

INSPECTION REPORT

WESTLEA PRIMARY SCHOOL

Seaham

LEA area: County Durham

Unique reference number: 113998

Headteacher: Mr K B Duke

Lead inspector: Mrs J Morley

Dates of inspection: 7th - 10th June 2004

Inspection number: 258378

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	247
School address:	Winslow Crescent Westlea Estate Seaham County Durham
Postcode:	SR7 8JU
Telephone number:	(01915) 813 658
Fax number:	(01915) 813 283
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Temple
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

- There are 221 pupils in Reception to Year 6 and 52 attending part time in the Nursery.
- Social and economic data indicate that the school is in an area of deprivation.
- Attainment on entry to the school is very variable but, over time, it meets expectations.
- Almost all pupils are white British, and two pupils have an Asian background.
- There are no refugees, asylum seekers, travellers, pupils in local authority care or pupils whose first language is not English.
- An above average proportion of pupils has special educational needs. Of the 57 pupils currently on the special needs register, 15 have more specific needs, including four with statements. Of the 15, some have moderate or severe difficulties in learning, while others have social, emotional and behavioural problems; speech and communication problems; physical disability and autism.
- Pupil mobility is low.
- The school is in an Educational Action Zone (EAZ).
- The school holds the Activemark Gold Award (2003) and in 2002 it received a School Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2547 0	J Morley	Lead inspector	English Art and design Personal, social and health education and citizenship Design and technology Special Educational Needs
1974 1	T Smith	Lay inspector	
2562 3	T Cox	Team inspector	Mathematics Geography History Physical education
2003 8	G Watson	Team inspector	Science Information and communication technology Music Religious education The Foundation Stage

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good features. The headteacher provides strong, purposeful leadership and key staff support him well. Teaching is consistently good and, as a result, all pupils make at least good progress. The school successfully helps pupils to develop into courteous, well-behaved and personable young people. It has a number of other strengths, key amongst which is the enthusiastic way it involves itself in local and national initiatives for the benefit of pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher leads the school with clarity of vision, commitment and energy.
- Good teaching leads to all pupils making good progress, and the work of support staff often helps pupils with special educational needs to make progress that is very good.
- Reception children have no access to an 'outdoor curriculum' and the balance in their activities is not always appropriate.
- Very good provision for pupils' personal development leads to them being hard working, responsible and able to use their initiative.
- Assessment information is used very well to raise attainment.
- Information and communication technology (ICT) is intelligently used to enhance teaching and learning.
- The many and varied opportunities during and after the school day combine to produce an innovative and exciting curriculum.

The school has dealt comprehensively with all but one of the issues raised in the last inspection report (1998): work is still needed to provide continuity (from Nursery) in the curriculum for Reception children. The proportion of teaching that is good or better has risen by close to 30 per cent and unsatisfactory teaching has been eliminated. Standards in ICT and in science have improved, and all other standards have been maintained at 1998 levels, despite a significant increase in the proportion of pupils with special educational needs. In addition, provision for these pupils has improved. Pupils' behaviour is better now than in 1998, as are their attitudes to work. There has been no decline in any aspect of the school's provision. Overall, improvement has been good.

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	D	B	A
mathematics	A	C	A	A
science	A	D	B	A

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

Overall, achievement is good. Attainment on entry to the school varies significantly from year to year – from above expectations to well below. The overall judgement of average has, therefore, to be interpreted with caution. Attainment on entry for the present Year 2 cohort was well below expectations. Hence, their current attainment in English and mathematics – although

below that expected nationally – still reflects good progress. The table above shows the standards attained by last year's Year 6 pupils. Standards attained by the present Year 6 are above expectations in mathematics and science, and in line with expectations in English. Given that 30 per cent of pupils in this year group have special educational needs, these standards are commendable. Standards in ICT are above expectations by Year 6, and in the other subjects where a judgement is possible – art and design, physical education and religious education – they are in line.

Pupils behave very well and approach their work and responsibilities with considerable maturity. Attendance and punctuality are good. Provision for pupils' personal development, including the **spiritual, moral, social and cultural** elements, is **very good**.

QUALITY OF EDUCATION

The quality of education is good, as is the overall quality of teaching and learning. Pupils enjoy relaxed yet respectful relationships with all adults, and there is a very good work ethic in classrooms. All pupils, but particularly the less able (and including those with special educational needs), benefit from the high quality work of support staff. Overall, all pupils make at least good progress and, for the less able, it is often very good. The school's assessment systems are impressive. It makes very good use of assessment data to raise standards, and this includes giving pupils a valuable understanding of how well they are doing.

The curriculum is broad and rich and the school is inclusive because it actively looks for opportunities to develop the skills and talents of all its pupils. It has been particularly successful in out-of-school activities relating to ICT, music, sport and art. The curriculum for Nursery children is very good. However, there is a need to improve some elements of provision for Reception children.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good and he is well supported by other key staff, and by the governing body. Overall therefore, **leadership and management are good**. The headteacher has a clear and accurate view of how well the school is doing, and ensures that this is shared with governors, teachers and support staff. He tirelessly pursues avenues to further improve provision, particularly by involving the school in exciting initiatives and by attracting funding to improve its resources. Governors have an accurate view of the school's strengths and weaknesses and they fulfil all of their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school and their views are fully justified. Pupils like school and enjoy very good relationships with their teachers and with other adults.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Ensure that provision for Reception children is appropriately balanced and includes access to a suitably resourced outdoor area.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain standards in mathematics and science that are above those expected nationally, and English standards that meet expectations. The trends in test results in Year 2 and Year 6 are above those nationally. Pupils **achieve consistently well**.

Main strengths and weaknesses

- Achievement is very good in the Nursery.
- Standards in ICT have improved significantly since the last inspection.
- Some artwork is of outstanding quality.
- Pupils with special educational needs often achieve very well because of the high quality work of support staff.

