

# INSPECTION REPORT

## **GAINFORD C OF E (VC) PRIMARY SCHOOL**

Darlington

LEA area: Durham

Unique reference number: 114222

Headteacher: Mr H Blindt

Lead inspector: Miss K Manning

Dates of inspection: 22<sup>nd</sup> - 24<sup>th</sup> March 2004

Inspection number: 264803

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	82
School address:	Low Road Gainford Darlington County Durham
Postcode:	DL2 3DR
Telephone number:	01325 730274
Fax number:	01325 730274
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Pam Osborne
Date of previous inspection:	February 1999

## CHARACTERISTICS OF THE SCHOOL

With 82 pupils in four classes from reception to Year 6, this is a small school, which serves the local community of a village close to Darlington. Most children join the school in the reception class, coming from local nurseries or playgroups. The proportion of pupils starting or leaving in each year is lower than the national picture.

Ten pupils are on the school's register of special educational needs, a figure that is lower than the national average. A significant number of pupils have been identified as being most able or talented.

The area in general is more advantaged than most. This is not always reflected in children's attainment on entry to the reception class. Not all have benefited from pre-school experiences and, though their knowledge varies considerably, most children have skills in reading, writing and mathematics that are typical for their age. All pupils are British and all speak English as their first language.

In recent years the school has gained awards for achievement, being a healthy school and for investing in children. The school is voluntary controlled and has a Christian denomination and close links with the parish church.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20267	K Manning	Lead inspector	Science
			Music
			Foundation Stage
			Special educational needs
			English as an additional language
12511	L Buller	Lay inspector	
11611	J Hall	Team inspector	English
			Art and design
			Design and technology
			Physical education
12631	M McLean	Team inspector	Mathematics
			Information and communication technology
			Geography
			History
			Religious education

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

**This is an effective school.** Teaching that is always good enables pupils to achieve very well and standards are high. Pupils benefit from a rich curriculum and good links with parents and the community. They have extremely positive attitudes to learning and are happy in school. Good leadership from the headteacher and satisfactory and improving management from senior staff and governors have ensured that standards have either been maintained or improved. The school achieves all of this at a higher than average cost because of its small size but provides good value for money.

The school's main strengths and weaknesses are:

- Standards are high in reading, mathematics and science but pupils do not achieve the same high standards in writing, where they match those expected for pupils' ages.
- Consistently good teaching overcomes any problems caused by having children from more than one age group in classes.
- An extensive range of educational visits and visitors to the school enrich the curriculum and bring it alive.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good and helps pupils gain in maturity and independence.
- Strong leadership and effective management by the headteacher provide the school with a firm basis for continued improvement but senior teachers are not yet monitoring the quality of teaching and learning rigorously enough.

The school has improved at a good rate since the previous inspection. All of the key issues identified in the previous report in 1999 have been tackled successfully. Standards in information and communication technology have risen and match those expected. The curriculum for children in the Foundation Stage meets statutory requirements and there are appropriate programmes of work to guide teaching in all subjects. The school's planning for development helps staff and governors focus on the key priorities and procedures for assessment are improving, though they remain a key area for development.

### **STANDARDS ACHIEVED**

**Pupils of all abilities and backgrounds achieve very well.** When they start in the Foundation Stage, children's skills and knowledge are generally typical for their age. In two terms, most of this year's small group of eight children have exceeded the goals that they are expected to reach in personal and social development, communication language and literacy and mathematics.

In Year 2, standards fluctuate from one year to the next, depending on the number of pupils in the group and their different abilities. Despite this the school's results are rising faster than the national trend. Last year, standards in reading were in the top five per cent of all schools because well over half of the pupils achieved a higher level in national tests. Standards in writing have remained constant over the last few years with more than three-quarters of pupils reaching the expected level but few achieving a higher level. In mathematics, over half of the group achieved a higher level, making standards well above average. Inspection findings reflect the results of national tests in reading, writing and mathematics. In science, most pupils are working at a level beyond what is expected for their age.

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

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

By the end of Year 6, standards were well above average in English and science and in the top five per cent of all schools in mathematics. Pupils had made very good progress between Years 3 and 6 and the school exceeded the targets it had set for raising standards in English and mathematics. The school's results have been rising at a similar rate to the national trend and records show that boys and girls do equally well. Inspection findings are that standards in information and communication technology now match those expected and standards in religious education meet those prescribed by the locally agreed syllabus.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils are sensible and mature and there were no exclusions in the last year. Attendance is well above the national average and pupils arrive at school on time.

## QUALITY OF EDUCATION

**The quality of education is good. There is good teaching and learning** throughout the school and the school's procedures for assessment are satisfactory overall. Pupils have equal opportunities to make progress with good support for those who have special educational needs and challenging work for the most able. A wide range of after-school activities and many first-hand experiences enrich the curriculum substantially and the school has forged strong links with the community and parents. The schools resources and accommodation are satisfactory and are used effectively. Pupils are cared for, guided and supported well when in school.

## LEADERSHIP AND MANAGEMENT

**The leadership and management of the school are good overall.** The headteacher is a successful leader who has created an increasingly effective team of senior managers. They provide good role models for other staff and pupils but are not yet monitoring the quality of teaching and learning systematically. Many governors are new to the role and consequently they do a satisfactory job on behalf of the school. The governing body fulfils its statutory requirements.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views of the school and are very happy with what it provides. Many are very much involved in the school's work and contribute by helping their children at home. Pupils are proud of their school and talk animatedly about the lessons and activities that they most enjoy.

