacy, and personal, social and emotional development. By the end of the Reception year the majority reaches the early learning goals in all six areas of learning with the exception of mathematics which is exceeded.

Main strengths and weaknesses

- Induction arrangements are good.
- Leadership, management and teamwork are very good.
- Very good teaching and learning and rigorous and effective assessment.

Commentary

- 44 The induction system is good. Before children enter the Reception class positive links are established with parents, all of whom support the school well. During the inspection many good examples were noted when teachers and other staff discussed issues arising from the school day routinely with parents or carers. The co-ordinator, who is a keen advocate of early years education, leads and manages the Foundation Stage very well. In this she is assisted very ably by the nursery nurse and together they form a very effective team. Good planning, assessment and recording ensure that children experience a good balance between directed and free-choice activities.
- 45 The children's learning, including those with special educational needs or from the travelling community, is very good. They also achieve well due to overall good teaching which is a significant improvement since the last inspection, the time invested wisely by the nursery nurse and their own willingness to learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The choice between free-choice and directed activities is well balanced.
- Good opportunities to learn through play.
- Adults provide very good role models.

Commentary

- 46 Despite entering Reception with attainment below national expectations in personal, social and emotional development, due to very effective class management and challenging tasks, children are well on track to reach the early learning goals by the end of the year. Children are encouraged to be independent and make choices about activities. The teacher's good emphasis on learning through play ensures that children's social, language and mathematical skills are being developed well consistently. All adults act very well as role models, helping children to form positive relationships and to care for others. As a result children's confidence increases. They feel secure and self-esteem is enhanced, as noted with a group role-playing aspects of Little Red Riding Hood's route to her grandmother's cottage. Other examples included playing with sand, water and constructing models from plastic cubes.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching and learning and good deployment of the nursery nurse.
- High level of support for children with special educational needs.
- Opportunities to develop language followed through well.

Commentary

47 Children make very good progress in this area of learning throughout the Foundation Stage. This is due mainly to the effective dialogue between children and adults. They are encouraged to extend their thinking and communication skills through a variety of activities, as noted with a group devising their own addition sums during a game of skittles and dice-throwing. The majority listens attentively in an active manner and is eager to answer the teacher's probing questions, as observed in a very good lesson concentrating on sounds in three letter words. Reading and writing are promoted well, and, as a result of regular, well-organised reading sessions and parental involvement, improvement is constant. Although higher attaining children's writing is good, for some, especially the younger children, it is in the early stages of development. Nevertheless, these children improve rapidly as a result of the teacher's hard work and their own willingness to learn. Telling examples on display and in work samples include story settings, character descriptions from 'Little Red Riding Hood', 'wanted' posters and children's own ideas in simple phrases and sentences. Attainment is in line with national expectations by the time the children leave reception.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good and tasks are matched well to children's needs.
- Oral and mental sessions are effective and good attention is paid to ordering numbers.

Commentary

48 Children enter Reception with mathematical skills in line with national expectations. As a result of very good teaching and time invested wisely by the nursery nurse they leave this class with attainment above expectations. Most of the higher-attainers count to 30 and beyond. Tasks are pitched well to meet all children's learning needs, which ensures that thinking and calculating skills are developed continually. For example, in a very good mathematics lesson lower-attaining children were required to identify missing numbers in a sequence, those of average ability had to arrange a random selection of numbers in correct numerical order, while higher attaining children had to explain how they figured out addition and subtraction word problems. Many identify two- and three-dimensional shapes accurately and the higher-attaining children add and subtract single digit numbers correctly. Good opportunities to develop mathematical vocabulary such as 'greater', 'less than', 'heavier', 'lighter', 'taller', 'smaller', are common routine, as noticed during a discussion between the teacher and a group of children during an information and communication technology lesson about programming robotic toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Through good opportunities to study local area, mapping skills are developed well.
- Good opportunities for designing and making that employ the good use of resources.