Commentary

1. The school uses a well-established baseline assessment to provide it with reliable evidence on children's attainment on entry to the school. Results of this assessment show that the skills and aptitudes of children when they join the school vary considerably. For example, the attainment of the current Year 2 pupils was well below expectations when they joined, although those now in Reception joined with above expected attainment. Hence, while a judgement of 'broadly in line with expectations' is a fair judgement over time, it is important to recognise the significant variation that this conceals.
2. Children achieve well overall through the Nursery and Reception classes, but very well in the Nursery. The lack of access to an outdoor curriculum for Reception children limits their achievement because it unbalances provision and results in too much time being spent on activities that have the formality of those more readily associated with Years 1 and 2.
3. As is evident from the table below, test results from 2003 show Year 2 pupils attaining standards in reading and writing that meet those expected nationally, and standards in mathematics that are well above. Teachers' assessment in science also shows standards that were well above the national average. The standards achieved by the pupils currently in Year 2 are less good: below those expected nationally in all of these areas. However, given that data show clearly that attainment on entry for these pupils was well below that expected, their current attainment clearly reflects good progress.

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

Standards in:	School results	National results
reading	16.1 (14.9)	15.7 (15.8)
writing	14.9 (13.4)	14.6 (14.4)
mathematics	18.2 (17.4)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

4. The 2003 test results for Year 6 show attainment to be above average in English and science and well above average in mathematics. Inspectors find that the current Year 6 pupils are attaining at an above-expected level in mathematics and science but at a broadly average level in English. These, too, represent good achievement, particularly as ten of the 34 pupils in the class are on the school's register of special educational needs.

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

Standards in:	School results	National results
English	28.2 (26.2)	26.8 (27.0)
mathematics	28.5 (27.3)	26.8 (26.7)
science	29.7 (28.1)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

5. Standards in ICT have improved significantly since the last inspection, when they were unsatisfactory. They now meet expectations at the end of Year 2 and exceed them at the end of Year 6. These are considerable achievements as both of these cohorts are relatively weak. The standards achieved in art and design, in physical education and in religious education meet expectations at the end of both key stages. No secure judgements were possible in design and technology, geography, history or music.
6. It is of particular note that the watercolour artwork on display in the entrance hall and in the art room is of stunning quality. This is the work of the Years 5 and 6 pupils who attend the art club, led by the school secretary. To date, she has had no opportunity to share her considerable knowledge of techniques with the teaching staff, although doing so could raise the quality of artwork produced by all pupils, not just those who attend art club.
7. In broad terms, however, throughout the school pupils achieve well across the full curriculum and build on the attainment with which they enter. There is no difference in the standards achieved by boys and girls. It is often the case that the achievement of pupils with special educational needs is very good. This is because, in addition to being taught well by their class teacher, they also benefit from the high quality work of support staff.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are **very good**: better than at the time of the last inspection. Attendance is **good**. Pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- The school fosters good attitudes and caring relationships.
- Pupils enjoy school and willingly take on responsibility.
- There is very little bullying in the school and exclusions are extremely rare.
- Relationships are very good.

Commentary

8. The school places strong emphasis on raising pupils' aspirations and self-esteem, and does this successfully. Pupils enjoy school, are well motivated and take a mature

approach to their work, pursuing each new task with purpose and determination. They listen carefully in class and respond sensibly. Activities organised outside the normal run of lessons, such as music and sport, are well supported. Opportunities offered for pupils to take on responsibilities are readily accepted, and the duties associated with them carried out enthusiastically. The school council is a good example of this. It operates effectively and plays an important role in school life. Its recent initiatives, for example, include the introduction of water coolers in classrooms and a reorganisation of the buddy system.

9. The school has high expectations of pupils' behaviour, and measures to achieve this are implemented well by all staff. As a result, pupils' general conduct is very good, both in and out of class. Pupils show respect for school property: they treat its fabric and fittings with care, and there is no litter or graffiti around the site. There have been no exclusions in recent years. Although bullying is not a problem, whenever it occurs parents say it is handled well.
10. Pupils' spiritual awareness is very good and is well promoted through regular and meaningful opportunities for reflection in lessons and assemblies. Pupils' moral development is very good. Teachers are good role models and work hard to foster caring and considerate attitudes. As a result, pupils clearly know right from wrong, and show due respect for each other's feelings, values and beliefs, and for their school environment. Pupils' social development is very good. They are polite, work well together in class, and have very good relationships with each other and the staff. Organised support for charity also raises their awareness of those less fortunate than themselves. Pupils' cultural development is also very good. Links with the community are used effectively when they study local heritage, and awareness of different cultures is very well promoted, particularly through religious education, and through music, art and poetry.
11. Attendance, currently, is broadly average although it is usually above the national norm. Unauthorised absence is very low. Registers are marked properly and suitable arrangements are in place to follow up any unexplained absence although first-day contact has recently been abandoned. Lateness is not a problem. Almost all pupils arrive on time and lessons start promptly.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**.

Teaching and learning

The quality of teaching and learning is **good**, and sometimes **very good**. Assessment is **very good** and is used equally well to raise standards.

Main strengths and weaknesses

- Teaching quality has improved significantly since the last inspection.
- The work of support staff is very good and their expertise is used well.
- There is an occasional lack of challenge for the most able.
- Assessment is used very well to help pupils learn and attain higher standards.

Commentary

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	8 (21%)	23 (59%)	6 (15%)	0 (0%)	0 (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.

