

INSPECTION REPORT

WITTON-LE-WEAR PRIMARY SCHOOL

Witton-le-Wear

LEA area: Durham

Unique reference number: 114067

Headteacher: Mr M Stephenson

Lead inspector: Mrs M Warburton

Dates of inspection: 3rd – 5th November 2003

Inspection number: 262428

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	81
School address:	St James Gardens Witton-le-Wear Bishop Auckland County Durham
Postcode:	DL14 0BG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr E Chadwick
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Witton-le-Wear Primary School is a very small rural school set in the Weardale valley. There are 81 pupils on roll, 63 per cent of whom come from outside the village. Most of the pupils live in privately owned accommodation. For most pupils, their attainment on entry to the school is in line with that normally seen at this age, although the full range of abilities is represented in the current reception class. The percentage of pupils who have special educational needs (SEN) is below average, and no pupils speak English as an additional language. The school has recently been awarded the 'Active Mark Gold'.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school, where pupils achieve well and attain standards that are well above average in English, mathematics and science by the time they leave at the end of Year 6. Throughout the school, teaching is consistently good with some very good lessons and some excellent teaching in Key Stage 2. The school is well led and managed by the new headteacher and a very supportive governing body. The school provides good value for money.

The school's main strengths and weaknesses are:

- The standards achieved by the time pupils leave the school are well above average in English, mathematics and science;
- Pupils have very good attitudes to learning and their behaviour is very good;
- Standards in physical education are high in Key Stage 2 and, in geography, standards are high in Key Stage 1;
- The school provides a very good curriculum that stimulates pupils' interest;
- There are very good links with partner schools, parents and the community;
- The new headteacher and governing body have made a good start in monitoring the work of the school and in establishing priorities for development;
- There is scope to develop the role of the subject leader.

Improvement since the last inspection has been good. Standards have improved and the quality of education provided by the school remains very good. There is more very good teaching than there was then. There have been considerable improvements to the accommodation through the building of a new hall and administration block. All of the key issues identified in the previous report have been addressed, although some accommodation issues relating to provision for children in the Foundation Stage remain. However, the school has developed a small area for outdoor play.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A*	A	A	B
mathematics	C	C	A	A
science	D	C	A	B

*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.*

Indications are that standards achieved in the 2003 tests at the end of Year 6 have been maintained in English, mathematics and science. However, any comparisons need to be treated with caution because of the very small size of each cohort. **Pupils achieve very well** by the time they leave the school. Achievement in the Foundation Stage is satisfactory, and almost all children attain the goals they are expected to reach by the end of reception, with a significant minority achieving more highly than this. By the end of Year 2, pupils attain standards that are above the expected levels in English, mathematics, science, physical education and geography, and their achievement is good. In all other areas of the curriculum, achievement is satisfactory at the end of Year 2. By the end of Year 6, pupils attain standards that are well above average in English, mathematics, science and physical education and their achievement is very good. Achievement is satisfactory in all other subjects of the curriculum.

Pupils' personal development, including their spiritual, moral, social and cultural development is very good. Pupils' attitudes to learning and their behaviour are very good. Attendance is very good, well above the national average. Pupils are hardly ever late for school.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is good overall, with some very good and excellent teaching throughout the school and especially in Key Stage 2. Lessons are well planned and prepared, with very good relationships being a real strength. Teachers are enthusiastic and support the pupils very well. As a result, pupils' learning is good.

The curriculum is very good. Appropriate emphasis is given to teaching the basic skills in literacy and numeracy, and the curriculum is greatly enriched by a range of other opportunities. The school provides **good levels of care and support for all pupils**, and there are very good induction arrangements when pupils start at the school. The school has established **very good links** with parents, other schools and the local community, which are used effectively to enhance the curriculum and to prepare pupils well for the next stage in their education.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good. The newly appointed headteacher has made a good start in monitoring the work of the school and establishing priorities for development. The governing body gives good support and has a good understanding of the school's strengths and areas for development. There is scope for development of the role of the subject leader in monitoring and evaluating the work of their subjects. Financial management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents have **very positive** views of the school. They are particularly pleased with the progress that their children make, and that their children like school. They do their utmost to support the work of the school. **Pupils really enjoy their time at the school**, and are especially pleased with how easy adults are to talk to, and that their views are listened to.

IMPROVEMENTS NEEDED

The most important thing that the school needs to do to improve is:

- Develop the role of the subject leader in monitoring and evaluating performance in all subjects in order to be more involved in setting priorities for development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** in Key Stages 1 and 2, and **satisfactory** in the Foundation Stage. By the end of Year 2, standards are above national expectations in English, mathematics, science, physical education and geography, and in line with national expectations in all other subjects. By the end of Year 6, standards are well above national expectations in English, mathematics, science and physical education, and in line with national expectations in all other subjects.

Main strengths and weaknesses

- Pupils attain very high standards in English, mathematics and science by the end of Year 6, and achievement in Key Stage 2 is very good in these subjects;
- Achievement in physical education is very good throughout the school;
- Standards in English, mathematics, science and geography are above average by the end of Key Stage 1.

Commentary

1. In the 2002 national tests at the end of Year 6, standards were well above average in English, mathematics and science. When compared to similar schools, standards were well above average in mathematics and above average in English and science. Over the past five years, standards overall, have rarely been below the national average, with the trend broadly in line with the national trend. Standards in English have been well above average. In the 2002 tests at the end of Year 2, standards were well above average in reading, writing and mathematics. When compared to similar schools, standards were above average in reading, and well above average in writing and mathematics. In science, as judged by teacher assessment, the percentage of pupils achieving the expected Level 2 was very high, in the top 5 per cent of all schools, and the percentage achieving the higher Level 3 was average. Over the past five years, standards at the end of Key Stage 1 have improved. The very small size of each cohort means that any comparisons should be treated with caution.
2. In the 2003 tests, indications are that standards at the end of Year 2 are not as high as they have been in recent years, although they remain above average in reading and mathematics. However, the cohort of pupils included a higher proportion of pupils with SEN than usual. Standards at the end of Year 6 in the national tests in 2003 were maintained in English, mathematics and science, with all three subjects well above the national average.
3. Inspection evidence indicates that standards are well above the expected levels in English, mathematics and science in Year 6. In Year 2, standards are above the expected levels in English mathematics and science. In physical education, standards are well above average in Year 6 and above average in Year 2. In geography, standards are above the expected levels and pupils' achievement is good by the end of Key Stage 1. There was insufficient evidence to make a judgement about standards at the end of Key Stage 2. In history, standards are at the expected levels by the end of Key Stage 2, but there was insufficient evidence to make a judgement about standards in Key Stage 1. In information and communication technology (ICT) and religious education, standards are at the expected levels throughout the school. In music, standards are at least at the expected levels and sometimes higher. Only a small amount of evidence was gathered about art and design and design and technology during the inspection, so it is not possible to make a secure judgement about standards in these subjects.
4. When children start in the reception class, their attainment is generally around average to above average, with the full range represented. However, the small size of each cohort

