

## INSPECTION REPORT

### **EGGLESCLIFFE CE VC PRIMARY SCHOOL**

Egglescliffe

LEA area: Stockton on Tees

Unique reference number: 111671

Headteacher: Mrs Gillian Wild

Lead inspector: Mr Alan Fullwood

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> March 2004

Inspection number: 260686

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	166
School address:	Butts Lane Egglescliffe Stockton on Tees
Postcode:	TS16 9BT
Telephone number:	01642 391820
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Appropriate authority:	Governing body
Name of chair of governors:	Canon T J D Ollier
Date of previous inspection:	October 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the village of Egglescliffe not far from Stockton on Tees and is a Church of England voluntary controlled school. It has 166 pupils in seven classes and is a smaller than average sized primary school. There are currently 27 children being taught full-time in reception class and 25 children being taught part-time in the nursery. Most of the pupils come from Egglescliffe and the nearby town of Yarm but a few pupils come from further away. Most pupils are of White-British origin and no pupils have English as an additional language or are at an early stage in the acquisition of English. The percentage of pupils with special educational needs is broadly in line with the national average. The percentage of pupils eligible for free school meals is below the national average. The socio-economic indicators for the area served by the school are above the national average as is children's attainment on entry to the school. The mobility of pupils is not a significant factor. The school has been through an unsettled period with five changes in headship, including acting headteachers, since the time of the last inspection. Currently, there are two classroom teachers on long-term sick leave. The current headteacher has been in post for two terms and the assistant headteacher was appointed in January. The school is involved in the Leadership Development Strategy in Primary Schools.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr Alan Fullwood	Lead inspector	English Science Information and communication technology Design and technology Music Physical education
19342	Mr Tom Heavey	Lay inspector	
20815	Mrs Pat English	Team inspector	Foundation Stage Mathematics Religious education Art and design Geography History Personal, social and health education and citizenship

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>27</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Eggescliffe Primary is an improving school that **provides a satisfactory standard of education** for its pupils. Teaching and learning are satisfactory. The school is led well and managed satisfactorily. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics at the end of Year 2 and Year 6 are above average and pupils achieve as well as they should.
- In science more able pupils are not sufficiently challenged and are not achieving as well as they could.
- Standards of attainment at the end of Year 6 in religious education, geography and history are below average and pupils underachieve in these subjects.
- The school provides well for children in the Foundation Stage and they are currently achieving well.
- The provision made for pupils with special educational needs is in need of further improvement.
- The use made of assessment information to challenge all pupils more consistently, particularly the more able, is unsatisfactory.
- The role of subject leaders in monitoring the quality of teaching and learning in their subjects is underdeveloped.
- The accommodation for children in the nursery is unsatisfactory.
- The positive partnership established with parents impacts well on pupils' learning.

Improvement since the last inspection is satisfactory but improvement over the past two terms has been good. Standards in English, mathematics and science at the end of Year 6 have varied from year to year but improved significantly in 2003 and the overall trend in results is broadly in line with the national trend since the last inspection. The school has made satisfactory progress in addressing the key issues from the last report but there is still work to be done in challenging higher attaining pupils more consistently, improving the planned curriculum in some subjects, and in making better use of assessment information to plan work to meet the needs of pupils of different abilities within classes. After a difficult period of time, with many changes of leadership and much staff absence, the school is well-placed to secure further improvement under the good leadership of the recently appointed headteacher and her assistant headteacher.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory overall.** Inspection evidence indicates that standards in the current Year 2 and Year 6 are above average in English and mathematics. Standards in science and information and communication technology (ICT) are average. However, more able pupils underachieve in science. In religious education, history and geography standards are average at the end of Year 2 but below average at the end of Year 6. However, curriculum planning for these subjects has recently improved and pupils are now making satisfactory progress. Pupils with special educational needs achieve the targets in their individual education plans satisfactorily.

Overall, children's attainment in the Foundation Stage is on track to be in line with the goals children are expected to reach by the end of the reception year. A significant number of children will attain beyond this. Children are making good progress and achieving well in their personal, social, emotional and mathematical development and in the literacy, language and communication skills and their knowledge and understanding of the world.

Overall, pupils' attitudes and behaviour are good. **The promotion of pupils' personal development is good, as is the provision made for pupils' spiritual and cultural development. Pupils make very good progress in their social and moral development.**

## **QUALITY OF EDUCATION**

**The school provides a satisfactory education. The quality of teaching and learning is satisfactory.** Teaching and learning in the Foundation Stage are good and satisfactory elsewhere. Assessment procedures and the marking of pupils' work are satisfactory. However, the use made of assessment information to plan work to meet the needs of all children, particularly higher attaining pupils, is unsatisfactory.

The curriculum is satisfactory and there are good opportunities for enrichment outside the school day. The school has good links with parents and the community and satisfactory links with other schools. The school provides good care, guidance and support for all its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership of the school is good and management satisfactory.** The governance of the school is good. The headteacher and her assistant headteacher provide good leadership and give a clear educational direction to the work of the school and have established an effective action plan to address the weaknesses. The role of subject leaders in monitoring their areas of responsibility is satisfactory and developing. However, the management of the provision made for pupils with special educational needs is in need of improvement.

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

Parents' views of the school are good. After an unstable period of staffing and leadership, parents feel that the school has significantly improved under the good leadership of the current headteacher. Parents are very supportive of the headteacher and the staff and are made to feel welcome in the school and encouraged to take a full part in their children's education. Pupils' views of the school are good and they enjoy coming to school. They feel supported well when they need help and are certain that their ideas and opinions are listened to and acted upon.

## **IMPROVEMENTS NEEDED**

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

- Raise pupils' standards of attainment by the end of Year 6 in religious education, geography and history.
- Improve the achievement of more able pupils in science.
- Improve the criteria for the identification of pupils with special educational needs and the quality and use made of their individual education plans.
- Make better use of the school's assessment information to challenge all pupils more consistently, particularly the more able.
- Improve the role of subject leaders in monitoring the quality of teaching and learning in their subjects.
- Improve the accommodation for children in the nursery.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good in the Foundation Stage and satisfactory overall, for pupils in Years 1 to 6. Standards, at the end of Years 2 and 6, in English and mathematics, are above average and average in science.

#### Main strengths and weaknesses

- Children in the Foundation Stage are making good progress due to the good teaching they receive.
- Standards in English and mathematics are above average at the end of Year 2 and Year 6.
- More able pupils underachieve in science.
- Standards at the end of Year 6 are below expectations in religious education, geography and history and pupils' achievement is unsatisfactory.

