

# INSPECTION REPORT

## **WITTON GILBERT PRIMARY SCHOOL**

Witton Gilbert, Durham

LEA area:Durham

Unique reference number: 114122

Headteacher: Mrs L Carr

Lead inspector: Mr R Heath

Dates of inspection: 7<sup>th</sup> - 9<sup>th</sup> June 2004

Inspection number: 258465

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:	4 - 11
Gender of pupils:	Mixed
Number on roll:	120
School address:	Sacrison Lane Witton Gilbert Co Durham
Postcode:	DH7 6TF
Telephone number:	(01913) 710 424
Fax number:	(01913) 712 296
Appropriate authority:	The governing body
Name of chair of governors:	Mr P Robson
Date of previous inspection:	27 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Witton Gilbert Primary School is situated on an attractive site in the village of Witton Gilbert, located a few miles north west of the City of Durham. The housing is mainly owner-occupied. The school is a popular choice for parents in the village and the wider community. There are 101 boys and girls aged 5 - 11, together with 20 children in the reception class. There is significant pupil mobility over time. For example, of the pupils currently in Year 6, only about 67 per cent were on the roll in Year 3. Children normally enter the school at the age of four with a wide range of attainment that is above average overall.

The school is smaller than the average primary school. The proportion of pupils who take free school meals is below average but the number is steadily growing. Almost all the pupils are white; one child from a minority ethnic background is at an early stage of learning English. About nine per cent of pupils are on the school's register of special educational needs (which is below average). This includes six pupils with specific learning difficulties, each requiring an individual education plan; two of them have a statement of special educational need. The school is involved in the training of teachers. It has received four national awards during the last three years, such as Schools Achievement, Young Enterprise and is part of the Healthy Schools Initiative. The headteacher is involved in the Leadership Programme, funded by the Primary National Strategy and developed in partnership with the National College for School Leadership.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1262	Mr R Heath	Lead inspector	Mathematics Information and communication technology
13450	Mrs J Madden	Lay inspector	English as an additional language
2041	Mrs D V Reid	Team inspector	The Foundation Stage English Science Art and design Design and technology Geography History Music Physical education Religious education Special educational needs

The inspection contractor was:

Tribal PPI  
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** Standards are high in English, mathematics and science. The ethos of the school generates very positive attitudes in the pupils, fosters their very good behaviour and nourishes their personal development. Pupils get on well with each other and are keen to come to school. Teaching is of very good quality and this leads to very effective learning. Leadership, management and governance are each very good. The school's Mission Statement, 'Working together to make a difference' is amply fulfilled – pupils achieve their best. The school serves its community extremely well and provides very good value for money.

#### The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher has ensured vast improvement since the last inspection.
- Teachers embrace the needs of all pupils in their planning of lessons and other activities and this ensures they achieve very well.
- Governors and staff work very well together to enable pupils in mixed-age classes to build positive relationships with one another and learn together very effectively.
- Classroom assistants, parents and visitors play a key role in pupils' achievements.
- Standards in subjects other than English, mathematics and science, though at least satisfactory, could be higher, especially in religious education.
- High attaining pupils could take more responsibility for their own learning.

Since the last inspection in 1998, the standards of reading, writing and mathematics in Year 2 have improved. Standards in Year 6 have improved in English, mathematics and science to well above average; more pupils achieve the higher Level 5 in the national tests. Above all, the quality of teaching has improved; the weaknesses in teachers' planning and the assessment of pupils' achievements have been eradicated. The overall quality of provision has also improved, especially that of the management of subjects and of resources for learning.

### STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Pupils achieve very well in lessons as a consequence of very good teaching.** Attainment of Year 2 pupils is, overall, well above what is expected of them and in literacy and numeracy, it is well above the national average. By Year 6, pupils' attainment is well above average in literacy, numeracy and science. Sometimes the results drop because there are more than the usual number of pupils with special educational needs and classes are small. In information and communication technology (ICT), design and technology, history and

geography, attainment is above what is expected of 11-year-olds. Pupils attain the levels expected of them in religious education and in art and design. No judgement could be made on music and physical education. Children get off to a very good start in the Foundation Stage (in this school, those in the reception class). They make very good progress and are well on target to reach, or exceed, the goals children are expected to attain by the end of reception. They achieve particularly well in literacy, numeracy and in developing their social skills.

**Pupils' personal development is very good.** They respond very well to **the very good provision for their spiritual, moral and social development and to the good provision for their cultural development.** Pupils' attitudes to learning are very positive and their behaviour is very good. Attendance is very good.

## **QUALITY OF EDUCATION**

**The school provides a very good education. Teaching is very good overall.** Learning is very effective because the school provides a broad curriculum that is enriched by a wide range of activities in and out of school. Equally, this rich provision is effective in pupils' personal development. Basic skills of literacy, numeracy and ICT are thoroughly taught throughout the school; pupils' mental methods of calculation are impressive. Other strong features of provision are the very good care, guidance and support for pupils and the very firm links with parents and the community. The school seeks and acts upon the views of both pupils and parents.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are each very good.** The work of the governing body is very effective in shaping the strategic direction of the school and, together with the headteacher, it is thorough and critical in the regular evaluations of the school's achievements. Systematic monitoring and evaluation of standards and teaching provide a clear understanding of the strengths and of how to improve any weaknesses of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have high levels of satisfaction with the school. Of the 76 responses to the proforma collecting the views of parents and carers, 12 of them expressed a very small number of disagreements with the statements, but none that was significantly strong.

## **IMPROVEMENTS NEEDED**

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

- Use the knowledge, skills and understanding that pupils gain so effectively in English, mathematics and science to help them raise their attainment in the other subjects, especially religious education.
- High attaining pupils should be allowed to take more responsibility for their own learning and to set their own targets in order to achieve even higher standards.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils' achievement in Years 1 and 2, and in Years 3 to 6, is very good overall, especially in the core subjects of English, mathematics and science. Standards in these core subjects are well above the national average by Year 6. Standards in most other subjects are above the expected level. Children in the Foundation Stage achieve the goals expected of them in the main areas of learning very well.

#### Main strengths and weaknesses

- Literacy and numeracy skills are very well taught and pupils attain high standards.
- Teachers provide work that is very well matched to the different capabilities of pupils, enabling them to achieve very well.
- Pupils learn very effectively from the high quality of discussion and debate in lessons.
- High attaining pupils respond eagerly to challenge and they could take more responsibility for their own learning and reach even higher standards.
- Pupils could reach higher standards in the non-core subjects, especially in religious education.

#### Commentary

1. The table below, referring to pupils in Year 2, indicates that standards in reading, writing and mathematics were well above the national averages in the national tests in 2003. Almost all pupils reached the basic standard of Level 2 in each of reading and writing, and in mathematics all achieved it. The proportions of pupils who achieved the higher Level 3 (the standard normally expected of nine-year-olds) in reading and writing were well above the national averages for these aspects, and in mathematics was above the national average. Since the last inspection, the trend has been upward, except for a dip in two years when the incidence of pupils with special educational needs was higher than usual in relatively small classes. When the school's results are compared with those of similar schools (with similar numbers of pupils known to be eligible for free school meals) they are again well above average. Girls do a little better than boys overall, consistent with the national picture.

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

Standards in:	School results	National results
reading	17.0 (15.8)	15.7 (15.8)
writing	16.1 (14.4)	14.6 (14.4)
mathematics	17.7 (16.4)	16.3 (16.5)

*There were 17 pupils in the year group. Figures in brackets are for the previous year.*

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

Standards in:	School results	National results
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English	28.5 (29.3)	26.8 (27.0)
mathematics	28.5 (29.0)	26.8 (26.7)
science	29.5 (30.3)	28.6 (28.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year.*

