

# INSPECTION REPORT

## **COLLIERLEY PRIMARY SCHOOL**

Dipton, County Durham

LEA area: Durham

Unique reference number: 114022

Headteacher: Miss C Wilson

Lead inspector: Mary Warburton

Dates of inspection: 1<sup>st</sup> - 3<sup>rd</sup> March 2004

Inspection number: 262100

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

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	83
School address:	Front Street Dipton Stanley County Durham
Postcode:	DH9 9DJ
Telephone number:	01207 570298
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Carol Rocke
Date of previous inspection:	November 1998

## CHARACTERISTICS OF THE SCHOOL

The school serves an area of high social deprivation in the north of County Durham. There are 85 pupils on roll, making it smaller than most other primary schools. The percentage of pupils eligible for free school meals is well above average and the percentage of pupils who have special educational needs is also well above average. No pupil has a statement of special educational need. Pupils' attainment on entry to the school is below average. All pupils are of white British heritage and there are no pupils who speak English as an additional language. A small number of looked after children attend the school. A higher number of pupils than usual join the school during Years 1 - 6. There are four classes that are organised by age, but in the mornings pupils are grouped by ability for their literacy and numeracy lessons.

After school care facilities are accommodated in the building, which also provides a base for the 'Sure Start' programme.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mary Warburton	Lead inspector	Science Information and communication technology Geography History English as an additional language
13723	Jean Overend	Lay inspector	
18370	Kevin Johnson	Team inspector	English Design and technology Music Physical education Special educational needs
12394	Carole May	Team inspector	The Foundation Stage Mathematics Art and design Religious education

The inspection contractor was:

CfBT incorporating Primary Associates  
Suite 13 West Lancs Technology Management Centre  
Moss Lane View  
Skelmersdale  
Lancashire  
WN8 9TN

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>3</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>6</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>10</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>12</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>21</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** where standards are improving and are in line with the national average in English and mathematics and above average in science. When pupils start at the school their attainment is below average. Throughout the school, pupils' achievement is good. Teaching and learning are consistently good and leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher, staff and governors know the school's strengths and weaknesses well and have a clear vision for improvement;
- Pupils' progress is carefully assessed and tracked in English, mathematics and science;
- New teachers responsible for subjects other than English, mathematics and science do not yet have the experience and skills needed to develop their subjects effectively;
- Relationships are good within the school and staff apply consistent approaches to managing pupils' behaviour;
- Relationships with a minority of parents are unsatisfactory;
- Provision for religious education and spiritual and multicultural education is inadequate;
- The school works well with the local community and makes good use of the local area to support work in history, geography and art and design.

The school has made satisfactory improvement since the last inspection. More of the teaching is good or better and there is now no unsatisfactory teaching. The key issues identified in the previous report have been addressed. There is clear guidance in place for mathematics and pupils' behaviour is managed consistently throughout the school. The good quality of education provided by the school has been maintained and the standards attained by pupils are similar overall, with an improvement in science.

### 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	E	E	E
mathematics	C	D	E	E
science	A*	B	E	E

*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 good.** Although the standards attained by pupils in the 2003 tests in Year 6 were well below average, this cohort was adversely affected by a number of factors. There was a higher proportion of pupils with special educational needs than usual in the cohort and a significant number of pupils joined the year group during Years 3 - 6. Additionally, the cohort progressed through Years 3 - 6 at a time when there was a great deal of staffing instability in the school, which led to a lack of consistency and continuity in their learning. Inspection findings are that standards this year are in line with the expected levels in most subjects in Year 2 and Year 6 and pupils' achievement is good. Pupils with special educational needs achieve well, given their prior attainment, and higher attaining pupils achieve well. The achievement of the looked after children who attend the school is good. When children start in the reception class, their attainment is below the expected levels, but by the end of the year most attain the goals they are expected to reach. Pupils continue to make good

progress in Years 1 - 6 and they achieve well in English and mathematics. In science, achievement is good in Years 1 and 2 and very good in Years 3 - 6. In all other subjects of the curriculum, standards are in line with the expected levels, except for religious education where standards are below the expected levels in Year 2 and Year 6 because until recently, teaching and the curriculum have been inadequate.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils' spiritual, moral, social and cultural development is satisfactory overall. Social and moral development are good but spiritual and cultural development could be better. Attendance and punctuality are good. Pupils' attitudes and behaviour are good and the school builds well on the very good relationships that pupils have with each other.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education for its pupils. Teaching is good.** Teaching is consistently good throughout the school and as a result, pupils make good progress in their learning. Work is well planned to ensure that all pupils are motivated and keen to improve. The curriculum is satisfactory overall and there are clear action plans in place for further development of some subjects.

There is satisfactory provision for pupils' welfare, health and safety. Pupils' care, support, advice and guidance are good. The school's links with parents are satisfactory, but of variable quality. Links with the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are good.** The leadership of the headteacher is good and she has a clear vision for continuing improvement. The school is managed effectively, and governance is good. Governors fully meet their statutory responsibilities.

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

Most parents have positive views of the school, but many feel that the school does not seek or value their views, and would like to have more information about what their children are learning. Most pupils enjoy their experiences at school, but older pupils feel that sometimes they are not listened to.

## **IMPROVEMENTS NEEDED**

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

- Improve the role of subject leaders in developing the curriculum;
- Improve standards and provision for religious education and spiritual and multicultural education;
- Develop more positive relationships with all parents.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Overall, standards are satisfactory. Pupils' achievement is good.

#### Main strengths and weaknesses

- Pupils attain good levels in science by the end of Year 6;
- Pupils' achievement is good throughout the school;
- Standards in religious education are below the expected levels;
- Standards in control technology are below the expected levels;
- Pupils attain good standards in reading.

