

INSPECTION REPORT

**THE PRIMARY SCHOOL OF ST MARY AND ST
MARTIN**

Worksop

LEA area: Nottinghamshire

Unique reference number: 122796

Headteacher: Mr A Chambers

Lead inspector: Mr Andrew Clark

Dates of inspection: 5 – 7 July 2004

Inspection number: 258154

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:	5 –11
Gender of pupils:	Mixed
Number on roll:	127
School address:	Retford Road Blyth Worksop Nottinghamshire
Postcode:	S81 8ER
Telephone number:	01909 591218
Fax number:	01909 591218
Appropriate authority:	Governing body
Name of chair of governors:	Mrs S Dawson
Date of previous	8/6/1998

CHARACTERISTICS OF THE SCHOOL

The Primary School of St Mary and St Martin serves the village of Blyth and outlying areas. About a third of pupils do not come from the immediate catchment area. The school has 127

on roll aged between 5 and 11. It is smaller than a typical school of this type. There are currently 75 boys and 55 girls. Five per cent of pupils are eligible for free school meals, which is below average. Almost all the pupils are from White British backgrounds and there are no pupils with English as an additional language. Approximately 13% of pupils are identified with special educational needs (SEN), which is broadly average. The pupils' needs include moderate learning and communication difficulties and autism. There are currently no pupils with a Statement of Special Educational Needs. The attainment of children when they start school varies from year to year because of the small number involved. It is often above that typical for their age. There have been significant changes in staffing during the last two years after a long period of stability. Half of the teaching staff are new to the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21596	A Clark	Lead inspector	English Science Music Special educational needs English as an additional language
13450	J Madden	Lay inspector	
10611	M James	Team inspector	Mathematics Information and communication technology Geography History Physical education
24380	E Milner	Team inspector	Art and design Design and technology Foundation Stage

The inspection contractor was:

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

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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	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	20
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The pupils achieve well and standards are well above average by Year 6. Teaching and learning are good and assessment is very good. The school is well led and managed and gives good value for money.

The school's main strengths and weaknesses are:

- Standards of English, mathematics and science are well above average by the end of Year 6.
- The headteacher and deputy headteacher lead the school well.
- The quality of teaching and learning is good.
- The caring and purposeful ethos leads to very good attitudes and behaviour.
- Standards of care, guidance and health and safety are very good.
- The subject coordinators do not have enough opportunities to observe classroom practice to raise the quality of education further.
- The pupils' handwriting and the presentation of their work are not consistently good enough.

The school has made good improvement since it was last inspected. Standards are higher than they were in several subjects. The pupils' attitudes and behaviour have improved. The quality of planning for the curriculum is better and the use of marking and assessment is much better. However, the presentation of pupils' work has still not improved sufficiently.

STANDARDS ACHIEVED

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

*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.*

The pupils' achievement is good. Standards in English, mathematics and science are well above expected levels for pupils currently in Year 6. Overall standards have fluctuated from year to year because of the small number of pupils taking tests but have generally been above or well above average. Pupils of all abilities achieve well from their attainment on starting school. Whilst standards are generally high, there are weaknesses to the pupils' handwriting and sometimes the general presentation of their work. There has been a significant improvement to standards in mathematics in the present Year 6, with over 50 per cent of pupils working at higher than normally expected levels. Children in the foundation stage (reception class) achieve well and meet or exceed the early learning goals expected for their age in all areas of learning. There has been a good trend of improvement to standards of reading, writing and mathematics at Year 2 over the last five years and they have been well above average. However, the achievement of the present Year 2 pupils is satisfactory and standards are at expected levels for their age. At Year 2, standards of science are above expected levels. Standards of ICT are at expected levels for their age by Year 2 and 6. Standards seen in art and design, history, geography and aspects of music and physical education are above expected levels by Year 6. Pupils with special educational needs make good progress to the

targets set for them. Pupils identified with a gift or a talent achieve well. There is no significant difference in the achievement of boys and girls.

Pupils' personal qualities, including spiritual, moral, social and cultural development, are very good. The pupils' attitudes and behaviour are very good as a result of very effective provision. The pupils' attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good overall. Teaching in the foundation stage and Years 3 to 6 is good. Overall the teaching at Years 1 and 2 is satisfactory, although in the lessons seen during the inspection it was good. There have been staff changes in Year 2 during the last year. Through the school, lessons are well planned with work generally closely matched to the needs of pupils of all abilities. Relationships and behaviour management are very good. Pupils are interested and involved and work hard. The teaching of handwriting does not consistently transfer to pupils' work in other subjects. The quality and use of assessment, especially in English and mathematics, is very good. The teachers are particularly skilful at involving the pupils in their own learning and giving them very clear guidance of the next steps to take. The curriculum is good. There are good links made between subjects and the curriculum is enriched well by a good range of clubs and activities. Provision for pupils with special educational needs is good. Higher attainers and the gifted and talented pupils are well provided for. Standards of care and the guidance given to pupils are very good. The school is very effective at seeking pupils' views and acting on them.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance is satisfactory. The headteacher and deputy headteacher have established a very clear vision for continued improvement and there is effective teamwork throughout the school. Subject coordinators provide satisfactory leadership, but they have too few opportunities to observe classroom practice. The governing body successfully fulfil their statutory duties and their involvement in running the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have largely positive views of the work of the school and feel staff are open and supportive. The parents give very good support to learning and fund raising. The pupils enjoy their learning. They feel they are given good opportunities to be mature and responsible.

IMPROVEMENTS NEEDED

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

- Ensure the subject coordinators have sufficient opportunity to gather first hand evidence of the quality of teaching and learning to further improve the quality of education.
- Improve standards of handwriting and presentation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is good. Standards in English, mathematics and science are well above national expectations by Year 6.

Main strengths and weaknesses

- High standards by Year 6 and good achievement.
- The school sets challenging targets and achieves them well.
- Standards at Year 2 are satisfactory but lower than usual.
- Children achieve well in the foundation stage.
- The pupils do not make consistent progress in their handwriting.