2. The table above referring to pupils in Year 6 indicates that standards in English and mathematics were well above the national averages for these subjects in the national tests in 2003, and in science was above average. Almost all pupils achieved the basic standard of Level 4 in each of these subjects and the proportions of pupils who achieved Level 5 was well above the national average. The school's targets for English and mathematics were met. Standards during the last few years have been consistently high overall, especially in mathematics. Boys achieve better than girls overall, contrary to the national picture. When compared with similar schools, the results in English and mathematics are well above average and in science they are above average.
3. When children start school in the reception class, the skills, knowledge and understanding they bring with them are wide ranging but, overall, are above what is expected of them at this age. They make very good progress in their learning and achieve very well. They are firmly on course to attain well above the expected goals in the three main areas of learning, social, language and literacy, and mathematical development, by the time they leave the reception class. Many are already working within Level 1 of the National Curriculum in English and mathematics.
4. The very good provision in English enables pupils to attain well above average standards in speaking, listening, reading and writing in Year 2 and Year 6. Pupils work hard and make very good progress. They tackle challenging work with enthusiasm and achieve very well. Discussion and debate are used very effectively as a way of learning and this enables pupils to be articulate and confident in expressing their ideas. For example, during a lesson in Year 6, pupils achieved high standards in preparing and delivering a speech with poise, using emphasis in tone and pause to achieve impact. In Years 1 and 2, pupils get off to a good start in learning to read. They learn how to make use of a range of clues such as pictures and the sounds within words. They begin to develop well their skills in using books to find information about other subjects. By Year 6, almost all pupils read fluently and expressively with a good understanding of what they read. This enables them to develop further their skills in finding information from books and CD-ROMs and to read for pleasure. Pupils learn to write in a variety of forms, including lively and interesting poetry, sometimes inspired by work in other subjects. Spelling and grammar are generally very good and pupils write in a consistent, well-formed style from Year 2. By Year 6, writing is often extensive and personal.
5. As a result of very good provision in mathematics, pupils attain high standards in both Year 2 and Year 6. They respond eagerly to challenge, try hard and achieve very well. Throughout the school, pupils apply their mathematics very well in problems set in everyday contexts of money and measures. They practise basic skills thoroughly, improving their swift recall of number facts. Older pupils display impressive confidence and level of accuracy in methods of mental calculation. As a result of very effective application of the teaching methods in the National Numeracy Strategy, pupils gain many mathematical skills through practical work in both geometry, measurement and in handling data. Equally, by Year 6, pupils learn to identify patterns and relationships from which to make predictions, such as patterns in sequences of numbers generated in a

given way, or problems that require the systematic recording of all possible solutions. High attainers, however, are not asked sufficiently often to explain their reasoning in such work. Pupils confidently use their knowledge of mathematics in other subjects, for instance measurement and shape in design and technology and graphs in science and geography.

6. In science lessons, pupils learn to be scientists. From Year 2, they begin to understand what is meant by a fair test and learn to link cause to effect. They develop their skills in observation, enquiry and prediction very well. They effectively learn to collect and explain evidence, and to record their findings in suitable ways including text, tables and graphs. They use these skills to gain a very good understanding of life and living processes and of physical science. By Year 6, pupils have a very good knowledge of scientific concepts such as force, energy, irreversible changes, growth and decay. As a result of high quality teaching, pupils attain high standards; they respond energetically to challenge, try hard and their achievement is also high.
7. In ICT, standards are above those expected of seven- and 11-year-olds and pupils' achievement is good in Year 2 and very good in Year 6. Pupils are competent in a variety of ICT applications such as word processing and the entry and retrieval of information in a database. Computers and a programmable toy are used particularly well to control a sequence of events. Pupils gain increasing confidence in managing their work on a small, sophisticated network of computers, using software of commercial standard. Equally, computers are used increasingly to assist pupils' learning in other subjects. For example, in Years 5 and 6, during their study of World War II, pupils accessed the Internet to find letters written by evacuees; low attaining pupils use ICT to practise numeracy skills.
8. Not enough lessons were seen in geography to make a judgement on provision but pupils' earlier work and discussions with them indicate that their attainment by Year 2 and Year 6 is above what is expected. Standards in history are also above what is expected of pupils at seven and 11 years of age. They respond well to the challenging and interesting work and achieve well. Attainment in religious education is in line with that expected by Year 2 and Year 6 in the locally agreed syllabus and their achievement is satisfactory.
9. Very few lessons were seen in the creative, aesthetic, practical and physical subjects. Earlier work and discussions with pupils indicate that standards in art and design are in line with those expected of seven- and 11-year-olds. In design and technology, pupils' attainment is above that expected of them. Their work shows care and thought. Only one lesson was seen in music and two lessons in physical education so no judgements can be made about the standards of the full range of activities in each of these subjects. Nevertheless, pupils sing to a high standard in assemblies. In games, they develop basic skills of cricket well, and enjoy the weekly session of physical fitness.
10. The needs of high attaining pupils are well nourished and they achieve well; those with special educational needs are equally well catered for and their achievement is very good. Several pupils with special educational needs achieve the basic standards for their age, especially in literacy and numeracy. The child at an early stage of learning English is doing very well.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, values and other personal qualities are very well developed by the school. Their attendance and punctuality are very good. Pupils behave very well and have very good attitudes to the school. Similarly pupils' spiritual, moral, social and cultural development is very good overall.

### **Main strengths and weaknesses**

- Pupils' development as unique individuals is successfully positioned at the heart of the school's values and provision.
- This is a happy school where pupils are keen to learn and to be involved in everything the school has to offer.
- Behaviour is very good in and around the school and stems from the high quality of relationships between pupils and adults. The strategies for managing it are applied consistently.
- Pupils arrive in good time for the start of the school day and the majority of absences are unavoidable.

### **Commentary**

11. Children in the Foundation Stage are firmly on course to exceed the early learning goals in personal, social and emotional development by the end of the reception year. Pupils enjoy coming to school and develop both confidence and self-esteem in their learning; views shared by both parents and pupils themselves. They quickly settle in to the school day. In lessons, they listen carefully and in most cases clearly understand the work in hand. The use of a wide range of resources and challenging questions keeps the pupils interested and keen to learn. Pupils work well together in groups or pairs and are always willing to help one another. They try hard and do their best. They are willing to both answer and ask questions thoughtfully, and older pupils in particular learn to debate issues. For example, pupils in Years 5 and 6 developed their skills of debate in learning how to punctuate speeches very well during an English lesson to achieve impact. Pupils' very good relationships with one another, and the very warm rapport they enjoy with teachers, ensure a very effective learning environment throughout the school. Pupils are also very involved in the good range of extra-curricular activities available and the opportunities in the special theme weeks, for example the Creative Arts Week. Parents confirm that the school effectively helps their children develop independence, to persevere with their work and to achieve high standards.
12. Behaviour is very good. During assemblies and at break times, it is equally very good. There are very few incidents of oppressive behaviour. All forms of harassment and bullying are very well managed by the consistent application of the school's behaviour management policy, with clear strategies for managing such incidents, and the cultivation of an ethos of mutual respect and care for others. Pupils' positive attitudes and sensitivity to the needs of others are evident in the well-established 'buddy' arrangement whereby older pupils establish a one-to-one relationship with younger ones to provide help and support at times of need.
13. Pupils' very good personal development is successfully enriched by the values and beliefs embedded in the school's mission statement, "Working together to make a difference", carefully nurtured by all staff as they consistently expect high standards and set good examples of desirable conduct and courtesy. In addition to lessons in religious

education, pupils frequently experience spirituality through well-planned lessons in which successful learning feeds their growing sense of self-esteem. Equally, they occasionally experience the joy of discovery as reflected in the excitement of a boy in Year 2 who exclaimed, "I've got it!" during a numeracy lesson in which pupils used a number line to find the difference between two numbers. Pupils are expected to take responsibility and to recognise the consequences of their own and others' actions by, for example, following the 'Golden Rules' from which they earn and enjoy their 'Golden Time'. Such activities help them to understand right from wrong and improve both their moral and social development. The good provision of a wide range of visits to places of interest, including a residential visit to France, and of visitors from other cultures and nationalities improve pupils' social and cultural development. Nevertheless, pupils' personal development could be improved by a wider provision of visitors who offer experiences of the arts in other cultures.

**Attendance**

*Attendance in the latest complete reporting year (%)*

Authorised absence	
School data	4.5
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

- 14. Parents are convinced of the value of education and most pupils arrive on time and ready to start the school day. The school follows the attendance of pupils very carefully and makes immediate contact with parents if there has been an unexplained absence. The meticulous records include detailed reasons for absence in each register and regular liaison with the education welfare officer. There is a keenly contested reward system for attendance as most pupils enjoy school and look forward to each new day.

**Exclusions**

- 15. There have been no exclusions during the last few years.
- 16. The ethos of the school is one that values the contributions of each adult and pupil. The school sets high expectations that pupils will respond positively to a rich and varied curriculum that very effectively promotes their personal development and achievement. The school maintains harmony amongst its pupils and sustains a climate that is usually free of harassment.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides an education of very good quality. Teaching and learning are very good overall and, consequently, pupils' achievement is very good overall. Their competence in literacy and numeracy is well above the national average. The curriculum is very well planned to meet the needs of all pupils and the provision for pupils with special educational needs is very good. The care and support for pupils' wellbeing and learning are very good. The school enjoys, and pupils benefit from, the very good partnership with parents and the very good links

with the community. Within these aspects of provision, a small number of relatively minor, but important, areas for improvement are detailed in the following sections.

## Teaching and learning

The quality of teaching and learning is very good overall, a view shared by parents and pupils. The best teaching occurs most consistently in the reception class, Year 2 and Year 6; occasionally it is excellent in Year 2 and Year 6. Pupils make good progress overall, and by the time they leave the school their attainment is well above that expected of 11-year-olds, especially in English, mathematics and science. In these core subjects, most pupils tackle the challenging work asked of them very well and their achievement is high. The teaching nurtures pupils' personal development very effectively.

## Main strengths and weaknesses

- Teachers' planning of rich and varied lessons stimulates pupils' interest, involvement and curiosity. Consequently, they learn very effectively.
- Teachers' excellent commitment to equality of opportunity for all their pupils ensures standards are high.
- Both high attaining pupils and those with special educational needs are appropriately challenged by the work required of them.
- Teachers use discussion as a way of learning very well.
- Classroom assistants and other adults increase pupils' learning very effectively.