## IMPROVEMENTS NEEDED

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

- Raise standards in writing.
- Ensure that the monitoring of teaching and learning by senior teachers is rigorous and developmental.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils of all abilities achieve very well during their time at Gainford Primary and, consequently, standards in English, mathematics and science are high by the time pupils leave the school. However, high standards in reading are not matched by those in writing. Standards in information and communication technology match those expected and in religious education, standards meet those prescribed by the locally agreed syllabus.

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

- Pupils who have special educational needs and those who are most able achieve equally well.
- Although standards in writing match those expected, they are not as high as the school would wish them to be.
- Standards in information and communication technology have risen since the previous inspection.

#### **Commentary**

1 Two factors have a considerable affect on the school's performance in national tests. The small numbers of pupils in each cohort means that one or two pupils can have an enormous impact on the schools' results. Also, and linked with the small numbers in each year group, children's attainment when they start the reception class varies from one year to the next. In the last two years it has largely been typical for children's age but prior to that it was generally above what was expected of four-year-olds.

2 The school's results in national tests compare favourably with all schools and with schools where pupils come from similar backgrounds. Last year, it was only in writing that pupils in Year 2 did not achieve high standards. The school's records confirm that this is an aspect of English where pupils throughout the school do not achieve as well as they could. Pupils in Year 6 last year achieved high standards in English, mathematics and science. When the results of tests for pupils in Year 6 were compared with how well the same group had performed in Year 2 it was clear that these pupils had made very good progress in the four years between one set of tests and the next.

3 Throughout the school, pupils who have special educational needs are given the help they need to overcome their barriers to learning and achieve well. In many lessons, they are given extra help from teachers and other adults and their work is adapted to suit their needs, while still ensuring that they succeed. Consequently, although they do not always reach the levels expected for their age they make good progress and achieve well. The most able pupils and those identified as being gifted or talented make equally good progress. Those who are academically more able are generally set more challenging work in lessons and teachers make sure that they are taught the higher levels that enable them to do well in national tests. Pupils who are talented in sports or dance are given the chance to be coached or taught by experts. Those who excel in the performing arts benefit from the visits of theatre groups and musicians.

4 From Year 1 onwards, pupils are given daily opportunities to write in English lessons. Many pupils use their extensive vocabulary to make their writing interesting and lively. However, in some subjects teachers sometimes miss opportunities for extending pupils writing skills. This is most noticeable when pupils record their work on sheets that limit how much they can write or what they can say. In addition to this there are one or two minor issues with handwriting, punctuation and spelling that prevent standards from being higher. Until recently pupils in Years 1 and 2 were not taught to join their writing and a significant number continue to print in Years 3 and 4. In their enthusiasm to write, younger pupils occasionally forget basic punctuation and older pupils do not



always use dictionaries to make sure that difficult words are spelled correctly. Teachers have rightly identified this as an area for improvement and have set the ball rolling with a new approach to teaching handwriting.

5 Improvements to resources and in the quality of teaching have helped to raise standards since the previous inspection. As the number of computers in each class increases pupils get to spend more time practising their skills. This, and the fact that teachers ensure that computers are used each day has helped to raise standards. Teachers have had training to improve their information and communication technology skills and they are confident in using computers and other technology. Each week small groups of pupils are taught by a visiting teacher and, during these lessons, pupils quickly acquire new skills in information and communication technology. As resources and teaching have improved so has pupils' skill and competence.

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

Standards in:	School results	National results
reading	18.5 (16.6)	15.7 (15.8)
writing	15.1 (14.6)	14.6 (14.4)
mathematics	17.9 (16.1)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	28.5 (30.6)	26.8 (27.0)
mathematics	30.0 (31.8)	26.8 (26.7)
science	30.5 (31.8)	28.6 (28.3)

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

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

Pupils have gained tremendously from the schools very good provision for their spiritual, moral, social and cultural development and for other aspects of their personal development. They respond by having very positive attitudes to learning and behaving extremely well. There were no exclusions in the last year, attendance is well above average and pupils generally arrive at school on time.

**Main strengths and weaknesses**

- Pupils enjoy lessons and are very keen to attend after-school clubs.
- Teachers expect pupils to behave very well, and they do.
- The effort put into promoting pupils' personal development has helped the school gain an 'Investors in Children' award.
- Teachers do more to promote pupils' cultural development than they did at the time of the previous inspection.

**Commentary**

6 Pupils' very positive attitudes towards school and learning reflect the effort that teachers make to ensure that they enjoy their time in school. As a result, pupils arrive promptly each morning and are very keen to start the day's activities. Children in the Foundation Stage have no hesitation leaving their parents and come into school smiling and ready to get on with whatever the day has to offer. These positive attitudes are maintained as children progress through the school. Older pupils

settle down quickly in lessons and try hard with their work. They are attentive to their teachers, willingly ask and answer questions, and offer their own ideas and opinions confidently. After-school activities are very popular, with many children staying behind to take part in sports, music or other sessions. Pupils of all ages talk enthusiastically about their favourite lessons and subjects and are keen to get into discussions about what they have learned that day, week or term.