#### Commentary

1. Children's attainment on entry to the school, although wide ranging, is above average. They make good progress and achieve well in the development of their communication, language and literacy skills and in their mathematical, personal, social and emotional development and in their knowledge and understanding of the world. Many children are on track to exceed the Early Learning Goals in these areas of learning by the end of reception. This is due to the good quality of teaching they receive and the wide range of stimulating experiences provided for them by the nursery teacher and temporary teacher in the reception class. There was insufficient evidence to make a secure judgement about children's creative and physical development but this is clearly constrained by the lack of space in the nursery and poor accessibility to a secure and effectively equipped outdoor learning space for reception children.

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

Standards in:	School results	National results
reading	17.6 (17.4)	15.7 (15.8)
writing	17.4 (13.6)	14.6 (14.4)
mathematics	17.6 (16.8)	16.3 (16.5)

*There were 28 pupils in the year group. Figures in brackets are for the previous year.*

2. The results of 2003 national tests at the end of Year 2 were well above average in comparison with all and similar schools. In reading, results were in the top five per cent of schools nationally and well above average in comparison with similar schools. Generally, standards have shown an upward trend over the last two years and improved significantly in writing in 2003. However, they dropped significantly between 1999 and 2001. Girls perform significantly better than girls nationally while boys perform similarly. This differential was not obvious in the current Year 2. Inspection evidence indicates that standards are above average and that pupils are achieving satisfactorily in relation to their above average attainment on entry to the school. Pupils talk fluently when discussing their work and respond well to adults' questions. They present their work neatly and demonstrate good grammar and spelling skills. Standards have been maintained since the last inspection.
3. The results of 2003 national tests in mathematics at the end of Year 2 were well above average in comparison with all schools and above average in comparison with similar schools. Standards showed a similar trend to English falling between 1999 and 2001 and improving over



the last two years. Generally, girls perform better than boys but not significantly so. Inspection evidence indicates that standards of attainment in the current group of Year 2 pupils are above average and that pupils are achieving satisfactorily in relation to their attainment on entry to Year 1. Standards have improved since the time of the last inspection.

4. Teachers' assessments for Year 2 pupils in science showed their attainment to be above average in 2003. All pupils achieved the expected Level 2 but the percentage of pupils achieving the higher Level 3 was average. Inspection evidence indicates a similar picture and that the current group of Year 2 pupils are attaining average standards. There is little evidence of more able pupils attaining Level 3 as work is rarely adapted to meet their needs. Standards are lower than at the time of the last inspection.
5. Standards in art and design, ICT, religious education, geography and history are at expected levels at the end of Year 2 and pupils' achievement is satisfactory. There was insufficient evidence to make a judgement of pupils' attainment in other subjects where lessons were only sampled.

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

Standards in:	School results	National results
English	28.9 (28.4)	26.8 (27.0)
Mathematics	27.8 (27.0)	24.6 (22.3)
Science	30.3 (28.2)	28.6 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

6. The results of 2003 national tests in English at the end of Year 6 were well above the national average for all schools and above average in comparison with similar schools. The school's ambitious target for the percentage of pupils who would achieve Level 4 in 2003 was not reached but the percentage of pupils who achieved at Level 5 only fell short by one percentage point. Overall, standards have shown a steady upward trend since the last inspection. Generally, girls and boys perform similarly. Inspection evidence indicates that the current group of Year 6 is making satisfactory progress and achieving satisfactorily in all aspects of the subject and that standards are above national expectations. Standards have improved since the last inspection.
7. The results of 2003 national tests in mathematics at the end of Year 6 were above average in comparison with all schools and average in comparison with similar schools. The school's target for the percentages of pupils who would achieve Level 4 in 2003 was not reached but the target for the percentage of pupils who would achieve at Level 5 was exceeded by one percentage point. Standards have fluctuated from year to year and showed an overall downward trend until 2003 when they improved. Generally, boys perform better than girls but not significantly so. Inspection evidence indicates that standards in the current group of Year 6 are above average and that pupils achieve as well as they should. Standards have been maintained since the last inspection.
8. The results of 2003 national tests in science at the end of Year 6 were well above average in comparison with all schools and above average in comparison with similar schools. The trend in results has varied widely from year to year but improve significantly in 2003. Generally, boys perform better than girls but not significantly so. Inspection evidence indicates that standards in Year 6 are average and most pupils make satisfactory progress and achieve as well as they should. However, more able pupils are not consistently challenged by the work set for them, which is often the same for all pupils, and they underachieve as a result.
9. Standards of attainment at the end of Year 6 in ICT and art and design are average and pupils' achievement satisfactory. However, standards in religious education, geography and history are

below expectations and pupils' achievement is unsatisfactory. There was insufficient evidence to make a judgement of pupils' attainment in other subjects where lessons were only sampled.

10. Achievement and progress of pupils with special educational needs are satisfactory. Good support is given to pupils by teaching assistants but the targets in pupils' individual education plans are too vague to provide a means of monitoring their progress effectively.

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

Pupils' **positive attitudes** and **good** behaviour are supported by **very good** relationships across the school. Attendance and punctuality standards are **very good**. **Pupils' spiritual and cultural development are good and their social and moral development are very good**. The school succeeds well in teaching pupils to become responsible people. As at the previous inspection this aspect of school life is one of its strong features.

### **Main strengths and weaknesses**

- Pupils are enthusiastic about this school and are keen to learn.
- Relationships in the school are characterised by politeness and mutual respect.
- The school's Christian ethos effectively promotes pupils' personal development.
- Behaviour is good, and there have been no exclusions.

### **Commentary**

11. The overwhelming majority of pupils declare that they like coming to school – a view supported by their parents responding to the inspection questionnaire. Pupils respond well to good teaching, as in a Year 1 numeracy lesson where pupils' enthusiasm was sustained by the teacher's use of fluffy toys to illustrate ordinal numbers. Year 4 and 5 pupils showed how well they work in groups during a creative music lesson. By sharing instruments and ideas they composed music and later entertained their peers in assembly. Their efforts were rewarded by the spontaneous applause of their fellow pupils and teachers.
12. Pupils' good behaviour is built on the very good relationships throughout the school and on the new behaviour policy. There have been no exclusions for several years. The emphasis is now placed on praising the good things that pupils do, and rewarding kindness, tolerance and effort. This positive approach to discipline results in high standards of behaviour and good order, and pupils are able to concentrate on their work with minimum distraction. Bullying is rare, and is effectively dealt with by the school. Pupils with emotional and behavioural difficulties benefit greatly from the support given to them by the teaching assistants. These pupils, too, are rewarded for their efforts, and along with their peers they wear their stickers and stars with pride.
13. Outside the classroom the behaviour standards are applied with equal consistency by lunchtime supervisors. They have been especially trained, and the certificates awarded by them to deserving pupils are presented at the weekly celebration assembly. A very special treat, a tea party or picnic with the headteacher, is reserved for the most deserving pupils. As a result of these initiatives pupils show that they are developing a sense of personal responsibility and concern for their fellow pupils. Applicants for a vacant prefect post variously wrote: "I would set a good example to other pupils"... "I would not mind giving up my playtime to help other children"... "I would like to have some responsibility around the school." The school council, the 'Buddy System', the celebration assemblies and the school's Christian ethos all combine to develop pupils good sense of personal responsibility and citizenship as they progress through the school.
14. The provision made for pupils' personal development is good. The school's strong Christian ethos permeates the school day. There are frequent opportunities for reflection in assemblies and in lessons. Provision for pupils' moral and social development is very good. They are taught to distinguish right from wrong and to take responsibility for their own actions and to show