## Commentary

### **Summary of teaching observed during the inspection in 28 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	13	13	0	0	0	0

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

17. Teachers tackle the school's priorities very effectively. For example, the quality of pupils' writing has improved considerably. Equally, the commitment of one numeracy lesson each week to mental methods of calculation has provided pupils with a firm confidence in handling numbers that helps them tackle more challenging work. Pupils work very productively on well-planned tasks and learn the basic skills of literacy, numeracy and ICT securely. In addition, pupils' learning is enriched and enhanced by their visits to places of interest and by visitors to the school.
18. A very high commitment to equality of opportunity for all pupils ensures that their individual learning needs are provided for in lessons. Work is thoughtfully planned for low attaining pupils and those with special educational needs. The quality of individual education plans is very good and clearly identifies the learning for each pupil. These targets are realistic and build on pupils' prior learning. The very complex learning needs of one such pupil are met in a variety of imaginative ways.
19. Lesson plans are shared with classroom assistants so that they may effectively support pupils' learning. For example, during a numeracy lesson for pupils in Years 2 and 3, low attaining pupils were skilfully supported by a classroom assistant in finding the

difference between given pairs of numbers. By using a 100 square or interlocking cubes, they successfully completed work similar to that of their classmates. Similarly, during a literacy lesson for pupils in Years 5 and 6, skilful teaching inspired high attaining pupils to rise to the challenge of writing a speech, including punctuation that guided the speaker in how to make it. They included punctuation to emphasise features such as pause, tone of voice, challenge, repetition and rhetorical questions. Their achievements were impressive. Throughout the school, a strong emphasis is placed on developing pupils' use of subject vocabulary and this helps all pupils towards an understanding of essential ideas and information.

20. Teachers generally have a very good command of the subjects they teach and share their expertise with colleagues. For example, the teacher of pupils in Years 5 and 6 teaches science to his own class and to the class of pupils in Years 3 and 4. His colleague reciprocates this by teaching history and geography to both classes. Lessons are planned very effectively to include a very good range of teaching and learning strategies. Discussion is used to very good effect in many lessons. Questions are challenging and provoke very good contributions to discussion by many pupils. For example, during a science lesson for pupils in Years 5 and 6, an excellent discussion enabled scientific learning to mushroom, stemming from the word 'decay'. Very skilful questioning, supported by a wide range of everyday objects such as a jar of pickled onions and a packet of dried peas, enabled pupils to eagerly learn common causes of decay and ways of preventing or delaying it. On a few occasions in other lessons, however, teachers' questions are a little too prescriptive and almost provide the answer before the question is asked, thereby limiting pupils' opportunities to think things out for themselves. Questions such as, "What do you know about this?" opened discussion in the very good lessons, while "Is it this or that?" closed the discussion and reflected shortcomings in teachers' expectations of what pupils can do, or the desire to move on is too keen. Problem solving, enquiry and investigation are taught very well over time, especially in science, mathematics, design and technology and ICT. For example, in an ICT lesson for pupils in Years 5 and 6, the older pupils were well challenged by the problem of designing a sequence of instructions that would enable a computer to control traffic lights.
21. Praise, encouragement and humour combine effectively with interesting and well-planned lessons to sustain pupils' involvement in the learning and maintain their very good behaviour. Lessons are conducted at a very good pace with variations to suit circumstances. Time is used very effectively. Resources, including ICT, and the deployment of classroom assistants are used very effectively to help pupils work both independently and collaboratively.
22. Pupils' work is assessed very thoroughly and their progress is tracked systematically, especially in the core subjects of English, mathematics and science. Targets are set for each pupil in these three subjects and they have a good understanding of how they can improve. Nevertheless, higher attaining pupils could be allowed to take more responsibility for assessing their own work and setting their own targets. Homework is set regularly. It is effective in drawing parents into pupils' learning by encouraging them to help their children consolidate basic skills in literacy, numeracy and ICT and, especially for older pupils, it encourages them to use these skills to research topics and write at length in other subjects. The weaknesses in planning, low expectation, variety in teaching methods and tracking of pupils' progress identified in the last inspection have been eradicated and the overall quality of teaching is much improved.

## **The curriculum**

The school provides its pupils with a very good range of learning opportunities carefully and firmly matched to their needs. Opportunities for enrichment are good. Accommodation and resources for learning are satisfactory; they are used very well.

## **Main strengths and weaknesses**

- Thoughtful and systematic planning of pupils' learning ensures they make effective progress throughout the school and achieve very well in the core subjects of English, mathematics and science.
- Provision for pupils with special educational needs is very good; consequently these pupils make very good progress. The strong emphasis placed on pupils' learning of basic skills provides these pupils with a firm platform on which to build further learning.
- The expertise of classroom assistants is very effective in supporting pupils' learning.
- The good provision for extra-curricular activities in sports and the arts could be better.

## **Commentary**

23. Children in the reception class receive a very good education overall, despite the long-term absence of their teacher. Work is planned thoughtfully and carefully within the national guidelines to ensure children achieve very well in the recommended areas of learning, and especially in social development, language and communication and in mathematics. The child who is at an early stage of learning English is given very good support to help her achieve very well.
24. Pupils in Years 1 to 6 receive a very good education. Weekly timetables reflect a strong emphasis on literacy, numeracy, science, ICT and religious education in accordance with national policies. This leaves little time in a typical week for adequate study of the other subjects. This shortfall is imaginatively compensated for, however, by devoting an occasional week to, for instance, design and technology; this allows pupils quality time in which to design and make something of value. The weaknesses in planning, identified in the last inspection, have been eradicated. The teachers and classroom assistants not only provide suitable work for pupils with special educational needs but also they often give high attaining pupils challenging tasks selected from the higher level statements of attainment in the National Curriculum. The curriculum planning is particularly effective in ensuring that pupils learn the basic skills of literacy and numeracy. More recently, systematic and careful planning for the development of pupils' skills in ICT already demonstrates some exciting learning opportunities. For example, combining digital photography of stimuli with their poems allowed high attaining pupils to achieve high standards in their presentation of quality work. Equally, teachers plan appropriate and purposeful links between subjects. For instance, lessons in science extend knowledge of the human body and its functions to maintaining a healthy lifestyle, an aspect of the programme of work in personal, social and health education.
25. Extra-curricular activities offer a good range of opportunities for pupils to extend their interests in, for example, sports and the arts, but could be better. Opportunities to develop, for instance, cycling proficiency, soccer skills and playing the guitar are offered. The curriculum is also enriched by a good range of visits to places of interest and contributions from visitors to the school. For example, a residential experience is

available to pupils in Years 5 and 6; this year they are going to France. Recent visitors have provided broader experience of other cultures, such as Indian dance, or allowed more understanding of the emergency services, such as a demonstration by the local fire service of how to control a chip pan fire. A visiting textile artist has recently helped pupils develop a wider range of skills in their art work. Nevertheless, more opportunities to develop pupils' awareness of other cultures could be provided to help pupils understand more about cultural diversity.

26. Development planning effectively embraces national initiatives. For example, the recent initiative to promote pupils' participation in good quality physical education and sport is being tackled with a commendable degree of innovation. Each week begins with 30 minutes of brisk physical fun and fitness for all pupils, including children in the reception class. Swimming begins in Year 1. Coaching in sport is being developed with the co-operation of a nearby District Council and the school has had students from the sports course at Durham University working with pupils.
27. Accommodation is satisfactory overall; it is maintained to a very good standard of cleanliness. Outdoor spaces are relatively extensive and are used very well for physical education activities, other learning opportunities, such as gardening, and for play. Resources for learning are good overall; provision for ICT includes a small suite of computers but lacks an electronic whiteboard that would allow more efficient learning of skills. A small library contains a satisfactory selection of good quality books. Resources are used very well to help pupils learn effectively. Classroom assistants match very well the needs of the school. The deployment of teachers to classes is good but holds the uncertainties associated with two teachers having temporary contracts, especially critical in a small school.

### **Care, guidance and support**

Pupils are very well cared for, guided and supported whilst at the school, a view shared by parents. Their care, welfare, health and safety as well as the provision of support, advice and guidance, based on monitoring, are very good. The school is making very focused efforts to ensure pupils are consulted and involved in the life of the school.

### **Main strengths and weaknesses**

- The very high quality of care for pupils is apparent in the way all staff and governors promote the best interests of pupils' welfare.
- Each pupil is very well known in the school, their academic and pastoral guidance being a priority with the staff.
- Pupils are confident and outgoing and now very much part of the development and change taking place in the school.

### **Commentary**

28. There has been an enormous amount of work undertaken to make the school a safe and appropriate place in which to educate pupils. This has ensured there are minimal hazards in the school environment; the school is secure during lessons and pupils are very well supervised at break times. Equipment is regularly checked and the school is clean and well maintained. The school is part of the healthy living initiative and has found

the work undertaken to gain this certification very valuable. Child protection follows local guidelines and all staff have received appropriate training.