7 All teachers follow the agreed procedures for promoting good behaviour and this works extremely well. In lessons, teachers insist that pupils listen carefully and follow instructions and, because they know what they should be learning, get on without having to ask for too many reminders from the teacher. If pupils misbehave, they are spoken to quietly and firmly so that they know what is expected of them. Pupils from Year 1 onwards know and respect the school's rules and say that they are fair. In Years 2 and 3, pupils have written and displayed their own classroom rules, and understand that these are important so that everyone is safe and happy. On a more general level, teachers help pupils to understand the difference between right and wrong through the discussions and stories they have in assemblies.

8 Staff and governors are rightly proud of the school's 'Investors in Children' award. Teachers put a lot of effort and time into promoting pupils' personal development. From the Foundation Stage onwards children are encouraged to be independent and show initiative by getting the equipment they need to complete their work and tidying up when they have finished it. Older pupils are expected to look after and be friends to younger ones. The fact that pupils are taught to care for one another is a key factor in why there is no evidence of bullying or any other form of harassment in the school. Pupils of all ages know that their ideas and opinions are valued by staff and there is a real sense of camaraderie in the school.

9 Teachers now use a wide range of strategies to promote pupils' cultural development. One of the most successful has arisen from the school's involvement in the Comenius Project. This has led to the school hosting students from Japan and Russia in the past couple of years. Both have left their mark on the work of the school. For example, there is a beautiful Japanese painting in the hall that pupils and student worked on together. Pupils learned a lot about life in both countries and have a view of how their cultures differ from their own. Teachers have also instigated links with a school in Gambia and pupils correspond with other children through electronic mail. A visit to France enables pupils in Years 5 and 6 to try out their French, which is now part of the curriculum and gives them further first-hand experiences of other cultures.

**Attendance in the latest complete reporting year (96.2%)**

Authorised absence	
School data	3.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British

No of pupils on roll
82

Number of fixed period exclusions	Number of permanent exclusions
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**

The quality of education provided by the school is good. This is made possible through good teaching, an extensive curriculum, close links with parents and the community and satisfactory links

with other schools. The ethos of the school is warm and welcoming and staff take good care of pupils.

## Teaching and learning

The quality of teaching and pupils' learning is good. In every lesson seen the teaching was good or better. There is very good teaching in mathematics and science. The school's procedures for assessing and recording pupils' attainment are satisfactory.

## Main strengths and weaknesses

- By adapting work to suit pupils' needs, teachers overcome the problems of mixed age classes.
- Teachers are good at teaching the basic skills of literacy and numeracy.
- The activities provided interest and challenge pupils of all abilities.
- Teachers make sure that pupils always know what they are learning.
- Homework is used effectively to reinforce what pupils learn in class.
- The school's assessment procedures have been revised and are at an early stage of development.

## Commentary

10 The main barrier to learning in this school is that pupils are taught in classes of more than one year group and sometimes more than one key stage. The thorough and detailed planning and work that is adapted to suit the needs of pupils of all ages and abilities enables teachers to overcome this barrier successfully.

11 One of the main reasons why teaching is good is that teachers place a great deal of emphasis on the basic skills of literacy and numeracy. In the Foundation Stage and up to Year 2, pupils are given daily opportunities for reading, writing and using numbers. They are taught to use pictures or to sound out letters to help them read unfamiliar words and to look for patterns in numbers to help them solve mathematical problems. In Years 3 to 6, teachers use the National Literacy Strategy to good effect to ensure that spelling, punctuation and handwriting are given due attention. In mathematics lessons, the emphasis given to mental arithmetic is a significant factor in why pupils recall many number facts. For example, in a good lesson, pupils in Years 5 and 6 were helped to make a general statement for adding consecutive numbers by adding odd and even digits. In giving pupils these basic skills, teachers help them gain knowledge and understanding of English and mathematics that they transfer and put to good use in other subjects.

12 Pupils learn at a good rate because the activities planned for many lessons are interesting and stimulating. For example, in the Foundation Stage, children learn about the conditions needed for plants to grow by planting seeds and observing what happens over several days. In Years 1 to 6, lessons often start with something exciting, such as a visit from a professional shoemaker prior to pupils in Year 5 and 6 making slippers in design and technology. Many of the activities planned are of a practical nature; investigating and experimenting in science, composing and performing in music and collecting data about what pets classmates have at home in information and communication technology.

13 A good feature of the teaching is that, at the start of each lesson, teachers tell pupils what they are going to learn. This strategy is used consistently by all teachers and in almost every lesson and is one of the key reasons why pupils achieve well. Teachers generally use the terms 'we are learning to' or 'we are looking for' to remind pupils of the aims of the lesson. They refer back to the learning objectives throughout lessons and, in this way, pupils do not lose sight of what they are aiming to achieve. This works well and pupils can generally explain what they are doing and what they are striving to achieve by the end of the lesson. For example, pupils in Year 2 talked confidently about classifying animals according to their habitat and explained how this had to be recorded as a chart because this was what they had been asked to do.

14 Another good features of the teaching is the way that teachers use homework to help pupils learn. From the Foundation Stage onwards pupils are expected to read at home. As they get older they are given spellings and tables to learn and English and mathematics exercises to complete. Sometimes homework is set in other subjects, for example, pupils in Years 3 and 4 were set the task of keeping a food diary for a week as part of their science work on healthy teeth. Older pupils have homework files, which show that their efforts are always marked and that what they are asked to do generally reinforces work in class or acts as an introduction to a new topic. When asked, most pupils say that they enjoy doing homework and in some lessons they asked if they could do more than was set by the teacher.