Commentary

49 Throughout their Reception year children begin to understand more about the place in which they live, and know how they and others change as they grow from babies to adulthood. As a result of well-organised trips, for example a tour of Trimdon, the local village, or further afield to Durham Cathedral, they find out about the areas and chat confidently about the different features observed. Good planning ensures that pupils begin to understand simple computer uses and many use the mouse correctly to building pictures of houses and streets, using click and drag techniques. This was observed during a good information and communication technology lesson on programming a robotic toy to reach a given destination. Life in the past becomes more meaningful as they celebrate 'old-fashioned birthdays', playing games such as 'spin the bottle' and 'pin the tail on the donkey'. In science they learn about habitats as they study mini beasts in the local environment, about the life cycle of a butterfly and how different sounds are created while plucking, hitting or blowing musical instruments. Designing and making skills are enhanced as they create puppet theatres, and mapping skills are developed well as they plot their way to school. By the time they leave reception, attainment is in line with national expectations.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Good opportunities to develop gymnastic skills.
- Opportunities to develop large-scale movements are limited due to the lack of outdoor facilities for climbing or sliding, pedalling cars or riding scooters or tricycles.

Commentary

50 By the time they leave reception, children's physical development is in line with that expected nationally. Good provision through table-top games, modelling materials and the use of simple tools improve continuously their hand-eye co-ordination and fine motor skills. Good examples observed were cutting and pasting pieces of card to adorn animal masks. Children respond well to instructions, as seen during a good gymnastics lesson where they developed an awareness of space and built up movement sequences to include running, jumping and balancing both on and off apparatus. As a result of these well-organised indoor activities children show consideration for others as they take turns, which contributes positively to their personal and social development. Less well provided for is the opportunity to develop children's large movement skills due to the lack of outdoor equipment such as tunnels, slides, climbing frames or the facilities to ride or pedal tricycles or other vehicles. The school is aware of this and intends to resolve the issue when funding is available.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities to explore colour, texture, shape and form.
- Good opportunities for role play, but sometimes these activities are not checked.

Commentary

51 Children are offered a wide range of interesting and creative activities each day and the balance between free choice and structured work is good. There are good opportunities for using different media and children are developing satisfactory skills in handling paint and making friezes. They play imaginatively with resources and equipment as observed during a language and literacy lesson. In role-play they enjoy activities such as mapping out Little Red Riding Hood's route to Granny's cottage, but sometimes these lack monitoring, which results in some children preferring to play alongside rather than with others. Children's development is in line with what is expected from this age group nationally.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards at the age of seven are above average in speaking, listening, reading and writing. Achievement is good.
- Standards at the age of 11 are above average in speaking, listening and reading. Achievement is good.
- The quality of teaching observed was good.
- There are insufficient opportunities to write in English lessons and in other subjects.
- The subject coordinator has insufficient opportunities to check on quality of teaching and pupils' standards.

Commentary

52 Across the school, standards are better than at the time of the last inspection. There have also been good improvements to the library, the means of assessing pupils' work and the tracking over time of pupils' achievements.

53 By the age of seven, pupils speak well and they concentrate hard when listening to the teacher or their peers. Answers given in lessons are invariably sensible and show that pupils have listened carefully and understood the question. Most pupils are very accurate and fluent readers who understand their books. They use well their knowledge of punctuation to bring welcome expression to their reading. Lower attaining pupils are satisfactory readers with good attitudes to their work. Pupils have good basic writing skills. Handwriting is neat and legible, spelling and punctuation are usually accurate. Higher attaining pupils write interesting stories that satisfy the reader by their use of a wide vocabulary and appropriate detail.

54 By the age of 11, most pupils have good speaking and listening skills. The highest attaining pupils discuss sensibly a wide range of topics and they have the skills to lead and manage discussion groups. The majority of pupils have very strong reading skills that enable them to understand quite complex texts. The improvement of the library is leading to the satisfactory

development of information finding. The lower attaining pupils have good skills and they bring expression to reading out loud. All pupils have good attitudes to reading. Overall, writing skills are average. These standards are not high enough because:

- there are insufficient opportunities to write, at length, in English and in other subjects;
- the quality of marking, particularly in Year 6, does not have high enough expectations.