care and consideration towards others. Residential visits provided for older pupils promote pupils' ability to take on responsibility and show initiative. Educational visits and visitors enhance pupils' understanding of their own culture, such as through visiting the theatre, and their understanding of other cultures, such as a recent visit by an Aboriginal artist and a storyteller.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.4	National data	0.4

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

15. The school's attendance record has remained very good since the previous inspection, placing it within the top ten per cent in the country. It is supported by very good punctuality. The very high levels of attendance reflect the effectiveness of the school's procedures and its high expectations of pupils and their families. Pupils are expected to be in the school grounds by 8-45 am, ready to register at 9 o'clock prompt. Parents help to raise standards by ensuring that their children attend regularly and on time, thus gaining maximum benefit from the whole school day. Both morning and afternoon registration sessions comply fully with legal requirements.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education. Teaching and learning are satisfactory overall. The curriculum and levels of staffing, the accommodation and learning resources are satisfactory. Links with parents are good and links with the community and other schools are satisfactory. Pupils' care, guidance and support are good.

### Teaching and learning

Teaching and learning are **satisfactory**. The quality of assessment of pupils' work is **satisfactory** but the use made of this information in planning work for more and less able pupils is unsatisfactory.

### Main strengths and weaknesses

- The encouragement and engagement of pupils are good.
- The use made of assessment information to plan suitable work to support pupils of differing abilities is unsatisfactory.
- The teaching of children in the Foundation Stage is good.
- The teaching of English is good.
- The teaching of pupils with special educational needs by teaching assistants is good.
- Teachers' marking is variable in quality.

## Commentary

### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	5 (14%)	16(44%)	14(39%)	1(3%)	0(0%)	0(0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

16. Strengths in teaching are the good relationships teachers enjoy with pupils, an insistence on high standards of behaviour and the good use made of teaching assistants to promote pupils' learning. These successfully provide an orderly and suitable learning environment where pupils apply themselves to their work and concentrate well. Teachers' lively approach and good use of praise and encouragement engage pupils in their learning and give them the confidence to persevere even when experiencing difficulties. Pupils are consistently informed about what it is they are expected to have learned by the end of lessons but opportunities for them to evaluate how successful they have been in achieving these objectives are not always well done and this limits their involvement in their learning.
17. Pupils' work and discussions with teachers and pupils show that teachers' planning does not always identify challenging activities for pupils of different abilities within each class. As a consequence, pupils make satisfactory rather than good progress. Too great a reliance is placed on open-ended tasks to which pupils respond as well as they are able. However, such tasks do not always have the structure needed to guide the development of pupils of differing abilities. Assessment information is not consistently used to identify where pupils need to develop better understanding, for example, in scientific enquiry skills, and this limits their opportunities to achieve as well as they could.
18. Teaching in the nursery and reception classes is good. Several instances of very good teaching were observed in the reception class. This shows significant improvement since the last inspection. This quality of teaching is characterised by setting clear learning objectives and providing interesting and purposeful tasks for each area of learning within each session. The good balance between adult-directed and self-chosen activities enables children to systematically build on what they know, understand and can do, and to have opportunities to practise skills and consolidate their learning. There is evidence from planning documents that the use of assessment has been, until recent weeks, insufficiently rigorous in reception. This has a limiting effect on children's achievement over time. However, the situation has recently improved significantly and ongoing assessment is, currently, being used very effectively by the temporary teacher.
19. The teaching of English is good. Good use is made of the National Literacy Strategy to plan challenging opportunities for pupils to develop good basic skills in reading and writing. Pupils' spelling and handwriting skills are now systematically developed and this is having a positive impact on their learning and the standards they achieve. Good opportunities are provided for pupils to speak in pairs, small groups and class discussions but planned opportunities for them to speak in more formal situations are infrequent. In the lessons observed during the inspection, teaching was lively with a good pace that promoted pupils' learning well. Only when teachers' introductions and instructions were too lengthy did the pace of learning lessen. Teachers make good use of targets for improvement, a practice introduced this year and the marking of pupils' work to inform them of how they can improve their work and this is having a positive effect on their achievement. However, this is not the case in other subjects.
20. Teaching in mathematics observed during the inspection was good. Good use of the National Numeracy Strategy ensures that pupils systematically develop their mathematical knowledge and understanding as they move through the school. However, from a scrutiny of pupils' books, teaching over time is satisfactory. This is because teachers' planning does not consistently adapt learning activities to suitably challenge all pupils of differing abilities. This limits pupils' progress and their achievement is satisfactory rather than good. Marking rarely tells pupils what they need to do to improve their work.
21. There is insufficient evidence to make a secure judgement about the quality of teaching and learning in other curriculum subjects where lessons were only sampled.
22. The quality of teaching and learning of pupils with special educational needs is satisfactory overall. Good support is given to pupils in lessons and when withdrawn in small groups by teaching assistants but lesson plans do not often refer to pupils' individual education plans or adapt work sufficiently to address their individual needs. This limits the progress they make.

23. The quality of marking of pupils' work is variable. There are some good examples of marking, such as in English, but generally marking, although supportive, does not indicate to pupils how they can improve their work.

### **The curriculum**

The quality of the curriculum is **satisfactory** overall. The breadth of the curriculum is good but the management to achieve balance across all the subjects is unsatisfactory.

### **Main strengths and weaknesses**

- Good use is made of the national advice related to planning the provision for English and the Foundation Stage.
- There are good opportunities for enrichment through extra-curricular activities.
- Overall, the accommodation is good except in the nursery where accommodation is cramped and in the reception class where access to the outside play area is restricted.
- The provision for pupils with special educational needs is satisfactory.
- The organisation of planning to ensure the curriculum is effectively balanced is currently unsatisfactory.
- The monitoring of curriculum provision is insufficiently developed.

### **Commentary**

24. The positive ethos of the school clearly illustrates the importance placed on enabling all pupils to access and enjoy a broad curriculum. All the statutory requirements are met. It includes those for religious education and collective worship. Good support is provided for pupils' personal, social and health education through a range of subjects and informally as issues arise in the day-to-day interaction pupils have with each other and the adults who work with them.