- As is clear from the table above, the majority of lessons are of good or better quality. There has been a 30 per cent improvement of good or better teaching since the last inspection, and, in addition, there is now no teaching that is less than satisfactory.
- In the large majority of lessons there are no significant weaknesses, but a number of important strengths. For example, all teachers establish warm and caring relationships with the pupils in their class and they are good at motivating them. They work at a good pace and generally devise tasks that will interest and challenge. They make intelligent use of the interactive whiteboards (now installed in each classroom) to engage pupils and to quickly explain things that would take much longer on a conventional black or whiteboard. This, for example, was used to very good effect in a Year 4 mathematics lesson on Venn diagrams. Some sessions in the Nursery are of excellent quality because several areas of learning are very skilfully interwoven. Teaching of this quality enables pupils of all abilities to make good progress.
- It is often the contribution of support staff that enhances good teaching and makes it very good. The teaching assistants are skilled practitioners and class teachers use their skills well. Whilst they work with pupils of all abilities, most of their time is spent with pupils of below average capability, including those with special educational needs. As a result, it is these pupils who, in relation to their ability to do so, make the best progress.
- Few lessons have significant weaknesses. However, those that do, fail to challenge fully the few most able pupils. For example, on some occasions the same work is set for the top two groups in the class when the few most able could do more. On others, although a task is wholly appropriate, the teacher fails to make clear how much work pupils should complete in the time. This is not a frequent occurrence and the school is already aware that there is more it could do to support the few most able in each class. The co-ordinator for the able and gifted pupils has a clear and logical development plan and has begun to implement it.
- The school has a very good assessment system. It uses reading, writing and mathematics data to track the progress of individuals and classes and to set challenging targets. In all other subjects, teachers complete an assessment at the end of each unit of work. The school acts on what it finds out, recognising that assessments are of no benefit unless use is made of what they show. The way the school has involved pupils in their own learning and given them an understanding of how well they are doing is impressive. Teachers frequently draw pupils' attention to their targets and this has a positive impact on learning. This was, for example, an outstanding feature of a Year 5 English lesson.

The curriculum

The curriculum, accommodation and resources are **good** overall.

Main strengths and weaknesses

- The curriculum is good overall because the school has recently carried out a review of what is taught and a great deal of thought has been given to managing the mixed-age classes.
- The curriculum in the Foundation Stage is satisfactory overall but there are imbalances, which the school needs to address.
- The school takes full advantage of the many opportunities offered by the EAZ in providing a broad and innovative curriculum.
- Provision for personal, social and health education and citizenship (PSHCE) is very good.
- Provision for pupils with special educational needs is very good.
- The range, quality and take-up of activities on offer outside lessons are very good.

Commentary

17. In order to ensure that there is a good balance of skills and content in what is taught, the school has carried out a review of the way the subjects of the National Curriculum are covered. Good arrangements have been put in place to deal with the problem of mixed-age classes for the younger pupils: the curriculum is based on a two-year cycle to ensure that all pupils cover the same work. Visiting theatre companies, poets, playwrights, artists and musicians enhance the curriculum, and pupils visit places of local interest. There are some unsatisfactory elements in the Reception curriculum. This is because there is no significant access to an outside area and because some elements of provision are too formal too soon.
18. Through the initiative of the headteacher, the school makes very good use of the opportunities offered by the EAZ to enrich the curriculum. Funds from the EAZ were used in effectively setting up a computer suite and to provide training in the use of interactive whiteboards for all staff. Staff, including support staff, have attended thinking skills training. The support of the EAZ helped greatly in the award of the Activemark Gold award and pupils have been able to work with pupils from other schools in drama productions. Plans are in hand to undertake work to celebrate the mining heritage of the area. The school is involved in other initiatives, for example 'Creative Partnerships'. Through this, pupils in Year 4 worked with a visiting theatre company and produced a play which they performed for their parents, and pupils throughout the school have had experience of playing African drums.
19. Provision for PSHCE is very good. There is a school council, which meets regularly and the school places great importance on its work. A suggestion from the council that the curriculum was too narrow was taken into account when it was reviewed. Another suggestion led to a school 'buddy' system being put in place, and yet another to the purchase of water machines. All classes have 'circle time', when pupils discuss matters that concern them. Teachers have received training on how to make best use of this time and are starting to encourage pupils to discuss matters of interest to the wider community in Seaham. In Year 6, pupils are learning to contribute to debates during this session.

Older pupils are encouraged to spend time in with younger pupils: some Year 6 pupils voluntarily come to school early to help the Nursery staff prepare for the day and others give up their playtimes to help in the Reception classes. Residential trips with pupils from other primary schools and visits to the local secondary school help smooth the transition to secondary education. Pupils are well prepared to take responsibility. For example, one Year 6 pupil is running a games club involving adults as well as children. Pupils learn about the needs of others in lessons and through visitors: one moving example was provided when Dogs for the Disabled gave pupils a demonstration of their skills. Pupils learn about the wider world through visitors such as the dentist and the police.

20. Provision for pupils with special educational needs is very good. Teachers plan suitable activities and provide support staff with detailed guidance on how to work with their designated groups. The skill and expertise of the support staff is remarkable and they play a particularly influential role in the progress these pupils make. They work equally well in whole-class sessions, in classroom group work or in sessions outside the classroom.
21. Pupils are offered many opportunities to extend their learning and develop wider interests in out-of-school activities. There is a very good range of clubs run by teachers and support staff and the school makes best use of the talents they offer. Pupils are able to develop their computer skills, learn chess and play other board games. Records are taught to beginners and to more experienced players. Physical activities include line dancing, football and netball. The needs of gifted and talented pupils are catered for in the science club, and in opportunities to work towards Digital Expert awards. Year 2 pupils take part in an art club; in Year 6, pupils benefit greatly from the skilled tuition of the school secretary in learning how to paint using watercolours. Combined with careful arrangements for pupils of all abilities on a lesson-to-lesson basis, this represents good inclusion.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is **good**. The school has **very good** arrangements for involving them in the work of the school. Support and guidance is **very good**.

Main strengths and weaknesses

- Pupils are looked after very well.
- Welfare arrangements are good.
- Arrangements for seeking pupils' views and acting on them are very good.
- Induction arrangements are good.
- Pupils' personal development is well monitored and supported.

Commentary

22. The school takes good care of all of its pupils, regardless of ability or background, and puts a lot of effort into ensuring their general welfare. Child protection arrangements are secure and operate effectively. Suitable health and safety measures are in place and all necessary risk assessments are carried out as a matter of routine. Pupils are supervised carefully and the day-to-day working practices adopted by staff are good. Arrangements

for preventing pupils viewing unsuitable websites on the Internet are also in place and used properly.

23. The quality of support and guidance offered to pupils is very effective. Teachers know their pupils well and have very good relationships with them. As a result, pupils find it easy to approach staff and are confident to discuss any problems or concerns with them. Arrangements for the induction of new pupils are good: they work well and now include an opportunity for parents to take part in 'Start Right', a scheme to help develop parenting skills. Systems for checking pupils' academic progress and achievements and their personal development are very good. Praise and rewards are used very well to encourage effort, and achievements are recognised and celebrated in assemblies, to which parents are invited. Pupils' views and opinions about the way the school operates are taken very seriously and sought regularly through the school council.