- 55 Pupils with special educational needs and those from the traveller community make good progress towards the targets set for them.
- 56 Overall, the lessons observed were taught well and pupils' learning was good. The strengths in the teaching include effective planning, good subject knowledge, strong questioning and management of the class. This leads to enthusiasm from pupils who produce a lot because they work hard. Basic skills in reading and writing are taught well and pupils are strong in their knowledge, understanding and use of them. However, as pupils get older the opportunities to use these basic skills is unsatisfactory, particularly in writing. For example, the amount of written work in Year 6 is less than usual and the quality of marking does not highlight areas and targets for development.
- 57 Overall, the quality of leadership and management is satisfactory. This overall judgement includes strengths, such as good analysis of national and school test results and improvements in the tracking of pupils' achievements, particularly in the Year 4/5 class. However, areas for development exist, most particularly in the checking of teaching and pupils' levels of attainment and achievement.

The use of literacy across the curriculum

- 58 Overall, this is unsatisfactory. In particular, there are too few opportunities for pupils to write in other subjects. This is particularly noticeable in Year 6 where the quality and amount of writing is weak in subjects such as history. The use of commercial worksheets is widespread and further reduces pupils' opportunities to write at length.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The majority of pupils have secure number skills.
- Standards by the age of seven are above average and achievement is satisfactory.
- Higher attaining pupils at the ages of seven and 11 are capable of greater achievement.

Commentary

- 59 By the age of seven, most pupils reach average standards in number, measuring, shape and data handling. Pupils have good knowledge and understanding of the value, order and sequencing of numbers. Most know the names of common two- and three-dimensional shapes and explain accurately the number of sides and corners in these shapes. Pupils are developing a secure knowledge of mathematical language. However, these secure skills, knowledge and understanding are not being used by the highest attaining pupils to achieve more. For example, in the development of a range of strategies to solve problems and check work.
- 60 By the age of 11, standards are average and achievement is satisfactory. The strongest area of work is number where most pupils are accurately multiplying and dividing by 100 and 1000 and they have a secure knowledge of how to use negative numbers and how to work out percentages. Importantly, the highest attaining pupils have average skills in devising and using strategies to work out answers and explain their working. However, for these pupils to work at their fullest capacity the opportunities must be greater for them to investigate and

problem-solve across the full range of mathematical work. Most pupils have average knowledge and understanding of shape and data handling work. Pupils have good attitudes to their work.

- 61 Pupils with special educational needs benefit from the good support that is given to them in the classroom and they progress well. Those pupils from the traveller community are also making good progress.
- 62 Overall, the quality of teaching is satisfactory. This judgement masks a range that runs from very good to unsatisfactory. In the best lessons, the strengths are:
- a brisk and well-planned oral/mental start to the lesson that become progressively more challenging;
 - very good development of mathematical vocabulary that challenges pupils to describe, for example, a cube in terms of the number of right angles, edges and faces;
 - good use of resources such as the overhead projector to more clearly illustrate complex shapes;
 - good use of information and communication technology to construct and illustrate a range of shapes.

As a result, pupils were highly motivated and interested in the work. This led to good standards and achievement. Where teaching was unsatisfactory in Year 6, the content of the lesson did not satisfy the needs of any group of pupils. This is because:

- planning was imprecise and this meant that pupils were not actively learning;
- the mental/oral starter lacked pace and the random tables test bore no relation to the work following;
- the freehand drawing of triangles on the blackboard was inaccurate and, therefore, confusing;
- the follow-up worksheet activities were lacking in challenge.

Consequently, pupils achieved little, most particularly the higher attaining pupils. The lack of challenge for this group of pupils is an area for development that was also evident in the analysis of their work.