25. Generally, the National Literacy Strategy is adapted effectively to meet the needs of all pupils from Year 1 to Year 6. This is not always the case with the National Numeracy Strategy where pupils' previous work indicates that teachers do not always adapt work to suitably challenge pupils across the whole range of ability and this limits pupils' achievement. In a few lessons observed during the inspection this was not the case. This was well illustrated in a mathematics lesson where all the pupils were investigating general statements about familiar numbers. By using guidance for both Year 4 and Year 5 the teacher appropriately challenged the pupils across the wide age range and, most importantly, across the range of ability. All pupils were systematically building on what they already knew, understood and could do. This made a major contribution to the standards of attainment of all pupils. The adoption of national guidelines to provide programmes of work for the foundation subjects is an improvement since the last inspection. However, the school has recognised in the school development plan the need to review and adapt these programmes to better meet the particular needs of this school. Similarly, the need to include specific planning for links across all areas of the curriculum has been identified. This indicates that the quality of the curriculum is well placed to improve.

26. The nationally recommended curriculum guidance for the Foundation Stage is used effectively to plan the learning opportunities for children in the nursery and reception classes. The breadth of purposeful and practical experiences in most areas of learning makes a significant contribution to the progress children make towards achieving the goals expected by the end of the reception year. They also ensure a smooth transition to the work of the National Curriculum at a time best suited to each child. This represents improvement since the last inspection. However, the lack of space in the nursery and problems of access in the reception class to the secure outside play area limit children's creative and physical development.

27. The curriculum is significantly enriched by a good range of extra-curricular activities and this impacts well on pupils' learning. These include seasonal sporting activities, chess, guitar,

French, drama, Christian Club and choir. Work in subjects, such as geography, history and English, is enhanced by educational visits and visitors. For example, learning in both English and history were made much more meaningful and exciting for Years 5 and 6 by a theatre visit made to see a production of Macbeth. Pupils' learning in art and music and their understanding of other cultures are promoted well by such visitors as an aboriginal artist and a storyteller. The opportunity for the oldest pupils to have residential experience makes a major contribution not only to geography and physical education but also to the promotion of pupils' personal development and their ability to take on responsibilities and to show initiative.

28. The provision for pupils with special educational needs is satisfactory. The good support they have in lessons and withdrawal groups comes mainly from teaching assistants and from the good teaching methods used to promote pupils' confidence to be involved in activities. The unsatisfactory quality of pupils' individual education plans does not support teachers in adapting their planning to meet pupils' needs.
29. The long-term planning to achieve a suitably balanced curriculum is unsatisfactory. The current whole-school framework, which indicates when Programmes of Study for all subjects are to be taught, does not address the needs of mixed age classes. The school improvement plan includes the intention to revise the current curriculum map so that pupils will not repeat experiences and will learn skills progressively. A good balance is further impaired when there are discrepancies in how often subjects, such as history, geography or art and design-technology are taught and how much teaching and learning time is devoted to them. This has a negative impact on the depth to which some subjects are covered. In addition the problem becomes exacerbated when agreed allocations of time are not adhered to. Where extra time is devoted to some subjects there is an adverse effect on others. Too often this means reduced time spent on the foundation subjects.
30. The period of disrupted staffing and the consequent negative impact on the development of the role of subject leaders have significantly hindered development in this aspect of management. Without the opportunity to monitor the teaching and learning in subjects across the curriculum there is insufficient specific evidence on which to evaluate the quality of curriculum provision and implement strategies to bring about improvement. The role of subject leaders is developing in this respect.
31. The accommodation overall is good and supports the provision of a practical approach to learning. Learning resources are satisfactory. However, the indoor provision for the nursery is unsatisfactory. The reception class is housed in the main building and enjoys a spacious and effectively organised room. However, children do not have appropriate and ready access to a secure outdoor area to facilitate vigorous and imaginative activity. This has a significantly limiting effect on the physical and creative development of these children.

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

The school's **good** provision for the welfare, health, safety and personal security of its pupils is one of its strengths. Adults provide good levels of support, advice and guidance for those in their care. Arrangements to seek, value and act upon pupils' views are good.

### **Main strengths and weaknesses**

- The sensitive arrangements for pupils' welfare.
- The very good relationships within the school community help people to know, listen to and respect one another.

### **Commentary**

32. The main features of the school's care arrangements are the detailed procedures for pupils' health and safety. Termly fire drills and risk assessments, weekly alarm tests, and stringent

security arrangements make pupils feel safe. Training for all staff in child protection awareness, and for several staff in first aid, makes pupils feel cared for. All these arrangements are supported well by proper records. The resultant climate of warmth and well-being makes a good contribution to pupils' learning.

33. The very good relationships within the school spring from its strong Christian ethos of care, and the solid support of parents. True to the principles enshrined in its mission statement the school promotes mutual respect, care and responsibility of all in the school community. It trusted its pupils to formulate the school's behaviour policy, and to elect their peers to hold office in the school council, based on Article 12 of the United Nations Charter on the Rights of the Child. It listens to the views of its pupils in the classroom, encouraging debate in personal, health and social education sessions. In such a session in the reception class, for example, the teacher uses great skill to help the children to describe the feeling of "belonging." Later in the day older pupils in assembly are shown how they belong to a wider community through the 'Fair Trade Programme'. Pupils show that they have taken the message to heart by acting responsibly, and showing that they care about others and respect them.

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

The school's **good** links with parents and the community and **satisfactory** links with other schools make a good contribution to pupils' all round education.

### **Main strengths and weaknesses**

- The very positive views expressed by the majority of parents.
- The good quality of information provided for parents.
- The strong links with the Church.

### **Commentary**

34. The vast majority of parents who met the inspectors and those responding to the questionnaire expressed very positive views about their relationship with the school. They agree that their children like the school and are making good progress. They applaud the good behaviour and the absence of bullying, and are pleased with the quality of teaching and the leadership of the school. Most parents also agree that the school seeks their views and takes account of their comments. A recent example arose from a questionnaire sent to parents to seek their views on several matters. Some parents requested more frequent information about how their children are performing against national standards. The school has agreed to supply this extra information from next term, in order to help parents to support their children's learning. The pupils' annual reports describe what pupils can do and identify areas for further effort. Termly newsletters are very informative, and are supplemented by occasional letters about special events. Teachers make themselves available to parents at the school entrance, as well as meeting them more formally at the three parents' evenings each year. The school's prospectus and the governors' annual report to parents are both very readable and fully comply with legal requirements.
35. Many parents are actively involved in the life of the school, either by helping directly in the classroom, by hearing pupils read or by helping out on educational trips. School events are well supported and the very active parent association raises large sums of money towards the purchase of school equipment.
36. Good links with the local church introduce pupils to community involvement, and help to prepare them to be future citizens of their community. Further afield they demonstrate their care and concern for the disadvantaged in society by raising considerable funds for charity. Water Aid, Guide Dogs, Children in Need, Butterwick Children's Hospice, Jeans for Genes and a local homeless hostel have all benefited from their efforts. Such activities make a good contribution to pupils' personal development, especially when linked directly to the curriculum like the current

Fair Trade Project. Links with other schools are satisfactory and developing. An example of the benefit of these links is the opportunity for gifted pupils to attend mathematics workshops with like pupils from other schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership is good and management is satisfactory. The governance of the school is good.