29. The very good relationships throughout the school between staff and pupils result in an ethos of deep care for pupils by the staff. Teachers know pupils' academic progress and achievements from the school's tracking and use this knowledge to provide appropriate teaching and learning opportunities to raise achievement. Teachers are responsible for the pastoral support of the pupils in their class and are constantly aware of any particular problems and difficulties. Teachers begin to build their knowledge of pupils and develop caring relationships with them from the time children transfer from the independent nursery provision on the school site. As part of their induction into the new school, small groups of children from the nursery regularly join the reception class for particular activities from Easter onwards. By the end of Year 6, pupils leave the school as confident and self-assured individuals. The policies and practices that were emerging at the time of last inspection are now firmly and effectively established.
30. The school is pro-active in seeking the views of pupils. The school council is effective in making the views of their fellow pupils known and has recently achieved significant progress in improving lunchtime arrangements and routines. House captains play a significant role in the school and are consulted regularly. Pupils have been involved in the choice of school uniform and have taken part in a survey on bullying issues. In the classroom, pupils are involved in regular sessions of 'circle time' when they discuss issues that affect their personal development, such as problems of attitudes, behaviour and relationships. From such discussions, the school can make changes based on pupils' needs.

### **Partnership with parents, other schools and the community**

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

### **Main strengths and weaknesses**

- The school's communication with parents at all levels ensures they are fully involved in their children's progress and the life of the school.
- The overwhelming majority of parents feel they have a very good partnership with the school, enabling their children to do their best.
- The school is a central part of the local community that benefits pupils' personal development.

### **Commentary**

31. The school works very hard to communicate well with parents and involve them, through appropriate consultation, in some of the matters that particularly concern them as parents. There are regular formal meetings with parents to discuss their child's progress and to inform them about areas of the curriculum such as, literacy and numeracy, and the kinds of questions that arise in the national tests This helps parents to give appropriate support to their child at home and is effective in ensuring homework is seen as important in reinforcing and extending pupils' learning. Informal contact with teachers and the headteacher is available to parents on a daily basis so that small niggles can be dealt with quickly and effectively. Annual reports to parents are clear and informative, showing a remarkable depth of knowledge about each pupil. Both parents and pupils

have an opportunity to respond to these reports and parents are given the opportunity to discuss them directly with the teacher. The written style of the reports is very good; parent friendly and often humorous and witty too. The annual governors' report to parents is outstanding; it is informative, clear and, above all, interesting. It includes a brief questionnaire that seeks parents' views on particular matters.

32. Parents who offered their opinions to the inspection team were highly delighted with the school and the provision it makes for their children. They especially appreciate the friendliness of staff and the time given by teachers to organise and run after-school activities. Discussions with parents during the inspection confirm that they are confident that their children are getting good teaching and high levels of care.
33. The school plays a pivotal part in the local community. Members of the community are drawn into the school through events such as the fairs organised by the school and the distribution of Harvest Festival produce to older citizens. They are invited to seasonal celebrations held in the local church and to school productions; the pupils make the Guy for the local bonfire. These contacts help pupils to develop relationships with a wide range of people and to become involved in the local culture. Pupils take part in events organised by the community such as local and regional sports and the arts, and this has resulted in trophies and recognition for the school. Pupils have also been involved in the business world through the Youth Enterprise Programme, delivered by parents to widen pupils' knowledge of the world of work.

## **LEADERSHIP AND MANAGEMENT**

The school is very well led, managed and governed. The headteacher's leadership is excellent and this has enabled the school to make substantial improvements since the last inspection.

### **Main strengths and weaknesses**

- The headteacher is an excellent role model for staff and pupils. She has a very clear vision for the school and high aspirations for both staff and pupils. Consequently, staff work together as a close-knit team.
- All teachers co-ordinate at least one subject and fulfil their roles very effectively.
- Governors have an excellent understanding of the strengths and weaknesses of the school and use this to help guide its direction.
- Leadership, management and governance together ensure that all pupils are given equal opportunities to achieve as well as they can.
- Excellent procedures for monitoring and evaluating standards in English, mathematics and science lead to improvement.
- The monitoring of teaching and learning in this small school is mainly through performance management and is effective in bringing about improvement.

### **Commentary**

34. The headteacher is determined, dynamic and inspirational. The high standards, strong ethos, high quality relationships and very good teaching are the result of the headteacher's extremely high aspirations for the school and her highly focused sense of purpose. During her eight years at the school, there have been substantial improvements. She leads by example and this ensures that the small team of staff are very effective in leading their areas of responsibility, totally focused on raising standards and the quality of education provided for pupils. The deputy headteacher provides very

good support to the headteacher and other staff. All staff provide very good examples for each other and for the pupils. These factors are reflected in the very positive review by the local education authority (LEA) and in the views of parents.

35. At the heart of this work are very effective self-evaluation procedures that result in clear, accurate and realistic objectives within the school improvement plan, with clear success criteria and carefully considered timescales and funding. These are closely linked to the analysis of performance data in English and mathematics as indicators of progress for pupils. The plan includes a review of the previous year and outlines progress and success. Performance management systems are well established. As they are linked to whole-school targets for improvement for each member of the teaching staff, they provide an effective and manageable method of monitoring the quality of teaching and learning and identify areas of teachers' professional development. The process is well regarded by teachers, who are motivated to improve and, in this way, the standards and achievements of pupils are improved, for example, in reading and writing.
36. Governors share an exceptionally clear understanding of the strengths, and areas for improvement. They are very proud of their school and show an outstanding commitment to including children and pupils of differing needs and abilities in the full curriculum. For example, their policy for racial equality tries to ensure that any instances of racism are dealt with firmly and fairly. Governors are fully involved in the preparation and review of the school improvement plan and this is used as a basis for their ongoing work. Governors have established very good links with subject co-ordinators and many have spent time in lessons either involved in, or informally monitoring, the work of the school. As a result, they have an excellent understanding of the strengths and weaknesses of the school and fulfil their statutory duties very effectively. They are always prepared to challenge the headteacher constructively on progress being made. To achieve improvement, retain staff and ensure best value, they often make difficult and imaginative decisions, for example retaining staff with the aid of the headteacher's unpaid sabbatical leave and, in doing so, giving excellent professional development opportunities for the deputy headteacher.

## Financial information

37. Finances are thoroughly managed and controlled and are used very efficiently and effectively for the benefit of all pupils. Governors and key staff are very well informed on matters of income and expenditure aligned to priorities for improvement. Careful management of finances enabled the school to improve the quality and quantity of learning resources, a key issue for improvement raised at the last inspection. In the table below, the balance carried forward from the previous year represents governors' prudent saving to maintain adequate levels of staffing for the needs of the pupils. Governors understand the elements of best value and put them into practice. They compare standards and costs of services, and consult with pupils and parents. They challenge themselves to improve on standards. The school serves its pupils and the wider community very effectively and provides very good value for money.

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)		Balances (£)	
Total income	342,560	Balance from previous year	23,284
Total expenditure	347,699	Balance carried forward to the next year	18,175
Expenditure per pupil	3,219		



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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38. There are 20 reception age children in a mixed class with 12 Year 1 pupils. No children have special educational needs. One child is learning English as an additional language. When children start school their attainment is above that expected for their age. They all have equal access to activities and so an equal chance to succeed. As a result, they all make very good progress and achieve very well to reach high standards by the end of the reception year. All but two children have already reached the early learning goals used to assess standards for this age and many are already working within the first level of the National Curriculum in communication, language and literacy and mathematical development.
39. The temporary teacher and the support staff, ably supported by a range of puppets, provide a very good balance of well-planned, structured play and direct teaching. Learning is very good. The strengths of the teaching are in the high quality of planning and the excellent teamwork. The curriculum includes all the six areas of learning and emphasises independence through offering a good range of activities that are always available and made easy for children to select. Individuals and groups have well-targeted work based on clear, observed assessment of their learning needs. A good start has been made to tracking children's involvement in the learning activities and their achievement over time. No opportunity is missed to help children acquire language and mathematical understanding, knowledge and skills. Support staff are very effective in patiently encouraging children's learning. Equally, they give very good support for the child learning English as an additional language. As a result, children are interested, eager to learn and work hard.
40. Leadership and management are very good. Consequently, despite the class having four different teachers over the year because of long-term absence, the children have made very good progress. Established staff have maintained stability and also, over the year, improved the provision by very successfully putting the national guidance for the Foundation Stage curriculum into practice. Incredibly detailed planning ensures that children in reception and the pupils from Year 1 are offered appropriate activities and both year groups achieve very well. Very recent temporary additional support has been used well. Both attainment and teaching have significantly improved since the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Very clear routines are understood and enjoyed by the children who feel safe, secure and confident.
- Staff provide excellent role models and have high expectations of children's social skills.