- 63 Overall, leadership and management are satisfactory. The coordinator has been doing the job for just six months and has begun to analyse standards through using the school's method of tracking pupils' achievements over time. However, there are few opportunities planned for the co-ordinator to check on the quality of teaching or pupils' standards through observing lessons or analysing pupils' workbooks.

The use of numeracy across the curriculum

- 64 Overall, there is satisfactory use of numeracy in other subjects. There are opportunities to use data handling in science and sufficient links to timelines in history. Pupils talk about measuring in design and technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good factual knowledge of life processes and living things.
- Good use of outside environment.
- Limited opportunities for investigative work.
- Over-use of work sheets in some classes, thereby curtailing the challenge for pupils to think deeply.
- The co-ordinator does not monitor teaching and learning.

Commentary

- 65 Attainment by the ages of seven and 11 is in line with the national average, which is similar to the previous inspection. During the past five years the results of the National Curriculum tests for Year 6 pupils have fluctuated, but have always been above or well above the national average, with the exception of 2002 when they were broadly in line. This fluctuation is due mainly to the small cohorts where one pupil can account for as much as 6% or 7% of the cohort. During this period girls have outperformed boys significantly, but inspection findings indicate no appreciable difference this year. Pupils, including those with special educational needs and from the travelling community, make satisfactory progress. They also achieve satisfactorily due to sound overall teaching and their own very good attitudes.
- 66 Examination of the pupils' work and discussion with them indicate a limited experience of setting up and conducting investigations. However, they explain well when a test is fair or not, as observed in a Year 4 lesson on testing the insulation properties of a range of materials. A pleasing feature is the opportunity in some classes to write up their investigations in a freely extended manner. This, together with the teacher's high but realistic expectations, contributes significantly to deepening their thinking. On the other hand, the over-reliance on work sheets often hampers the pupils' capacity for reasoning processes out for themselves. The co-ordinator is aware of this and has identified it as an area for imminent development.
- 67 In the Years 1 and 2 age range the development of the pupils' skills, knowledge and understanding is sound. They know that light comes from a variety of sources including the sun, and set up simple electrical circuits using batteries, bulbs and wires. In their study of life processes and living things they use the outside environment well, for example when studying the life cycle of a butterfly. By the end of Year 6 pupils have a good knowledge and understanding of scientific facts such as ways in which liquids and solids might be separated, how the heart and lungs work, the main stages of the human life cycle, and the adaptation of living things to their environment.
- 68 In the lessons observed teaching was satisfactory, but an analysis of pupils' work indicates some good teaching. Teachers pay particular attention to the importance of fair testing and the acquisition of specific scientific vocabulary which enhances the pupils' knowledge and understanding. The purposeful atmosphere created in the lessons contributes greatly to raising the pupils' self esteem and nurturing their very good attitudes.
- 69 The subject is led and managed satisfactorily. The co-ordinator ensures that all aspects are covered and that planning includes opportunities for continuity and progression. Although sound assessment procedures are in place, their use to plan and set targets for the next stage of pupils' learning is not always sufficiently rigorous. The co-ordinator does not monitor teaching and learning which deems this aspect of management as unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Information and communication technology is taught effectively across the curriculum.
- Teaching is good overall.
- Laptops are used well.
- Attention to control and modelling is limited.
- Assessment is not used consistently throughout the school.
- Good use of internet for research.