means that in some years there are more pupils of higher ability while, in other years, there are fewer. Children in the Foundation Stage achieve well in their personal, social and emotional development, mathematical development and knowledge and understanding of the world. Achievement is satisfactory in communication, language and literacy, creative and physical development. Almost all attain the goals they are expected to reach by the end of the reception year, with higher attaining children achieving beyond these.

- Pupils' achievement is good in Key Stage 1 and Key Stage 2. All pupils make good progress in relation to their prior attainment. Achievement in physical education is very good throughout the school because of the efforts that have been made to improve provision in this subject. Pupils who have SEN achieve well and are as successful as other pupils.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.3 (28.6)	27.0 (27.0)
mathematics	29.8 (26.3)	26.7 (26.6)
science	30.2 (28.6)	28.3 (28.3)

There were 13 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 2002

Standards in:	School results	National results
reading	17.5 (17.9)	15.8 (15.7)
writing	16.3 (15.2)	14.4 (14.3)
mathematics	18.3 (18.1)	16.5 (16.2)

There were 11 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behave very well. The school fosters very strong relationships and equally strong moral and social development among pupils. Provision for pupils' spiritual and cultural development is good. Attendance levels are well above the national average and pupils are punctual.

Main strengths and weaknesses

- Children enjoy all aspects of school life very much;
- Staff constantly encourage pupils to be sensitive members of the larger, school family;
- There is a very strong sense of fair play in everything pupils and staff undertake;
- Pupils are mature enough to seek out additional responsibility for themselves and like to make an impact on school life;
- Pupils learn to work co-operatively and different age groups mix happily;
- Pupils attend school very regularly and are good timekeepers.

Commentary

- This is a school humming with purposeful activity all day. Pupils really like coming to the school, as their regular attendance suggests. They are self-confident and relish talking to visitors about life in school and what they particularly like. It is very rare to hear anything uncomplimentary said about the school by the pupils, and those who have moved from other schools make very favourable comparisons. Pupils blossom as they move through the

school until, as the oldest pupils, they demonstrate great maturity in the things they do. Most pupils are aware of how lucky they are to be part of this school family; in discussions, they speak of how teachers are happy to recap on points they do not understand and how easy adults are to talk to. They especially enjoy playing with the new outdoor equipment and readily share skipping ropes and other large games.

7. Pupils embrace increased levels of responsibility offered routinely by teachers, both in their learning and around the school. Many talk about project work being their favourite type of homework and older pupils actively seek out jobs in the office or classrooms at lunchtime. They like helping to make the school 'tick'.
8. Pupils have a clear understanding of the very high expectations staff hold about how they should behave. As a result, there is a very happy atmosphere in school. Pupils know what is right and respond with an automatic sensitivity to those with whom they live and learn each day. There have been no exclusions from school.
9. The pupils emulate the very good role models set for them by all the adults who work in the school and this ensures they are modest but also well focused on tasks. Pupils demonstrate self-confidence when required to interact with a large audience, for example. As very secure relationships underpin everything that the school does, pupils lap up opportunities to demonstrate their skills to others or to share their best work in assembly. They are comfortable with this because they know everyone takes a keen interest in what they are doing and will listen carefully to their achievements. During a celebration assembly, for instance, one of the younger 'Stars of the Week' beamed with delight as he took his place at the front, alongside an older boy who encouraged him with a congratulatory smile. Pupils across all ages are really good friends and this does much to make the school such a supportive community. Pupils who have SEN are very interested in their learning, behave very well in lessons and relate positively to others in class.
10. The school is particularly good at assuring pupils' moral and social development. Much of this very high quality provision occurs as a matter of course, in the way people treat one another and in the consistency with which adults address each situation. There are fine examples when teachers really 'hit the spot' with a specific aspect of their teaching, including during assembly. Acting as a very good role model, the headteacher did just this during a particularly effective collective worship.

The school is particularly good at promoting pupils' moral and social development.

This was seen in a very effective assembly led by the headteacher. He asked one girl to come out and put on a pair of plastic gloves, which caused some hilarity. She was instructed to squeeze a tube of toothpaste as hard and as quickly as she could into a bowl and was timed doing this. The audience was fascinated by this and supplied an appropriate mix of horrified and gleeful gasps. The girl was then charged with the more difficult proposition of spooning the toothpaste back into the tube - an impossible task, of course. In this brief demonstration, the headteacher captured vividly just how quick and easy it is to speak without thinking and how difficult it then becomes to take back the hurt inflicted by thoughtless words. The clarity of the message hit home with children of all ages. Over lunch, pupils were able to recall immediately what had happened and the meaning behind it - a simple lesson, well learned.

Attendance

Attendance rates are well above the national average and there is no unauthorised absence. Pupils arrive at school on time, eager to start the day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
75	0	0
1	0	0
3	0	0
2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching is **good** overall. It is very good in Key Stage 2. Assessment is good. The quality of teaching has improved since the last inspection, as there are now more very good lessons.

Main strengths and weaknesses

- Lessons are very well planned and prepared;
- Relationships between adults and pupils are very good and often excellent;
- Teachers give very good support and encouragement to pupils, and this results in them working very hard;
- Pupils' behaviour is managed very well;
- Pupils are well motivated by the tasks provided;
- Assessment in English, mathematics and science is very good;
- In most lessons, great care is taken to ensure that all pupils are fully included;
- Occasionally, pupils are not given sufficient time to think and work things out for themselves.

Commentary

- Teaching in the Foundation Stage is good, and enables the children to get off to a good start to their time in the school. The close partnership between the class teacher and the nursery nurse ensures that the needs of the youngest pupils in the school are met and that they make good progress in acquiring basic skills in all areas of learning.