#### **Commentary**

41. Children of all capabilities achieve very well because they know what is expected of them; they are well supported and have high levels of confidence and self-esteem. Most have already reached the level expected by the end of the reception year and they have a very positive sense of themselves as a member of a school family. They keenly explore the experiences on offer in a safe, secure environment where very clear routines and boundaries of right and wrong are understood. Children are curious and eager to try new things, share ideas and feelings and speak very articulately in small and large groups. They behave very well in a range of situations, for example in assemblies, whole class, small groups and on their own. In 'circle time', children enjoy 'passing a smile round' to start the session. Snack time is used very well; children politely give out and accept the food and drink while adults sit with the children and tell stories to help them discuss feelings, such as falling out and saying 'I'm sorry' to make up. They readily initiate and take turns in conversation, follow instructions for activities and share equipment sensibly. They show independence in selecting activities and often sustain concentration for long periods.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- High standards in communication, reading and writing.
- Good opportunities are given to practise speaking, listening, reading and writing for different purposes across all the areas of learning.

### **Commentary**

42. All children make very good progress and reach standards well above those expected by the age of five, due to high quality teaching and support. Stories are used very effectively to link areas of learning. Children communicate very well in small groups, with adults and each other. They readily initiate and take turns in conversation. They listen attentively and with enjoyment to stories; for example, when listening to the story of 'The Very Hungry Caterpillar' they offered relevant comments and questions. Children use talk very well to enhance activities, for instance by talking through events when working with construction resources and during small world play. In 'circle time', talking about issues helps them to think about and organise their feelings.
43. Reading is very good. Most children read familiar words confidently, including their names. This helps them to join in stories during whole-class literacy lessons and to read their own books. Many can distinguish initial, middle and final sounds in words to help read simple unfamiliar words. The child who is learning English as an additional language is making very good progress in speaking, listening and reading. Children love stories and identify the main characters and the sequence of events very well, whether listening to or re-telling the story at a later stage. Writing areas in the classroom and the 'Gardening Centre' provide opportunities for children to write with a purpose, adding labels naming plants and their prices. They control a pencil very well to form recognisable letters to write their own name; some write simple sentences and add them to pictures in, for example, their work on castles. Most children understand that

words need spaces between them and good attention is paid to correct letter formation, but some have the usual struggle with reversal of certain letters.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Very good teaching of the basic skills of counting, ordering, calculation, shape, space and measurement leads children to achieve high standards.
- Very good use is made of the outdoor area for children to practise their mathematical skills.

### **Commentary**

44. Seventeen out of the 20 children have already reached the levels expected by the end of the reception year. Many are working within Level 1 of the National Curriculum. Because they learn practically, most children can count and put in order numbers to 10 and beyond reliably. More able children identify larger numbers, find them on 100 square and begin to see patterns of odd and even numbers. Many children add and subtract to and from 10 accurately with the aid of dots, ladybirds and butterfly prints. Some count in 2's to 10. They make good attempts to form numbers to 10 and over, but some children unaccountably reverse the form of the symbols, especially '3' and '7'. Children use containers in water activities to accurately describe full, empty, half full and to place them in order according to size - longest, shortest, largest and smallest. Many confidently name two and three-dimensional shapes such as square, triangle and cube. The outdoor area is very well used to consolidate learning. Working with a classroom assistant, children use permanent snake markings and write with chalk the order of numbers from 10 to 20.

## **OTHER AREAS OF LEARNING**

45. In knowledge and understanding of the world, physical and creative development there is insufficient evidence to make firm overall judgements on standards, teaching, learning or achievement.
46. Teachers' planning and work seen in **knowledge and understanding of the world** indicate that children gain a firm foundation on which to build the later subjects of science, design and technology, ICT, geography and history. Their learning environment is full of interesting things to see, smell, feel and explore, often with magnifying lenses and books to enhance the experience. The outdoor area is used very well. Healthy snacks provide interesting tastes. Children watch in wonder as their seeds grow and begin to learn that they need light and water. They were fascinated during the hunt for mini-beasts and later drew and wrote about their finds. Children work carefully with Ordnance Survey maps and identify features such as roads, the sea and houses from an aerial viewpoint. They talk about yesterday, today and tomorrow in ordering the days of the week and talking about the weather and birthdays, beginning to understand the difference between past and present events. Good links are made with creative development as children carefully cut different fruits to reveal the seeds, then use drawing to help them observe closely. Children gain an awareness of other cultures and

faiths through stories about, for instance, Buddhism. They develop fine control skills when cutting or sticking or when using construction apparatus to make recognisable models of castles using a variety of materials and fastenings. Children use a computer program confidently to draw a picture of themselves, add a short caption and save their work.

47. In **physical development**, children acquire a very good range of skills. Every day the children have valuable opportunities to use classroom equipment that helps them to improve their control of the finer movements needed to use scissors, pens, pencils, paintbrushes and glue with increasing dexterity. Children experience the good range of outdoor activities to develop a further range of physical skills. For example, they show good control as they steer, ride, push and pull wheeled 'vehicles' and avoid obstacles, and stop when the sign tells them to. They have a weekly session with a teacher of older pupils who effectively increases and improves their skills.
48. By the age of five, children reach some of the levels expected in their **creative development**. They draw, paint, print and experiment with textures and techniques. Children painted very thoughtful pictures of castles and knights and observed colour, pattern and texture closely to draw fruit. They make shapes in dough by pulling, pinching and rolling. They play imaginatively in the 'Gardening Centre', for instance, in organising, selling and buying plants and equipment. Very effective support helps children well by showing them not only to use tools and techniques effectively, but also to develop their language and descriptive powers. They join in with songs and make music with tuned and un-tuned percussion instruments by tapping, scraping and shaking.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils of all capabilities and ages achieve very well in their speaking, listening and literacy skills and attain standards well above the national average.
- Leadership and management of the subject are very good.
- Teaching and learning are very good because the three strands of English (speaking and listening, reading and writing) are taught and learnt together.
- Effective analysis of performance data ensures that action plans focus on areas for improvement, such as in writing.
- Average and higher attaining pupils, particularly in Years 3 to 6, could use their undoubted high levels of competence in English to improve standards in other subjects more than they do.

#### Commentary

49. Pupils, including those with special educational needs and one child learning English as an additional language, achieve very well as they move through the school. In Years 2 and 6, pupils achieve very well and attain standards in speaking and listening that are well above those expected. Achievement in reading and writing is also very good and leads to high standards. These standards have been maintained for three years with a steady increase in the proportions of pupils attaining the higher Levels 3 and 5 in Years 2 and 6 respectively in national tests. This shows significant improvement since the last inspection, particularly for Year 6, and matches parents' views of standards.
50. Standards in **speaking** are well above average across the school. All pupils make very good progress in acquiring vocabulary and in their powers of self-expression. In Year 6, pupils use sophisticated terminology accurately. For instance, when making suggestions for punctuation, they describe the use of '...' as 'ellipsis', and go on to use such punctuation to write speeches. Because they understand that punctuation tells the reader how to read the speech and that this affects how the audience receives it, they talk with supreme assurance as orators with pauses, emphasis and suitable tone of voice. Standards in **listening** are equally well developed. In whole-class lessons and in groups, pupils understand how to hold a conversation and keep focused on tasks because they have listened attentively to explanations and asked questions. In assemblies, pupils listen with interest to music and talk and so are eager to join in and share their ideas.
51. In **reading**, pupils make very good progress. They achieve very well and reach standards that are well above average. In Year 2, pupils successfully use their knowledge, skills and understanding to scan non-fiction texts for information about the weather, for instance. They excitedly comment on new facts discovered... 'The sun is a star!' They successfully complete the tasks because they know how to use a contents page, glossary and index and are engrossed in their learning. In Year 6, most pupils are fluent and read expressively, with a very good understanding of what they read. They read different texts purposefully, sometimes for information, and sometimes to check for aspects that make it interesting to the reader, for example the use of similes, metaphors, adverbs and adjectives. Pupils use the small but

well-organised library confidently to find information and select works of fiction, including poetry.

52. Standards in **writing** are well above average across the school. Pupils' learn to become writers in a variety of forms, including poetry. Their understanding of grammar, punctuation and spelling is very good. In Year 2, most pupils express their ideas clearly in well-structured sentences, they have a firm grasp of simple grammar and know how to structure and organise their work. For example, in an historical account one such pupil wrote, 'The sound of the shields shattering into tiny smithereens was deafening'. By Year 6, pupils respond well to very challenging work and produce lively writing, often at length. Pupils write in a consistent, neat and joined-up style from Year 2, becoming fluent and personal by Year 6. They are developing skills rapidly in ICT, but do not yet use them sufficiently to extend and enhance their learning in English, especially in the drafting and re-drafting of their writing.
53. Teaching is consistently very good and effectively promotes very good learning. Pupils and teachers effectively use the three strands of English together, so pupils see the purpose in listening and that writing is to be read; they clearly articulate relevant responses and read expressively. A good range of texts is used well to focus pupils' attention on different styles of writing. Praise, encouragement and humour are used well to maintain interest. Teachers' enthusiasm, and very high expectations of what pupils can do, rubs off on the pupils. Consequently, they work very hard to achieve their personal best and show high levels of interest and involvement in lessons. Very good subject knowledge enables teachers to add pertinent comments in their very good marking that tells pupils what they have done well and how they can improve. Pupils with special educational needs receive very well focused support that encourages involvement and perseverance. As a result, pupils develop confident enthusiasm in their love of language.
54. The two co-ordinators lead and manage the subject very well. Very good analysis of pupils' answers in national tests identified the need to improve writing, which was successful. Careful day-to-day assessment reveals what pupils cannot do and helps teachers to plan the next stage of their learning. Appropriate demands are made of pupils of all abilities to improve their work. Many pupils in Years 5 and 6 have a very firm grasp of the basic skills of English and are capable of greater involvement in setting their own targets. Since the last inspection, standards and the quality of teaching have significantly improved.