Partnership with parents, other schools and the community

The school has **good** links with parents. Links with other schools and colleges are **very good**. Links with the community are **very good**.

Main strengths and weaknesses

- The quality of information provided for parents is particularly good.
- Links with the community are used effectively to broaden pupils' learning.
- There is very good involvement with other schools through the local EAZ.

Commentary

24. Parents receive very good information about their children's progress and other aspects of school life. Pupils' annual reports, for example, are thorough, give a clear picture of their achievements and also identify areas where they could do better. The prospectus and governors' annual report are also well written and fully meet requirements. Homework is provided regularly and parents are happy with what is set. A good number of parents regularly help out in class, or with outings, whilst many others support events such as plays and concerts, open evenings and class assemblies, especially if their children are involved. The school seeks parents' views about the way it operates when it feels there is a need to do so. It acts upon the findings. For example, as a result of a recent survey, Nursery doors are now opened earlier, particularly in wet weather.
25. Links with the local and wider community are very good and have a beneficial impact on learning. Educational visits and visitors to the school widen and enrich the curriculum as well as providing good first-hand experiences for pupils. Through the 'Creative Partnerships' programme, for example, pupils have had very good opportunities to work with various artists, authors and musicians. There are, however, no active business links although the school is increasing community use of the premises. The school is also outward looking and is now in the process of developing links with a school in Germany
26. There are very good links with other schools, particularly through the local EAZ initiative, both in sport and shared learning. A good example of this is when the school joined with all other schools in Seaham and surrounding areas in an inter-school gymnastics display. Transfer arrangements to secondary school operate smoothly.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The governance of the school is **good**. The leadership and management of the headteacher are **very good**.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher has a clear vision for the school's future development and values the team with whom he works.
- He is extremely active in locating extra funding for the school and has a passion for finding projects in which the pupils can take part in order to broaden their experiences.
- Planning for school development is very good.
- The governors are well informed of the strengths and areas for development in school.

COMMENTARY

27. There is a very clear sense of team involvement in school. This exists beyond the immediate senior management team to include all staff and governors. It is supported by the headteacher's value of the contributions of individual teachers and support staff alike. He is determined that the school will develop as the 'hub of the community'. Due to his insight in finding the means to extend the school's provision, he is well placed to achieve this goal.
28. Very good use of outside agencies supports teachers in giving breadth to the planned curriculum and to pupils' experiences. This further promotes the determination of the senior management to develop creativity and enrichment in what the school provides. One outcome of this forward thinking has been to engage pupils in learning through field visits in science, which included aspects of literacy and spirituality. Key subject co-ordinators and the special educational needs co-ordinator have good expertise and lead well.
29. The school development plan is a highly structured document with appropriate, key priorities. Each curriculum priority is derived from the strategic plans that subject co-ordinators prepare for their subject's future development. This serves to increase the effectiveness of strategies for overall school improvement. Recently, there has been high spending on ICT, extending classroom and computer suite facilities. All teaching and support staff undertook a skills audit which was repeated two years later to show progress and to identify where extra training was needed. As a result of this and the installation of additional technology, training was provided in its use. This ensured that staff were well placed to capitalise on this high-spend decision to enhance teaching and learning.
30. The governing body fulfils its role effectively. Governors are well trained in their roles and the chair of the governors is alert to the benefits of maintaining their effectiveness through future training opportunities. They are kept well informed by the headteacher and subject co-ordinators through presentations made to them. Additionally, each governor has a subject link that helps them to monitor developments. They are certainly well enough informed about issues to challenge the headteacher in a meaningful, appropriate way. One of the governors is the school administrator, who has been in post for many years. She is able to support the headteacher and chair of governors very effectively, providing up-to-date financial data on request. Management of all other aspects of financial

controls, including ordering of supplies, is very effective, and frees the teachers of any administrative burden.

31. There appears to be a large amount of money carried forward, indicated in the financial summary that follows. However, this is earmarked to fund the continuance of high quality support along with other laudable developments.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	643,081
Total expenditure	605,584
Expenditure per pupil	2,477

Balances (£)	
Balance from previous year	52,040
Balance carried forward to the next	89,537

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The breadth of opportunities for Reception children's development in all but physical development and creative development are good.
- Opportunities for children in the Nursery are good in all aspects of their learning.
- The quality of teaching is good and occasionally very good and excellent.
- Support staff are very effective, especially in their work with children with special educational needs.
- There are unsatisfactory arrangements for Reception children to benefit from work and play outside.

COMMENTARY

32. Most children join the Reception classes after attending the school's own Nursery. Over time, their attainment on entry into school fluctuates. The great majority of those presently in the Reception classes will attain the Early Learning Goals by the end of the year; some will exceed them. Even at this early stage of learning, the majority on Nursery children have already met many of the earlier requirements of the Early Learning Goals. Due to the lack of outdoor opportunities for children in the Reception classes, progress in their physical and, to a lesser extent, their creative development is slower than that in the other areas of their learning. This is not a satisfactory improvement since the last inspection, when inspectors indicated a need to establish stronger links between the Nursery and Reception classes. Without doubt, the school has several, major difficulties related to the provision of outdoor facilities for Reception children. The headteacher and key staff are very aware of this shortfall, and of its impact on children's development. The headteacher is exploring potential funding sources to develop adjacent areas in order to improve provision.
33. The grouping arrangements make planning for Reception children difficult: a class of exclusively Reception children, and another where Reception and Year 1 are mixed. Teachers do well to ensure that Reception children receive the same topics and opportunities regardless of their grouping. One outcome of this is that, whilst children nearing the end of their Reception Year quite properly record their work in literacy and numeracy, their work in other areas is inappropriately contained (and occasionally constrained) in exercise books.
34. Teaching and support are good. In the Nursery, no opportunity is missed to involve the children in learning in several areas at once. It is an inclusive approach to their development. The introduction to the session is sometimes excellent. It is well structured, and gives the children confidence and enthusiasm, leaving them with a good understanding of options available. In both Reception classes, the teachers made very good use of the interactive whiteboards when introducing lessons and when modelling writing or numeracy. The children were given access to the equipment, which boosted

their confidence and extended their skills. In all three classes, there is high quality support from very effective and dedicated support staff. Teachers provide valuable information for parents. The Nursery teacher prepares substantial packs for parents and carers. These not only describe the range of work that their children will undertake, but they explain how they can extend learning at home and in the environment. She has embarked on a scheme to train children's parents and carers. They meet regularly and, in the time between meetings, they develop resources at home or use what they have learned to help their own children / grandchildren in numeracy and literacy.