Commentary

- 70 Attainment at the end of Years 2 and 6 is in line with national expectations, which is similar to that seen in the last inspection. Considering that national expectations are much higher now, this is an appreciable improvement. A pleasing feature is the effective use of information and communication technology in other areas of the curriculum. All pupils, including those with special educational needs, make good progress and achieve well due to overall good teaching and their own eagerness to learn specific technical skills and apply them to other subjects. This was exemplified well in a Year 1 and 2 lesson on inputting data to produce a graph of aspects of good and bad behaviour during a personal, social and health education lesson.
- 71 An improvement since the last inspection is the acquisition of 15 new laptops which are used effectively in all classes. Pupils in the Year 1 and 2 age range use the space bar, arrow and delete keys successfully. They use a simple word-processor and higher-attainers save, retrieve and print their work, using click and drag skills to create pictures and patterns as seen to good effect in a Year 1 mathematics lesson. In the Years 3 to 6 age range pupils edit, save and retrieve text as well as changing font, colour and size. By the end of Year 6 they combine text with graphics, placing emphasis on layout. They learn control but modelling techniques are developed less well.
- 72 Information and communication technology is used extensively for research purposes, especially in history and geography. For example, pupils in Years 1 and 2 visited the Isle of Coll website during their study of Katie Morag's Isle of Struay. Pupils in Years 5 and 6 used the internet to gain information about the Ancient Greeks. They use programs well to link ICT and art, as observed in a display by Years 1 and 2 of Mondrian style computer-generated paintings.
- 73 The subject is led and managed satisfactorily by an enthusiastic co-ordinator who ensures that the existing adequate resources are maintained well. She monitors and reviews teachers' plans but assessment lacks consistent rigour. Plans for the future include a broadband connection.
- Information and communication technology across the curriculum**
- 74 This area has been developed well since the last inspection and is a significant improvement. The co-ordinator has built up a substantial library of software which supports the use of information and communication technology across the curriculum. Good examples were found in samples of pupils' geography, history, English and art work. Pupils use digital cameras to record visits, for example to Butterwick Children's Hospice and Durham Cathedral in conjunction with history.

HUMANITIES

In **geography and history**, there is insufficient evidence to make judgements about provision, standards, achievement, teaching and learning. One geography and one history lesson were observed and work in pupils' books was sampled. Overall, the amount of work in books is less than one would expect in both subjects. It is also clear that there are insufficient opportunities for the use and development of literacy skills.

In the lessons seen the quality of teaching was good. In the Year 4/5 history lesson the strengths included:

- good planning that built well on pupils' knowledge and understanding of the life of Queen Victoria;
- good questioning by the teacher meant that even the more reticent pupils were drawn into the discussion;
- pupils' oracy and negotiating skills are highlighted and developed in the useful group work that identifies the true order of events in Queen Victoria's life.

As a result, pupils are gaining a sound appreciation of chronology and the higher attaining pupils have precise knowledge of dates.

In the reception and Year 1 geography lesson on mapping, the year groups were appropriately split, with the reception children working in the hall with the well briefed classroom assistant. In this lesson there were good links with information and communication technology, with the reception children giving instructions to a remote-controlled car and the Year 1 pupils programming the roamer (programmable moving toy). The strengths of the lesson included:

- good planning that caters effectively for pupils' levels of attainment, maturity and interest;
- good development of language, particularly for Year 1 pupils as they match words to symbols in an early version of a key;
- good challenge for Year 1 pupils as they estimate distances that the roamer is going to travel.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Only one lesson was observed in art and design and this was in the Year 3 to 6 age range. However, evidence in classrooms and around the school indicates that considerable strides have been made in developing the art curriculum since the last inspection. As a result attainment at the end of Years 2 and 6 is in line with national expectations, which is a considerable improvement.

Main strengths and weaknesses

- Creativity and attention to technique a strength in the lesson observed.
- Good attention to still-life drawing and sketching.