12. Throughout the school, the very good relationships that exist between all adults and pupils mean that the pupils feel supported and encouraged, and this helps them to become confident to learn independently and to try things out for themselves. This was clearly seen in a Year 6 science lesson, where pupils took responsibility for their own learning as they experimented with light. Lessons are very well planned and prepared, with good use made of the national literacy and numeracy strategies and national guidance for other subjects, which is often adapted well to meet the needs of the pupils. Tasks are well planned to build on the prior learning and to meet the needs of all pupils, and this ensures that all pupils make good progress. This is a particular strength of the Year 6 teaching where, at the beginning of lessons, previous learning is quickly revised, new learning is introduced that is matched well to individual needs, and time is allowed for pupils to practise and extend their understanding through a range of stimulating tasks. High standards of behaviour are promoted and this results in a calm, productive atmosphere in all classes, that helps pupils to concentrate and focus on their learning. Throughout the school, there is a strong commitment to inclusion and to meeting the needs of all pupils by providing them with work at the right level and with appropriate support. Occasionally, in some lessons, pupils are not given sufficient time to think things out before they answer a question, and adults too readily tell them the answer.
13. The very best lessons, most of which are in Key Stage 2, are characterised by high expectations, high levels of teacher enthusiasm, good subject knowledge, very good co-operation between all adults involved and the pupils and very good use of time. All of these features were present in an excellent dance lesson where pupils achieved exceptionally high levels of performance.
14. Teachers make good use of opportunities to develop pupils' literacy and numeracy skills across the curriculum. However, opportunities to develop ICT skills are sometimes missed.
15. Pupils with SEN are provided with good support in lessons. Staff are clear about each pupil's learning needs and their targets for learning are evident in the work and support provided. However, in the Year 2/3 class, although these pupils benefit from very good support in small groups, this arrangement means that sometimes they miss out on whole-class activities with their peers from which they would benefit, and opportunities for them to work independently are missed.
16. Assessment is very good in English, mathematics and science. It is well planned, systematic, and very good records are kept. The information gained is used very effectively to track the progress of individual pupils and to set targets for them. However, assessment in the other subjects, whilst satisfactory, is not carried out regularly enough to keep track of the progress that pupils are making in acquiring knowledge, skills and understanding.

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	9	3	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.

The curriculum

The quality of the curriculum is **very good**. The school provides very good opportunities for curriculum enrichment. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The quality of planning in English, mathematics and science is very good and this promotes high achievement;
- Planning for all other subjects, religious education and personal, social and health education and citizenship (PSHCE) is detailed and thorough;
- The school's very positive involvement in the 'Sports Development' programme also leads to high standards in physical education and dance;
- The provision for meeting the specific learning needs of SEN pupils is good and enables them to achieve as well as other pupils in school;
- Good use is made of the local environment, particularly in geography, and this leads to high standards in this subject;
- The new school hall has provided a much improved facility for physical education and the additional building work in the school's administrative area has freed up teaching and learning space;
- The addition of fifteen new computers has significantly improved pupils' access to ICT;
- Better use of the classroom assistant's time could be made in the Year 2/3 class;
- The size of the reception/Year 1 classroom is barely adequate to meet the learning needs of the children;
- The Year 6 classroom is very small and limits opportunities for pupils to be engaged in more practical subjects.

Commentary

17. The curriculum meets statutory requirements in all of the National Curriculum subjects and religious education. The school satisfactorily addresses its policy for racial equality. The curriculum is almost always inclusive in ensuring equality of access and opportunity for the pupils. In the Year 2/3 class, however, pupils who have SEN are often withdrawn for the entire lesson to work with the classroom assistant and this limits their opportunities to work alongside their classmates. The overall provision for pupils with SEN is good. The SEN co-ordinator works closely with parents, teachers and support staff. Individual education plans (IEPs) very clearly address the learning needs of individual pupils and their progress is rigorously assessed to set the next targets for learning. Teachers make good use of the information to plan challenging activities for learning. Pupils are not given enough opportunities to be involved in the termly reviews of their progress. Pupils in Year 6 are provided with regular, planned opportunities to learn French through twice-weekly short French lessons, and all pupils can take part in the after school French club.
18. The personal development programme, taught throughout the school, is very effective in helping pupils to develop very positive relationships and attitudes to learning. Plans are in place to set up a school council to offer more opportunities for pupils to be involved in decision making.
19. The school offers very high quality enrichment activities, through educational visits, school clubs and opportunities for older pupils to take part in residential trips. A particular strength lies in the provision made for pupils to develop sport and dance skills beyond the expected level. This has led to the school achieving the Activemark Gold Award and has also contributed to high standards in physical education and dance. Visits to France, combined with French lessons and the French club, provide good opportunities for pupils to learn the language and find out about the culture of another country.
20. The expertise and experience of the teachers and support staff ensure that the learning needs of pupils throughout the school are fully met. As a result, pupils achieve well, including those with SEN. Administrative, lunchtime and maintenance staff make a very valuable contribution to the provision made for the children.

21. The building provides an attractive and stimulating learning environment. Good improvements have been made to the accommodation since the previous inspection. The new school hall provides a very good facility for pupils to develop skills in physical education and dance. Its impact has been wide reaching. It is used effectively to teach small groups, provides a designated library space, is used as a dining area and has created a much larger space for school performances to larger audiences. The addition of an extension has freed up classroom space previously used to accommodate administration and staffroom areas. The reception/Year 1 classroom is very crowded when all of the children are together. The teacher makes good use of the library area in the hall in the mornings to teach Year 1 pupils while the nursery nurse works with the reception children. The Year 6 classroom is very small. Although it provides adequate space for desk based activities, it limits opportunities for more practical work in subjects, such as art and design and design and technology.
22. Resource provision ensures that pupils have all they need to support learning in all subjects. The addition of fifteen wireless laptop computers has increased flexibility in teaching and pupils' access to ICT. The system is not yet stable enough to be completely reliable and computers sometimes crash in lessons, creating a degree of frustration. Teachers are resourceful, however, and always have at least one computer plugged into a mains socket in case of such an eventuality.

Care, guidance and support

There is **good** provision for pupils' care, welfare, health and safety. Staff offer very good levels of support, advice and guidance to pupils. The school has made a good start at involving pupils in its work and development.