35. The leadership and management of the Nursery and Reception age groups are satisfactory. All teachers plan together and consider themselves part of a team. However, there has been insufficient monitoring of lessons and of children's work. Closer scrutiny could have avoided the inappropriate format of some of the children's work. The co-ordinator for this age range has substantial experience but is presently teaching in Year 2. This makes effective monitoring less easily achieved.
36. In the area of **personal, social and emotional development**, teaching is good and children achieve well. The children in Nursery and Reception show very good levels of confidence and make choices and decisions about their work. They work very well together as a group, and have a good understanding of the need to listen to the contributions of others, to take turns and to share resources. This is particularly impressive given the ages of the Nursery children. Independent learning skills are very well promoted, and the children know the routines of the day well. At 'fruit time', they give out fruit and milk and teachers make good use of the time available to engage them in whole-group discussions.
37. The children all achieve well in **communication, language and literacy** and the teaching is good. Children in the Nursery have plentiful opportunities to discuss their activities and work together; many share ideas and interact in role-play. The teacher effectively promotes speaking and listening during 'odd one out' sessions, when they identify the odd one and give reasons for their choice. Other children wait their turn and listen to others. Many can recognise letters and their associated sounds. Children in Reception have a good understanding of the letters of the alphabet and their sounds. The teacher effectively develops this when they play a class game making a new word by changing a vowel, consonant or a consonant blend. Individuals each hold a component of the word group to form the word. This is made more accessible to all children, including those with special educational need (SEN), through very good support, without too much intervention. Teachers assess the children's written work carefully, describing the amount of support or independence in each activity, which makes their progress very clear.
38. Children achieve well in **mathematical development** and the quality of teaching and learning is good. By the end of the Reception year, most children have a good understanding and knowledge of number. Higher attaining children recognise numerals, and count up to and beyond 20 with good levels of confidence and accuracy; some count in tens! They use 'listening stations' in small groups: listening to, and joining in with, counting songs and rhymes. They particularly enjoy these activities as a whole class. Children were accurate when they counted objects displayed by the computer and have a good understanding of counting-on in relation to addition. They recognise 'more' and 'less' in money and general number and use language related to comparison of size. They recognise and discuss basic two-dimensional shapes and create repeating

patterns. All of these mathematical topics are given a very good foundation in the Nursery, where outside activities are planned to develop them effectively.

39. The children's achievements in their **knowledge and understanding of the world** are good. Teaching is satisfactory overall, and is best in the Nursery where a much wider range of activities and outside provision enables them to learn through structured play and first-hand experience. Sometimes the activities are inappropriate for children in Reception. For instance, early in the year they studied a range of sources of light: a topic that is rooted in the science National Curriculum. Because of the accommodation and classroom constraints on larger resources, the children have too few of the kind of ongoing 'free-choice' activities that would enable them to find things out for themselves. Children in the Nursery described the growth of their tomato plants and referred to photographs to make simple comparisons. They then explained that some plants outside had bent over because they had not been given enough water. In Reception, they learn about Bible stories and key people in the stories. The teachers skilfully relate aspects of the story to their own lives. Children use ICT in their learning and it was particularly effective in a Reception class numeracy lesson when children were able to use the interactive whiteboard to support their counting and recording skills. The teacher uses this regularly to extend the more able children.
40. Children's achievements in **physical development** are satisfactory. Teaching is good, particularly in the Nursery where teachers partially make up for unsatisfactory outdoor provision for Reception children. Children's attainment and achievement are hampered by the lack of outdoor facilities where they could use large pieces of apparatus and equipment. Fine motor skills are developed well and the children learn how to use a good range of simple tools and construction equipment. They show generally good control of brushes and pencils. Many of the children can use the mouse and the 'pointing pen' in ICT accurately. In a movement lesson, Reception children demonstrated their abilities in running, changing speed and altering direction to keep within their own space. The teacher took the opportunity to help them understand the effects of exercise on their bodies.
41. In the **creative** area of learning, teaching is good overall, particularly when children are provided with a range of activities from which they can make their own choice. Nursery children explore textures and shapes, making curtains that combine their choice of objects and materials that can be threaded on a string. The result of all children's work is an engaging display of colour and form. At certain times in the routine of the Nursery, children assemble as a whole group, without adult direction and respond in movement to the changing rhythm and tempo of music. They regularly use dough for modelling, and take part in a satisfactory range of craft activities. In a Reception class music lesson, the teacher gave the children opportunities to play instruments in different ways and to discover their different characteristics. Whilst this is important understanding for children to gain, if the accommodation permitted, the activity could have been carried out with much more independence as is the case, for example, in the Nursery's outside area where they explore the sounds that can be made from suspended metal tubes, biscuit tins and pans!

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Less able pupils often achieve very well because they receive high quality in-class support.
- Pupils have a good understanding of how well they are doing and how they can improve.
- Opportunities for pupils to write exist across the full curriculum but they do not always offer enough independence.
- The subject is well led.