### **Language and literacy across the curriculum**

55. A large and successful part of the teaching and learning across the school is triggered by discussion and skilful questioning, particularly at the start of each lesson. Pupils use factual books well in research. All subjects effectively extend pupils' reading, writing skills and vocabulary; for example, in history, when activities require pupils to write for themselves, to record their own ideas and express their opinions. Similarly, following a scientific experiment in which a balloon was filled with water and frozen, pupils in Year 4 closely observed the changes over time. Arising from this work, one pupil produced the following poem:

*Shaped like an egg – silky, bubbly and fizzy.  
See-through, slimy, cloudy, shiny and solid  
Scar-ice cave, misty and bumpy.  
Arrow-like and spiky with rough, soaking freckles.  
Cold, transparent, smooth and slippery  
Unbreakable, clean, freezing patterned colour.  
Pretty, deep-cut cool and strange.  
Mini icicles, spotted with steam.*

### **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Teaching of high quality, especially in Years 2 and 6, ensures pupils attain high standards and achieve very well.
- The subject is very thoroughly led and managed.
- A weekly lesson dedicated to developing pupils' mental methods of calculation is very effective in building their confidence to tackle problems and investigations successfully.
- A strong emphasis is placed upon using knowledge of money and measures to solve problems in everyday situations.
- An equally strong emphasis is given to identifying and describing patterns in sequences of numbers and shapes, but the descriptions and explanations sometimes lack clarity.

### **Commentary**

56. Test results and current standards of work in Year 2 are well above the national average. Pupils respond eagerly to challenge, try hard and achieve very well for their age. They get off to a good start in Year 1, learning to handle numbers and gaining a good range of mathematical vocabulary as they develop firm understanding of measurement. For example, during a lesson for pupils in Year 1, they demonstrated confidence in their accurate recall of basic number facts to 10 and to 20. They went on to extend their knowledge of addition facts to subtraction of pairs of numbers by methods that ensured understanding. They worked hard and achieved well. Pupils with special educational needs received good support from a student teacher.
57. As a result of very effective teaching, pupils make good progress throughout Years 1 and 2. They generally attain at least the basic standard expected of seven-year-olds and many attain significantly above it. Pupils gain a good understanding of numbers to 100 and beyond; most pupils have a clear mental picture of the 100 square, or the number line to 100, and use them well to perform simple addition and subtraction of two-digit numbers. During a very good lesson for pupils in Year 2, they learned to subtract two-digit numbers from two or three-digit numbers by 'counting on' using a number line. The teacher placed a strong emphasis on pattern, developing through discussion, that knowing, for example, '14-5=9, this helped us find easily 24-5=19, 24-15=9'. To excited cries of "I've got it!" pupils went on to readily improve their speed and confidence in tackling similar work. A minority of low attaining pupils, however, lack a mental picture of numbers to 100 but were ably supported by a classroom assistant in using various resources to help them calculate successfully, for instance, 43-37. They enjoyed their success.
58. Pupils in Year 2 use and apply their mathematics well in problems set in everyday contexts, such as buying articles at a given price. They rise to the challenge of finding the fewest coins to make a given sum of money but lacked the opportunity to investigate the number of possible ways of making a given sum of money and recording their answers systematically to ensure all possibilities had been found. Such problems help pupils to think mathematically but the most capable pupils do not do enough of this kind of work. Nevertheless, pupils in Year 2 achieve very well across the required range of mathematics.
59. In the national tests, pupils in Year 6 attain standards well above the national average, both in the proportions of pupils who achieve the basic standard of Level 4 and the higher standard of Level 5. In their current work, they make very good progress and attain high standards. Effective application of the teaching methods recommended by the National Primary Strategy enables pupils to acquire confidence and accuracy in relevant arithmetical processes, geometry, measurement and data-handling. Pupils respond well to challenging work and their achievement is very good. By Year 6, pupils acquire very good and efficient mental methods

of calculation. For example, many respond impressively, with speed and accuracy, to oral questions such as “A train arrives 20 minutes late at 10 minutes after midnight. At what time should it have arrived?” or “What is half of  $18 \times 7$ ?” Equally, pupils learn to use and apply their mathematics very well. High attaining pupils learn to identify patterns in sequences of numbers and deduce a general rule, such as finding half of each of the numbers 81, 71, 21 and 111 and noting the answer always ends with either 0.5 or 5.5. All such work lacks is an explanation of why this happens. Pupils use their mathematics very confidently in solving problems in everyday contexts. Low attaining pupils acquire accuracy in many of the routine methods of calculation, such as  $936 \div 52$ , but fail to understand the equivalence of fractions when they write, for instance,  $9/10 = 8/9 = 7/8$ . Nevertheless, the global picture of standards is very good.

60. Teaching is very good overall and includes clear planning for the needs of all pupils. A very good range of teaching methods is used to help and challenge all pupils. Introductory activities successfully include those designed to improve pupils’ confident recall of basic number facts and to increase their strategies for mental calculation. The weekly lessons dedicated entirely to developing these skills are very successful in helping pupils achieve high standards. During such lessons, pupils discuss their thinking and are encouraged to use correct mathematical vocabulary. This enables them to clarify their learning and better understand the skills they acquire. The appropriate use of resources, including ICT, equally meets pupils’ needs and develops their understanding. Skills and routines are practised thoroughly.
61. The subject is very well led and managed. The quality of teaching and learning is monitored and evaluated regularly. Pupils’ attainments are thoroughly assessed and their progress is tracked systematically as they move through school. Pupils’ difficulties are analysed and teaching methods are modified. Since the last inspection, standards have improved significantly from average to well above the national average because teaching has improved and work is better matched to the needs of pupils. In the mixed-age classes, particularly in Years 3 to 6, pupils’ progress is accelerated rather than retarded.

### **Mathematics across the curriculum**

62. Pupils use their mathematics well in other subjects, especially in science, geography and design and technology, where measurements and the representation of data in tables and graphs are frequently needed. They accurately read intermediate points on a scale marked every 10ml, for instance.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- Pupils learn to be scientists; they have many opportunities to plan investigations and test out their ideas. This method of learning contributes very effectively to the high standards.
- Pupils enjoy science. The high quality teaching inspires them, especially in Years 3 to 6.
- Leadership of the subject is very good.

### **Commentary**

63. In the National Curriculum assessments in both Year 2 and Year 6, pupils usually do very well. There are, however, some large swings in performance caused by the incidence of pupils with special educational needs in relatively small year groups. Nevertheless, well over

half the pupils in Year 6 achieve the higher Level 5. Evidence from current work suggests standards in Years 1 to 2 and in Years 3 to 6, especially Year 6, remain well above those expected. Pupils respond eagerly to challenging work and achieve very well.

64. Pupils in Year 2 begin to understand the notion of a fair test and to link cause to effect. They observe and note carefully the growth of plants, for instance, recording accurately what is needed for healthy growth. By working with a variety of materials and fabrics, they learn to make predictions about the effect of stretching on them, for example, and show a good understanding of 'irreversible change'. Equally, they learn something about 'forces', both gravitational and magnetic, discovering in a practical way, for instance, how polarity affects the direction of the force between two magnets.
65. In Years 3 to 6, pupils build on their learning in both enjoyable and systematic ways. For example, pupils in the mixed-age class of Years 3 and 4 worked in tandem with two teachers in their separate year groups. Pupils in Year 4 began the lesson with one teacher where they learned the purposes of three kinds of teeth (molar, canine and incisor). Using a mock-up of the human head with moveable jaw, a chisel and pincers, very good questioning by their teacher led to a very interesting and enjoyable discussion to which pupils eagerly made contributions. The learning was thorough and memorable and they enthusiastically used books to extend their knowledge of the teeth of mammals and fishes. During the second half of the lesson, with another teacher, they learned the importance of care for their teeth through very well led discussion. They enthusiastically recorded the state of their own teeth on a dental chart.
66. Pupils in Years 5 and 6 gain a wide range of scientific knowledge and skills through practical investigations. They develop clear ideas of 'energy' and how it occurs in daily life, such as electrical energy, wind power and steam engines. Equally, they test their ideas about porous and non-porous materials, learning to control the variables. They make very good use of their mathematical skills in, for example, investigating how the length of a simple pendulum affects the time of swing. ICT is used appropriately to help pupils' learning.
67. The quality of teaching and learning is very good overall. Lessons are planned thoroughly and teachers explain carefully to pupils what they will be doing and what they will learn. Learning through first-hand experience is a key feature of the teaching, contributing very effectively to the very good standards. One such excellent lesson began with the word 'decay' and a range of resources. First-rate questioning and encouragement drew from pupils the meaning of decay, how it is caused, hypotheses about the effects of decay – with reasons, and conditions that promote or inhibit decay. Eager contributions from pupils revealed an impressive knowledge of science, such as decompose, bacteria, micro-organisms, seal it off from the air, vacuum, get rid of the oxygen, dehydrate, acidic liquid. Such contributions were prompted and explained by reference to artefacts such as pickled onions, a packet of dried peas and a sealed pack of cheese. The teaching was inspirational and the learning was enthusiastic and of high quality to the extent that, on the following day, a pupil contributed a dead mouse to the range of examples of decay. High attaining pupils and those with special educational needs were drawn into the learning by suitable targeted questions.
68. Leadership of the subject is very good. Effective assessment procedures have been developed and are used very well to track pupils' progress and to guide or amend the teaching. The quality of teaching and the achievement of pupils have improved significantly since the last inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Staff training, the acquisition of good resources and the very effective leadership and management have put the subject on a firm platform for further improvement.
- Pupils, especially the older ones, engage with interesting and challenging uses of ICT. This strongly motivates them to achieve a wide range of skills and to handle applications confidently.
- The use of ICT to enhance learning in other subjects is developing well and already results in some impressive pieces of work.
- Lack of an electronic whiteboard, to enable teachers to demonstrate skills efficiently, slows pupils' progress.