Commentary

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

Standards in:	School results	National results
English	29.3 (28.3)	26.8 (27.0)
mathematics	27.8 (29.1)	26.8 (26.7)
science	30.4 (30.0)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

1. The standards in the work seen in the current Year 6 are well above expected levels for English, mathematics and science. This is reflected in the national test results for 2004, although there is no comparative data at this time. A high proportion of pupils work at levels above those normally expected for the pupils' age in all three subjects. This addresses a dip last year in mathematics when the percentage of pupils attaining higher levels in the national tests was average. The pupils' achievement seen through the school is good. Standards are higher overall than they were at the last inspection. The trend of improvement is below the national average because the school achieved exceptionally high test results in 1999. However, standards have consistently been above or well above average at Year 6 since the last inspection in all three subjects. Pupils with special educational needs make good progress towards the targets set for them and most attain nationally expected levels for their age by Year 6, especially in mathematics and science. Standards are particularly high for reading and numeracy. The school identifies pupils of very high attainment and those with a gift or a talent. These pupils seem to make at least as good progress as their peers in similar schools and the school encourages pupils' particular strengths, including writing, music and sport, well. There is no significant difference in the achievement of boys and girls over time. Standards are above average in several other subjects including art and design, geography and history. The standards in ICT are at the expected level for the pupils' age for the vast majority of pupils by Year 6.

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

Standards in:	School results	National results
reading	16.6 (18.7)	15.8 (15.3)
writing	15.5 (17.0)	14.6 (14.4)
mathematics	18.3 (19.6)	16.3 (16.5)

There were 16 pupils in the year group. Figures in brackets are for the previous year

2. The teachers make good use of their knowledge of the pupils' attainment to set challenging targets. They are quick to identify weaknesses and changes to pupils' achievement as they progress through the school and take strong steps to address them. As a result the targets set are usually attained. There is evidence of a good level of professional discussion between staff about the achievement of groups and individuals that contributes to the effectiveness of target setting.
3. Standards in reading, writing and mathematics are at expected levels for the current Year 2 pupils. The pupils' achievement is satisfactory. The majority of pupils are working at expected levels for their age with about 30 per cent above those levels. This is lower than in previous years, although there are usually year-on-year fluctuations. The overall trend over the last five years has been upwards and above the national average. The results of national tests have usually been above expected levels and there are no significant differences between the subjects. The current Year 2 pupils started school with standards which are lower than usual and the pupils' achievement through Year 2 has been satisfactory. It does not appear to be as markedly good as is typical of the rest of the school. It is not as good as that seen in the lessons seen during the inspection. There have been staff changes during the last year. There is a higher than average percentage of pupils with SEN in this year group and all achieved the targets expected for them. All the other pupils met or exceeded expected levels in all three subjects. There are no significant weaknesses to pupils' achievement. Standards by the end of Years 2 and 6 in science in the work seen are above nationally expected levels.
4. Pupils make a good start to their education in the reception class. The children in the current year group achieve the early learning goals in all areas of learning and a high proportion is exceeding them. In creative development the pupils do not show enough independence in initiating their own activities, but the quality of work they undertake is of a high standard. The reason for good achievement is the quality of teaching, curriculum and assessment.
5. A relative weakness running through the school is the development of handwriting and sometimes the general presentation of pupils' work. Writing is usually legible, but pupils often do not join letters until well into Years 3 to 6. There are examples, particularly in Year 2, where writing is of an inconsistent size and does not flow easily. The balance is not quite right between promoting an easy and flowing handwriting style and the pupils need to concentrate on other aspects of their writing.
6. Overall, achievement is at least good, sometimes better, and high standards are maintained.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very well developed by the school. Pupils' attitudes and behaviour are **very good** as is their spiritual, moral, social and cultural development. Attendance and punctuality are also very good.

Main strengths and weaknesses

- Pupils are very keen to learn and the majority take a full part in everything the school has to offer.
- The moral values presented by the school and the consistent application of rewards and sanctions form the basis of pupils' very good behaviour.
- The very good relationships throughout the school provide support for every aspect of pupils' social development.
- Pupils' spiritual development, from the very start of school life, gives them the ability and opportunity to consider the wider aspects of our understanding.
- High levels of punctuality and attendance ensure pupils are able to make the most of their opportunities for learning.

Commentary

7. Pupils are very happy to come to school and arrive in plenty of time for the start of the school day. Children in the reception class settle easily and are confident to leave their parents. Their achievement in personal, social and emotional development is good. Most pupils have little or no absence from school and avoid taking holidays in term time. Their parents understand the importance of consistent attendance to promote learning. The school however takes none of this for granted and has rigorous monitoring in place and reward systems for pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	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.

8. Classrooms are calm and well ordered, with learning taking place in a relaxed atmosphere where pupils are keen to learn and interested in the work. There have been no exclusions and pupils behave very well. The teachers consistently apply positive systems for managing behaviour. The after-school clubs are well attended and the majority of pupils take part in the wide variety of interests on offer. The very good relationships between all members of the school community are developed in lessons so that pupils work well together respecting each other's work, especially in such areas as scientific investigation. There is a strong and effective anti-bullying policy, which has recently been reviewed. Parents are well informed about procedures for promoting good behaviour and ensuring a safe environment.
9. The moral and social expectations of the school are reflected in pupils' behaviour and clearly demonstrated in the Citizenship Statements put together by the School Council. These give a picture of pupils who are considerate, responsible and show respect for one another. The result is pupils who are articulate, confident and happy.
10. The spiritual development of pupils is based on questioning and investigating through work on world religions and cultures and exploring themselves and the world about them. Teachers and pupils have open and discursive relationships where their opinions are

valued and opportunities are provided for personal development. There has been a good improvement to the school's promotion of a contemporary multi-cultural society and it continues to seek ways to make the activities more relevant to the pupils. A very good production by the drama club tackled difficult issues of tolerance and bullying well. There is a good policy to encourage racial understanding and awareness.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching, learning and the curriculum are good. The procedures for assessment and their application are very good. Opportunities for enriching pupils' learning are good. The standards of care and guidance for pupils are very good. There are very good links with parents.

Teaching and learning

The quality of teaching and learning is **good** overall. Teaching is good in the foundation stage and Years 3 to 6. It has been satisfactory in the last year for Year 1 and 2.

Main strengths and weaknesses

- Teachers have a very good understanding of pupils' achievement and use this knowledge to set challenging work and involve pupils in their own learning.
- Teaching methods are imaginative and interesting.
- Behaviour management is very good.
- Teachers do not place enough emphasis on the presentation of work and high standards of handwriting.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	16	5	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.