15 The headteacher and co-ordinators have rightly identified assessment as a priority for development and set this as a target for improvement in the coming year. Following training for the headteacher and deputy headteacher, staff recently reviewed existing procedures for assessing and recording what pupils know and can do and agreed new systems. Teachers have subsequently adopted a format for recording and tracking pupils' progress in English and mathematics and intend to extend this to science and other subjects in the near future. They have also begun to make use of assessments of what children can do when they start in the Foundation Stage to predict how well they could achieve by the end of Year 2. Similarly, teachers use the results of standardised tests in Years 3 to 5 to predict attainment by the end of Year 6. All of this is at an early stage and has not yet had the chance to have any significant impact on pupils' achievement. The readiness of staff to move forward on this key priority puts the school in a good position to be able to make the changes necessary to improve this aspect of its work.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	17	0	0	0	0

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

**The curriculum**

The curriculum is good and is substantially enriched by a wide range of extra-curricular activities. It meets the needs of all pupils regardless of gender or ability and ensures that they build up skills and knowledge from one year to the next. Good quality resources and suitable accommodation allow the curriculum to be taught effectively.

**Main strengths and weaknesses**

- An extensive range of visits and visitors inspire pupils and bring the curriculum to life.
- After-school activities and clubs are very popular and enrich the curriculum substantially.
- Pupils are helped to make sensible choices through the programme for personal development.
- The curriculum for children in the Foundation Stage has improved and now meets statutory requirements.

**Commentary**

16 Teachers provide a wealth of first-hand experiences for pupils. These have a significant impact on the quality of learning and on pupils' enjoyment of school. Educational visits of any kind are often foremost in pupils' minds when they talk about school and what they have learned. Pupils were thrilled or cringed when given the chance to observe and handle a tarantula brought to the school by a visitor but no one has forgotten the experience and there was much laughter as older pupils recounted their tales. Visits to museums, galleries, theatres and other countries help bring history, geography and other subjects alive for pupils and this is one of the main reasons why the curriculum is rich and stimulating.

17 Despite being a small school with few staff, pupils have many opportunities to join a broad range of clubs and groups, encompassing a wide variety of interests. As well as sports, gymnastics and dance pupils can learn to play recorder, challenge one another at chess or learn to perform circus skills. All pupils are invited to join and the clubs are popular and well attended. Some activities take place at weekends, thus significantly extending opportunities for pupils to gain a breadth of experience beyond the timetabled school day.

18 The curriculum provides effective personal, social and health education and enables pupils to make informed, sensible choices about their lifestyle. This starts in the Foundation Stage when children are expected to be sensitive to the needs, views and feelings of others and to form good relationships with adults and other children. A planned programme of visits and talks gives pupils in Years 1 to 6 a good insight into health and safety issues, such as fire risks, farm safety and the dangers of playing near water and roads. Pupils in Years 3 and 4 learn how to keep their teeth healthy and pupils of all ages know the importance of regular exercise. In Years 5 and 6, pupils are given the opportunity to discuss issues of life that are relevant to their age and maturity. They are taught about the misuse of drugs, about sex and relationships and how their bodies change as they grow older.

19 Even though children in the Foundation Stage are taught with pupils from Year 1, the curriculum they follow now meets statutory requirements. Following a thorough review of the school's provision the curriculum is now based on the six areas of learning identified in guidance for teachers. This means that it now provides a broad range of relevant and worthwhile experiences that ensure children achieve the goals they are expected to reach by the end of the reception year.

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

Pupils are cared for well. The school ensures their health and safety and teachers provide them with good advice and guidance. Pupils are very much involved in the school's work and have a say in matters that are important to them.

### **Main strengths and weaknesses**

- Being healthy is important to staff, parents and pupils and has helped the school gain an award for its efforts.
- The school council is a good way of giving pupils a say in how their school is run.

### **Commentary**

20 With help from parents and staff, the school is effective in promoting a healthy lifestyle for pupils. There is cool water for pupils of all ages and milk for those who wish to have it. Each day pupils are given fruit to eat and the school lunches provide a well balanced diet and include healthy options such as salad. Pupils of all ages are encouraged to keep fit and to take part in physical activities through the day and sports activities in after school clubs. Swimming, dance, gymnastics, athletics and sports are all part of the curriculum and pupils have been involved in a national campaign by the British Heart Foundation, aimed at promoting a healthy heart through skipping. Pupils know the value of exercise and say that they enjoy running, catching and chasing games at playtime. As they get older, pupils are taught about the perils of smoking and misusing alcohol and drugs. They know that these are decisions that they have to make as they grow up and are mature and informed in their opinions.

21 One of the ways that teachers seek the views of pupils is through the school council. Pupils chose to be on the council and have to make a speech saying why they want to be elected by their classmates. This gives them tremendous confidence and they are extremely proud to be in the council. The council meets regularly to discuss matters that are important and each child has the chance to act as chair for a meeting. They are responsible for reporting back to the class and airing the views of classmates at meetings. The main reason for the council's success is that pupils' views are taken seriously by staff and all suggestions are considered. Last year, the council

requested football goal posts and the wildlife garden is an initiative that they are very keen to show off to visitors.

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

Pupils benefit from the good links that the school promotes with parents and the local community and from the satisfactory partnership it has with other schools.

### **Main strengths and weaknesses**

- Links with the local and wider community widen pupils' horizons.
- Pupils benefit considerably from the voluntary work of the Friends of Gainford group.
- The school provides substantial information for parents but is not yet seeking their views to the same extent.