### **Main strengths and weaknesses**

- The good leadership of the headteacher has united pupils, parents, staff and governors.
- Rigorous systems for monitoring the quality of teaching and learning are being established.
- The role of subject leaders in monitoring the work of the school is developing.
- The governing body has a clear understanding of the strengths and weaknesses of the school.
- The leadership and management of the provision for pupils with special educational needs are in need of improvement.
- The school's financial procedures are good and ensure the principles of best value are applied to all major spending decisions.

### **Commentary**

37. The headteacher, who has only been in post for two terms, provides good leadership that is strong and purposeful and has established a clear educational direction for the work of the school. Since her appointment, the headteacher has made a careful and thorough analysis of the work of the school and identified key areas that require attention. These make up the targets of the current school development plan. As a result, many changes have been made to improve the management systems in place and to put the pupils at the heart of the school and its work and this is impacting well on their standards of attainment. The school is no longer a cause for concern for the local education authority.
38. The headteacher has established a clear agenda for improvement which involves supporting and challenging staff to improve upon the satisfactory quality of education the school provides. She is well supported in this endeavour by the assistant headteacher. Together they are establishing effective systems for monitoring teaching and learning. All staff have been monitored by the headteacher and feedback given to them; this information has been used to decide the performance management targets of staff. Staff in need of support are being given it. This is having a positive impact on the quality of teaching and on pupils' learning. This is clearly illustrated in pupils' books where work is better this term than last term, especially in the Year 3/4 and Year 4/5 classes.
39. Subject co-ordinators are being given support in carrying out their roles and drawing up action plans to develop monitoring of the curriculum and standards in their subjects. However, there is still some way to go in turning the intentions of these action plans into improvements that will benefit pupils in their learning and raise pupils' achievements.
40. The governing body gives good support to the headteacher and staff and are fully involved in monitoring the school's progress towards achieving the targets for improvement in the school's development plan. They are well aware of the school's strengths and weaknesses and the action necessary to make improvement. Governors are beginning to have a clearer role in evaluating the work of the school for themselves and are aware of the school's recent performance in national tests. Individual governors' roles in monitoring have recently been reviewed and school visits to carry out these responsibilities are taking place. Appropriate systems are being set up for the performance management of staff and they are clear about their roles in setting targets for the headteacher. The governing body fulfils all its statutory duties.



41. The co-ordinator for pupils with special educational needs (SENCO) has only recently been appointed and has yet to make an impact on the provision made for these pupils. With the help of the headteacher she has reviewed the support provided by the school. As a result she is aware of the need to clarify the criteria used to identify pupils with special educational needs, as some of the pupils listed have only minor learning difficulties. In the week following the inspection the SENCO will review the provision made for each pupil. Inspection evidence confirms these findings and also that the targets in pupils' individual education plans are too general to enable the school to check the progress pupils make. However, good support is given to pupils with special educational needs by experienced and effective teaching assistants who know these pupils well.
42. The Foundation Stage co-ordinator is relatively new to the post and is anxious to develop a team approach to the work in this area so that there is a shared understanding of what constitutes high quality provision and how best to achieve it. However, the practice of monitoring teaching and learning is not sufficiently developed and this limits the information on which to evaluate the strengths and areas for development.
43. The finance committee of the governing body is appropriately involved in the budget setting process and in monitoring spending on a monthly basis. Day-to-day financial procedures are effective and the school administrative officer keeps governors well informed. Governors ensure that the principles of best value are applied to all major spending decisions. The committee is clear about the need to evaluate these decisions in terms of their impact on pupils' achievements and raising standards, and systems for doing this are being established. When all factors are taken into account the school provides satisfactory value for money.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	460,840	Balance from previous year	30,003
Total expenditure	466,146	Balance carried forward to the next	24,697
Expenditure per pupil	2,752		

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

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

44. Children enter the nursery showing a wide range of stages of development but overall, as a group, they are above expectations for children of this age. In both the nursery and reception class children are enjoying a broad curriculum which has been developed over the last year. Teachers have a good understanding of the nationally agreed curriculum for children of these ages and the goals to be achieved by the end of the reception year. This makes a major contribution to the smooth transition these children make to the work of the National Curriculum at a time best suited to each child.

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

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

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

- Good induction procedures are in place.
- There is a commitment to developing positive attitudes to learning.
- Good relationships are established between children and adults who work with them.

#### **Commentary**

45. A high priority is placed on development in this area. Support for it permeates all activities. The well organised induction procedures and links with parents ensure that children enter nursery with a good measure of confidence. All adults consistently model the strategies for forming and sustaining relationships. The wide range of purposeful activities, using practical resources and well-judged adult intervention, encourages children to work happily alongside each other and to quickly graduate to collaborating. Teaching and support staff have a shared understanding of expectations when encouraging the development of social conventions and establishing acceptable behaviour. Children in the nursery know classroom routines well and reception children move around the school confidently and enjoy the responsibility. Adults unfailingly appreciate children's positive attitudes. This raises self-esteem and helps children to recognise their good achievement.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in this area is **good**.

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

- Overall attainment in this area is above expectations for pupils of this age.
- Development of these skills is supported across all areas of learning.
- Direct teaching activities are effectively managed.

#### **Commentary**

46. Informal assessment on entry to the nursery indicates that attainment overall is above expectation for children of this age. Most children in reception are on target to attain the Early Learning Goals with a significant minority attaining beyond, by the time they transfer to Year 1.

47. The promotion of children's speaking and listening skills permeates all activities. The adults consistently use a range of everyday and subject-specific vocabulary. They model grammar and the structures of spoken language, encouraging children to use these when sharing their ideas. In a discussion about blackbirds a nursery child explained, "It isn't a girl blackbird. It's a female

blackbird. Boys are males and girls are females.” Reception children making bear biscuits readily used ‘cream’ and ‘beat’ when talking of mixing butter and sugar then adding an egg.