11. The overall quality of teaching is good. The teaching seen during the inspection for Year 2 pupils was good. However, the scrutiny of work indicated that teaching over the year has been satisfactory as pupils' achievement in writing, reading and mathematics has been largely satisfactory. The work does not show the thoroughness in marking evident in most of the school. As a result, the challenge for pupils has not been as robust in most other classes. There has been a recent staff change following return from maternity leave. Throughout the school, lessons are planned well and teaching assistants contribute well to pupils' learning.
12. The school has well-established methods for tracking and assessing pupils' progress particularly in English, mathematics and science. The staff have regular discussions with

the pupils to establish targets for them to improve on. The pupils of all ages are very familiar with these targets and make good use of them in their lessons. The older pupils, for example, have a very good idea what they need to do to attain the next National Curriculum level in English and mathematics. Younger pupils know the main things they need to do to make their writing or reading better. These targets are shared well with parents. All the targets are presented in ways in which pupils can understand and they are involved in recording and tracking their own achievement. This has a very positive impact on the pupils' desire to learn. There is some evidence that the assessment of pupils' work has not been used consistently in Year 2 to ensure that work has been as robustly challenging as that seen in most other classes. However, the majority of these pupils, including those with SEN, know their own strengths well. There are at least satisfactory procedures for assessing pupils' ability in other subjects and the coordinators are working towards translating these into language that pupils can understand and benefit from. The quality of marking is good. It is often very good in Years 3 to 6. The school makes satisfactory use of homework.

13. The teachers make use of a good range of interesting teaching methods to motivate and interest pupils. The quality of questioning is usually good and often very good. For example, in a creative lesson in the reception/Year 1 class, the teacher inspired the children to make some very thoughtful observations about well-known pictures of seaside scenes. This in turn inspired them in their artwork. Teachers make good use of the interactive whiteboard in ICT lessons for presentations linked to a good range of subjects such as history and personal and social development. In English, teachers link the text they are concentrating on to all threads of the lessons. They usually set a good example in their reading of stories and poetry. There is good use of drama and other role-play techniques in several subjects. All these strategies motivate the pupils and in particular encourage their speaking and listening and research skills. For example, Year 6 pupils made a very good presentation following their studies of Japan. In several classes the pupils are reinforcing learning of French. In the foundation stage, children answer the register in French. They demonstrate good standards and clear diction as a result. There are many good opportunities created for pupils to work individually, in pairs and in groups. As a result, the pupils are independent in their work and are enthusiastic and creative. For example, in Year 3 and 4, pupils engaged in deep discussion about ways to use their knowledge of electric circuits to light up the houses they had made and this led to imaginative and functional results. The range of strategies engages the most able and those with SEN alike.
14. The pupils are very well behaved because of the very good relationships established between pupils and adults. Teachers do not take this for granted. They often discuss the pupils with each other to develop a deeper understanding. The teaching of pupils with SEN is good. They have clear individual education plans (IEPs), which identify a good range of strategies and precise targets for measuring achievement. The teaching assistants are well informed and make a good contribution to pupils' learning, not just for those with SEN. The IEPs also provide good steps for staff to help pupils manage their own behaviour and these are used well.
15. Most work is presented to an acceptable and sometimes high level. However, there are examples in several age groups of work that does not show enough care and accuracy in its presentation. For example, sometimes diagrams and charts in science and mathematics are not drawn neatly and occasionally rulers are not used for straight lines. There is inconsistent practise in the titling of work and ways of dating and labelling. This

very occasionally affects the accuracy and care pupils take, particularly those of lower ability. This is more frequent in some of the work in Year 2.

The curriculum

The curriculum is good. It is broad and balanced and interesting to the pupils. There are good opportunities for enrichment. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Opportunities for enrichment are good, particularly in this small school setting.
- A good range of clubs at lunchtime and after school is offered.
- Curriculum planning has improved since the last inspection and is continuing to develop well.
- The general ethos of the school supports inclusion and very good equality of access and opportunity for all pupils.
- Provision for personal, social and health education is good.
- The school prepares pupils well for the next stage of their education.
- There have been good improvements to the accommodation since the last inspection. The staff make good use of the limited space for ICT resources.

Commentary

16. The curriculum is broad and balanced and meets statutory requirements. The school offers a good range of activities to enrich the curriculum outside the school day. These include sports clubs, art, chess, games, music clubs and French clubs. The majority of pupils enjoy the benefits of the provision offered and this makes a good contribution to their personal development.
17. Curriculum planning has improved since the last inspection and continues to do so. In the Foundation Stage annual plans have been formulated for all six strands of learning. Learning is planned through appropriate and varied themes and activities. Individual pupil plans are formulated to meet specific needs. Changes of staff have led to a fresh approach to curriculum policies and plans. New ideas are improving the curriculum. There are good links made between subjects such as history and ICT.
- 18.

The general caring ethos of the school promotes inclusion for all. Identification and provision for pupils that are gifted and talented is good, as is the provision for pupils with special educational needs. Good support to meet the needs of all is planned for and supported by teachers and teaching assistants. The talents and particular strengths of all are recognised and enabled to develop within this supportive caring environment. Pupils with special educational needs have appropriately planned individual programmes that are regularly reviewed.

19. The school provides well-planned programmes to support personal and social and health education. There are good links with the school nurse and other services and this supports effective teaching of sex and relationships education and awareness of the dangers of drugs and alcohol.
20. The school maintains good links with the other schools in the locality to ensure pupils are prepared for their next stage of education. This enables a smooth transfer from Year 6 in the primary school to Year 7 in the secondary school. The Foundation Stage staff liaise on a regular basis with local playgroups to ensure a smooth transition for into reception.
21. The accommodation has improved significantly since the last inspection with the addition of a new classroom and recently opened office space. The accommodation is used well, for example in the organisation of computers and the central library area. However, there is limited space for substantial development of ICT facilities.

Care, guidance and support

Care, welfare, health and safety, and the provision of support, advice and guidance based on monitoring are **very good**. The school also provides very good opportunities for pupils' involvement in the school through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school ensures pupils' physical well-being and pastoral care is given very high priority.
- Pupils are very well supported in the classroom in line with their individual needs.
- The induction of pupils into the school provides a caring and confident start to their school career.
- Adults in the school treat pupils with great respect, in discussions they are treated as equals so they are truly involved in every aspect of school life.