Main strengths and weaknesses

- Staff go to great lengths to make the school an inviting and comfortable learning environment for pupils;
- Teachers know a great deal about the children and share this well with parents;
- Pupils are encouraged to express their opinions about the school in an informal dialogue with teachers;
- There are comprehensive child protection systems in place.

Commentary

23. The school takes good care of pupils and ensures appropriate procedures are in place. Members of the governing body are happy to offer a range of skills that are useful to the school in this regard. Staff give careful thought to issues of first aid and this is correctly administered and recorded. At the time of the inspection, the school was in a state of flux as new building work had just been completed. As a result, some new aspects of security remained unresolved in the short-term, although the school was aware of these and had plans in place to rectify them very quickly. The headteacher is very conscientious in his duty of care and ensures all matters relating to child protection are dealt with systematically.
24. Staff know children very well because they like them and talk to them about all sorts of things during the course of the day. They express genuine pleasure when absentees or a rare latecomer make an appearance. Staff check diligently why they were away and that they are all right. This makes pupils relax and feel secure and is just an intrinsic part of teachers' caring approach. Parents appreciate the way staff support their children. The annual written reports to parents include a detailed personal statement about each child and these paint a very clear picture for parents about how their children are developing and where they need more guidance.
25. The headteacher and staff form very strong relationships with pupils; there is a genuine camaraderie that encourages pupils to share their many ideas with members of staff. There

are well advanced plans to introduce a school council as a more formal way of introducing pupils to another democratic process. The children are excited about this although they know they are currently able to influence the school's thinking even without the council. They recently requested more large games and equipment for use at break and lunchtimes and these have been introduced with great success.

Partnership with parents, other schools and the community

The school establishes **very good** links with parents, other schools and the community.

Main strengths and weaknesses

- Parents are the school's closest allies and do their utmost to support its work;
- The school provides parents with a whole range of detailed information about the school and their children's success;
- Staff make certain their comments are evaluative and that they really give parents the knowledge they need to support their children's development outside school;
- The local community brings very real benefits to the school and adds significantly to children's learning;
- Visits and visitors enrich the curriculum experience of all pupils;
- Innovative links with the local secondary school provide a huge impetus for Year 6 pupils to look forward to the next few years of learning.

Commentary

26. Unusually, every family returned their questionnaire about the school and this is just one indicator of how much parental support the staff enjoy. Many pupils live outside the village, but parents are aware of its good reputation and are happy to bring their children from a distance away. In particular, parents value the school's family ethos and academic standards. They are unstinting in their praise for the school and do what they can to support its work. A number help regularly in classrooms and others come in on a more informal basis. They are very supportive of the home-school agreement and help their children with homework tasks as appropriate. Parents of the older pupils are very conscientious in their support for the 'Masterclasses' run by the local secondary school and take their children to them each week without fail. This is a huge commitment of time for them but they recognise how beneficial these classes are for their children, both academically and socially.
27. Parents make certain that they take up the many invitations to come into school for curriculum meetings, to talk about their children's progress and to support fundraising events. They pool an impressive array of talents and are keen to share these with the school whenever possible.
28. The school meets all of the requirements to inform and involve the parents of those pupils who have SEN, and works productively with them to support their learning. The school has yet to involve pupils fully in IEP reviews and setting of new targets.
29. The local community is very much involved in school life. Due to the exceptional generosity of a local businessman, pupils now enjoy the many advantages of a new school hall. Many other local businesses offer regular financial support for school events and this helps to raise funds for new resources. The whole community sees the school as a great asset and local people want to play a part in it. School 'aunties' come in to bake with the children and other adults contribute a variety of skills to help pupils. Very productive links with the wider community enable older pupils to participate in residential visits to France and these have a significant impact on their social and linguistic skills.
30. Very close liaison with the local secondary school plays an increasingly significant role in children's lives as they move through the school. Both sets of staff think creatively to offer

pupils a range of unmissable opportunities; these play a significant part in their very smooth transition to secondary education. The weekly programme of 'Masterclasses' allows pupils to experience three-weekly 'mini courses' in each curriculum area. Pupils talk excitedly about the science laboratories and the work they recently undertook involving Bunsen burners. The week they spend in the school during the summer term also helps them to absorb the real secondary school experience and to adjust to working as part of a much bigger school community. The pupils wring every last benefit from this very close partnership.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are **good**. Standards in this aspect have been maintained since the previous inspection.

Main strengths and weaknesses

- The leadership of the headteacher is good. Since his appointment at the beginning of the term, he has gained a clear overview of the school's strengths and weaknesses and the support of the staff in a shared drive for continuing improvement. Leadership in English, mathematics and science is also good and makes a positive contribution to the high standards in these subjects;
- The headteacher has good management skills and has already used these effectively to develop an initial improvement plan covering a range of initiatives;
- The governance of the school is good. Governors have a clear grasp of the school's strengths and areas for development;
- There is scope for development of the role of the subject leader through the development of more rigorous systems of monitoring and evaluating standards of pupils' work and the quality of teaching and learning.

Commentary

31. The governing body plays an active part in school life and positively influences the work of the school. It is well organised and very supportive of the headteacher. Governors deal proficiently with staffing, curriculum and financial matters and ensure that all statutory requirements are met. They meet at least twice each term when they discuss a range of issues in depth. As a result, governors have a clear focus on standards and are fully involved in strategic planning. They are beginning to be more involved in monitoring and evaluating the quality of teaching and learning through the delegation of individual governors to subjects, such as literacy and numeracy. They are fully up-to-date on the school's financial position and make prudent decisions about how and where money should be spent, including a decision last year to use part of the school's reserves to maintain the current staffing levels.
32. Since his appointment at the beginning of the term, the headteacher is already making a good contribution to the life of the school and has accomplished much in a short time. He has made a good start to monitoring the work of the school and is committed to the continued development of monitoring and evaluation systems. This is evident in the very well constructed School Development Plan, which sets out a clear programme of action to deal with the school's priorities. He has particularly strong skills in promoting team spirit through working with others in a climate where everyone feels valued. He leads by example and is liked and respected by the staff and pupils. Co-ordinators are knowledgeable about their subject areas and provide good levels of support and guidance. Systems for monitoring and evaluating the quality of teaching and learning, through lesson observations and the analysis of pupils' work, are not consistent or rigorous enough to provide a clear picture of where improvements need to be made.
33. The leadership and management of SEN are good. The co-ordinator works effectively with staff, parents and outside agencies to support each pupil's needs. The main area for development lies in providing pupils with more opportunities to be involved.