### **Commentary**

22 Links with the local community are good. Being a village school does not prevent teachers from ensuring that pupils learn about life in other parts of England and abroad. The close links that teachers have forged with the local community promote pupils' cultural development at the same time as they help pupils gain knowledge and understanding in a number of subjects. For example, pupils' geographical and historical knowledge is increased by field trips and visits to museums and galleries. On a more global scale, pupils in Years 3 to 6 learn to speak French and get a fine opportunity to practice the language and find out more about the country on an annual residential visit. Their understanding of other cultures is further expanded by the first-hand experiences gained from having foreign students work in their school. Listening to students from Japan and Russia talk about their homes and working with them on a range of projects enabled pupils to talk knowledgeably about how school and lifestyles are different in these countries. Pupils' horizons are further broadened through the correspondence that they have with schools in Africa.

23 The Friends of Gainford is a successful group of parents who make a strong contribution to the social life of the school and help to raise funds that are used to provide extra resources for their children. The group meets regularly and formally and they are scrupulous in their organisation of funds and records. Each term they arrange one large event, such as a car boot sale or a disco for pupils. The money raised from these is put to good use to buy equipment for the school and to pay for the transport of pupils when they go on educational outings. For example, this year the Friends of Gainford paid for a water cooler as part of the healthy school initiative and purchased games for children to play during wet playtimes. All pupils benefit from their efforts and their work is valued by staff and governors.

24 Parents receive good quality information from the school, particularly regarding the progress that their children have made. The written reports that they get at the end of each year are detailed and provide a clear picture of pupils' achievements and set suitable targets to help them do better. They also let parents know about their children's personal as well as academic development. Newsletters are well presented and keep parents fully informed about the life of the school and its daily routines. The parents of pupils who have special educational needs are invited to review their children's progress with teachers and specialists providing help for their children. The headteacher recognises that parents do not get the depth of information that they would wish about the curriculum and has plans to improve this aspect of provision in the next term. Similarly, because the school has only recently begun to seek parents' views this is not yet done extensively and some parents would like to have more opportunities to air their views. Governors and the headteacher intend to tackle this issue in the near future.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. The headteacher leads and manages well. Co-ordinators lead their subjects well and management is satisfactory. The governance of the school is satisfactory. The barrier to learning caused by having to teach classes of children of different ages and sometimes from two key stages of education is generally overcome through detailed planning.

## Main strengths and weaknesses

- The headteacher has created an effective team that shares a common purpose.
- A fairly new governing body has got off to a good start.
- The headteacher's monitoring has led to an improvement in the quality of teaching but teachers are not yet monitoring rigorously.

## Commentary

25 The headteacher delegates responsibilities wisely, to make best use of the expertise and enthusiasm of staff. In this way he has succeeded in creating a team that manages a heavy workload effectively. With only four teachers and the headteacher they all have leadership and management responsibilities for several aspects of the school's work. The headteacher has rightly taken on the wider responsibilities, such as managing the provision for special educational needs and this is done well. Recent improvements to the way that pupils' targets are set and reviewed have helped the school keep up to date with the latest guidelines and ensure that this group of pupils have equal access to the curriculum and equal opportunities to make progress. There is a strong sense of shared purpose in the school, which is evident in the support teachers give to one another and their willingness to work hard to continue to raise standards. In order to overcome the heavy workload, staff work together as often as possible. For example, they work together closely when planning and tracking pupils' progress and join forces to analyse the results of National Curriculum tests in English, mathematics and science very thoroughly. In this way they keep a close check on standards and are able to identify any gaps in teaching and learning in these subjects. As a direct result of this, staff were able to identify weaknesses in the way that writing was taught that prevented pupils in Year 2 from achieving a higher level in national tests. Teachers, the caretaker and lunchtime supervisors also work closely, sharing information about punctuality, accidents or illness. This gives a picture of a school where everyone is striving to ensure that pupils get the best.

26 Most of the governing body are fairly new to the school and to the role of governor. However, in the short time that the school has had a full governing body they have come a long way. By taking full advantage of training and the knowledge of more experienced governors they have rapidly gained a clear view of their responsibilities and duties towards the school. Governors take these seriously and are very much committed to ensuring that standards are maintained and that the school continues to be a focus for the community and village. They also ensure that the school fulfils statutory requirements, such as having and implementing a race equality policy and promoting equality of opportunity for all. In a short time, governors have become well informed about the work of the school and have begun to extend their understanding of its strengths and weaknesses to include monitoring the curriculum. This puts them in a good position to be able to extend their roles and help the school set relevant priorities for further development and improvement.

27 The headteacher monitors the quality of teaching systematically. He does this by observing teachers at work and then talking to them about what they do best and what could be improved. Areas for improvement help identify where further training is needed and this in turn helps determine priorities for school improvement. This systematic approach, aided by having a clear focus for observations, has helped the headteacher get a fair and broad picture and set realistic targets for raising standards and improving the quality of teaching. Co-ordinators keep a reasonable check on planning and analyse the results of national tests but have little experience of monitoring the quality of teaching or learning. Though this has had no adverse affect on standards in English, mathematics and science, in religious education an imbalance in what is being taught to one year group had not been identified.