Commentary

22. The school makes every effort to ensure the safety of pupils in its care, through the daily checks of the premises and the very effective liaison between staff and the health and safety governor who deal with risk assessments and in-depth monitoring of safety issues. The school makes rigorous checks before visits are undertaken and pupils' use of the internet is always closely supervised. Child protection is secure under the leadership of the headteacher, who has a major role in the local area organisation.
23. The very good relationships with pupils give teachers the understanding and insight to be able to supervise pastoral care. These relationships are founded on the very good and supportive induction practice in the reception class, where pupils are secure and confident. This understanding of pupils, allied to the very well managed and used

assessment system, enables the school to take into account all pupils' individual academic needs when planning work for optimum progress.

24. The school is highly effective in seeking pupils' views. The School Council has achieved a great deal since its inception including taking on the role of looking in depth at bullying, which resulted in the publication and discussion with pupils of a mission statement outlining pupils' expectations of each other. Circle time is a regular feature of class life and in this way pupils are able to discuss points of concern arrived at through suggestion boxes or the open request of pupils, any serious matters are passed on to the senior management. Individual pupils are involved in discussing and setting their academic and personal targets and this includes those pupils with special needs.

Partnership with parents, other schools and the community

The school works well in partnership with parents, other schools and the community. There are **very good** links with parents and **good** links with the community and other schools and colleges.

Main strengths and weaknesses

- Parents are very supportive of the school and their child's learning.
- There is easy access to teachers and the headteacher so that issues or queries can be readily discussed on an informal basis. There are minimal formal complaints.
- The school makes good use of the rich locality in which the school is situated to enhance the curriculum.
- A good relationship with all the neighbouring educational establishments enables the school to provide a supportive network for pupils.

Commentary

25. Most parents are very confident that the school makes every effort to support their children's learning and pastoral care. The school is now making concerted efforts to consult parents about all aspects of school life and to keep them fully informed about academic progress and the curriculum. Parents are very involved in the learning of their children, especially in the reception and infant classes, and a team of trained parents give effective support to pupils' reading skills. The parent-teacher association is very active and supportive, giving practical help when needed, as well as raising large sums of money for the improvement of the school.
26. All staff are easily available for discussions with parents on an informal basis. The headteacher is available and approachable so that any complaints and queries are dealt with quickly and personally. Parents are fully involved in the official consultations with teachers at the beginning and end of the school year to discuss reports. Parents are given the opportunity to review individual pupil targets in March each year. However, some feel very strongly that a spring term meeting would help to highlight any problems before the end of the academic year.
27. The school makes extensive use of the locality to support learning in history and geography visiting and studying, for example the buildings in the village in partnership with the Historical Buildings Association. The links with the local churches are a constant factor in the school, providing special assemblies and visits to the church for services

and curriculum support. The local community visit the school regularly to attend fund-raising events.

28. In spite of the large number of schools into which pupils feed when they leave school there are supportive transition and induction programmes to ensure pupils feel confident and prepared for the move. There are good links with the pre-school providers so that teachers are able to meet children before they move and obtain relevant and useful data on prospective pupils. There are useful links with other schools in the small school cluster which enable the school to access funding and reduce costs for staff and governor training, sporting and cultural activities.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership is good. The leadership of the headteacher is good. The school is well managed. The governance of the school is satisfactory. The leadership and management by other key staff is good overall. Overall provision is similar to that reported at the time of the previous inspection.

Main strengths and weaknesses

- The headteacher provides good leadership, and he has a very clear vision for the continued development of the school.
- The headteacher is well supported by the deputy headteacher in all aspects of the running of the school.
- Financial management by all concerned, including headteacher, governors and school administrator, is very good.
- Coordinators provide satisfactory overall leadership for their subjects, and their understanding of strengths and weaknesses within those subjects, and their awareness of how to develop provision, is improving. However, they have little opportunity to observe classroom practice.
- The role played by the governors is satisfactory, but they currently make a limited contribution to shaping the vision and direction of the school.

Commentary

29. The overall quality of leadership and management by the headteacher is good. He leads and manages the school efficiently and effectively, and his strong leadership gives the school a very clear educational direction. He has contributed significantly to the improvements made since the previous inspection. He has been well supported by the deputy headteacher, who plays a full and active part in all aspects of school life, especially in studying performance data and instigating appropriate action for improvement. There continues to be a significant degree of commitment amongst all staff to continue these, and other, improvements still further, and the school improvement plan provides a very clear path for all to follow. The very valid aims of the school are well reflected in the work of the school, and there is a most positive Christian ethos founded on very good personal relationships. Leaders are particularly committed to the principles of inclusion, and all pupils are fully involved in all activities, and therefore allowed to achieve as well as they can.
30. Governors successfully fulfil their statutory duties, and their involvement in the running of the school is satisfactory. The chairman and vice-chairman, in particular, are keenly

involved in school life, being very supportive of the headteacher and staff. All governors are active in supporting and monitoring initiatives for school improvement, especially in relation to the school improvement plan. However, they are currently less involved in formulating this plan. Governors are frequent visitors to the school, and are committed to carrying out their monitoring roles in their particular areas of responsibility. Many of the governors are new to the post, and they are increasing their involvement in, and understanding of, their various responsibilities. They provide satisfactory challenge to the senior management to ensure positive development.

31. The overall leadership and management by other members of staff, in their particular areas of responsibility, is satisfactory. It is good in English, mathematics, science and ICT. Staff have been given the opportunity to look at overall provision for their subjects, such as studying plans, analysing test results where appropriate, and scrutinising samples of pupils' work. This has enabled them to identify strengths and weaknesses in such things as planning, standards and resources, and to begin identifying areas for improvement. The headteacher monitors the quality of teaching regularly. However, coordinators do not yet have the opportunity to observe lessons taking place, to see for themselves the provision being made, and the standards being achieved. The pace of improvement in this area has not been as effective as the school planned because of changes to key staff recently. These changes have been well managed after a long period of stability and the school is now in a strong position to move forward.
32. Financial management in the school is very good, and the governing body efficiently monitors it. This management is well supported by a very detailed school improvement plan, which fully addresses appropriate areas for school development. The cost per pupil is above average because of the small size of the school, however, all funds are carefully matched to the priorities that have been established in the plan. The carry forward is slightly above expected recommendations largely because of the recent staff changes. There are clearly defined routines, which enable the headteacher and governors to monitor the deployment of resources. Best value principles are well used when measuring improvements in the quality of teaching and standards achieved, and when purchasing resources.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	361,189	Balance from previous year	24,544
Total expenditure	354,201	Balance carried forward to the next	31,532
Expenditure per pupil	3,162		