34. The school day runs smoothly and there is a clear delegation of responsibilities. The professional development of all staff has a high priority and reflects the needs of the individual and of the school. Soon after his appointment, the headteacher and co-ordinators worked together to draw up an audit of the school's strengths and areas for development. The headteacher and staff also decided to review the annual cycle of performance management so that it would tie in better with the school's continuing development. The results of these decisions have been translated into a good strategic plan for improvement. Efficient monitoring of the school's finances by the headteacher and governors helps the school to achieve its educational priorities. Recent improvements to the accommodation have had a positive impact on provision. The principles of best value apply.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	263,008
Total expenditure	289,256
Expenditure per pupil	3571

Balances (£)	
Balance from previous year	41620
Balance carried forward to the next	15372

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**. The small numbers in year groups means that, in some years, there are more pupils of higher ability while, in other years, there are fewer. In the current reception year, there are fewer pupils who are above average. Almost all children attain the goals they are expected to reach by the end of the reception year and their achievement is satisfactory.

Main strengths and weaknesses

- There is a very good partnership between the class teacher and the nursery nurse, which helps to ensure that the needs of the children are met;
- Questioning is used effectively by the adults and skills are taught well;
- Relationships are very good and adults provide very good role models for the children;
- Staff work hard to make best use of the limited accommodation;
- There are insufficient opportunities for pupils to develop early writing skills.

Commentary

35. Children in the Foundation Stage are in the same class as the Year 1 pupils but, in the mornings, they work separately with the support of a well qualified and very able teaching assistant. This is a good arrangement that enables the children to receive an appropriate curriculum and a higher level of individual attention than would otherwise be afforded to them. This is a good improvement since the last inspection.
36. Children make good progress in their **personal, social and emotional development**. The very good relationships that exist between the adults and the children and the very good role models that adults provide help the children to develop confidence. Children quickly learn how to take turns and to help each other. Children who are unduly shy are encouraged very well to join in with activities. They are beginning to work and play independently, co-operating with each other well.
37. In **communication, language and literacy**, the children's achievement is satisfactory. They make a good start in learning to read, learning the sounds that the letters of the alphabet make and some commonly used words. Through good questioning and a range of opportunities they develop their speaking and listening skills well although, occasionally, they are not given enough time to think about their answers, and adults answer questions for them. Most children write their name correctly, and form letters with care, but they are not given sufficient opportunities to practise their writing in the course of their play.
38. In **mathematical development**, children make good progress because of the good support they receive. Most accurately count up to ten objects and recognise the numerals from one to ten. Higher attaining children can record the numbers, count accurately to twenty and are beginning to understand addition. Almost all children recognise and name a circle, triangle, square and rectangle, and higher attaining children know the properties of the shapes in terms of number of sides and corners.
39. The children's **knowledge and understanding of the world** develops well through a range of well planned activities. Through a study of the village they recognise some of the features of the local area and the building materials used for the houses. They have a good understanding of the features of other places, such as a wood, or under the sea, and are beginning to show an awareness of places in relation to each other.

40. The children's **physical development** is satisfactory and most attain the expected levels in skills, such as cutting, manipulating small tools and making models from small equipment. There were no opportunities during the inspection to observe outdoor play with large equipment so it is not possible to make a judgement about this aspect of physical development.
41. The small amount of evidence available for **creative development** indicated that the children's achievement is satisfactory. They play with imagination in the role play area, and their paintings on display are at the expected level.
42. Teaching and learning are good overall. The teacher and the nursery nurse work well together and prepare suitable tasks that meet the needs of the children. They provide a stimulating environment in which the children's work is valued through good quality displays. Questioning is used effectively to promote confidence and language skills and relationships are very good. Lessons are well timed with a series of short tasks that maintain the children's interest and concentration. Skills are taught systematically and very well, although opportunities for children to speak at length and to write are sometimes missed.
43. The leadership and management of the Foundation Stage are satisfactory. The class teacher and the nursery nurse work well together in supporting the needs of the children, particularly during the morning sessions. Planning is satisfactory overall, although it does not always clearly relate the intended learning to the 'stepping stones' identified in the Foundation Stage curriculum. Assessment is satisfactory. Regular observation of pupils is used effectively to assess their progress in the development of key skills such as number and letter recognition. However, better use could be made of baseline assessment of children when they enter the reception class to identify individual and cohort needs.
44. In response to the previous inspection report, the school has developed a small outdoor area where the reception children can safely use large equipment and develop their physical skills. Although this is an improvement, the area is not really big enough to have a significant impact on pupils' physical development. Additionally, the indoor area available is barely adequate in the afternoons when the reception and Year1 groups are together, and this restricts the range of activities that are available. Very good use is made of the space in the mornings when the teaching assistant is able to make good use of the classroom with the reception children, while the teacher uses the library area in the hall to work with Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- By the end of Year 6, standards in reading and writing are well above average, because pupils are taught well;
- There is a shared commitment to high achievement;
- Lesson planning is very detailed and thorough and meets the learning needs of all pupils;
- Teachers have consistently high expectations of their pupils and they, in turn, respond very positively;
- Assessment information is used very effectively to provide teachers and pupils with a clear picture of how well they are doing and what they need to do next;
- Reading and writing are taught very skilfully and this helps pupils to develop their skills to a high level;

- Home/school reading diaries could provide parents with more information on how they might help their children;
- Pupils with SEN in the Year 2/3 class are not given enough opportunities to work alongside their classmates.