## Financial information

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

Income and expenditure (£)	
Total income	256,517
Total expenditure	267,342
Expenditure per pupil	3,565

Balances (£)	
Balance from previous year	14,964
Balance carried forward to the next	4,139

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

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

28 Teaching and learning are good and consequently, in personal, social and emotional development, communication, language and literacy and mathematical development most children exceed the goals they are expected to reach by the end of the reception year. The Foundation Stage leader is a good role model for other adults and for children.

29 Only three areas of learning were inspected in depth. Those areas relating to children's knowledge and understanding of the world and their creative and physical development were sampled by looking at work in books and on display, observing a small number of activities and talking with children.

30 In **knowledge and understanding of the world**, activities are generally based on first-hand experiences, such as looking at the area around the school or meeting the Bishop or local police when they visit the school. Children learn about the past by comparing modern and old toys, which they observe and draw in some detail. They are taught to use computers and know how to use programs to dress a teddy and create colourful pictures of people and places. Children have a sound grasp of what animals need to be healthy and happy and wrote about some of the characteristics of cats, dogs and rabbits. One child wrote that 'cats wash themselves'.

31 Children have daily opportunities to develop **physical** skills when they play outside at break and lunchtimes. The hall is put to good use for regular lessons that promote gymnastics and games skills. As a result, children have a good sense of balance and control. They rarely bump into other children when running around the yard and playing chase games and they skip, jump and hop easily.

32 **Creative development** is promoted through the daily opportunities that children have to draw, paint, make models and sing. Children use paints and computers to create fairly detailed portraits and designs. For example, paintings of flowers show individual petals and portraits include features such as hair and eyelashes. Children know how to mix colours to get a flesh colour for their paintings and they have practised mixing two colours to create a palette of tones. In assemblies and through the day, children join in with singing and have favourite songs and rhymes.

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

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

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

- Children learn from the example of older pupils.
- Staff forge very good relationships with children.

#### **Commentary**

33 One of the benefits of being taught in a class with older pupils is that the youngest children follow their example. They see older pupils finding the equipment they need to get on with their work and try to do the same. For example, in a lesson based on knowledge and understanding of the world children organised their clipboards, pencils and paper and when one child could not clip the paper onto the board she asked an older pupil, who promptly helped out. In lessons, children sit quietly and pay attention because that is what older pupils do and because they know that they will have some special time with the teacher once other groups are set busy with their work.

34 Very good relationships exist between adults and children and this has a good effect on children's personal and social development. Staff are patient and understanding in all their dealings with children. They explain instructions clearly, so that children know exactly what is expected of

them and, as a result, there is a calm working atmosphere in the reception class. For example, before planting radish seeds children were reminded of how to use magnifying glasses and of the need to be sensible. Despite being excited by the task and by the growth of plants they had previously grown children behaved well during the lesson and got on with their work without fuss.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Children listen to and read stories every day.
- Adults never miss an opportunity to talk with children.

### **Commentary**

35 One of the main reasons why children exceed the goals they are expected to reach by the end of the reception year is that staff ensure that there are plenty of opportunities for children to read each day. Children are encouraged to look at and read books and know which is the front and back cover and where to find the title and name of the author. All children take books home regularly, which further promotes their interest in reading. As a result, children recognise a growing number of words and the most able read simple stories and talk about the characters in them. When the teacher reads a story children happily join in the telling and quickly remember any words or phrases that are repeated.

36 Staff are constantly talking with children and this attention to speaking and listening has a significant impact on children's learning. Adults often work and play alongside children in small groups, encouraging them to listen carefully and to answer questions. For example, careful questioning by a student ensured that children knew the conditions needed for a plant to grow and be healthy.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**

### **Main strengths and weaknesses**

- Children learn through a wide range of practical activities.

### **Commentary**

37 Many of the activities planned are of a practical nature and help children develop mathematical concepts through play and solving problems. For example, children extend their mathematical vocabulary of position when burying objects in sand and about capacity when exploring with water and containers. A fun game of 'What time is it Mr Wolf?' provided an exciting start to work on drawing and telling the time. Children particularly enjoyed moving around a large clock face and stopping at the time called out by staff. When recording calculations with numbers or money children are given apparatus or coins to help them add or subtract. These types of practical activity help children exceed the goals that they are expected to reach by the end of the reception year.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **good**

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

- Pupils are extremely articulate by the time they leave the school.
- Standards in reading are high and pupils benefit from the substantial help they get at home and in school.
- Standards in writing could be higher.

#### **Commentary**

38 Teachers encourage pupils' very good speaking and listening skills by asking probing questions that support pupils' learning in lessons. From entering the school, pupils' speaking skills are high and they are encouraged to be confident and to express their ideas clearly. As a consequence, by the time they leave the school pupils talk maturely both amongst themselves and to adults. During the pre-inspection visit, some pupils showed visitors around their school, and their confidence in speaking in a formal manner was very impressive. Pupils follow the good example set by their teachers and listen carefully to what their classmates have to say.

39 Pupils enjoy reading because they are given attractive, interesting books to read that challenge them to achieve very well. In Year 2, pupils confidently build up unfamiliar words. They explain why they choose certain books when visiting the mobile library. By the time they leave the school, the majority of pupils choose books at a level that many adults might read. For example, one pupil explained a preference for books by Spike Milligan. Pupils benefit from the support for reading they get at home and from those parent volunteers who regularly come into school to hear pupils read. These opportunities, together with regular reading homework, support the very high standards.