#### Commentary

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

Standards in:	School results	National results
English	24.8 (25.3)	26.8 (27.0)
mathematics	25.1 (26.0)	26.8 (26.7)
science	27.0 (29.3)	28.6 (28.3)

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

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

Standards in:	School results	National results
reading	16.2 (15.2)	15.7 (15.8)
writing	13.8 (13.0)	14.6 (14.4)
mathematics	16.3 (14.7)	16.3 (16.5)

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

1. In the 2003 national tests taken by pupils in Year 2, standards were average in reading and mathematics and below average in writing. When compared to schools where a similar percentage of pupils is eligible for free school meals, standards were well above average in reading and mathematics and above average in writing. In the tests taken by pupils in Year 6 in 2003, standards were well below the national average in English, mathematics and science. When compared to similar schools using the free school meals measure, standards were average in all three subjects. However, when compared to schools where pupils attained similar standards in their Year 2 tests, standards were well below average in all three subjects. Because of the small number of pupils in each cohort, any comparisons need to be treated with caution. The 2003 Year 6 results were adversely affected by a higher proportion of pupils who had special educational needs in that cohort as well as a higher than usual number of pupils coming into the school in the older junior classes. Additionally, there was a great deal of staffing instability while these pupils were in the junior classes, with a number of temporary teachers at various times. Over the past four years, standards have fluctuated but have usually been high in science in Key Stage 2.



2. Inspection findings are that overall standards are in line with the expected levels in Year 2 and Year 6 and pupils' achievement is good. This is similar to the time of the previous inspection. When children start in the reception class, their attainment in communication, language and literacy, personal and social development and knowledge and understanding of the world is below average. The children make good progress because of the strong focus on these areas of learning and their achievement is good, so that by the end of the reception year most have attained the goals they are expected to reach. In mathematical, physical and creative development attainment is average on entry to the reception class. In these areas of learning achievement is satisfactory and most children attain the expected goals by the end of the year.
3. In English, standards are in line with the expected levels in Year 2 and Year 6, and achievement is good. Reading is a strength and standards in writing are improving. Standards in speaking and listening are also improving because the school has focused on developing these skills. In mathematics, standards have risen since last year and pupils achieve well throughout the school in all aspects of the subject, because the school has worked hard to improve provision. In science, standards are in line with the expected levels in Year 2 and pupils' achievement in Key Stage 1 is good. In Key Stage 2, pupils' achievement is very good and they attain standards that are above the expected levels in Year 6. This is because science has had a high profile in recent years and developing pupils' experimental and investigative skills has been a particular focus. In information and communication technology (ICT), standards are in line with the expected levels in Year 2 and Year 6, except for control technology where standards are below the expected levels because pupils have had insufficient experience of this aspect. However, the new co-ordinator has good plans to rectify this through the acquisition of new resources and staff training.
4. In all other subjects of the curriculum, standards are in line with the expected levels, except for religious education where standards are below in Year 2 and Year 6, because the subject has not been a priority for the school until very recently and there have been weaknesses in teaching and the curriculum. At the time of the inspection there was very little work from pupils available and in discussion, pupils revealed gaps in their knowledge.
5. Pupils with special educational needs achieve well, given their prior attainment. Clear, manageable targets are set through their individual learning plans. Assessment and monitoring systems are effective and targets are reviewed regularly to ensure they reflect the pupils' learning requirements. Higher attaining pupils achieve as well as their classmates and there is no significant difference between the achievement of boys and girls.

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

Attendance and punctuality are good. Pupils' attitudes and behaviour are good. The provision for pupils' spiritual, moral, social and cultural development is satisfactory.

### **Main strengths and weaknesses**

- Attendance has improved and is now good;
- Pupils' moral and social development are strongly promoted;
- Pupils' knowledge of their own cultural heritage is good;
- Pupils have good attitudes and form very good relationships with each other;
- Pupils' behaviour has improved and the school strategies for ensuring good behaviour are applied consistently;
- The school's promotion of multicultural education is unsatisfactory.

### **Commentary**

6. Attendance has improved over the past few years, due to the introduction of reward systems for good attendance. These motivate the pupils to want to attend, in order to help their class win the best attendance awards. Most pupils are also keen to attend because they have good friends in the school and almost all parents say their children like school. Parents are requested to let the school know on the first day of a child's absence, and they try to support this procedure. Pupils are mainly punctual so that lessons at the beginning of the day start promptly.
7. Pupils work hard in their lessons and take pride in their work. They listen carefully to others and are confident to share their ideas. Children in the Foundation Stage respond very well to the clear classroom routines and good support that they receive, so that they make good progress and integrate well with their older classmates. Pupil questionnaires show most pupils have positive views of the school, only showing some negative responses to other pupils' behaviour. Some older pupils do not feel there is an adult they can go to if worried.
8. Behaviour is good and supports learning effectively. This improvement has been brought about through the popular and consistently used reward and other behaviour systems. This has created an orderly school, where pupils are becoming self-disciplined. The rate of exclusions has fallen dramatically alongside the improved behaviour systems and the work to improve the children's self-esteem. Lunchtime and playtime behaviour seen during the inspection was amicable and credit worthy, particularly with the snowy conditions. Pupils are polite and helpful to visitors and to each other, for example, appearing delighted to hold the door open for others.
9. The school encourages pupils to be proud of their work and achievements, celebrating these in assemblies and through displays. They are encouraged to understand themselves and their own progress through good quality marking of work and sharing of targets. However, there are missed opportunities for pupils to reflect on their own feelings and those of others in assemblies and at other times, so contributing to their spiritual development. This is an aspect which the school has already identified and begun to develop. There is good provision for pupils' moral and social education through the personal, social and health education and citizenship (PSHCE) programme. Structured discussions are used to develop pupils' respect and understanding of their peers and the wider community. The school often supports charities, both local and national, to raise pupils' awareness of those less fortunate than themselves. The Groundwork Trust project, involving local allotments, has alerted them to environmental and health issues. Pupils are encouraged to take on age appropriate responsibilities, such as running the healthy tuck shop at break, or older children looking after the youngest ones at lunchtime.
10. Good opportunities have been given to the pupils to appreciate their own culture through, for example, visits made in to the local area and to museums. The school's 125<sup>th</sup> anniversary celebrations provided a very good opportunity for pupils to work with and appreciate their own community. However there has been insufficient provision of learning about other cultures' achievements and of the minority ethnic groups in the North East of England.
11. Pupils who have additional needs are well integrated in class activities. The systems employed for grouping pupils means that they work confidently alongside others. This promotes successful learning and boosts pupils' self-esteem.