33. Day-to-day financial management and administration are also very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrator gives very good support to governors, headteacher, teachers and pupils. Good use is made of information technology systems to maintain financial control and accountability, and this administration effectively supports the smooth running of the school.
34. Taking into account the use of available resources, the quality of teaching and learning, the progress achieved by pupils, the improvement since the last inspection and the income that is received, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good and has improved since the last inspection. Children are prepared well for transfer to Year 1. The children enter reception full-time in the term before they are five. Children are taught in a reception/Year 1 class. At the time of the inspection over two thirds of the class were reception age pupils. The school maintains good links with the local playgroups, who provide pre-school provision for most pupils before they enter reception. All children achieve well due to good, well-planned and resourced teaching. The curriculum is planned appropriately to provide a wide range of interesting and relevant activities that are well matched to the needs of the children. The class has a high ratio of adults daily, drawn from parents, work experience students, a teaching assistant and the class teacher. These adults set excellent role models for the children and work as a cohesive team. Children's progress, including those with SEN, is carefully monitored. The foundation stage is well led and managed. The accommodation is satisfactory, including the enclosed safe secure outside area. Best value and use are made of all resources and teaching and learning areas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching, high expectations of the staff and the supportive ethos of the school generally.
- Every opportunity is taken to enhance children's development.
- Children are in line to the reach, or to exceed the expected goals by the end of the year.
- Supportive relationships are being established and so children feel secure, confident and happy.

Commentary

35. Most children enter reception at a higher level than expected at their age. Staff securely establish good relationships with them and are rigorous in their ongoing assessments. They then plan good teaching activities with high expectations of children's learning.
36. High standards of behaviour are established through the setting of clear boundaries and the consistent role models set by all adults in the reception class. Good behaviour is praised, recognised and rewarded. Children know the routines well, settle to tasks with a minimum of fuss and behave sensibly. The reception/Year 1 teamwork of the adults gives the children a good model for co-operation and a calm but concentrated approach to work. The majority of children show interest in what they are doing, show an eagerness to learn and concentrate well. Children are encouraged to feel confident about what they achieve. They are friendly to adults and with each other and take a pride in their work. Children are encouraged to share and take turns and put up their hands when answering a question. Any poor behaviour is dealt with firmly but fairly.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teacher and support staff make good use of opportunities to develop the children's spoken language skills.
- Reading skills are taught well.
- Pupils are given varied and diverse opportunities to write.
- The teaching is good.
- Ongoing assessment of learning and good marking are used effectively to help the next stage of learning.

Commentary

37. Indications are that the majority of children are on course to meet or exceed the expectations in this area of learning. The children achieve well. Most children speak and listen well and are confident in talking to adults and other children in the class. They can explain features of the class and describe class activities, giving detail and answering questions fully and accurately. Sounds are taught in an interesting and fun way.
38. Children are learning the conventions of language, for example, they recognise the difference between onset and rhyme and can offer examples. Most can write captions and formulate a simple sentence. Children enjoy books and listen attentively when books or poems are read to them. All children have reading books they take home. Most demonstrated good reading skills when reading aloud to an unknown adult. They read with confidence and expression, and clearly enjoy their books. Planning for literacy lessons is good and based on assessment of prior learning. Children are given many opportunities to mark-make and write. For example, making zigzag books from their own ideas for visits out.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Every opportunity is taken in all activities to promote children's mathematical development.
- A wide range of interesting activities is planned by the teacher to support learning. This ensures children achieve well.
- Ongoing assessments involving pupils are used to inform the effective planning of activities.

Commentary

39. Teaching and learning are good. The teacher plans a range of interesting activities to promote mathematical understanding, sometimes within the current class topic. The majority of children meet the early learning goals and many exceed them. The children achieve well.

40. Varied mathematical resources attract and inspire children to count and be interested in number operations. Most children could reliably count numbers to at least 10. Number rhymes and songs are used by all adults in reception to reinforce counting skills taught. Most children are able to record their number operations accurately. For example, children were using real money to solve the problem “How many different ways can you make 6p?” All ways possible were found by many children and recorded, either by drawing or drawing round the coins. The work was extended by a second question “How could you change your answers to make 7p.” The teacher and her support team worked with groups, each adult was skilled in asking probing questions to move the learning on, and offered helpful counting demonstrations. Pupils are offered number challenges when they come in for registration. For example a large sheet of paper, felt tip pens and the challenge “How many number sentences can you write?” Some pupils wrote successful number sentences with numbers over 10. Most could write sentences up to 10. These practical activities prepare the way well for future learning in Year 1 and are very appropriate for this stage of development.
41. The staff make very good use of detailed observations and analysis of the children’s achievement to make certain the work planned is challenging and motivating. The records are accessible and useful involving parents in their children’s learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the work is **good**.

Main strengths and weaknesses

- A range of interesting activities are planned to promote learning in this area.
- Good resources are provided to interest children.
- Staff use questioning and full explanations to enhance the children’s knowledge and understanding of the world around them.

Commentary

42. Teaching and learning are good and children achieve well. Most are working at levels expected for their age, or exceeding those expectations. A good variety of appropriate interesting activities are planned to stimulate children’s curiosity and enhance their understanding. For example a teddy bear (Bilbo) is taken home by a chosen pupil each week, they are then encouraged to complete a diary about the adventures of the bear at their house. Some interested and well illustrated examples were seen. During one session, children were planning a visit for the bear and writing postcards to friends and family about what happened on the visit. Pupils are able to talk about the bear’s adventures with clear detail and gave imaginative ideas of where he might go next. Simple scientific experiments are incorporated into topic plans. Staff ask probing questions and answer the questions of the children fully to skilfully help their learning. The class computer provides opportunities for children to experience accessing programs and the learning that can come from them. Other ICT opportunities offered include the programming of a programmable floor robot.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The safe secure enclosed outside area allows for frequent physical activities that are very important for this age group.
- Physical development is planned for rigorously and regularly includes physical education sessions in the hall.