48. Direct teaching in whole-class and small group sessions is used effectively to introduce children to the organisation of books and recognition of letter sounds and shapes and how to use a pencil. For example, a nursery child identified his work by using the initial letter of his name and several letter-like shapes. In reception a group is encouraged to use a picture dictionary to collect words with particular initial sounds.

## **MATHEMATICAL DEVELOPMENT**

Provision for this area is **good**.

### **Main strengths and weaknesses**

- Children’s learning is well supported by a practical approach.
- The balance of directed and purposeful self-chosen activities develop and consolidate learning well.

### **Commentary**

49. The progress pupils make in using and applying mathematical knowledge, skills and understanding owes much to the use made of practical situations that arise across all areas of learning. For example, the youngest nursery children count the petals on the flower they are making and spot when the lion joins the elephant in a story to make two animals in the set. Reception children enthusiastically count on from a given number and good quality resources help them to confidently combine the contents of two sets. Children are encouraged to explain how they arrived at their conclusions. The teacher’s positive responses to children’s contributions raise self-esteem and confirm the child’s progress. Self-chosen activities are carefully planned to include opportunities to reinforce understanding and knowledge such as finding how many small containers of water are needed to fill a large container.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

The provision for this area is **good**.

### **Main strengths and weaknesses**

- The range of planned opportunities for children to observe and investigate the world about them is good.
- Development in this area is supported by an effective balance of directed and independently chosen activities.

### **Commentary**

50. Nursery and reception children have an interesting programme of practical experiences that stimulates interest and exploration. Children in the nursery explore the school grounds and the effects of changing seasons. The youngest children use construction toys such as train tracks and blocks to make a bridge to express what they know about the world. Children in reception explore the effects of mixing ingredients for biscuits and begin to understand that the effect of applying heat can be irreversible. The progress made in this area owes much to the well judged intervention of teachers to pose questions and prompts that move learning forward. Most children develop computer skills quickly and confidently manipulate a mouse to apply colour, move items across a screen and edit out errors.

## PHYSICAL DEVELOPMENT

The provision for the development of fine motor skills is **good** but there is insufficient evidence to make overall judgements on the development of gross motor skills.

### Main strengths and weaknesses

- Opportunities within other areas of learning are used effectively.
- Good use is made of direct teaching of techniques.
- The facilities for outdoor vigorous and creative activities for children in the reception class are unsatisfactory.

### Commentary

51. The good development of children's physical skills owes much to the opportunities to handle pencils, scissors and construction equipment and to the readiness of adults to directly teach skills and techniques to improve control as, for instance, when managing scissors. The absence of a secure outdoor area with appropriate equipment for creative and vigorous play hinders the development of children's physical skills in the reception class. This is recognised in the school improvement plan.

## CREATIVE DEVELOPMENT

52. It was not possible to observe all the aspects of this area of learning. Children in both nursery and reception have appropriate opportunities to explore and express their ideas using paint, collage and malleable materials and meet expectations for children of these ages. For example, nursery children experience great delight in mixing and applying paint while reception children, in pictures of the three bears, show a good appreciation of the distinctive features of each of the three bears. In role play the older children can develop and sustain the characteristics of each bear for an appropriate time.

## SUBJECTS IN KEY STAGES 1 and 2

### English

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- By the end of Year 2 and Year 6 standards are above average.
- Standards at the end of Year 6 have improved since the last inspection.
- Teaching and learning observed during the inspection were good.
- The subject is led and managed well.
- The use of targets and positive marking comments indicates to pupils how they can improve.

### Commentary

53. By the end of Year 2 pupils make satisfactory progress and achieve as well as they should in reaching above average standards in English. Standards have been maintained since the last inspection. The results of national tests in 2003 showed pupils' standards of attainment to be well above the national average in reading and in the top five per cent of schools in writing. Pupils in the current Year 2 are making good progress due to the good quality teaching they receive. However, their achievement over time and in relation to their attainment on entry to Year 1 is satisfactory. Most pupils make satisfactory progress in the development of their speaking and listening skills through the good opportunities provided by teachers to join in class discussions and by the encouragement they receive to describe their ideas and voice their opinions. Standards in reading are above average and pupils enjoy books and are keen to talk

about what they read. Their knowledge of letter sounds and blends is advanced well through short but brisk sessions in literacy lessons. Year 2 pupils have been taught to use a range of strategies, such as breaking words up into syllables or reading on, to read unfamiliar words. Standards in writing are very good and higher attaining pupils structure their writing well when writing stories, accounts and poetry. They make good use of their ICT skills in drafting and redrafting their work.

54. Standards in Year 6 have improved and are now above average. This is evident from the national test results in 2003 which were well above average in relation to all schools and above average when compared to similar schools. Pupils' writing is varied and interesting and a significant minority is working at Level 5, such as when writing "Mrs Sparkleberry is one of the most friendliest, jolliest and memorable people I've ever met." They are given good opportunities to write in a range of different formats and for different audiences and this enables them to choose their words with care and to show an appreciation of the selected audience. Average attaining pupils tend not to be as descriptive in their writing but through constructive marking and pointing out ways of improving it, teachers encourage them to make better use of adjectives and adverbs. The support given to lower attaining pupils and those with special educational needs is good. Small group sessions with teaching assistants are of good quality and successfully increase pupils' confidence and self-esteem and they achieve well as a result. Pupils achieve satisfactorily in the development of their speaking and listening skills but not enough opportunities are given to them to speak in more formal situations in class and elsewhere and many lack confidence in such situations. Teachers encourage pupils to read widely and standards in reading are above average as a result. In discussion all pupils enjoyed reading and spoke knowledgeably about their favourite authors, such as Jacqueline Wilson, Roald Dahl, Penelope Lively and J K Rowling.
55. In the lessons seen during the inspection teaching and learning were good overall and never less than satisfactory. Teachers made good use of the National Literacy Strategy in their planning and were lively and enthusiastic in their approach. As a result, the pace of lessons tended to be brisk and pupils enjoyed their work and concentrated well. In a few lessons, teachers talk too much and pupils listen for too long and this limits the progress they make. Teachers make good use of setting individual targets and this, allied to positive marking, gives pupils a clear indication of what they have to do to improve. In a few instances targets are too vague to be helpful.
56. The leadership and management of the subject are good. The acting subject leader has enlisted the help of the local education authority's literacy consultant and together they have monitored lessons and given constructive feedback to staff. Lower attaining pupils now receive regular support in small group literacy sessions and this is having a positive impact on achievement. There are good resources to support teachers in their planning and pupils in their learning. Monitoring systems, including looking at planning, scrutinising pupils' work and analysis of assessment data are used well to guide developments in the subject.

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

57. Pupils use language and literacy skills well in other subjects but planned opportunities for linking subjects together are underdeveloped.