## Attendance

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

Authorised absence	
School data	4.4

Unauthorised absence	
School data	0.2

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.*

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	83	31	1

The high number of exclusions was largely due to two pupils who are no longer at the school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

### Teaching and learning

Teaching and learning are good throughout the school. Assessment is good.

### Main strengths and weaknesses

- Good planning and preparation and the use of setting in English and mathematics ensure that work is well matched to pupils' individual needs;
- Relationships between teachers and pupils are good;
- Pupils' speaking and listening skills are developed well;
- Classroom assistants make a good contribution in many lessons;
- Teachers' subject knowledge in religious education is weak.

### Commentary

#### *Summary of teaching observed during the inspection in 23 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	9	6	0	0	0

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

12. The quality of teaching and learning has improved since the last inspection and is now consistently good throughout the school. In three-quarters of the lessons seen during the inspection, teaching was good or better and it was very good or excellent in around a third. No unsatisfactory teaching was observed. Teaching and learning have improved recently, as a result of greater stability and effective professional development of all staff. This is having a positive impact on pupils' achievement.
13. Teaching is good in the Foundation Stage. There is a very good partnership between the teacher and the classroom assistant, who provide good role models for the children. In Years 2 to 6 the setting arrangements in English and mathematics help teachers to plan work that is well matched to the needs of all pupils.
14. Lessons are very well planned and prepared, with good use made of resources to motivate pupils and gain very good levels of interest. Clear introductions, where teachers share the intended learning with the pupils, ensure that work builds on prior learning and that pupils

extend their knowledge and understanding and achieve well. Relationships between teachers and the pupils are good and this encourages them to work hard and concentrate well. Teachers and classroom assistants manage pupils' behaviour consistently and well, even when they occasionally become over excited in some lessons. Classroom assistants make a good contribution to many lessons where they support individual and groups of pupils, encouraging concentration and helping them to develop specific skills. Teachers' subject knowledge is at least satisfactory with the exception of religious education where more work is needed to ensure a good understanding of a range of different religions.

15. In many lessons there is a good focus on developing pupils' speaking and listening skills, which has been a recent priority for the school. This is having a positive impact on pupils' learning and they are increasing their understanding of a wider range of vocabulary. In lessons such as science, they are encouraged to explain their thinking and understanding very well and respond confidently to such opportunities.
16. Pupils with special educational needs are taught mostly in small groups within the class. Good support is provided by teachers and classroom assistants who deal sensitively with any specific difficulties which pupils have. Individual education plans are used well to measure pupils' progress and plan the next steps in learning. Occasionally, individual pupils are withdrawn for more focused teaching in order to boost basic skills, and this has a positive impact on their progress.
17. Assessment is good in English, mathematics, science and ICT and the information gained is used well to plan work for pupils that will enable them to make good progress. There are very good tracking systems in place for these subjects that enable teachers to quickly recognise where pupils may need extra help or support. However, in other subjects assessment is an area in need of further development, as the present systems do not ensure that pupils systematically build on previously acquired knowledge, skills and understanding. Assessment is very good for children in the Foundation Stage, where information is used very well to plan activities that will lead the children towards the goals they are expected to reach by the end of the reception year.

## **The curriculum**

The curriculum is satisfactory overall. The school has rightly focused on improving the provision in English, mathematics and science. As a result, other subjects have not been priorities for the school recently and are in need of further development.

## **Main strengths and weaknesses**

- The development of English, mathematics and science has been a recent focus and provision for these subjects is now good;
- The school provides well for pupils with special educational needs;
- The curriculum and level of staffing for the reception children is good;
- The curriculum for religious education is unsatisfactory;
- Too few opportunities are provided to help children understand the issues involved in living in a modern multicultural society;

## **Commentary**

18. The curriculum meets the national curriculum requirements. There is an appropriate policy with regard to sex education and drug misuse. The headteacher has begun a programme of review and development of subjects and as a result, some schemes of work have been changed or updated. This, coupled with careful analysis of test results, has resulted in improvements in English, mathematics and science. Additional teaching programmes have been introduced in English and mathematics, and these have had a good impact on raising

the standards achieved. The new grouping of pupils for their mathematics lessons means that work is better matched to the needs of individuals. The school has a positive approach to inclusion. This is apparent in the way that those pupils with special educational needs are taught and supported. Provision for children in the reception class is good because of the high ratio of well qualified, knowledgeable adults available to teach the children and the active, play based curriculum that meets the needs of the children well.

19. Other aspects of the curriculum, however, are in need of further development. The curriculum for ICT is set to improve shortly because new resources are on order for the ICT suite. Changes in staffing have been part of the reason that some subjects have lacked attention recently. Developments have started in art and design and this has resulted in improved standards in those aspects that have been taught recently, such as sketching and drawing and painting, but pupils have had very little recent experience of work in three dimensions, using fabric or studying the work of famous artists. The curriculum for religious education is a focus for the school and staff training in readiness for this has been planned.
20. Pupils with special educational needs have equal access to the whole curriculum. Relevant learning targets are set to help them achieve as independent learners. These pupils have good opportunities for personal development and generally thrive on the high levels of care and support provided for them.
21. Very little work about cultures other than European was seen across the curriculum. Consequently, many opportunities for promoting an understanding of Britain as a multicultural society and good race relations are missed. The school is aware of this weakness in the curriculum and plans are underway to link up with a school in Bradford as one way of addressing this.
22. The school provides a good range of first-hand experiences to complement the curriculum. The locality around the school is used well to support work in geography, history and art and design. A visiting teacher comes each week to teach the violin to a small group of pupils. Pupils in Year 3 have the opportunity to play the recorder. There is a reading club and a variety of sporting activities for the older pupils. The school also has an allotment and works closely with the local Allotment Society which recently helped the youngest children understand about cultivating vegetables. This activity was linked into the school's healthy eating initiative. The school has also done a lot of work with The Groundwork Trust and studied the cultural heritage of the area. The school recently celebrated its 125<sup>th</sup> anniversary and a local theatre group helped to produce a school play and a new school song.
23. The accommodation is spacious and staff use it well across the curriculum. Able classroom assistants support pupils with special educational needs and the teaching and learning in literacy and mathematics well. Resources for learning are good and are used effectively in most lessons.