Commentary

43. The use of the enclosed outside area is integral to the planning for each day. There is always an adult on hand to ensure the planned learning is available for all pupils and that their learning moves on. For example, children were seen searching for buried treasure in the sand tray. This was part of the current topic about pirates. Play money had been hidden in a sand tray filled with earth. Pupils were eager to search and then tell the adult what they had found and the value of the coins unearthed. Many examples of past work were displayed in the reception classroom showing that children had been given the opportunity to use their manipulative skills using scissors, brushes and small construction equipment well. Outside physical development using small equipment such as balls is readily available as is the opportunity for children to use their gross motor skills in wheeled vehicles such as bikes. Reception is timetabled to use the hall for PE on a regular basis. All indications are that pupils are in line to meet the expected goals in physical development and their achievement is good.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Musical opportunities and role-play opportunities are good for all children.
- Many creative ideas are incorporated in planned learning.
- The children do not often initiate their own creative activities.

Commentary

44. The teacher's planning showed that creative development is a significant part of the planned programme for reception pupils. During the inspection, children were seen to be making good attempts at making musical sounds using their bodies and exploring the sounds their bodies could make. During this activity they were using good speaking and listening skills and were ably supported by the teaching assistant. Children were observed singing the register in French following a visit from Pierre Panda. Musical instruments are readily available for use. Good questioning by the class teacher ensures children focus in on colour and shading. Children show they are in line to meet the expected goals in creative development and achievement is at least satisfactory. Very few child-initiated activities were observed in the reception class; however, the children explain their ideas and decision well in making vehicles. These were finished to high standards showing care and skill in painting.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6. The pupils' overall achievement is good.
- The quality of teaching is good overall and the use of assessment is very good. Achievement is satisfactory for the present Year 1 and 2 pupils.
- Pupils with SEN make good progress in English.
- The pupils' handwriting is not developed well enough.

Commentary

45. The pupils' standards in reading, writing and speaking and listening are well above average by Year 6. There has been good improvement since the last inspection and high standards have been maintained. The pupils speak with clarity and a strong sense of purpose. They discuss issues with a good awareness of different perspectives. They make good presentations in a professional manner for a wide range of purposes. The opportunities for drama and reading aloud contribute to good achievement in this. Also, the teachers' effective questioning techniques encourage pupils to explain their ideas and strategies fully. Standards of writing are well above average. A high proportion of pupils are working at above expected levels. The pupils write for a range of different purposes, including stories, poetry and factual writing. The writing is often at length and well constructed. Pupils use an exciting vocabulary and a good range of phrases to start stories and connect sentences. Standards of spelling and punctuation are very good. Pupils' reading skills are very good. Over two thirds of the pupils are reading at levels above those normally expected for their age. They read for pleasure and information and are very good at interpreting the subtler and deeper meanings of the plot. They relate closely to the characters in the books they are reading and understand that the characters are usually not one dimensional, but have several facets. All pupils, including the less able and those with SEN, read appropriate text with fluency and good levels of expression.
46. Pupils' achieve well through Years 3 to 6. The quality of teaching is good. There is systematic teaching of writing and reading skills and the teachers have high expectations for the pupils. They make very good use of assessment within national tests and through school-based procedures. The pupils have clear targets for improving writing and reading skills and teachers encourage pupils to reflect on these. The teachers generally make good use of the literacy strategy to ensure learning is progressive and consistent, and provide good opportunities for pupils to write at length. Occasionally, the lessons have too much in them and pupils do not have enough opportunity to develop one strand of their learning sufficiently. The school is actively reviewing ways to develop the teaching of English more through other subjects to improve the balance between subjects. Cross-curricular links are already a good feature of learning. The teaching in Year 2 and the majority of Year 1 pupils does not show the same strengths as in other parts of the school. The expectations are not as high and, although progress has been satisfactory, there has not been as sharper focus on matching work to the pupils' needs. For example, some weaknesses in spelling are not identified in marking and built on through later work, and expectations for presentation are lower. Standards are in line with

expectations for reading and writing. They are above for speaking and listening. However, the English teaching seen during the inspection in the Year1 and 2 class was good. The teacher creates a very calm and purposeful ethos and her questioning to identify features of non-fiction books were very good. As a result, the pupils, especially the more able, explained how to use the index, glossary and contents pages well. Parents and volunteers make a good contribution to achievement in reading and writing.

47. The early identification of pupils with SEN and accurate assessment of their needs contribute to the good progress they make overall. The teachers work closely with support staff to ensure opportunities for hearing pupils read and write are purposeful and build on prior learning. This applies even when other aspects of teaching are weaker. The school has also identified pupils with particular strengths and gifts in writing. It takes good steps to ensure that these pupils are able to use their skills regularly and that their contributions are valued.
48. The new coordinator shows good leadership and has produced an ambitious yet achievable plan of action. There are not yet enough opportunities created for observing teaching of English across the school to raise the quality of education further. However, the coordinator is, in the main, soundly informed through discussions with staff and some review of pupils' work and discussions with pupils. The school has identified the weaknesses in handwriting and there is an appropriate action plan to address this.

Language and literacy across the curriculum

49. This is good. The teachers create good opportunities for writing in several subjects such as history and geography. There are well-planned opportunities for discussion, and speaking and listening skills are promoted well. The use of drama in several subjects enhances this. The pupils use ICT in their writing regularly and develop their presentation and communication skills through Powerpoint.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are broadly average at Year 2 and well above average at Year 6. Standards have improved at Year 6 since the time of the previous inspection, as they have since the national tests in 2003.
- Based on their prior attainment, pupils' overall achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2.
- Teaching in Years 3 to 6 is good, with teachers making particularly good use of mental sessions to develop pupils' skills and understanding.

- The planning of work for pupils in Year 2 does not always make suitable allowance for their different needs.
- Pupils show good attitudes towards the subject.
- The role played by the coordinator is good.