Commentary

- 75 In the lesson observed pupils displayed good technique and creativity as they used chalk and charcoal to sketch houses and landscapes after the style of Monet. All pupils, including those with special educational needs, made good progress and achieved well due to good teaching and their willingness to succeed. They enjoyed the lesson and were reluctant to finish.
- 76 The pupils in Years 1 and 2 use pastels and crayons successfully to paint flowers, trees and houses, using rubbings of Lego and frozen vegetables for designs. This technique of combining art and design is perfected further in Years 5 and 6 as they create a wide range of headgear, using a variety of different media including card, sequins, feathers and paint. In Years 3 and 4 some of the pupils' work concentrates on still-life and sketched portraits of themselves and others with a strong focus on tone, line and shade to illustrate perspective. Other displays throughout the school include paintings and sketches in the styles of Van Gogh, Renoir and Lowry.
- 77 The co-ordinator is knowledgeable, conscientious and enthusiastic, and ensures that planning covers all aspects of the subject. Monitoring consists of looking at displays and discussing the quality of pupils' work with colleagues. She realises that this is an area for development as is the assessment system.
- 78 Only two lessons were observed in **music**, one in the Years 1 to 2 age range and one in the Years 3 to 6 age range. Both were related to listening and playing, and keeping time to recorded music with either tuned or untuned percussion instruments. It is not possible therefore to make judgements on standards, teaching or provision either across the school or across the breadth of the music curriculum. However, planning and discussion with the co-ordinator indicate that pupils experience the full range of the expected curriculum.

- 79 In the lessons seen the pupils' learning and achievement was satisfactory due to overall satisfactory teaching and their own desire to improve playing.
- 80 The recently introduced scheme of work ensures that there is coverage of all aspects and opportunities for progress and continuity in the plans. The co-ordinator monitors teachers' plans and informally monitors pupils' singing and playing during assemblies and choir practices. There is no assessment system. Extra-curricular activities include a recorder club and peripatetic provision for cello, flute and clarinet. Overall, leadership and management of the subject lack rigour and require developing further.
- 81 No lessons were observed in **design and technology** during the inspection and the limited amount of work on display, due to the rolling programme system, means that a judgement regarding teaching or standards cannot be made. The scheme of work and plans indicate that all aspects of the subject are covered. In the classes where some design and technology had been taught the pupils commented positively about the work they had done and were proud of their achievements.
- 82 In **physical education**, two lessons were observed. However, there is insufficient evidence to make secure judgements about provision, standards, achievement, teaching and learning and leadership and management. In the lessons observed, one was good and the other unsatisfactory. In the good Reception/Year 1 lesson observed, the strengths included:
- a very imaginative warm-up that enables pupils to be very active and understand how exercise has an effect on the body;
 - very good emphasis on controlled movements on apparatus that is supported by good demonstrations;
 - good instructions relating to health and safety matters and the getting out of apparatus.
- In the unsatisfactory Year 6 lesson, the tasks did not challenge the majority of pupils. The lesson lacked pace and there was a lack of variety in the activities. As a result, there were few opportunities for pupils to develop skills. In parts of the lesson, there was too much talking and not enough physical activity.
- 83 The overall programme is supported by good links with local sporting organisations, such as:
- soccer – Hartlepool United Football Club;
 - rugby and cricket – local clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Overall, provision for personal, social, health and citizenship education is **good**.

Main strengths and weaknesses

- Good opportunities are found in subjects and other school activities to promote personal, social, health and citizenship knowledge and understanding.
- Links with the community and other agencies contribute well to the effective provision.

Commentary

84 In lessons, pupils are introduced to a range of personal, social, health and citizenship issues. Topics centre on contemporary matters such as making choices (Years 1/2); rules and the need for them (Years 3/4) and rights and responsibilities. Overall, the quality of teaching is satisfactory and the strengths include:

- recapping and following-on from previous lessons and themes explored in assembly;
- strong emphasis on involving pupils and their experiences as a basis for discussion;
- the promotion of community understanding;
- good opportunities for collaborative work.

The science curriculum has a significant proportion of its programme dedicated to studying the human body. In physical education, teachers draw pupils' attention to the effects of exercise on the body. Safety issues are also a feature of these sessions.

85 The community and outside agencies are involved in many activities, for example:

- the school nurse is involved in the teaching programme of:
 - the reception class – general health and teeth;
 - Years 5 and 6 with talks about puberty;
- pupils raise funds for a local hospital;
- the local library strongly supports drama in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	Grade
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
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	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	4
The governance of the school	5
The leadership of the headteacher	3
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).