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

The provision for pupils' welfare, health and safety is satisfactory. The school provides good support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is satisfactory.

### **Main strengths and weaknesses**

- Staff know the pupils well and offer good advice, support and guidance;
- Induction into the school is well considered;
- There are strong links with outside agencies and the support for children with special needs is good;
- Older pupils feel their views are not always taken into account.

## Commentary

24. Relationships between the adults and pupils are very good and this helps to underpin the care the pupils receive. There was no evidence of the bullying that concerned a significant number of parents in the questionnaire and pupils spoken to did not feel bullying was an issue any more. The breakfast club is a significant feature of the support provided, which improves the learning for some pupils. Provision for child protection is secure and arrangements for the 'looked after' children are satisfactory. There are strong links with outside agencies which back up this support and enhance the provision for pupils with special needs. Staff know the pupils very well and support in the classroom for pupils with special needs is good. Their progress is monitored closely and reviewed regularly to ensure they get the right level of support.
25. Arrangements for health and safety are satisfactory, with the governors taking an appropriate role in auditing the standard of the buildings. The pupils are taught about keeping themselves safe and the school has achieved 'Healthy School' status so that pupils learn healthy habits for the future. However, risk assessments are not yet informing practice for all aspects of school life. The new PSHCE programme provides well for pupils' personal development and behaviour and attendance are closely monitored through the behaviour policy systems and attendance records. Induction into the school has been planned for parents to receive plenty of opportunities to give and receive information, so that their children settle quickly and make good progress from the start.
26. Pupils can make their views known to staff in 'Circle Time'. For example, they have the opportunity to vote for 'Pupil of the Week' and can say how they want to spend the funds that they raise from the weekly non-uniform day. Their views were sought about the new computer suite. However, some older pupils feel they are not listened to and that their views are not valued.

## Partnership with parents, other schools and the community

Links with parents are satisfactory but of variable quality. Links with the community are good. Links with other schools and colleges are good.

## Main strengths and weaknesses

- The short courses run and the outside hours care provide support for parents and contribute to pupils' learning;
- Community links are well planned and impact positively on learning;
- Strong links with other schools and colleges enhance learning opportunities;
- Parental perceptions of the school are very varied, as is their satisfaction with aspects of it.

## Commentary

27. Parental questionnaires showed widely differing responses, from the vast majority saying their children enjoy school and mature well, to the majority of parents feeling the school does not seek and value their views. Parents who attended the parents meeting were mainly positive in their responses, being pleased with the teaching, the improved behaviour and the family atmosphere. However, the high level of parental concern shown in the questionnaires indicates some parents have had different experiences of contact with the school. A significant minority of parents wants more information. There are two parents' evenings per year, which are used to share targets and progress with them. The end of year reports include a good indication of progress made and contain helpful information for parents, especially for helping lower attaining pupils to improve their work. Governors send out regular newsletters so parents know what events are planned but class teachers do not yet provide

information about what the children will be learning in the next few weeks, for example, with hints on how parents can help their children.

28. The school runs short courses for parents with the help of Derwentside College, such as 'Positive Parenting' and 'Return to Learn'. It also supports parents through provision of outside hours care for the children, including a breakfast club so parents can get out to work. There are also firm plans to allow parents to use the upgraded computer suite when it is finished.
29. Parental support for pupils with special educational needs is satisfactory. Most parents support pupils at home when work is set. Individual education plans are discussed when parents come to open evenings in school. The school is continuing to develop links with parents so that information is shared fully, in order to plan the best possible provision.
30. Good links with the local community are supporting and enhancing pupils learning by providing resources, funds, training and experiences that could not otherwise occur. Many large and small commercial companies have provided sponsorship money and the school tries to buy all it can locally, such as fruit, flowers and other foods. Projects with the Groundwork Trust have added significantly to the pupils' social, cultural, environmental and historical knowledge. The local community, including local residents, made a large contribution to the 125th anniversary celebrations, attending events and working with the pupils. The pupils are benefiting from the two-way community arts project, 'Cap-a-Pie', through its provision of drama and other after school activities, but also by motivating and interesting the older pupils and youth of the village, so reducing the examples of bad behaviour and disaffection around the pupils.
31. The school is outward looking and has developed strong links with the Dipton partnership of schools. Shared premises with 'Sure Start' help forge the links with local pre-schools. There are good transition processes in place to the local secondary school and there are also shared projects, which help the children academically and also in getting to know their future teachers.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good. Governance is good.

### **Main strengths and weaknesses**

- The governing body is an effective critical friend and understands the needs of the school well;
- The school shares a clear vision for improvement;
- The work of the school is monitored effectively and positive action is taken to improve standards;
- Leadership roles for the non-core subjects and the skills of subject leaders need to be developed further.

### **Commentary**

32. The headteacher leads the school effectively. Her vision and energy have been important features in maintaining the momentum for improvement since the previous inspection. Following staff changes, the headteacher and governors have achieved a level of stability, which is having a positive impact on standards and has strengthened the leadership and management of the school. The vision for the school's future is clear and a great deal has already been done to establish relationships with the wider community. Issues from the previous inspection have been dealt with successfully. Systems for induction and training of new staff, and for the monitoring of teaching performance now have a considerable impact on the quality of provision. There is a good ethos for learning, as a result of the revised systems for promoting good behaviour.