Commentary

42. Throughout the school, pupils achieve well in English. The fact that standards are currently below average in Year 2 and average in Year 6 needs to be viewed in context. Year 2 pupils were attaining well below expectations when they joined the school and have achieved well subsequently. One third of Year 6 pupils are on the school's register of special educational needs – a significantly above average proportion. When viewed over time, standards have improved since the last inspection.
43. Children learn how to be good listeners in the Nursery and this skill stays with them right through the school. Whilst there are some pupils who do not find it easy to be attentive, the sterling work of judiciously placed support staff guarantees that pupils listen well to what the teacher is saying.
44. Pupils have an adequate rather than an extensive vocabulary – both generally and technically. However, they are open and willing communicators and by Year 6 they have the confidence to talk on equal terms with adults. They have clear views on a range of subjects and this reflects the time dedicated by teachers to discussing a wide variety of issues.
45. Attainment in reading varies between year groups but at least reaches average levels overall. Of particular note is that the attainment of less able pupils seldom falls short of national expectations. In addition to good teaching from class teachers, this has much to do with the good quality support to less able pupils provided by support staff. Most pupils say they read to their parents once a week: this is a relatively small contribution from home.
46. The profile of attainment in writing is similar to that in reading. Because the less able pupils (including those with special educational needs) are so well supported, they often achieve very well and relatively few fall short of the standards they are expected to meet. This leads to a relatively narrow band of attainment for all pupils in the school.
47. The quality of teaching seen ranged from satisfactory to very good, but is good overall. The one weakness in the former and one particular strength in the latter exemplify the difference in quality between English lessons throughout the school. There are occasions when the few most able pupils in the class could achieve more. Teachers do not always provide sufficient challenge for this small group. However, the school is aware of this relatively infrequent weakness and the headteacher – through the work of the teacher with responsibility for able and gifted pupils – is beginning to address it. Most teachers use assessment very well. In the teaching that is very good, however, it is a key strength: the

pupils are extremely aware of what they should achieve in the lesson and able to make an accurate assessment of whether or not they have done so. This is exemplary practice in using assessment to raise attainment.

48. The co-ordinator for English, who is also special educational needs co-ordinator, leads and manages the subject well. In particular, the use of assessment is very good, both at whole-school and at individual pupil level. The deployment of support staff is well managed and their significant skills are used very well, mainly for the benefit of less able pupils.

Language and literacy across the curriculum

49. Pupils have plentiful writing opportunities across the full curriculum and opportunities, therefore, to practise the skills they have been taught in their literacy lessons. However, a detailed analysis of the nature of these opportunities shows that too small a proportion is dedicated to wholly independent writing, and just a small proportion of this is extended writing. The school acknowledges that more specific planning of pupils' writing diet could lead to better achievement and is ready to deal with this.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well because teaching is consistently good and sometimes very good.
- Work is usually matched well to pupils' abilities but, occasionally, higher achieving pupils are not given hard enough work.
- Leadership and management are good.
- Very good use is made of monitoring and assessment information.

Commentary

50. Standards in the current Year 2 are below average. They are above average in Year 6. This shows that standards have been maintained at Year 6 since the previous inspection. The fall in standards at Year 2 is because the group of pupils is weaker academically. Pupils with special educational needs achieve very well because of the very good help they receive. Targets for pupils in Year 6 reaching the expected level and above were exceeded in 2003. Despite the high proportion of pupils with special educational needs, it is likely that the targets for 2004 will also be exceeded.
51. Teaching is good overall. In a good lesson in Year 6, the teacher had high expectations of pupils. All were expected to take part and the teacher's habit of directing questions to pupils who appeared not to be attending kept them on their toes. The work provided – to work out the cost of equipment to take on a camping trip – was challenging to most pupils because they had to select the most appropriate items and add VAT to the cost. However, the few most able pupils found the work well within their capabilities and were not made to think hard enough. This arrangement is occasionally found in other classes, with the same outcome. Teachers know the subject well. In a very good lesson in Year 4, the teacher used the interactive display board very well to show pupils how to classify and interpret information using Venn diagrams. The planning was very good, with each new

item building effectively on what had gone before. Consequently, the lesson moved at a good pace and pupils learned very well. They responded very well and were keen to take part. The good level of challenge in a very good lesson in Year 2 also met with enthusiasm from pupils – a chorus of ‘Yes!’ greeted the teacher’s comment that she was going to make her questions harder. Teachers make very good use of classroom assistants to work with lower achieving pupils and those with special educational needs. This, and the work planned for them, ensures they achieve very well.

52. Teachers mark work regularly and sometimes make comments that show pupils how to improve. It is obvious from the marking that teachers often work alongside pupils during lessons and help them with difficulties. However, some marking appears to be rushed, with incorrect work marked correct and not enough attention paid to the way pupils set down their work. Pupils have a good understanding of how well they are doing and how they can improve because they have lists of targets in their books.
53. The co-ordinator is knowledgeable and is keen to raise standards. In conjunction with the headteacher, she monitors teaching, and pupils’ work is regularly checked. The results of national tests are analysed closely to see where there are weaknesses that need to be addressed. Resources are good.

MATHEMATICS ACROSS THE CURRICULUM

54. Mathematics is used well in other subjects. In geography, pupils in Years 1 and 2 carry out traffic surveys and present their results as charts. In a Year 2 lesson, pupils used Venn diagrams to sort different characteristics of writing. Pupils in Year 6 worked out the relative surface areas of the continents using squared paper.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards, by the end of Year 6, are high when compared with similar schools.
- Teaching is never less than good.
- Pupils respond very well to their science work.
- Teachers’ assessment of pupils’ work and use of the information are good.
- There is, in some age groups, too much copy-written work.

Commentary

55. The latest test results show that standards have improved since the last inspection. Currently, standards are above expectations in Year 6 and below them in Year 2. However, it must be borne in mind that the current Year 6 has a large proportion of pupils with special educational needs and the present Year 2 class was of well below average attainment on entry to school. In both these cases, their standards indicate good progress, and very good progress by those with special educational needs.