## **MATHEMATICS**

The provision for mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- Standards of attainment by the ages of seven and 11 are above average.
- The guidance of the National Numeracy Strategy is used effectively.
- Teaching overall is good.

- The planning of differentiated learning activities to suitably challenge all pupils is insufficiently rigorous.
- Marking does not consistently inform pupils how to improve.
- The monitoring of teaching and learning is unsatisfactory.

## Commentary

58. The standards of attainment seen at the end of Year 2 and Year 6 are above expectations for pupils of these ages. Standards at the end of Year 2 have improved, while standards at the end of Year 6 have been maintained, since the last inspection. Evidence from the inspection indicates that from entry to Year 1 pupils' achievement, over time, is satisfactory.
59. Teaching and learning across the school are satisfactory. Teaching observed during the inspection was good. It is clear that teachers use the advice of the National Numeracy Strategy effectively. This ensures that pupils systematically develop knowledge, skills, and understanding as they move through the school. The emphasis on development of mental agility and the exploration of calculation methods, and insistence that pupils explain their thinking, have a significantly, positive impact on attainment. This was well illustrated in a Year 2 lesson where pupils, finding the total of two numbers, confidently partition numbers to simplify a calculation and explain that it doesn't matter in which order you add numbers the answer is the same. Pupils in Year 5, having investigated tests for divisibility, eagerly explain that if you can halve a number and halve it again it will be divisible by four.
60. In lessons observed, those pupils with particular ability in mathematics had access to more demanding work. Particularly gifted pupils have the opportunity to attend workshops along with pupils from other schools. However, evidence in examining prior work indicates that the planning of differentiated learning activities to suitably challenge pupils across the whole range of ability is insufficiently used. This has a limiting effect on standards of achievement. Similarly, although teachers set broad group targets and mark pupils' work making appreciative comments, rarely are pupils advised individually about what they must do to improve.
61. The subject co-ordinator is anxious to support colleagues in sustaining high standards of attainment and has prepared an action plan. However, without an agreed programme for the monitoring of teaching and learning there is insufficient information on which to evaluate the strengths and areas for development in this subject. This has a negative impact on planning for improvement. Development in this area is identified in the school improvement plan.

## Mathematics across the curriculum

62. Pupils use mathematical skills in other subjects such as measuring in design and technology and simple block graphs in geography but the planning to provide such opportunities is insufficiently developed.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are in line with national expectations.
- The development of pupils' skills in scientific enquiry is inconsistent.
- The role of the subject leader is underdeveloped.
- The quality of marking is variable.

## Commentary

63. Standards of attainment are average and indicate a decline in the standards noted at the time of the last inspection. In Year 2 most pupils are on track to achieve the expected Level 2 but there is little evidence that more able pupils will achieve the higher Level 3. A scrutiny of pupils' work indicates that all pupils complete the same work and that more able pupils are not consistently challenged by adapting activities to suit their particular needs. This results in more able pupils not achieving as well as they might. The results of statutory teacher assessments in 2003 confirm this. All pupils gained the expected Level 2 but the percentage of pupils gaining the higher Level 3 was below average in comparison with similar schools. However, in discussion Year 2 pupils had a good understanding of the work they had covered so far. They know how to construct a simple electric circuit and that a switch opens or closes the circuit. They correctly define a force as a 'push' or a 'pull'. Pupils' achievement is satisfactory.
64. Standards attained by pupils in Year 6 are average. Standards are lower than at the time of the last inspection and below those gained in national tests in 2003. Results in 2003 were much higher than in previous years and seem to relate to a particularly able group of pupils. However, the work of pupils in the current Year 6 indicates that they have made satisfactory progress so far this year. Average and higher attaining pupils are drawing clear conclusions from their investigations whereas lower attainers have a tendency to describe what they have done rather than analyse their results. Suitable opportunities are given to pupils to use their mathematical skills, such as when they construct graphs when measuring force in newtons. However, there is little evidence of pupils designing their own investigations in response to a question set by their teacher and this is a missed opportunity to develop pupils' scientific thinking. Too often experiments are designed for them by the teacher. Most pupils are achieving as well as they should but work is not always sufficiently adapted to challenge more able pupils and they underachieve as a result. Pupils have good attitudes to science, particularly when given practical activities to undertake, but their behaviour can deteriorate when the teacher talks too much and they have to listen for too long.
65. In the lessons seen during the inspection teaching and learning were satisfactory. Teachers have a sound knowledge and understanding of the curriculum and this is evident in their planning. However, the quality of planning varies and assessment information is not used well to provide challenging work for all pupils, particularly the more able, and this limits their achievement. Teachers have good rapport with pupils and generally manage their behaviour well.
66. The subject leader has only been in post for a short time but is aware of the need to improve the opportunities pupils have to improve their skills of scientific enquiry. With the support of the headteacher, the co-ordinator has drawn up an action plan to develop the subject. Although appropriate, the action plan is as yet a set of intentions and little action has taken place. The headteacher monitors teachers' planning and ensures that the curriculum is covered but is aware of the need to improve the variable nature of planning for the subject. Resources for the subject are adequate. Satisfactory use is made of pupils' literacy and numeracy skills in science but there is little evidence of pupils using their ICT skills to produce graphs and tables to display their results.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is satisfactory.

### Main strengths and weaknesses

- Standards of attainment are average by the end of Year 2 and Year 6.
- Teachers do not adapt work to meet the needs of different ability groups within their classes.

## Commentary

67. Pupils attain average standards by the end of Year 2 and achieve as well as they should. From a scrutiny of pupils' work and discussions with them, they are given frequent opportunities and develop expected skills in word-processing, data handling and giving instructions to a programmable toy to follow a simple route. Teachers have a sound understanding of the curriculum and in one lesson observed, made good use of pupils' literacy skills to enable them to continue the story of 'The Yam That Talked'.
68. Pupils' standards of attainment at the end of Year 6 are average and they were observed creating digital art pictures with confidence and good knowledge of the computer. Pupils have made power point presentations but unfortunately, they have not yet been given the opportunity to show these to anyone. Pupils show confidence in clicking on icons, dragging text or resizing pictures. They enjoy the subject and this increases the progress they make.
69. Teaching and learning are satisfactory overall. Teachers have a sound knowledge and understanding of the subject and provide pupils with relevant experiences to develop their computer skills. Generally, they manage pupils well and lessons have satisfactory pace and challenge but teachers rarely adapt work to meet the needs of different ability groups of pupils and this limits pupils' achievement.
70. The subject leader has only recently taken on the role but has already made an impact on the subject. With the support of the headteacher and the local education authority's ICT consultant, she has reviewed the subject policy and programme of work and drawn up an action plan to develop the subject and this is having a positive impact on standards. This includes providing interactive whiteboards in all classrooms. Resources for the subject are satisfactory.