33. Development in English, mathematics and science has been good, but there is scope for extending the leadership skills of the relatively new teachers in order to improve other subjects. The recently appointed special educational needs co-ordinator has worked hard to establish and put in place new systems for managing and recording pupils' progress. However, there has not been enough time to monitor these systems fully, in order to evaluate their impact on the quality of provision in the classrooms.
34. The school monitors its performance well. There are good systems for tracking pupils' progress and setting challenging targets. The use of performance data has led to the school's decision to use ability grouping to enhance learning in literacy and numeracy lessons. Improved standards are linked effectively to the performance management and professional development of teaching staff. Identified needs are reflected in the School Improvement Plan. Staff and governors are aware of strengths and areas for development and work closely in setting out the school's ambitions and the strategies for achieving them.
35. The governors know the school well. Many visit the school frequently and have an interest in particular areas of the curriculum. Feedback from the headteacher and staff and information from the local education authority keeps the governors well informed. There is a good range of experience and expertise among the governors which helps them in decision making. With the staff, they have a strong strategic input into the School Improvement Plan, which provides a clear guide for developments in the school. A notable achievement is the setting up of a nursery class for which plans are now well underway. Governors are a supportive 'critical friend'. They challenge and review standards regularly and work hard to strengthen the school's role within the community.
36. Prudent financial management has made it possible for governors to balance the budget. They plan strategically to take account of staffing needs and resources. Efficient use of funding has enabled a substantial investment in ICT hardware, for example, which it is intended will raise ICT standards in school and help to broaden opportunities for community links. Day-to-day administration is well managed and up to date information about the budget is readily available for governors.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	346,537	Balance from previous year	19,338
Total expenditure	337,476	Balance carried forward to the next	28,399
Expenditure per pupil	3,179		

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

## AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

### Main strengths and weaknesses

- There is a good partnership between the class teacher and the teaching assistant;
- Induction arrangements for children are good and they are helped to settle well into school;
- The adults and older pupils provide good role models for the children and have high expectations;
- Stimulating activities and the good use of questioning help children to improve their skills in speaking and listening, reading and writing very well;
- The spacious accommodation is used well to meet the needs of the children and the demands of the curriculum.

### Commentary

37. When the children start school their attainment varies from year-to-year but is generally below average, especially in the areas of personal, social and emotional development, communication language and literacy and knowledge and understanding of the world. This is the case with the current reception age children. However, the high ratio of adults to children helps to ensure that they achieve well, make good progress and are in line to attain the goals they are expected to reach by the end of the reception year.
38. Teaching and learning are good overall. Children are taught in a mixed-age class with Year 1 and a very small number of Year 2 pupils. The teacher and the classroom assistant work well together to provide an exciting and stimulating environment. They generally prepare suitable practical activities based on the identified needs of the children. However, there is some inappropriate use of worksheets and workbooks when homework is provided.
39. The two classrooms and the outside space are very well organised to provide an attractive and exciting environment and the Foundation Stage curriculum is fully implemented to provide the active style of learning that best meets the needs of young children.
40. The leadership and management of the Foundation Stage are good. The class teacher is very knowledgeable and experienced in teaching this age group. The classroom assistant is also extremely well qualified for the role. The baseline assessment scheme provided by the local education authority is used to judge the level of children's attainment on entry to school and this information is used very well to plan future activities that will lead the children systematically towards the goals expected by the end of the reception year. Good progress has been made in implementing the new Foundation Stage curriculum and assessment scheme for reception children that has come into force since the previous inspection. The need for pupils to learn both indoors and out has been taken into account in the teachers planning. However, due to the snowy and icy weather, outdoor provision was not seen during the inspection. There are very good plans to further develop the Foundation Stage by admitting nursery age children.
41. From below average standards in **personal, social and emotional development** on entry to school, children achieve well and make good progress because of the good support provided for them. The good induction procedures, coupled with the fact that the staff in the reception class already know most of the families prior to the children starting school, ensures that they settle in well. The adults have high but appropriate expectations of children's behaviour. They encourage them to take turns and share, play and co-operate well

together. Both the adults and the Year 1 and 2 pupils provide good role models in courtesy and behaviour in class and as a result the reception children achieve well and are in line to reach the goals expected at the end of the year.

42. On entry to school, the standards in all aspects of **communication, language and literacy** are below average. The staff provide a wide range of exciting activities that promote speaking, listening, reading and writing well and as a result, children achieve well and make good progress. By the end of the year most are in line with expectations in all these aspects. Both the teacher and classroom assistant are skilled at questioning children to make them think hard and answer thoughtfully about things discussed in class. They introduce them to a new and ever widening range of vocabulary. Because this is usually set in contexts that children can readily understand, their speaking and listening skills improve. Children are provided with frequent opportunities to read and write in a variety of ways, both in taught lessons and in their free play. Because reading and writing are fun, children achieve well. They all write their own name, they know all the letters of the alphabet and spell simple two and three letter words correctly. Children enter school with average skills in **mathematical development**. They make satisfactory progress in all aspects of this area of learning and are on track to achieve the Early Learning Goals by the end of the year.
43. Children's **knowledge and understanding of the world** are below average on entry, but they achieve well and make good progress because of the wide range of exciting activities provided for them inside and outside the classroom. They study the changes in weather and the seasons and learn how things grow and how things work. They learn about their bodies and their families. They look at toys today and compare them with toys in Victorian times.
44. Children's **physical development** is average on entry to school. They make satisfactory progress and attain the level expected by the end of the year in skills such as cutting, manipulating tools and making small models. There was no opportunity to observe outdoor play or physical education in the hall, but the teacher's records show that children are in line to reach the standard expected. In **creative development**, achievement is satisfactory. Children enter school with average skills in this area of learning. They are provided with good opportunities to join in action songs and rhymes. They listen to music, use musical instruments and play together imaginatively in the classroom shop and home corner. They attempt observational drawings and begin to mix their own colours when painting. By the end of the reception class, they are likely to reach the goals in this area of learning.

## SUBJECTS IN KEY STAGES 1 and 2

### English

Provision in English is **good**.

### Main strengths and weaknesses

- Pupils achieve well overall because of consistently good teaching and learning;
- The curriculum is well planned and closely matches pupils' needs;
- The subject is led and managed well;
- Reading, speaking and listening skills are promoted well.

### Commentary

45. Given pupils' low baseline when they first start school, they make good progress overall and achieve well in all aspects of English. Standards in the most recent national tests have been broadly maintained for pupils in Year 2. In Year 6, standards in writing are set to improve. When compared with similar schools, Year 2 pupils attain very high standards in reading and writing, while attainment in Year 6 is broadly the same as that in similar schools. The school

has worked hard to raise standards. Improved teaching and effective use of assessment and planning now contribute well to an improved picture.