40 Standards in writing could be higher and the school has identified this as an area for improvement. A handwriting scheme has been introduced and all the pupils are expected to regularly practice handwriting skills. However, the monitoring of this is not yet rigorous enough to make sure that these skills are practiced often enough in all classes. In Year 1, the teacher works hard to make sure that pupils do not write capital letters incorrectly within sentences. By Year 4, there are still too many pupils not regularly using a joined script. However, by the time pupils leave the school they have made very good progress, and their writing is joined and legible. Only a very few pupils do not present their written work carefully. Pupils choose words thoughtfully to make their writing interesting and they use a wide vocabulary as the result of their very good speaking skills. They use a wide range of punctuation, but then, at times, forget basic sentence punctuation such as full stops and capital letters. Spelling is not good enough where some pupils persist in spelling some common words incorrectly. Although pupils are regularly given spellings as homework, these are not always matched well enough to individual pupil's weaknesses.

41 Teachers involve all the pupils in lessons through skilful questions. This promotes learning very well. However, too often teachers spend too long on this part of lessons. As a result, whilst teaching assistants and parent volunteers are deployed effectively to support small groups of pupils in their writing tasks, there is often not enough time for pupils to improve their writing skills sufficiently well. Activities are not always matched carefully enough to pupils' varying abilities. Marking of pupils' work is good. Comments indicate how well pupils have achieved against what they were expected to learn, and tells pupils what they need to do to improve.

## Language and literacy across the curriculum

42 Pupils' language skills are used very well to support learning in other subjects, because teachers are skilful in asking probing questions. Pupils know how to locate information in books and when using information and communication technology. However, writing skills are not practiced well enough in subjects such as religious education, history and geography.

## MATHEMATICS

Provision in mathematics is **very good**

### Main strengths and weaknesses

- Pupils set out their work methodically and logically.
- Pupils have a thorough understanding of the pattern and relationship within numbers.
- The activities that are provided are challenging for pupils of all abilities.

### Commentary

43 One of the reasons why standards are well above average is that pupils are taught how to think logically and sequentially. Teachers throughout the school have very high expectations of the way that pupils should record their work. Pupils' books show that there is a consistent approach to laying out mathematical problems so that it can be seen clearly how their calculations are progressing. This logical approach helps pupils to understand the various methods by which mathematical solutions are reached. All the appropriate programmes of study are approached in the same way.

44 Teachers are good at ensuring that pupils spot patterns and relationships within number. Often, they use the mental arithmetic time at the beginning of lessons to do this. During these short, sharp sessions pupils are encouraged to find their own strategies of doubling, halving, rounding and other methods of calculating and solving problems quickly. Teachers always ask pupils how they have worked something out and in this way pupils in Years 1 and 2 learn to recognise number sequences such as odd and even and older pupils use what they know of these facts to predict facts about larger numbers. This attention to pattern further reinforces pupils' learning about fractions. Most pupils in Year 2 understand simple fractions. They recognise and identify, for example, a quarter of whole two digit numbers and successfully show in their books how to work out the solutions. Higher attaining pupils recognise two simple and equal fractions. Pupils make good progress as they move through the school and by the time they are in Year 6 their number skills are very well developed. For example, these pupils successfully divide four digit numbers by two digit numbers. The teachers' high expectations of what pupils should know, together with very methodical practise means that all pupils in this year group mentally recall tables up to 12.

45 One of the reasons why teaching is very good is that work is adapted to meet the needs of pupils of all abilities and ages. In all lessons, teachers challenge pupils to give of their best according to their ability. For example, careful and pointed questioning of lower attaining pupils in Year 2 helped them to gain confidence and accuracy when working with numbers up to nine. The teacher encouraged these pupils to such an extent that they tried hard to complete their task and made good progress. The tasks and exercises that teachers set ensure that the pace of learning is high, supported by individual marking which clearly tells pupils how well they are doing and how to progress to the next stage in their learning. For example, some lower attaining pupils in Year 6 successfully rotated a triangle and trapezium through four 90 degree rotations, which represents a high level of achievement. All pupils are encouraged to have the same methodical approach to the work that they do.

## Mathematics across the curriculum

46 Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical use of these skills. There is currently no systematic planning for integrating mathematics in other subjects, nevertheless pupils are given opportunities in subjects such as science and design and technology to use their mathematical knowledge. In information and communication technology, pupils make substantial use of spreadsheets to interpret data. Pupils in Year 6 gain a good understanding of the use of formulae in this way as well as skill in interpreting the resulting graphs.

## SCIENCE

Provision in science is **very good**

### Main strengths and weaknesses

- Teachers plan many opportunities for pupils to experiment, test and investigate.
- Pupils learn to use technical and scientific terms because teachers use them in their explanations.
- Although pupils produce accurate charts and graphs their diagrams often lack detail and precision.

### Commentary

47 One of the reasons why teaching is particularly effective is that pupils enjoy and learn from the practical activities and experiments that take place in most lessons. This starts in Year 1 when pupils plant seeds and investigate what conditions they need to grow into healthy plants. In subsequent years pupils learn to make tests fair and to set up experiments and investigations that enable them to test a theory or learn something new. For example, in Year 2, pupils investigated forces by observing the speed with which toy cars move down ramps and pupils in Years 3 and 4 used dentistry mirrors to learn about teeth. By the time they are in Year 6, pupils predict the outcomes of experiments confidently and devise fair means of testing their hypotheses. For example, in a very good lesson pupils worked in pairs to test how well a range of surfaces and materials reflected light and then used a computer to give a true reading and so check their accuracy. This feature of the teaching is one of the main reasons why standards in science are well above those expected.