Commentary

45. Standards in English are above average by the end of Year 2, and are well above average by Year 6. This is a significant improvement since the time of the previous inspection when the attainment of the majority of pupils was judged as meeting the national average.
46. Pupils make good progress and achieve well because teaching is good and the staff share a common purpose in their drive for improvement. Planning is of a very high quality because teachers know the pupils very well and have a clear understanding of what needs to be learned during each lesson. Planning takes full account of the learning needs of different groups of pupils, including pupils with SEN and more able pupils. Excellent relationships are promoted and teachers have very high expectations of behaviour and attitudes. Pupils respond very positively to the challenging and interesting activities provided and this promotes consistently good achievement.
47. Effective use is made of the regularly gathered assessment information to help teachers plan what needs to be learned next. Marking is of a consistently good quality. It helps pupils to improve their work and gives teachers detailed information on how well individual pupils are doing. Pupils with SEN are supported well. IEP targets are carefully planned and this, combined with focused adult support, promotes effective learning. Pupils with SEN in the Year 2/3 class are often withdrawn from the entire lesson for extra support. Although this is successful in boosting reading and writing skills, it does limit their opportunities to take part in the class lesson through working with others.
48. Teachers plan many opportunities for pupils to develop their speaking and listening skills through class and group discussions. As a result, pupils are good listeners. They are confident, articulate speakers always keen to share their ideas and opinions when asked. However, in a Year 6 lesson, pupils were not always given enough time to expand their ideas when asked a question.
49. Throughout the school, there is a strong emphasis on the development of the skills of reading and writing. As a result, pupils read and write with confidence and understanding. Standards in reading are above average by Year 2. Pupils continue to achieve well and are systematically helped to build upon their skills as they progress through the junior classes so that, by Year 6, reading standards are well above average. Pupils have a good understanding of the rules for spelling and use these well to read and spell with high levels of accuracy. Most pupils are able to use the full range of reading strategies and this helps them to become confident, fluent readers who enjoy books.
50. By Year 6, most pupils have developed a fluent and legible handwriting style. Good opportunities are provided for pupils to write for a range of reasons. Year 2 pupils confidently tackle story writing, list making and accounts of events. Creative writing shows a genuine interest in words and a growing vocabulary chosen to capture the interest of the reader. By Year 6, through their reading and writing, pupils develop their imagination, inventiveness and awareness of the power of the written word. They write well in a variety of forms, such as translating part of the story, 'Cider with Rosie', into a piece of dramatic writing, or composing a letter to explain the fate of an injured cat.
51. The subject is well led and managed by the co-ordinator who gives good, informal support to all staff and has a good understanding of the subject's strengths and areas for development.

Language and literacy across the curriculum

52. Pupils are given many opportunities to practise their reading, writing, speaking and listening skills in other subjects. In lessons, such as science and history, pupils are introduced to a range of non-fiction texts and this helps them to develop a technical vocabulary through which they learn to understand what they read and present their written work in a variety of ways. Satisfactory use is made of ICT in the use of word processing to present their work in interesting ways.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils attain standards that are well above average by the end of Year 6, and their achievement is good;
- Teaching is very good in Year 6 and good in the rest of the school;
- Planning is very good;
- There are good systems in place for assessing and tracking pupils' progress in order to set targets for improvement;
- The needs of all pupils are met, and all are fully included in lessons;
- The curriculum is good;
- Not all tasks provided for pupils are well timed.

Commentary

53. When pupils enter Year 1, their attainment is above average. Throughout Key Stage 1, they make satisfactory progress and, by the end of Year 2, they attain standards that are above national expectations in all areas of mathematics, and their achievement is satisfactory. In Key Stage 2, pupils make good progress so that, by the time they leave the school at the end of Year 6, they attain standards that are well above national expectations, and their achievement is good. There has been good improvement since the last inspection.
54. Pupils in Key Stage 2 have a very good grasp of number, and Year 6 pupils confidently solve problems involving fractions and decimals using the four operations. They explore number patterns and relationships and have a sound knowledge of the times tables. Pupils in Year 5 use their sound knowledge of place value well to investigate addition pairs up to 100 and 1,000. Year 4 pupils accurately solve problems by calculating the difference between two numbers from 100 to 200. During the inspection, pupils in Year 6 made very good use of their number skills when quickly calculating the third angle of a triangle when two are known. In this lesson, pupils made very good progress in developing their knowledge and understanding of angles. By the end of the lesson all pupils could estimate and accurately measure angles, most accurately drew and measured right-angled and isosceles triangles using rulers and protractors, and higher attaining pupils correctly calculated the third angle of a triangle and the exterior angles.
55. Pupils in Year 2 have a sound understanding of the number system, correctly ordering numbers to 100 and sometimes beyond, adding two-digit numbers and applying their understanding to measurement and money. Most have a good understanding of digital and analogue clocks and use both to tell the time accurately. Although it was not possible to observe all areas of mathematics during the inspection, teachers' planning and records indicate that pupils achieve satisfactorily in all areas of mathematics in Key Stage 1, and they achieve well in all areas in Key Stage 2. Satisfactory use is made of ICT in

- mathematics, for example, pupils in Year 6 confidently used a programme that helped them to estimate, measure and develop their understanding of angles.
56. The quality of teaching is good overall, and very good in Year 6. Throughout the school, planning is very good. It is clear, detailed and tasks are very well planned to meet the needs of all pupils. Relationships are very good, and a notable feature of the very good teaching in Year 6 is the way in which, throughout the lesson, tasks build on the prior learning, so ensuring that systematic progress is made. Teachers explain things clearly, encouraging all pupils with patience and support. As a result, pupils are confident learners who are successful in explaining their knowledge and understanding and, in doing so, are consolidating their speaking skills and growing in confidence. Very occasionally, tasks provided are not well timed, with insufficient time allowed for pupils to complete independent work, or too much time allowed for simple tasks. However, most of the time the pace is brisk and the final part of the lesson is used effectively to consolidate the learning and to prepare pupils for the next step. Pupils' attitudes to learning are very good. They show very high levels of interest in their work and are very keen to know where they have gone wrong and what they need to do to improve.
57. The subject is well led and managed by the co-ordinator, although in this small school all staff are involved in discussions regarding standards, resources and priorities for development. The co-ordinator effectively monitors the quality of teaching and pupils' work, and there is a will amongst the staff to secure continuous improvement. The curriculum is good, with good use made of the numeracy strategy and national guidance to ensure that there is sufficient breadth and balance. Assessment is rigorous and thorough, and very good use is made of the information gained to track pupils' progress and to set individual and group targets. Marking supports pupils well and clearly indicates to them where improvements could be made.

Mathematics across the curriculum

58. Satisfactory use is made of opportunities to practise and develop mathematics skills across the curriculum, particularly in science and design and technology, and through developing work on pattern in art and design.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- By the end of Year 6, pupils attain standards that are well above national expectations and their achievement is good;
- Teaching is very good in Year 2 and Year 6;
- Pupils have very good, and sometimes excellent, attitudes to learning;
- Throughout the school, pupils attain good standards and enjoy their investigative work;
- Very good planning ensures that the needs of all pupils are met;
- The curriculum is very good;
- Homework is used very well to support learning in Year 6.