46. Speaking and listening are promoted well. Pupils speak clearly and confidently in response to teachers' good questioning skills. In a science lesson, for example, when pupils were examining rock samples, questions such as 'what does it feel like?' and 'can you think of any words to describe it?' encouraged some thoughtful expression of ideas. Pupils are polite and readily engage in informal conversation. Opportunities for drama and to discuss books in the reading club make a valuable contribution to pupils' development of speaking skills.
47. Reading skills are taught well and consequently pupils achieve good levels by the end of Year 2. There is a strong emphasis on teaching letter sounds and pupils use this knowledge well when using dictionaries and reference books. By Year 6, pupils are enthusiastic readers. They read fluently and tackle unfamiliar texts confidently. Pupils talk about preferred authors, such as JK Rowling, Jacqueline Wilson and Roald Dahl, as well as classic tales including the tales from 'Narnia', The Railway Children and Black Beauty. Most supplement their reading by borrowing from the public library. The thriving reading club does much to encourage good attitudes to literature amongst those who attend.
48. The school sets a high priority on improving pupils' writing. Writing opportunities are well planned for all pupils and where possible, linked to other subjects. In this way, pupils develop their use of formal and informal styles well and use the precise language for the subject. Reading and writing are closely linked in lessons. Pupils in Year 2, for example, wrote their own definitions of words after finding them in their dictionaries. Literature is used well to demonstrate writing styles and use of descriptive language and to provide a good model for writing as seen the character profiles written by older pupils. A recent focus on handwriting has been successful. Most pupils write in clear legible styles and presentation of work is good.
49. The quality of teaching and learning is consistently good. The unsatisfactory element of teaching identified in the previous inspection has been eliminated. This shows good improvement since the previous inspection. Good learning is underpinned by the very positive relationships and the way teachers and classroom assistants manage pupils. The grouping of pupils by ability means that they are appropriately challenged in lessons. The work planned is relevant and manageable, consequently pupils achieve well and are encouraged to work hard. Pupils with specific difficulties are supported well and achieve as well as the others because staff are sensitive to their needs. Teachers' expectations are high and learning targets are made clear to pupils so they know what is expected of them. There is a good balance in lessons between instruction and practical work, which is supported by appropriate learning resources. For example, after analysing a text to pick out the features of character description, pupils in Years 5 and 6 used a well designed planning sheet to help them organise their ideas. Teachers use assessments well to set targets for pupils. Learning outcomes are evaluated after each lesson and where necessary plans are changed so that any issues are dealt with before moving on. Marking is good and highlights pupils' achievement as well as pointing to ways of improvement.
50. The subject is led and managed well. The vigorous drive to improve standards and quality is shared by the whole staff. Progress is monitored well. Resulting action is effective and reflected in the improving standards and achievement of the pupils.

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

51. There is good provision for pupils to develop their literacy skills across the curriculum. There is a good range of fiction and non-fiction books in the library. Writing opportunities are planned well in subjects other than English. Good examples of pupils consolidating their skills can be seen in science, geography and design and technology. There are opportunities

outside of lesson time for pupils to further their interests in drama and literature. There is a good focus on developing pupils' speaking and listening skills in many lessons.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is very good;
- Pupils are enthusiastic about the subject;
- Questioning is used effectively in lessons to extend pupils' learning;
- Marking, target setting and assessment procedures are used very well;
- Leadership and management of mathematics are very good.

### **Commentary**

52. Standards in mathematics are in line with those expected nationally at the end of Year 2 and Year 6, as they were at the time of the last inspection. The quality and impact of the consistently good teaching throughout the school means that pupils achieve well and standards have risen since last year, when they were well below average in Year 6.
53. Pupils are enthusiastic about the subject and enjoy their lessons because of the very good relationships that they have with the teachers and classroom assistants. They are given frequent opportunities to work in pairs. This increases their self-confidence and motivation for the subject. They concentrate very well in lessons and the work they produce is carefully done and neatly presented.
54. The very good match of work to the needs of individuals, coupled with additional adult support for those who need it ensures that all pupils, including those with special educational needs, achieve well. The recent grouping of pupils by ability is having a positive effect on the standards achieved. Throughout the school, teachers use questioning effectively during numeracy sessions to extend pupils' learning. This encourages pupils to think mathematically and to explain the strategies they use to answer or solve problems. Teachers provide time for pupils to reflect on and recognise their mistakes, whilst also providing them with strategies for improvement. Time at the end of lessons is used effectively to review what pupils have learned.
55. Teachers have high but realistic expectations of pupils and provide appropriately challenging targets for future achievement. Assessment procedures tracking pupils' progress are used very effectively to raise standards throughout the school. Marking and target setting are used effectively to show pupils what they have done well and what they need to improve.
56. Leadership and management are very good. The mathematics co-ordinator has a clear understanding of strengths and weaknesses in the subject because she has analysed test results, monitored the teaching and learning in class, looked at teachers' planning and the work that pupils produce and put into place very good strategies to raise standards. Resources are good and well maintained. The co-ordinator has been instrumental in bringing about the good improvements that have led to improved standards throughout the school.

## Mathematics across the curriculum

57. The breadth of the curriculum ensures that pupils have a good all round knowledge in mathematics that they are able to use to support work in other subjects. Evidence of the effective use of mathematics was seen in science, geography, religious education, and design and technology. Some evidence of the use of ICT to support mathematics in aspects such as data handling was seen and this should increase once the new resources are installed.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- A good emphasis on practical work means that pupils develop investigative skills well;
- Assessment procedures are good and the information is used well to plan further work for the pupils;
- The co-ordinator has a good understanding of the strengths and weaknesses of the subject;
- Insufficient use is made of ICT to support pupil' learning.