### Commentary

69. Pupils make good, and often very good, progress and their attainment in Year 2 is above the basic standard expected of them. In Year 6, it is also above what is normally expected of 11-year-olds. Pupils' achievement is very good overall. They respond enthusiastically to interesting, and often challenging, work and achieve well in Years 1 and 2 and very well in Years 3 to 6. For example, during a lesson in Year 6, pupils used a simulation package to help them design a circuit to control the operation of the flashing lights on a pedestrian crossing. They demonstrated a firm understanding of the basic skills of operating a computer, using the keyboard and mouse to load and run the simulation program and went on to quickly learn how to construct the stages of a flow chart to control the pedestrian crossing, correctly incorporating elements such as delay. They were very well challenged by the extension of this work to the control of the sequence of traffic lights. By the end of the lesson, high attaining pupils were close to achieving a solution to the problem. Meanwhile, pupils in Year 5 of this mixed age class learned to use simple instructions such as forward, back and turn to control the movement of an object (a screen turtle) on the screen to enable it to negotiate a maze. High attaining pupils were well challenged as they went on to write sequences of instructions to enable the turtle to draw mathematical shapes. Pupils with special educational needs succeeded in achieving the basic objectives of the lesson with extra support from the teacher and a parent helper.
70. From an early age, pupils learn that equipment such as toys and domestic appliances can be controlled by commands and signals. They know, for instance, that washing machines, video recorders and televisions are controlled by instructions or signals. During a good lesson for pupils in Years 1 and 2, they learned to control the movement of a programmable toy using simple, coded instructions that made the toy move forward, backwards and turn in either direction. They enjoyed the challenge as they excitedly worked out and keyed in a sequence of instructions to control its movement along increasingly complex routes on the floor. This work not only raised their awareness of the applications of ICT but also improved their ability to think logically. Throughout the school, pupils progressively learn a range of uses of ICT. They develop well their skills in word processing to a good standard whereby they effectively combine text with

pictures. Equally, they learn to create and access a database and to use CD-ROM resources and the Internet to find information.

71. The quality of teaching is very good overall. The clear strengths in the teaching are: teachers' respect for, and use of, the undoubted level of skills among many pupils; high expectations of what pupils can do and how they will handle the resources; encouragement and challenge; and the effective teamwork between teachers, classroom assistants and other adults. Consequently, pupils acquire the knowledge, skills and understanding expected of them very well.
72. The subject is very well led and managed. Pupils' acquisition of skills is assessed and recorded effectively. Pupils in Years 1 and 2 have a detailed list of 'I can do' skills with which to record their progress. The expectations and the quality of provision are now higher nationally than they were at the time of the last inspection; the school has improved in line with these higher expectations and effectively responded to the shortcomings in the 'computer control' aspect of the subject.

### **Information and communication technology across the curriculum**

73. Teachers use ICT to enhance pupils' learning in other subjects effectively. For example, pupils in Year 4 demonstrated a very good grasp of skills such as choice of font and size to match the style of their presentation of poems and added photographs of the stimuli for the poems. Pupils in Year 6 used data-logging equipment in science to record the germination of mustard seeds with a digital camera controlled by a computer, compressing 84 hours of growth into 30 seconds.
74. During a history lesson in Years 5 and 6, pupils accessed copies of letters, written by evacuees, from the BBC website as part of their learning about World War II. In a geography lesson for pupils in Years 2 and 3, they demonstrated a good grasp of skills as they opened the weather station program, entered details of recent weather to their database of weather records and printed a graph of the weather report. Similar levels of confidence were observed during a geography lesson as pupils in Years 3 and 4 used a data management package to record and print their findings from a traffic survey, as part of their study of the impact of the village by-pass on the local community. The improved access to computers and teachers' increased confidence in using them could now enable ICT to be a regular and consistent feature of learning in other subjects, especially in allowing pupils to compose, redraft and improve their writing, using a computer.

### **HUMANITIES**

75. The school is in the second year of a three-year programme of improvement in the curriculum and standards in geography and history. The local environment and famous people have been exploited to offer more practical fieldwork opportunities to learn through investigation and enquiry. This, and closer links with other subjects, is beginning to show positive results in pupils' attitudes and in their knowledge, skills and understanding. The subjects feel real and relevant to pupils' lives - they are beginning to work as historians and geographers.
76. There was insufficient evidence to form an overall judgement about provision in **geography**. Inspectors looked at the work pupils had already done. They talked to

some pupils and teachers about the subject, and two short lessons were observed. Pupils in Year 2 and Year 6 reach standards above those expected nationally. This is an improvement from the last inspection. Pupils in Year 2 develop simple map-reading skills and investigate different aspects of the weather. They were already collecting data on the local weather over time and were beginning to see patterns in the changes. During the lessons seen, pupils worked hard and used their mathematical skills of handling data well to compare the rainfall and temperature in Durham with those of an 'unknown' place. Some pupils could relate this to their knowledge of climate zones in the world and knew that this country is in a temperate zone. By the end of the lesson, pupils had discovered that the unknown place was Calcutta in India. The lesson was followed up by very good use of ICT to extend the learning. A letter from a child arrived from Gopal, telling them about the monsoon, which needed a reply to explain the differences in his and our weather. In addition, pupils also used a word processing program to produce a weather report based on their daily weather check. They used drop-down menus confidently and printed the results. These links with literacy, mathematics and ICT significantly enhanced the learning. Pupils confidently used graphs to represent information clearly. Their use and understanding of accurate vocabulary was very good for their age.

77. In Years 3 and 4, pupils were beginning to research the effects of a proposed by-pass of the village by conducting a traffic survey. They entered data into a computer program to produce graphs of their work. By Year 6, pupils accurately name key features, such as important deserts, mountains and rivers on a world map, using a key. They discuss the similarities and differences between Arctic and the Antarctic thoughtfully, and know Antarctica is an island.

## **HISTORY**

Provision in history is **good**.

### **Main strengths and weaknesses**

- Standards are above average. This is an improvement since the last inspection.
- Good links with other subjects and 'living history' enhance learning and make it meaningful.
- Discussion, as a way of learning, has a very positive impact on pupils' progress.
- Use of local historians, important historical figures, buildings and places to visit enliven the learning and contribute to higher standards.
- Well-focused leadership is developing the subject very well.

### **Commentary**

78. Standards in Year 2 and Year 6 are above those usually attained because pupils develop good enquiry skills. They gain good levels of knowledge about the aspects they study and draw well on this when answering questions. Pupils note differences and similarities between things in the past and the present day when, for instance, comparing modern and historical maps using a website. Their achievement is good.
79. In Year 2, pupils study important events such as the Great Fire of London, and people, for example Samuel Pepys. They learn about changes in transport over time. They show a firm grasp of the passage of time and a good factual knowledge of main changes, events and the people they have studied. In Year 6, pupils study the Second World War and research the reasons, the main events, the key people and the consequences.

They struggle to empathise with what parents and children must have felt during evacuation, and have a thorough grasp of the reasons for it, such as more food in the country, and safety from the bombing of larger cities and manufacturing areas. They know and understand the word 'propaganda' and thoughtfully interpret a poster as such. Their knowledge of history was very well extended during a literacy lesson in which they learned to use punctuation when writing speeches, using those of Churchill, Hitler and Chamberlain as examples.