56. Teaching in a Year 3 lesson was good in the ways in which the teacher avoided too much direction. Pupils were given opportunities to make choices in their work and plan how they were to record their observations. This had a positive impact on the quality and extent of collaboration between the pupils as they worked together. They were co-operative and shared their opinions and ideas. These are good scientific principles of investigation. In a Year 6 lesson on comparing the weight of objects in and out of water, teaching was very good. The teacher reminded pupils that their literacy skills should be used for clarity and impact in report writing. Pupils showed a good understanding of their work and how it helped them improve their investigative skills, as well as their knowledge of the topic. The high quality of support from the teacher and the assistant enabled all pupils to achieve well, especially those with special educational needs.
57. Teachers regularly assess pupils' science work. Their marking frequently describes the specific skills and understanding that the piece of work demonstrates, and this makes it easy for pupils to understand their achievement. Good use of test data through analyses helps teachers to identify areas in science that need to be given more attention. In common with other subjects, the work of a group of four pupils is tracked to gain an accurate insight into the rates of progress and standards being achieved. This gives the co-ordinator and her colleagues valuable benchmarking information relating to pupils of all abilities in each year group. The subject is well led.
58. While it is sometimes important for teachers to 'model' a written record of pupils' investigational working, looking at pupils' past work shows that too much use has been made of this approach. Better teaching, however, does show an awareness of the need for pupils to develop their own recording skills: this improves their levels of scientific understanding as well as their use of literacy and mathematics skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Improvement since the previous inspection has been good.
- Teachers' use of ICT enhances their teaching.
- The award system encourages progress.

Commentary

59. Provision in this subject has greatly improved since the time of the previous report. Standards now meet expectations by Year 2 and exceed them by Year 6. The level and range of resources are very good. The building of the sports hall has enabled the siting of the networked computers, as a suite, in the original hall. All teachers, apart from the Nursery staff, have permanent access to the latest technology in the form of interactive whiteboards. They use them effectively to introduce lessons and they give pupils access to them to demonstrate their learning. Teachers' skilled use of the technology engages and motivates the pupils. They are making intelligent decisions regarding when to use ICT in their teaching because they understand that traditional methods are sometimes more appropriate.
60. There is a very effective 'Digital Experts' awards scheme for excellence in ICT: teachers assess pupils' work as they progress through the requirements of each specific award.

There is a wide range of skills and applications in which pupils can choose to work and gain their award: word processing; use of the Internet; spreadsheets and many more. Once successful, they receive a highly prized, embroidered badge that can be sewn onto their school uniform. This award scheme is used to extend the learning of the gifted and talented pupils through after-school clubs. The 'Digital Experts' in each field often help classmates and teachers alike: one, for example, found a file that the headteacher had 'lost'! As a result of this scheme and the quality of teaching, pupils often work at a level that is beyond expectations for their ages. In a very good lesson in Year 6, the teacher had high expectations and was very effective in extending pupils' knowledge of a program and their skills in controlling input and output devices. Pupils could describe how changing conditions in the input device would bring about an action from the output devices. Their work involved them in programming sequences that tested conditions and responded to change.

Information and communication technology across the curriculum

61. Whilst there was evidence of ICT in mathematics, in some classes, there is more to be done in most subjects to make pupils' use of ICT a major contributor to their learning. The school is aware of this and is working on it. The subject is well led.

HUMANITIES

62. There was insufficient evidence in **geography** and in **history** to make secure judgements about provision.
63. In **geography**, pupils in Year 6 study the continents. They identify the continents on a map and work out the surface area. Pupils learn to draw maps by looking at objects in the classroom from above. They go on to draw simple maps and include a key to explain the symbols they have used. Pupils talk about the water cycle and explain how the water that evaporates from the sea returns to the land when rain falls. However, their knowledge of technical terms concerned with the formation of rivers, such as 'erosion' and 'meander', is limited. In Year 2, pupils write their own address and draw maps showing how they get to school. They identify features of the locality such as garages and the library. Pupils compare different types of houses and say what type of house they live in. They identify the countries of the British Isles on a map and mark the position of Seaham and the capital cities. In Year 4, pupils develop good thinking skills when they study what it is that makes a settlement, and when they justify where they would place important buildings such as the fire station.
64. In **history**, pupils in Year 6 have a sound understanding of how they can find out about the past from artefacts, fossils, documents and buildings. They learn about the life of King Henry VIII, study the hardships faced by sailors in Tudor times, and learn about explorers such as Sir Francis Drake. They learn about the part played by Sir Walter Raleigh in establishing the settlement at Roanoke in the new colonies in America. In Year 2, pupils complete a time line showing when George Stephenson was alive and write about his locomotive, 'The Rocket'. Pupils in Year 4 learn about the history of Seaham. They study how people spent their spare time fifty years ago. They show a good understanding of why iron was important to the Celts for making weapons and tools.
65. The leadership and management of both history and geography are good. The subject leaders make regular assessments of how well pupils are doing and have built up

collections of work showing the levels that should be reached by each age group. However, they do not at present check teaching and learning during lessons. Consequently, they are not aware that teachers in some classes miss opportunities to develop pupils' writing skills because they give them too many question and answer exercises.

Religious education

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils learn to be reflective.
- Teaching is good and there are strong links with pupils' moral and cultural development.