### Commentary

58. Standards in science are in line with those expected nationally at the end of Year 2 and above the expected levels at the end of Year 6. Pupils' achievement is good in Key Stage 1 and very good in Key Stage 2. Almost all pupils attain the expected levels in all areas of science and many pupils attain more highly than this. This represents an improvement since the last inspection.
59. By the end of Year 2, pupils have developed good investigative skills and a sound knowledge and understanding of electricity, healthy and unhealthy foods, the needs of living things and the properties of a range of materials. By the end of Year 6, pupils have a good understanding of what constitutes a fair test and present their findings neatly and accurately using graphs and tables. Higher attaining pupils have a very good grasp of the movement of the earth and planets and the position and function of the organs of the body. They have a good understanding of evaporation and condensation and use keys to classify fruits, leaves and animals. The recorded work of lower attaining pupils is sometimes hampered by weaker writing skills, but their understanding of scientific concepts, ideas and vocabulary is at the expected level.
60. Teaching and learning are good and often very good. Lessons are well planned and prepared, with good use made of resources. Teachers provide a good range of practical activities that enable pupils to develop their investigative skills well. As a result, pupils are well motivated and show high levels of interest in their work. Tasks are well matched to pupils' needs and help them to build on and develop their understanding. Pupils who have special educational needs are given good support, often by classroom assistants and this enables them to participate fully in lessons and to make good progress. Higher attaining pupils are suitably challenged. Assessment procedures are good. At the end of each topic studied pupils' knowledge and understanding is assessed and this influences planning for further work. Good records are kept and are passed on to the next teacher, so that pupils continue to build on their previously acquired knowledge and understanding.
61. Leadership and management of the subject are good. Good procedures are in place to monitor standards and provision, including observing lessons, sampling pupils' work and analysing assessment data and teachers' planning. As a result, the co-ordinator has a good understanding of the strengths of the subject and the areas for development. She is aware of

the need to improve the use of ICT to support teaching and learning, and has plans to investigate software to enhance the curriculum. There is a good action plan in place to further develop the subject and this includes a review of the policy and development of a portfolio of pupils' work during the summer term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards in control technology are below the expected levels;
- ICT is used well to support pupils' research skills in some other subjects;
- There is a good action plan in place to develop the subject;
- Good assessment procedures have been developed.

### **Commentary**

62. Standards are in line with the expected levels by the end of Year 2 and Year 6, except in control technology, where standards are low because provision for this aspect is unsatisfactory. Pupils' achievement is satisfactory overall. Although standards were judged to be above the expected levels at the time of the previous inspection, the range of skills that pupils are developing is greater than it was then, so improvement has been satisfactory.
63. Pupils in Key Stage 1 have a satisfactory understanding of the uses of ICT. They use their word processing skills satisfactorily to independently delete or insert text. They save and print their work. They select shapes and colours to create pictures and posters. They know the names of the hardware components they use. They have a basic understanding of control technology, but are not yet able to control the movement of a device by entering a set of instructions, because they have not had the opportunity to do so. Pupils in Key Stage 2 use the Internet and CD-ROMs well to research and gather information to support their work in other subjects. Pupils in Years 4 and 5, for example, independently found facts about mammals to support the development of research skills in English, and found information about Hinduism, which furthered their understanding of that religion. They use digital photographs to support their work in art and design, and, for example, follow this up by using a 'paint' package to re-create an image of the local church. By Year 6 pupils are familiar with the use of spreadsheets to present information, and are learning to place numbers and labels in the right places. Their understanding and use of control technology is unsatisfactory, because they have not had opportunities to develop their skills.
64. Teaching and learning are satisfactory overall. Only one ICT lesson was observed during the inspection, but several lessons included opportunities for pupils to use ICT to support their learning in other subjects. Clear instructions are given and there are clear expectations that pupils will work independently when required. Pupils respond with enthusiasm to the opportunities provided for them to develop their skills. There are good assessment systems in place with clear targets for each year group and an individual record book for every pupil. However, these procedures are new and are not yet sufficiently embedded to have had an impact on standards.
65. Leadership and management of the subject are satisfactory. The development of ICT is a priority for the school and there is a good action plan in place, which when completed, should have a very positive impact on provision and pupils' achievement. The co-ordinator is new in post and is very enthusiastic and keen to carry out the planned developments. These include the imminent installation of new resources including sixteen computers and an interactive whiteboard. A training programme for staff in the use of the new resources is planned, and there are also plans for after school clubs, community and parental

involvement and the development of a school website. The co-ordinator has begun to monitor the subject well through looking at teachers' planning and assessment and providing training and support for her colleagues. She has a good understanding of the strengths and weaknesses, and is fully aware that further software will be needed to make best use of the new resources.

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

66. The use of ICT across the curriculum is satisfactory. Good use is made of opportunities for pupils to use the Internet and CD-ROMs to find information to support learning in subjects, such as religious education. National guidance is used to identify where other aspects of ICT can be used and teachers identify these in their planning.

### **HUMANITIES**

In **history** and **geography**, work was sampled, with inspectors seeing only one lesson. This was not enough to make a firm judgement about provision across the school. Inspectors looked at work already done in the subjects, talked to pupils and held discussions with staff.

Work on display in geography indicates that standards are in line with the expected levels in Year 2 and Year 6, and that pupils' achievement is satisfactory. By the end of Year 2, most pupils have a sound understanding of their own surroundings and some of the geographical differences between their village and other places in the world. By the end of Year 6, pupils have more detailed knowledge and understanding of other places and countries and in a good link with history, they have studied changes to the local area through looking at a range of maps.

In history, standards are in line with the expected levels in Year 6 and pupils' achievement is satisfactory. Pupils have a sound understanding of Ancient Egypt and the differences between life at that time and their own lives today. In a very good project on the history of the village, which was part of the school's 125<sup>th</sup> Anniversary celebrations, pupils made good progress in learning about Victorian times. Their learning was brought to life by a visit to Beamish Museum to experience what life was like in Dipton in 1878. They identified how the village has changed over the years and very good use was made of old plans and maps, artefacts and local residents to enhance the learning. There is a new co-ordinator for history who provides satisfactory leadership and management and has identified the need to review the subject as part of the school's cycle.