## Information and communication technology across the curriculum

71. Pupils make satisfactory use of their ICT skills in English and art and design, but there is little evidence of its use in other subjects.

## HUMANITIES

### Religious education

Provision in religious education is **satisfactory** overall.

### Main strengths and weaknesses

- Attainment at the end of Year 6 is below the expectations of the locally agreed syllabus.
- Breadth of the curriculum is good.
- The monitoring of teaching and learning is unsatisfactory.
- Opportunities for pupils to use literacy and ICT skills to support the work in this area are often overlooked.

## Commentary

72. The limited evidence from scrutiny of recorded work and talking with pupils indicates that current knowledge and understanding lacks sufficient depth at the end of Year 6. This is particularly so in the development of knowledge and understanding of the chosen major faiths other than Christianity. The re-organisation of the curriculum has not had time to impact significantly on standards of attainment.
73. Appropriate use is being made of the programmes of work related to the locally agreed syllabus. A framework has been developed showing when the required Programmes of Study are to be taught and fixes the time allocation to ensure suitable depth of study. This supports



the progressive development of knowledge and understanding as pupils move through the school. It is especially supportive where older pupils are in mixed-age classes. This indicates that the school is well placed to improve standards of attainment and achievement.

74. The procedures for monitoring attainment and teaching and learning in the humanities are at an early stage of development. Without the knowledge subject leaders have insufficient information on which to identify strengths and areas for development and to plan for improvement.
75. Insufficient use is made of literacy and ICT skills to support the work in religious education. This has a negative impact on the quality of learning.
76. It was only possible to observe one lesson in **history** and none in **geography**. It is inappropriate, therefore, to make overall judgements about provision or the quality of teaching in either subject.
77. The curriculum for pupils in Years 1 and 2 is satisfactory. From examining pupils' recorded work, planning documents and discussions with staff, standards at the end of Year 2 are broadly in line with expectation for pupils of this age. Pupils have a growing understanding of significant events in the past such as 'The Great Fire of London' and begin to compare the way people lived in the past with their own experiences. Similarly in geography they compare an islander's environment with their own.
78. Standards by the end of Year 6 are below expectations for pupils of this age in both subjects. This compares unfavourably with the findings of the previous inspection. The period of disruption and lack of an active monitoring programme has hindered development in these subjects. The adoption of the programmes of work developed following national guidance for each subject has improved provision since the last inspection. However, examination of recorded work indicates that, prior to this term, there were limited items recorded and the content was well below what is expected of pupils of these ages. Coverage of topics has lacked appropriate depth or has been inappropriately protracted. Evidence from this term, however, shows a more substantial body of work as, for instance, in the study of settlements in Years 3 and 4. Good use has been made of educational visits and visitors such as 'Ancient Greek' and 'Saxon' housewives. The school improvement plan identifies the need to develop a curriculum framework to ensure that Programmes of Study are covered effectively over a two year rolling programme, topics are taught to an appropriate depth and the time allocations for these subjects are adhered to.

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

### **Art and design**

An overall judgement on provision for this subject is inappropriate as no teaching was observed.

### **Main strengths and weaknesses**

- The curriculum policy and planning have been revised effectively.
- Pupils have opportunities to work with artists and crafts people.
- Assessment strategies are not sufficiently developed.
- Monitoring of teaching and learning is insufficiently developed.

### **Commentary**

79. From displayed work around the school the attainment of pupils by the ages of seven and 11 is broadly in line with expectations. The recent adoption of a structured programme of work that also guides the systematic development of skills, techniques and experiences supports teachers' short-term planning well. This represents improvement since the previous inspection but this has not been in use long enough to make a significant impact. The school is well placed to improve standards.

80. Pupils of all ages have opportunities to work with established artists and crafts people. For example, the work with a visiting aboriginal artist supported not only skills and technique in a unique style but the development of an understanding of other cultures.
81. There are no whole-school agreed assessment strategies for teachers and pupils to track experiences and achievement over time. Similarly, as there is no monitoring of teaching and learning, the information on which the subject leader can effectively evaluate the strengths and identify the areas for improvement is limited.
82. During the inspection only two lessons were observed in **design and technology**. There was little evidence of pupils' work and no judgement can be made about overall provision in this subject. However, in the two lessons in the Year 1 and Years 3 and 4, teaching was good and enabled pupils to make good progress in their learning. A brisk pace and good attention to detail enabled Year 1 pupils to design homes and list materials that they would use for doors, windows, gullies and drainpipes and consider the wishes of prospective residents. In the Year 3/4 class, good use was made of parent volunteers to help groups of pupils to design and prepare sandwiches realising the need for hygienic working practices. Pupils were encouraged to consider carefully the ingredients they would need to make a finished product which was enthusiastically eaten at the end of the session.
83. There was insufficient evidence to make a judgement about the provision for **physical education** (PE). Only one lesson was seen during the inspection. Discussions were held with pupils and the co-ordinators and teachers' planning scrutinised. From this evidence all aspects of the National Curriculum are planned for, including outdoor and adventurous activities which are provided by a residential visit to an outdoor pursuits centre in Years 5 and 6. However, in discussions Year 6 pupils stated that although the timetable detailed two weekly sessions of PE, recently these sessions had not taken place and this is a concern.
84. The subject leaders have drawn up an action plan for the development of the subject but this is yet to have been acted upon. Resources for the subject are satisfactory. The school has adequate hard-surfaced areas and good grassed areas available for games and team sports. There is a good range of after-school sports activities, such as football and netball clubs. These are well attended and have a positive impact on pupils' standards of attainment.
85. Only two lessons were observed in **music** so it is not possible to make a firm judgement about provision. However, evidence gained from talking to the subject co-ordinator, a scrutiny of teachers' planning, the lessons observed and other observations made during the inspection indicate that standards are average and that the National Curriculum is securely covered. The newly appointed subject leader has yet to make an impact on the provision made for the subject. However, she has established a clear action plan for developing the subject and has purchased a commercial scheme of work to support staff in their planning. Resources for the subject are satisfactory. Those pupils with a talent for music are catered for well by instrumental music tuition provided by Tees Valley Music Service, weekly lunchtime guitar lessons provided by teachers and the school choir led by a governor. These activities have a significant impact on pupils' standards of attainment.

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

86. Limited evidence was seen of the school's programme for **personal, social and health education**. In the one lesson observed children were sensitively introduced to the feeling of 'belonging'. Through assemblies, and pupils' involvement in the life of the school and the decision making process, they are made aware of their responsibilities to each other and the need to take responsibilities seriously and to carry out their duty of care for others well. This impacts positively on pupils' good attitudes and behaviour and on their personal development. No judgement can be made about the role of the subject leader as she has been absent from the school for some time.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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