Commentary

59. Standards in science are above average by the end of Year 2 and well above by the end of Year 6. When pupils enter Year 1, most have already achieved the goals they are expected to reach by the end of the reception year. Throughout the school, pupils make good progress and their achievement is good. This represents a good improvement since the last inspection.

60. The curriculum for science is very well planned and ensures full curriculum coverage and balance over the year, ensuring that pupils achieve well in all areas of the subject. By the end of Year 2, pupils have a sound understanding of how to carry out a fair test, and sensibly predict what they think might happen. They have a good understanding of materials and their uses, and how some materials change irreversibly, but others do not. They record their experimental findings in different ways. They make good observations and use correct scientific vocabulary well. For example, when observing ice melting, one pupil remembered the word 'transparent' from some prior learning. By the end of Year 6, pupils have a very good understanding of life and living processes. They confidently carry out experiments related to light, clearly explaining their knowledge and understanding. During the inspection, all pupils in Year 5 and Year 6 participated in a science 'Masterclass' at the nearby secondary school where they made good gains in their understanding of safety issues related to working in a science laboratory. Pupils are good at finding things out for themselves using a range of resources, as seen in a very good presentation about how the eye works given by two Year 6 pupils to the rest of the class. This activity did much to promote the pupils' confidence and self-esteem.
61. Teaching and learning are very good. Lessons are very well planned and prepared and teachers make good use of the resources available. Very good questioning is used effectively to ascertain pupils' understanding and to move them on in their learning. Teachers explain things very clearly, using and encouraging correct scientific vocabulary. Very good tasks are provided that stimulate pupils' interest and encourage development of their independence and investigation skills. This was clearly seen in a very good Year 6 lesson where, following a short session when pupils revised their understanding of light, the lesson was extended to allow pupils to experiment with mirrors and torches to show how mirrors reflect light and change the direction of the light beam. The resources and activities provided enabled pupils of all abilities to make very good progress in their learning. Pupils respond to such activities with very high levels of interest and enthusiasm, showing a real desire to learn and develop their understanding.
62. Science is effectively led and managed in a way that is appropriate to the needs of a small school, with all staff regularly discussing the subject to identify development needs. Assessment is very good, and regular homework is used very effectively to consolidate learning and to check on what pupils have understood.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**. No ICT lessons were seen in the classes containing infant pupils. One ICT lesson was observed in the class containing pupils in Years 4 and 5.

Main strengths and weaknesses

- The school has recently acquired sufficient laptop computers, shared across the school, and this has improved access to ICT;
- Teachers have improved their subject expertise through attendance on relevant courses;
- The new 'wireless' system is unreliable and this creates frustration in lessons when computers close down unexpectedly.

Commentary

63. Standards of attainment at the end of Year 2 and Year 6 are in line with the national expectation and are similar to those at the time of the previous inspection. Achievement is satisfactory.
64. Samples of work in folders show that, at this early point in the year, pupils in Year 2 are developing satisfactory word processing skills and can change the appearance of text when

presenting their work. They are all able to use graphics programs to create patterns. Evidence indicates that pupils are all taught the same things rather than ensuring that the work planned builds upon individual skills.

65. In the Year 4/5 lesson observed, the teacher's secure knowledge of the subject ensured that pupils were given good technical support as they used a drawing program to plan their ideal bedroom or classroom. As a result, most of the pupils who had access to the computers were able to copy, paste, rotate and drag shapes on the screen by the end of the lesson. A small number of Year 5 pupils were asked to support Year 4 pupils and this meant that they did not have enough opportunity to access the computers to develop their own skills.
66. This term, Year 6 pupils are learning to use a multimedia program where they bring together images, text and sounds to assemble finished presentations. They use data handling programs to construct branching databases and record information in graph form. Their creative use of the school's digital camera has produced some interesting self-portraits!
67. Planning for the subject enables pupils to experience the full range of ICT opportunities. The school system is fully linked to the Internet and pupils make satisfactory use of this as part of their research in other subjects.
68. Leadership and management of ICT are good. During the last school year, a system to record skills' progression was put in place. This is in the early stages but offers a good basis for teachers to plan what pupils need to do to develop their skills.

Information and communication technology across the curriculum

69. The use of ICT in other subjects is satisfactory. Pupils have access to computers during some lessons. For example, in a mathematics lesson, Year 6 pupils were using a computer program to estimate and measure angles. Pupils use the Internet to find out more about the Tudors, for example, and are developing skills in multimedia authoring to report on important school events.

HUMANITIES

No lessons were observed in either **history** or **geography**; only one lesson was observed in **religious education**.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- By the time pupils leave the school, they have a sound understanding of the key features of different religions;
- Pupils are well motivated to learn;
- The school makes good use of resources.

Commentary

70. At the time of the previous inspection, standards were judged to be above the expectations of the locally agreed syllabus at the ages of 7 and 11. Standards at this early part of the year are broadly in line with expectations. No religious education lessons were observed in the infant classes. Work in books, however, indicates that at this relatively early part of the school year, pupils are developing an awareness of simple moral issues, as seen in their 'letters' from a castaway asking for help. They identify people who are special in their lives

and show an understanding of important festivals and aspects of celebration in the Christian year.