Commentary

66. The school is using the locally agreed syllabus as the basis of its work in religious education. As at the last inspection, requirements are being met and pupils' attainment meets the expectations of this syllabus. There is a significant quantity of recorded work in all year groups, and some use of ICT: Year 6 pupils, for example, made use of the Internet in their lessons when they posed questions related to the Bible and then sought answers to them.
67. Scrutiny of pupils' books and discussions show sensitive and reflective ideas: for example, the prayers composed by Year 3 and thoughtful questions to ask Saint Cuthbert from pupils in Year 4. Year 6 pupils are particularly reflective: '...material possessions won't bring happiness ...' and ' I'm not a one God man altho' I do believe there is somewhere you go when you die...'. They talk knowledgeably about the Easter story as told in the different gospels and understand the message in a range of parables. Visitors have enriched their learning and knowledge. In particular, they recall the storyteller who came in to retell Jesus' parables. They understand that one of the problems associated with modern day conflicts is that people have different views and a different understanding of the same problem. It was clear, through talking with them, that they fully accept the right of people to hold different views, and see the need to find solutions through talk and tolerance.
68. The quality of teaching was good overall in the four lessons seen. Teachers motivated and engaged pupils. Year 2 pupils learned something of the life of Saint Cuthbert and had opportunities to reflect on what it would have been like to be a shepherd and a hermit. Having learned about symbols of belonging in Sikhism, Year 3 pupils thoughtfully set about designing a symbol to represent themselves. A good lesson in Year 5 began with a discussion of 'dhama' and then gave pupils the opportunity to design a meal suitable for a Hindu friend. They had the opportunity to taste a range of Indian foods and the lesson contributed very well to their cultural development.
69. A newly appointed co-ordinator, who already has a realistic understanding of pupils' achievements, leads the subject adequately.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Too few lessons were seen in **art and design**, **design and technology** and **music** to support a firm judgement on provision.
71. The **art and design** work on display both in and outside classrooms was sometimes of a good standard but, overall, met expectations. The quality of work in pupils' sketchbooks was also variable. There was clear evidence in Year 3, for example, of experimentation with a range of techniques, whereas most of the work in Year 4 consisted of pencil sketches. Photographic evidence in an art portfolio showed a good range of two-dimensional art and there was evidence of three-dimensional work in paper sculpture from Year 6 and from Year 1 pupils, who were starting a sculpture project using materials from the environment. Year 5 pupils had produced good quality work based on a study of Picasso's paintings. Some gave thoughtful reasons for their choices: 'I like the way he got rid of all the fiddly details, and used straight lines and cubes in the background.'
72. The watercolour work produced by Year 5 and Year 6 pupils in the art club is of exceptional quality. It is a shame that these skills are not evident in work of pupils who do not attend this extra-curricular activity.
73. The subject co-ordinator has good subject knowledge, is realistically aware of standards in the school and knows that some staff need support in order to enable them to teach more effectively.
74. Evidence in **design and technology** books shows that the quality and quantity of design and evaluation varies from year to year. It is more extensive in Year 3 and most limited in Year 4. The Year 5 work on biscuits was of good quality. Overall, however, recorded work and artefacts on display show that standards meet expectations. Pupils' evaluations of their work are the weakest element.
75. Pupils have some good opportunities in **music** that involve specialist visitors to the school as well as teachers at this school who have particular expertise in teaching the recorder. During the inspection, a specialist in African drums and chants worked with pupils of Years 3, 4 and 5. Their work was very demanding and resulted in very good performances at the end of the day. Their rhythmic understanding and skills were expertly developed and their achievements were high. Pupils in the recorder groups have opportunities to develop their repertoire and play in a variety of groupings including solo, duet and full ensemble. They play in 'parts', which places challenge on the individual performers.
76. When pupils talked about their work in music, they were unclear about important aspects such as 'pitch', 'tempo' and 'dynamics'. They could not recall using instruments for composition of rhythmic patterns or melody. Pupils' singing is mainly promoted through a weekly, large-group singing lesson led by different teachers on a rota. This makes continuity in method and approach very difficult to achieve. Pupils were not able to identify the names or works of any well-known composers.
77. The co-ordinator, who has recently been given this responsibility, is well aware of the need for subject development and to raise her colleagues' confidence and expertise in teaching music.

Physical education

Provision in physical education is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Accommodation is very good.
- There is a wide range of opportunities for pupils to join in.
- Leadership and management are very good.

Commentary

78. Not enough evidence was seen to judge standards in Years 1 and 2 but, by Year 6, standards are at the expected level. This reflects the judgement at the previous inspection. The school now has the benefit of a purpose-built sports hall, which means that all pupils have two hours of physical activity each week, whatever the weather.
79. Teaching overall is good. In a very good lesson in the sports hall, Year 6 pupils worked hard to develop teamwork. The teacher planned her lesson very well so that the need for pupils to work as teams started in the warm-up session when they had to re-arrange themselves on a bench without falling off. The teacher has high expectations of pupils and gives suitable praise to encourage them to greater efforts. The lesson moved at a good pace and pupils were fully engaged. They were made to think hard about what they were doing when they designed an island for others to negotiate. Their observations, that most of their designs were too complicated, were perceptive. In a Year 2 lesson, pupils controlled their bodies well in jumping in different ways. The teacher emphasised the need for pupils to concentrate on the quality of their movements rather than trying to finish quickly, and by the end of the lesson most had improved their performance. Pupils also learned how exercise increases heart rate because they checked their heart beat at the beginning and end of the lesson.
80. There is a wide range of sporting activities for pupils to join in. Pupils compete with some success against other schools in football, cricket and tennis matches. They take part in gymnastics festivals and swimming galas. Leadership and management of the subject are very good. The co-ordinator is a good role model for her colleagues. This could be seen in a lesson on the field when she taught Year 5 pupils the correct way to field a ball in cricket practice. She has involved the school in various initiatives, as a result of which the school has been awarded the Activemark Gold Award. She is looking to improve teaching further and will use the results of a questionnaire completed by staff to plan future staff development. The co-ordinator has taken steps to improve her own knowledge through implementing the School Sports Co-ordinator's Programme.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. The work the school does in this aspect of the curriculum has a powerful influence on how well pupils do academically and how they develop as responsible, caring young people. It is led by a knowledgeable co-ordinator who has provided all class teachers with plans for appropriate blocks of work.
82. All classes have circle time at least once a week and these sessions are improving and developing as staff and pupils become more familiar with leading them. They have led to

older pupils discussing local issues: talk about the former mining industry and the mining heritage in the area is beginning to turn into a debating session in Year 6. Citizenship is well promoted through the school council, where suggestions are valued and acted upon.

83. The school successfully develops warm and trusting relationships between staff and pupils because it actively boosts pupils' confidence through use of praise, star books and mentions in assembly. It encourages pupils to take their work seriously and to become actively involved in their own learning. This involves knowing about what they are to learn and being able to make a reasoned judgement at the end of each lesson as to whether or not they have been successful. Their teachers allow them to experience success, to grow in confidence and encourage them to 'have a go'.
84. Pupils have good social skills: they talk to visitors willingly, smile readily and are quick to show common courtesies like holding doors open for friends, staff and visitors. Older pupils are encouraged to help in other classes: some, for example, come in early to help the Nursery teacher set up the classroom, and others give up their breaks to help in Reception. Pupils listen attentively and behave consistently well; two features which have a positive impact on learning. This is particularly commendable because it is not easily earned. Not all children have good or even satisfactory social skills when they join the Reception class and so these outcomes are the result of much hard work and, in particular, a consistency of approach by all adults who work in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
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	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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
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	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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