### **Religious education**

Provision in religious education is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards at Year 2 and Year 6 are below the level expected;
- Teachers' knowledge of religions other than Christianity is weak;
- Teachers plan lessons well and make good links with other subjects.

### **Commentary**

67. Standards in Year 2 and Year 6 are below those expected in the 2001 locally agreed syllabus, because the subject has not been one of the school's priorities until very recently. This represents a fall in standards since the last inspection when pupils attained the levels then expected locally.
68. The policy for religious education is dated 1997 and is very out-of-date. The school is aware of the inadequacies of the subject and is working with the local education authority advisers



to bring about improvements, especially regarding teachers' subject knowledge of religions other than Christianity.

69. Two lessons were observed during the inspection. Both lessons were well planned and made good links with other subjects. The lesson observed with the younger children was about the story of the Lost Sheep. In this lesson the teaching was good and the teacher helped the children to understand the historical differences between life a now and life in the times of Jesus. She made a good comparison between the fables studied in English and the parables of Jesus and helped the children to visualise one hundred by saying that there were more sheep than there are children in this school. Because the lesson was pitched at the right level for the children, they were able to empathise with the plight of both shepherd and sheep, but found the concept of forgiveness hard to understand.
70. The lesson about why Hindus celebrate Divali with the Year 4 and 5 class was also well planned and linked directly with the new agreed syllabus and the school's new scheme of work. It built appropriately on previous lessons and there were good opportunities for research both from printed materials and from the Internet. In this lesson, pupils' achievement was satisfactory because of the very high level of adult support. As a result, they gained satisfactory insight into the reason for and the way in which the festival is celebrated, but all adults were only just managing to keep one step ahead of the pupils in understanding Hinduism and Divali.
71. Discussions with pupils from Year 2 and Year 6 revealed confusion and gaps in their knowledge and understanding of both Christianity and Hinduism. Also, there was very little work in pupils' books and too little attention is paid to providing work for pupils of different ages and levels of attainment. At present, there is no formal assessment in the subject. The subject is in need of further development. This is because the co-ordinator is also the headteacher as well as the co-ordinator for mathematics, science and art and design. However, things look set to improve because religious education is now a major focus for the school.

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

Only a small amount of lessons were seen in **art and design, design and technology, music and physical education**. This was insufficient to make a firm judgement about provision in each subject. However, in addition to the few lessons seen, discussions were held with teachers, pupils' previous work looked at and inspectors spoke to pupils about their experiences and work.

In design and technology, on the photographic evidence available, teachers' planning and talking to pupils, it is clear a satisfactory range of designing and making opportunities is planned. Pupils in Year 2, for example, recall making 'healthy sandwiches' and constructing rigid structures, such as photo frames. They explore ways of folding paper and card in order to strengthen it to make chairs, which stand upright. Where possible, design technology is linked to other subjects. A good example is the puppets made by Year 4 and 5 pupils to represent Egyptian Gods. This tied in with their Ancient Egypt topic. Pupils in Year 6 can recall evaluating and making biscuits. They made good use of literacy skills when completing written evaluations of their products. Teachers' planning broadly follows national guidance for the subject, but needs to identify more precisely which skills need to be developed as pupils progress through the school and how this is to be achieved.

In music, one lesson was seen during the inspection. The lesson, for pupils in Years 2 and 3, was very well taught and pupils learned to distinguish between long and short sounds. They practised musical sequences on percussion instruments and their skills were extended by being asked for ideas about how to record compositions on paper. However, this is in contrast to the views of pupils in Year 6, who feel there are too few music lessons in class. They listen to music during assemblies and have opportunities to perform in annual productions, but their knowledge of composers, musical language and composition is limited. During assemblies, pupils sing enthusiastically and follow a piano accompaniment well. The subject leader is new to the post. An action plan has been

developed, which reflects the priority that music has in the curriculum. The role of the subject leader needs to be extended so that there is more rigorous monitoring of provision and pupils' achievement throughout the school.

In the one lesson seen in physical education, teaching was satisfactory and pupils in Years 4 and 5 demonstrated ball control skills which are in line with what is expected for their ages. The school is developing good community links in order to promote sports; for example, Durham County Cricket Club and Sunderland Football Club both provide coaching for pupils. There are also some curriculum links with the local secondary school. Pupils are enthusiastic about physical education and are proud of the achievements of the school's football team, which does well in competitive matches.

In art and design one lesson was observed. This was in Year 4/5 and the quality of teaching was good, pupils achieved well and attained average standards. Standards in the examples of work seen are average for the age of the pupils. The school has recently revised the policy and scheme of work for art and design. The co-ordinator has taken advice from the local education authority adviser and also attended some training. This information has been disseminated to the rest of the staff. However, all the initiatives are very new and work in some aspects of the curriculum has not been tackled recently, for example, working with fabric and in three-dimensions. Discussions with pupils reveal that they are not familiar with famous artists and no evidence of influences other than European was seen in children's work.

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

Only one lesson was sampled in this area of the school's work and so no judgements are made about overall provision.

### **Commentary**

72. Work in PSHCE has been a recent focus for development. The school has sought advice from the local education authority and has introduced a system of rewards for good behaviour. Each week children's achievements in both behaviour and academic work are celebrated with parents in a special assembly. Time is also devoted in every class for a focused discussion each week, where social and moral issues such as bullying are discussed. This has had a positive effect on the behaviour of the children.
73. The programme of work for PSHCE includes teaching about healthy lifestyles, including healthy eating, the avoidance of drug and alcohol abuse and a responsible attitude towards personal relationships. The school nurse teaches the oldest children about puberty and sex education. Aspects of citizenship, such as living in a modern multicultural society and race relations are not adequately addressed at present.
74. In the lesson seen, the oldest children were discussing what action to take if they came into contact with drugs. This lesson built satisfactorily upon previous work where pupils had worked with a group of professional advisers. By the end of the lesson, pupils had begun to think about the moral issues involved and could articulate the kind of action they would take in the various scenarios presented.
75. The school has plans to develop this aspect of the curriculum further by forming a school council. At present, however, pupils have limited opportunities to share in the decision making processes regarding activities in the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</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	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
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	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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