Commentary

50. Standards are well above average at Year 6 and average at Year 2. At Year 2, pupils are confident in handling numbers in relation to addition and subtraction. Whilst some pupils find it difficult, others know the multiplication facts relating to 2, 5 and 10. Pupils successfully identify halves and quarters, and most can name a range of two and three-dimensional shapes. Many successfully measure using standard units. Pupils readily collect information, for example on favourite animals, and they successfully display their findings in block graphs. A small number of pupils find difficulties in tackling work that is in the form of words. At Year 6, pupils confidently undertake work in all four aspects of number, including those involving decimals. They have a clear knowledge of place value to seven figures, and pupils are able to recall individual multiplication and division facts to 10x10. Pupils have a clear understanding of fractions, and they readily find a fractional or percentage part of a whole number, and reduce a fraction to its lowest terms. Most pupils confidently plot points in all four quadrants to produce various shapes. Pupils can accurately measure angles, and calculate angles in different triangles. They understand probability, and confidently use the appropriate language in their work.
51. The overall quality of teaching and learning in Years 3 to 6 is good. Pupils achievement is good as a result. Lessons are carefully planned, based on the pattern of the National Numeracy framework. Lessons start with lively mental sessions, and teachers are most careful to involve all pupils. This develops pupils' enthusiasm for the lessons. Teachers make careful allowance for the provision of problem-solving activities, and this clearly benefits their learning. Suitable assessment procedures are in place, and teachers use the information gained to provide work that suits pupils' different needs. These activities, together with the good support provided by both teachers and teaching assistants, allow pupils, including those with SEN, to achieve well. In Year 1 and 2, where the overall pace of the lessons tends to be less brisk, and the work less demanding, pupils make satisfactory progress. The evidence in pupils' books shows that, during the year, they have not always been given work that has been appropriate to their requirements. In particular, higher attaining pupils have not always been adequately challenged.
52. Pupils clearly enjoy their work in mathematics. They settle to their written tasks with enthusiasm, they work well with other pupils when required, and they make suitable efforts to complete their tasks. They are well behaved and this enables them to concentrate well and complete their work. Many pupils take care with the appearance of their books, and indeed some take a pride in their work. However, as at the time of the previous inspection, others are less careful, with the result that some of their work is untidy. Whilst some teachers provide detailed comments of encouragement and advice in their marking, others provide little more than ticks. Opportunities are then missed to help pupils improve their work further.
53. The coordinator supports her colleagues well when required, and her leadership is good. She regularly monitors the work being produced, and a close eye has been kept on the standards being achieved and the overall provision being made. She is a good practitioner, and her advice has contributed towards the higher standards now being

achieved at Year 6. Recent weaknesses in this area have been addressed well. However, she has few opportunities to observe lessons in other classes, to see for herself the work being produced, and she has identified this as a way to further improve her role.

Mathematics across the curriculum

54. The basic skills of numeracy are appropriately taught in mathematics lessons. These skills are also suitably developed in subjects such as design and technology and science. Appropriate use is also made of ICT to enhance work in mathematics, such as in data-handling in particular.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6 and above average by Year 2.
- The quality of teaching and learning is good. The pupils are given good practical experiences.

Commentary

55. By Year 6, a high proportion of pupils are working at levels above those normally expected. At Year 2 almost all pupils, including those with SEN, are working at expected levels and about 40 per cent exceed these levels. All pupils achieve well and there has been satisfactory improvement since the last inspection. A strength in the pupils' achievement is the extent to which good practical work allows the pupils to develop good skills. For example, by Year 2, the pupils have a good understanding of how to conduct a fair test when investigating materials and understand that some changes are reversible. By Year 6, pupils organise and conduct their own experiments in response to a realistic situation. They ensure they conduct experiments safely and consider carefully the criteria to make tests fair. The teachers promote good understanding by probing and challenging questions that are open ended so that pupils have to think fully about their responses. The pupils' scientific knowledge is very good by Year 6. They have a thorough knowledge of life and living processes and particularly of human development and features of plant growth. They also have a good understanding of physical properties such as magnetism and electricity. The recording of the outcome of experiments is generally good. There is good use of data handling, including frequency graphs and satisfactory use of ICT is made in this area. Sometimes the pupils' efforts are let down by a lack of care in the presentation of their results, for example in the drawing of graphs and diagrams.
56. The teaching and learning are good. Teachers are confident in their subject knowledge and this leads to well planned lessons. There is a consistent element of practical, investigative work in most lessons throughout the school. Teachers model procedures for conducting experiments and gradually build up pupils' ability. They make sound use of ICT for recording and for measuring temperature. The pupils conduct research through the Internet. The teaching of pupils with SEN is good. The pupils are encouraged well to

make hypotheses and draw conclusions. This contributes well to their learning skills and very good attitudes.

57. The subject is led well and there are good resources. There are several opportunities taken to enhance provision, such as science days and visits to the National Space Centre and Magna. There are good links with provision for personal, social and health education and this makes a good contribution to very good personal development and preparedness for their future.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are broadly as expected by Year 2 and Year 6. Pupils' achievement is satisfactory. Standards are similar to those reported at the time of the last inspection.
- Good use is made of ICT in a number of other subjects.
- Teachers are showing increased confidence in teaching the subject.
- Pupils show very good attitudes to the subject.
- The role played by the coordinator is good.

Commentary

58. Pupils show satisfactory skills in all aspects of ICT. They are able to produce appropriate text on a variety of topics, with, for example, younger pupils in Years 1 and 2 writing about themselves, and older pupils writing stories, poems and letters, introducing variation in both the size and font of their work. Suitable art work is confidently produced, such as that of animals produced by pupils in Year 1 and Joseph's multi-coloured coat in Year 2, and the wide range of pictures produced by pupils in Years 3 to 6 to illustrate their work in different subjects, for example history. Relevant modelling activities are undertaken, and whilst younger pupils follow instructions in adventure games, older pupils produce spreadsheets relating to finding the cost of different activities, such as shopping for a party. Pupils generally have a secure understanding of control technology, with pupils in Years 1 and 2 readily using a floor turtle, and older pupils giving instructions to control a sequence of lights. Pupils in Years 5 and 6 further develop a range of skills in producing multi-media presentations, for example on their ideas about school, and about aspects of life in the 1960s.
59. The overall quality of teaching and learning is satisfactory. Teachers have sound subject knowledge, and they are now able to provide an increasing array of resources in the small ICT suite, as well as in the classrooms. No specific ICT lessons were observed, but teachers make regular use of computers in lessons, and they give clear advice and guidance to pupils about how to carry out their tasks. Teachers' confidence in using computers has improved since the previous inspection. Good use is also made of teaching assistants to support and help pupils. Assessment is currently being developed and has improved since the last inspection, and this is intended to enable staff to provide work that is suited to pupils' varying needs.
60. Pupils' attitudes to the subject are very good. They listen carefully to their teachers, and they are keen to provide answers to the questions asked. They show good concentration

when working with computers, and they work well with their partners, readily taking turns and helping each other. They enjoy the work, behave very well, and, once they know what they need to do, they are most keen to accomplish the task set them. They handle all forms of equipment with great care.