80. Teaching is good and, as a result, learning is good. Local study is emphasised and used very well. Pupils visit Beamish Museum to look at life, shops, farming and mining in the 1930's and 40's. They learn about the development of transport by tracking the progress of the Stockton and Darlington Railway and studying the local historical figure, Robert Stephenson. One of the school's houses has 'adopted' this engineer. A rich variety of pupils' work in history is displayed in the school, using and developing their growing skills in art. Good links are made with other subjects, for example geography, literacy and ICT, during their investigation of the proposals for a local by-pass. Pupils' attitudes to history are good. They match the caption on a large display in school proclaiming that 'history and geography can be fascinating subjects to study'. They show good understanding of the sources of historical information and are encouraged to use books, pictures and the Internet to find things out for themselves.
81. History and geography are very well led and managed. Improvement plans are well-founded and showing signs of success. There has been good improvement from the previous inspection when both subjects were judged to be satisfactory.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Assemblies contribute well to overall standards.
- Good links with the range of local churches makes learning interesting.
- Better uses of artefacts and resources could enliven the subject.

### Commentary

82. The school fulfils the statutory requirement in its teaching about Christianity and other world religions. Pupils worship collectively every day. By the ages of seven and 11, pupils reach the standards outlined for schools in the Durham area agreed syllabus and have maintained standards since the last inspection. Their achievement is satisfactory. They learn about, and from, religion and they gain a good grounding in different world religions and faiths such as Christianity, Buddhism, Judaism and Hinduism. They begin to understand the significance and preciousness of sacred books such as the Qu'ran and The Bible. Pupils know many stories told by Jesus and know they are called parables. They enjoyed a visitor from a local church telling the story of 'The Talents' to help explain the weekly theme of 'Wise and Foolish' in assembly. They learn that making the best of yourself is the way to live and that greed gets you nowhere. Equally, they reflect on important human values such as truthfulness, respect, sharing and caring. In this way, the subject makes an effective contribution to pupils' spiritual, moral, social and cultural development.

83. In Year 6, pupils use their previous knowledge and understanding to compare different world faiths with Christianity. They use the Ten Commandments to discuss similarities and differences in the beliefs of Christians with those of Muslims, for instance. This helps pupils to come to the view that everybody is equal and that respect for others, their faith and religions are important in the 'rules' of each religion. In Years 3 and 4, pupils explore pilgrimages and gain knowledge about the Hadj as the once-in-a-lifetime pilgrimage of Muslims to Mecca. During one such lesson, they began to understand more about the importance of rituals. In Year 1, pupils really enjoyed a lesson that continued the story of 'Siddartha and the Swan' in learning more about Buddhism. They have very good recall of the Dharma and the Eightfold Noble Path. A volunteer helper effectively enabled a small group, including a pupil learning English as an additional language, to share their learning with the class through a drama re-enactment. Other pupils showed a good grasp of the teachings through retelling the story identifying the main characters and sequence of the story. Importantly, they understand that the story teaches that we should show respect for all living things and that we all have feelings. The teacher carefully related the story to the pupils' personal lives and so it had meaning for them.
84. Pupils of all capabilities make steady progress. By the end of Year 6, pupils have deepened their understanding of Christianity and some of the major religions of the world. They know that people have different beliefs and values that affect the way they live their life. Teaching is satisfactory. Lessons are well prepared and limited resources are used effectively. Teachers and assistants help pupils, particularly those with special educational needs, to speak confidently and to justify their opinions. The strength is in learning through discussion. Pupils enjoy this and generally have good attitudes to learning. Planning is clear, but there is limited use of real artefacts and ICT to enhance and enliven the learning of the subject.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

85. During the inspection, no lessons were seen in either art and design or design and technology. One lesson was seen in music and two were seen in physical education (one in games and one in fitness). It is not possible, therefore, to make judgements about provision in these four subjects. As far as possible, Inspectors looked at the work pupils had already done in these subjects, talked to them about it and discussed the planning with teachers.
86. Good use is made of sketchbooks for pupils to learn and practise the main elements of **art and design**. Over time, they explore line, tone, colour mixing and matching, and pattern, such as repeating leaf prints. They complete a good range of work in two and three dimensions. The 'Witton Collection' celebrates pupils' best achievements by displaying them carefully in frames. Some use is made of ICT paint programs such as 'Colour Magic'. Pupils enjoy art; as one pupil said, "It gives us a break, time to reflect and be creative." They study artists such as Constable and Van Gogh. Pupils in Year 2 know much about William Morris and his designs. In Year 6, they work hard when sketching the landscape, using viewfinders in preparation for later paintings. Standards are in line with those expected of pupils in Year 2 and in Year 6. One teacher takes the lead in art and design and in design and technology. Her knowledge and enthusiasm ensures clear planning that is well matched to National Curriculum requirements in both subjects.

87. The range of work seen in **design and technology** indicates that standards are above those expected of pupils in Year 2 and Year 6. This is an improvement on the previous inspection. The school places appropriate emphasis on the process of designing, making and evaluating, and pupils respond to this effectively. They competently use planning sheets to develop ideas, prepare labelled design drawings, decide the order of making and what they will need and, finally, evaluate the finished product as fit for purpose. An annual technology week allows teachers and pupils to thoroughly engage in the process from beginning to end, enabling pupils to achieve well. For example, all pupils investigated structures, including homes, playground equipment, vehicles and photograph frames. Pupils learn to work safely when cutting and joining hard materials such as wood. They frequently link their work to other subjects as they develop their skills. For example, arising from their study of The Tudors in history, pupils made hulls of Tudor ships that extended their skills in using a range of hard and soft materials well. In Year 6, they link work in this subject to their study of the human body in science by designing and making moving skeleton puppets.
88. In **music**, pupils sing to a high standard, tunefully, with expression and a good sense of shape and melody. In Years 2 and 3, they learn about tempo and dynamics and improve their ability to maintain a beat and hear pulse. They listen carefully to music and describe sounds and instruments portraying weather such as wind and raindrops, and are spellbound to discover that one was played on a piano. Pupils in Years 2 and 6 know the names of instruments and how they are played. They listen to different composers and begin to appreciate the types, styles and moods of music in lessons and assemblies, but they struggle to remember names of composers. Pupils' experience of music from other cultures was enhanced when pupils in Years 2 to 6 gave an ambitious performance of 'Yanamamo', telling the story of life in the Amazonian rain forest.
89. The teaching of music is planned to develop knowledge, skills and understanding in composing, performing and appreciation through a variety of musical activities, including opportunities for pupils in Years 4, 5 and 6 to learn to play the violin. A computer program helps pupils to get to grips with composing. Pupils' attitudes are positive. They enjoy making music and are proud of the certificates they gain when they regularly enter local music festivals. The choir sings well. The subject is well led and managed, and ensures that planning and training support class teachers.
90. Teachers' planning in **physical education** indicates good progression in the development of skills in games, gymnastics, dance and, additionally for pupils in Years 3 to 6, athletics and outdoor/adventurous activities. Swimming begins in Year 1 and most pupils in the school swim at least a breadth of a standard pool by the age of seven. Pupils' learning is enhanced well through sport in extra-curricular activities, including mini-football, soccer, basketball, hockey and cycling. Strong emphasis is placed on physical fitness and each school week begins with a half-hour of 'fitness and fun', mainly aerobics. The session observed left pupils in a state of breathless wellbeing. In a games lesson for pupils in Years 5 and 6, good quality teaching helped pupils improve their throwing and catching of a tennis ball and developed their skills in delivering a ball (as in cricket) in a smooth sequence of bowling actions. The actual game of cricket revealed instances of good, accurate bowling, competent batting, fielding and catching from several pupils. Both boys and girls enjoyed the lesson.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

91. Only one short lesson and a brief period of 'circle time' in **personal, social and health education** (PSHE) were seen during the inspection and so no judgement can be made about overall provision. Nevertheless, from observations of other lessons, assemblies, other activities, documentary evidence and the rich and varied curriculum the school provides, pupils develop very good personal and social skills. Equally, the emphasis placed upon fitness, sport and physical education, together with the excellent inclusive nature of the ethos of the school, are effective in building positive attitudes to a healthy life-style and a strong sense of citizenship.
92. In addition to normal lessons, those in PSHE, 'circle time' and assemblies that celebrate pupils' achievements or are led by pupils, are particularly effective in building pupils' self-esteem and confidence in themselves, and a strong empathy with the lives of other people. For example, an assembly, led by a pupil, celebrated pupils' achievements (both in their work and consideration of others) and was very effective in helping pupils' confidence and self-worth visibly grow as they explained proudly to the whole school what they had achieved. Equally, during a good lesson for pupils in Years 3 and 4, they clarified their ideas of the meaning of friendship and what it means to have a good friend, bringing out qualities such as honesty, kindness and trust.
93. Pupils are expected to take responsibility. For instance, in developing a positive and helpful relationship with their 'buddy', they learn to respond to the needs of others, or by accepting routine tasks of keeping areas tidy. They are also encouraged to take responsible attitudes to drugs. Pupils learn to play an active role as citizens by supporting a range of charities. During the last school year, they raised £530 for seven charities, local, national and international such as Macmillan Cancer Support, Water Aid and Save the Children. The totality of what the school provides is very effective in developing pupils' very positive attitudes and personalities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	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	2
The school's links with other schools and colleges	4

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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