71. Discussions with pupils indicate that, by the age of 11, they have a satisfactory knowledge and understanding of Christianity and Hinduism, the two religions they have studied most recently. They have a secure understanding of Christianity and are able to relate stories from the Bible and retell the main events in the Christian calendar. For example, they explain clearly what Christians believe about the Resurrection. They are beginning to think at a deeper level. This was evident as they talked about people being able to make choices about the direction of their faith.
72. In the one lesson observed, in the Year 4/5 class, the teacher's enthusiasm and very perceptive skills in knowing how to capture the pupils' interest resulted in all groups working very hard and making rapid gains in learning, with some writing newspaper style reports on the Hindu religion and others investigating the characteristics of the different deities.
73. Work on display around the school illustrates the interesting ways in which pupils' learning is promoted. For example, very attractive poster style presentations clearly show that pupils are developing a good understanding of the Buddhist eight-fold path.
74. The school has a good collection of artefacts to support learning about different faiths. These were used effectively in displays in classrooms to support learning. Close links with three local churches helps pupils to understand the significance of Christian places of worship.
75. In **history**, samples of work, discussions with pupils and work on display indicate that by the age of eleven, standards are similar to those seen in most other schools and achievement is satisfactory. There was insufficient evidence to make a judgement on standards by the age of seven. Although attainment was judged as above national expectations at the time of the previous inspection, since that time, initiatives, such as the introduction of daily literacy and numeracy lessons have taken precedence over other subjects of the curriculum. Work seen in pupils' books shows that, by the age of 11, through their study of the Tudor monarchs, they are developing a satisfactory awareness of the chronology of the period and are beginning to understand aspects of day-to-day life, such as the poor quality of life for the typical Tudor sailor. The school has appropriately adapted national guidelines for history into its planning and this makes satisfactory provision for pupils to develop their knowledge, skills and understanding as they move through the school.
76. At this early point in the school year, there was insufficient evidence to make an overall judgement in **geography** on standards by the age of 11. The subject is planned for the spring and summer terms and, therefore, no lessons were observed and there was no evidence in pupils' books. The school has maintained the high standards for 7-year-olds seen at the time of the previous inspection. Evidence from lessons and work around the school and in books shows that pupils in Years 1, 2 and 3 are developing quite sophisticated mapping skills. Teachers make good use of the local village environment to help pupils learn about directions and physical and human landmarks. In the Year 2/3 lesson, the very skilfully prepared maps of Witton-le-Wear ensured that all pupils were well prepared as they toured the village, identifying street names and important buildings and entering the information on the map. The teacher's very good knowledge of the pupils' different learning needs ensured that each child was equally successful. During the lesson, other adults provided good levels of support for the pupils they were supervising.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. The inspection focused on **physical education**. Not enough evidence was available during the inspection to make a secure judgement about standards in **art and design** and **design technology**. However, work seen around the school, and the work that pupils have done in books so far, this term, was at least of a satisfactory, and often good standard. Scrutiny of teachers' planning files indicated that there is appropriate breadth and balance in these subjects, with clear continuity and progression and good use of resources.
78. One lesson in **music** was seen during the inspection, and pupils were heard singing during assembly. There was also photographic evidence of pupils in Year 4 and Year 5 composing in groups using tuned and untuned percussion, recording their compositions and listening to music. This evidence indicates that standards are at least in line with national expectations, and in the Year 4 and 5 lesson observed, they were higher. These pupils demonstrated a good understanding of tone, rhythm and interpreting sounds as they composed short pieces to represent different animals, using a range of percussion instruments. All pupils in the school have the opportunity to learn to play the recorder before they leave. Resources for the subject are very good.

PHYSICAL EDUCATION

Provision for physical education is **very good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and well above average by the end of Year 6. Pupils' achievement is very good;
- The school is involved in a wide range of sporting activities with a range of partners;
- Improved resources have assisted the very good development of the subject;
- The school has achieved the 'Active Mark Gold' award;
- There has been very good improvement since the last inspection.

Commentary

79. The high standards that the school achieves are as a result of a strong focus on developing the subject, and the school's involvement in local initiatives, such as the sports co-ordinators programme. The school promotes a wide range of physical activities that support pupils in developing their skills very well. During the term of the inspection, the school had already been successful in winning local tag rugby and netball events.
80. Very good teaching, sometimes supported by sports development officers, enables pupils to achieve very well. By the end of Year 6, pupils have developed very good ball control, as seen in a lesson to develop hockey skills. In this lesson, the teacher had high expectations of the pupils and gave them clear, specific guidance on how to improve. Particularly high standards are achieved in dance. Pupils in Year 2 alter their rhythm and speed well to reproduce different movements in response to the changes in music they hear. By watching the good performances of others, they refine and improve their movements, making them more precise.
81. In an excellent dance lesson in the Year4/5 class, the class teacher and sports development officer worked very effectively together to promote the high standards that were achieved. The lesson clearly built on and developed previous high quality dance work, and all pupils were fully included as they worked productively in groups to develop a dance on an Egyptian theme for a performance at a community venue. Pupils demonstrated excellent movement and interpretation of the well selected music. Very good progress was clearly evident as pupils performed the newly learned part of the dance at the end of the lesson. This lesson

made a very good contribution to pupils' cultural development, because, as well as developing an appreciation of dance, the lesson also built on work done in history on Ancient Egypt and this enabled the pupils to further develop their understanding of that culture.

82. There are a number of reasons for the school's good improvement in physical education. These are:
- The links that the school has developed through the sports co-ordinators programme with other schools and sports development officers;
 - The greatly improved resources, including a large hall that is ideal for indoor physical education lessons;
 - The leadership and enthusiasm of the co-ordinator;
 - The participation of staff in relevant training activities;
 - The enthusiasm and commitment of all staff.
83. Provision for physical education is enhanced by a good range of extra-curricular activities that provide pupils with very good opportunities to use the skills they have learned in lessons and to co-operate in teams and participate in competitions, thus supporting their social development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHCE is **very good**.

Main strengths and weaknesses

- PSHCE is embedded in the life of the school;
- Staff provide very good role models and have high expectations;
- Pupils enjoy responsibility and develop maturity.
- There are good plans in place to introduce a school council.

Commentary

84. There is a strong community ethos throughout the school, and this means that pupils are well known and willing to take responsibility in a number of areas. They eagerly help out with many aspects of school life, such as getting the playground equipment out at lunchtime, and looking after their own belongings. All adults have very high expectations of pupils' behaviour and attitudes to their work and to others. They provide very good role models for the pupils in the way that they speak to them, and are always approachable. Administrative and support staff make a good contribution to this aspect of school life.
85. As a result of the good provision, pupils have a clear understanding of right and wrong, and they respect and value the contributions, values and beliefs of others. Co-operation is clearly evident throughout the school, and pupils feel confident and safe.
86. A significant amount of planning and teacher training has been undertaken to really encourage pupils' personal development. There is a clear programme in place that includes appropriate sex and relationships education for pupils in Year 6. Pupils' personal qualities are valued, for example, a good display in the Year 2/3 class includes the personal strengths of every pupil in the class. Themes of trust, hope, faith and fear are explored, and pupils are encouraged to discuss and negotiate when making choices and decisions. Assemblies are used effectively to reinforce personal qualities and to celebrate pupils' achievements in both the academic and personal sense.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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