61. The coordinator is currently the headteacher, who has temporary responsibility for the subject, with a new teacher due to take over in the new school year. He provides good leadership and has contributed well in helping other staff members to improve their ICT skills. He has provided advice and support to his colleagues in lessons, has helped to improve accommodation and resources, and, together with the teaching assistant, has also assembled examples of pupils' work to illustrate the standards being achieved.

Information and communication technology across the curriculum

62. Teachers are becoming increasingly confident in their use of ICT in the classroom, and they make good use of it in their teaching of a number of subjects. For example, pupils create dynamic Powerpoint presentations in geography and history.

HUMANITIES

63. Only one lesson was observed in each of history and geography so no overall judgement on provision can be made. Evidence was also gathered from a scrutiny of pupils' work and discussions with staff and pupils.

Geography

64. In the lesson seen, in Year 6, the pupils studied, and spoke about, aspects of life in Japan. They confidently compared such things as food, climate, industry and leisure activities with those found in Blyth. The teaching was good, the pupils were very well behaved and the standard of the work produced was higher than that expected. A study of teachers' planning and samples of pupils' work completed so far show that a most appropriate coverage is now made for the subject during the year. For example, this year, pupils in Year 1 have studied different types of houses in the area, and have drawn maps of their journey to school, and those in Year 2 have studied different holiday places through following the journeys of 'Barnaby Bear'. They have also made a careful study of various geographical features of Blyth. Pupils in Years 3 and 4 have examined a range of different settlements around the world, and they have shown particular concern for the environment, especially the problems caused by various forms of pollution. In Years 5 and 6, pupils name important rivers, and their features, such as source and mouth, and they know suitable information about mountains and mountain ranges. Standards seen by Year 6 are above average and higher than they were at the last inspection.

History

65. In this lesson, in Year 5, on aspects of life in Britain in the 1960s, the teaching was good, with good use being made of photographs and other artefacts. Pupils' attitudes were very good, and standards were higher than expected. Discussions with pupils in other classes on other aspects of history also showed a knowledge and understanding of the subject higher than that expected. This is an improvement since the last inspection. For example, pupils in Year 1 were very happy to talk about 'old' and 'new'

items, and they readily sequence items such as toys. Pupils in Year 2 could talk in detail about aspects of life in Victorian times, especially in relation to school life. Pupils in Years 3 and 4 could discuss the life-styles of the Anglo-Saxons and Vikings, and they could explain the importance of archaeologists in finding suitable information. Pupils in Years 5 and 6 have a secure understanding of the Ancient Greeks, and their knowledge of life in the 1960s is enhanced well through various research activities that have been tackled. Pupils have produced detailed and interesting multi-media presentations to illustrate some of their work. The work seen clearly indicates above average standards by Year 6.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Only one lesson was seen in each of **art and design, design and technology, music and physical education**. It is therefore not possible to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work, spoke to pupils about what they had learnt and looked at pupils' work for the last year. Evidence was also gathered for music from singing in assemblies and brass teaching by visiting staff.

Art and design

67. It is evident from teachers' planning for art and design, portfolios of work and current display work round school that work planned is varied and interesting. The work seen is of a higher than nationally expected standards by Year 6. The enthusiasm of the subject co-ordinator and the comprehensive scheme of work she has devised is reflected in the planned work. This is a similar picture to that at the time of the last inspection. Displays showed pupils had been given the opportunity to explore art media from other cultures such as Aboriginal, Japanese, Arabic, and Indian art. Pupils' talents and successes in art are celebrated in an art gallery in a corridor. The gallery contains the current best example from each year group. Parents are invited to be involved in art and design activities on a regular basis.

Design and technology

68. Discussions with pupils showed that they are gaining experience of a range of materials and techniques and developing expected subject skills through designing and making a variety of products. Younger children explained how they had made a variety of vehicles, how they would work and the ways they had chosen to decorate them. Older pupils had designed and made homes and musical instruments. They had evaluated and then refined their work. Pupils were observed discussing their evaluations and co-operating with each other. The new subject co-ordinator has held pupil discussions to inform her plans to develop the subject. This is a similar picture to that at the time of the last inspection.

Music

69. Standards of singing observed in assembly are good. In particular, pupils sing tunefully in small groups or individually and with good, clear diction. The pupils are very aware of the dynamics of the songs and are quick to learn new words. In the lesson seen in Year 3/4, standards were above those normally expected for pupils of this age in

composition and performance. They create and follow their own notation well. They respond accurately to the conducting skills of other pupils and demonstrate a good understanding of how to handle their instruments. The pupils work well in groups to develop their own compositions based on the Vikings. They follow a rhythm accurately and understand the importance of rests. They are developing a sound understanding of standard notation. The subject is led well and because the teacher regularly takes whole school singing sessions she has a sound knowledge of pupils' standards in singing. However, she does not have the opportunity to visit lessons to support teachers further. There is a suitable scheme of work in place to support the non-music specialists and provide stimulus for teachers with musical skills. The school provides good opportunities to enrich pupils' lives through music. Several pupils have instruction in brass and other instruments. They have good opportunities to perform in school and within the local community. The school regularly includes presentations of music and song in festival services at Church.

Physical education

70. In the lesson seen, pupils showed good control and coordination in carrying out various games activities. In particular, they showed better than expected accuracy and skill in throwing and catching, as well as in hitting a ball with a rounders bat. The quality of teaching was good, and the pupils' behaviour was very good. The teacher took care to coach the art of good throwing and catching, and her demonstrations clearly benefited pupils' learning. Pupils in Years 3 to 6 attend swimming lessons during the year, and by the end of the year the vast majority of Year 6 pupils can swim 25 metres, with many swimming significantly further. Planning for the subject shows that all areas of work are tackled during the year. Provision is enriched by a good range of extra-curricular activities, and the school also has a number of sports teams.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. The development of pupils' personal and social development is a major focus and the provision underpins much of what goes on in the school. Sex and relationships education and drugs education and links with the local police are firmly established and the school promotes healthy living. There are good links with the science curriculum. The school creates many opportunities during the day for pupils to take responsibilities. Through the school council, pupils are able to take initiatives such as organising and running clubs.

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	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
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	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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