48 Teachers always use the right scientific terminology when explaining concepts and results. As a result, pupils repeat the words when answering questions or talking about their work and are very keen to increase their scientific vocabulary. Pupils in Year 2 used the terms 'habitat' and 'hedgerow' correctly when discussing where animals choose to live and tried hard to explain their reasons for classifying groups of animals using terms such as 'animals that live in a pond'. Pupils in Years 5 and 6 use many scientific words such as 'microbe', 'particles' and 'evaporation' in their work on living things and physical processes. Teachers ensure that pupils who have special educational needs understand difficult terms by giving them further explanations and sometimes by using simpler terms that they can use in their recording. They also challenge the most able by expecting them to use correct terminology in their recorded work.

49 From Year 1 onwards pupils record their scientific findings and observations as charts, graphs and diagrams. Pupils in Year 2 recorded the results of experiments into how materials changed as simple charts identifying the material and what happened when it was heated or cooled. These are very effective and help pupils set about their recording systematically and logically. By the time they are in Year 6 pupils use straight line and other graphs to communicate their findings. These are drawn accurately and contain detailed information and measures. However, throughout the school, pupils' diagrams are not finished with the same degree of accuracy or presentation. Occasionally, pupils use pictures rather than more scientifically accurate diagrams to show what

they have done and teachers sometimes accept diagrams that are untidy or incomplete. This reduces the effectiveness of the way that pupils communicate their findings.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**

### **Main strengths and weaknesses**

- There have been significant improvements in staff expertise and resources.
- Standards have risen and now match expectations.
- There is limited access to computers by large groups of pupils in whole class lessons.

### **Commentary**

50 Teachers have gained considerable expertise since the time of the previous inspection and use this effectively to give pupils a considerable range of opportunities, both within the direct information and communication technology lessons and across a range of other subjects. The quality and quantity of computers and relevant software available is also an improvement since the time of the previous inspection. Teachers ensure that pupils' learning benefits from the resources now available. They give confident support to pupils on computers across the whole appropriate range of programmes of study and they are able to solve problems quickly. This maintains concentration and interest very well.

51 Standards of work in Year 2 and Year 6 now match those expected, which is an improvement since the time of the previous inspection report. This level of achievement among all pupils is due to raised levels of expertise among teachers. Sound planning has also contributed to the opportunities that all pupils have to study a wider range of applications. Pupils in Year 1 and 2 have wide experience of word processing to describe pictures or write short sentences. Pupils in Year 2 also create an invitation to a party combining a visual motif and text successfully, using the relevant tools. They confidently save and print their work. Pupils, including those with special educational needs, make satisfactory progress as they move through the school and, by the time they are in Year 6, most have an appropriate knowledge and understanding of a range of information and communication technology programs. They know how to find information from a variety of sources including the Internet. They understand how to present information in a series of computer generated slides, for example, when showing their experiences at a residential education centre.

52 Whilst there has been an improvement in resources, there are still, nevertheless, an insufficient number of computers to enable pupils to reach higher levels of attainment. Where a number of computers are available together for a lesson, learning is hindered by the fact that four or five pupils at a time have to share one computer when carrying out tasks. Teacher's expertise is good in whole class situations and pupils are included well individually in introductions and demonstrations, but where only one computer is available in a classroom pupils do not get immediate 'hands on' experience of the task.

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

53 Whilst there is currently no systematic planning for pupils to use their computer skills as an integral part of other subjects, nevertheless pupils are given chances in subjects such as geography, history and English to develop an appreciation of the practical use of these skills. A good example of using sensor equipment was seen in a Year 5 and 6, science lesson. Pupils tested a variety of materials for how well they blocked light by using a light sensor at a given distance and recorded the results of their experiment.

## HUMANITIES

54 **History** was sampled by looking at pupils' work in books and on display and from talking with them about their work. Pupils of all ages talked animatedly about the topics and people they have studied. Pupils in Year 2 talked at length about the life and work of Florence Nightingale and those in Years 3 to 6 remembered many facts about life in ancient Greece and about Tudor kings and queens. Several of the oldest pupils knew a rhyme to help them remember the fate of each wife of Henry VIII and chanted it with relish. Teachers bring history to life through educational outings to museums where pupils enjoy first-hand experiences.

55 In **geography**, pupils in Years 1 and 2 develop geographical skills through following the travels of Barnaby Bear and are keen to point out where he has been on a large map of the world. Field trips to the seaside have helped pupils in Year 2 to recognise different physical features of rivers and seas. Teachers connect the work on the seaside with pupils' personal development and they know which flag says it is safe to bathe and which warns against it. Pupils in Years 3 and 4 talked about how climate and location affected their lifestyle and that of children in an Indian village. Older pupils benefit from a residential visit that also combines personal development with field studies aimed at increasing their geographical research skills.

### Religious education

Provision in religious education is **satisfactory**

#### Main strengths and weaknesses

- Pupils have a sound understanding of Christianity and the religions they study.
- By the time they leave the school, pupils talk about the similarities between faiths.
- The most able pupils are not always challenged by the work they are given.

#### Commentary

56 Pupils build on their knowledge and understanding of Christianity. Visits by the local Vicar, and visits to the local churches in the village support their learning well. In Years 5 and 6, pupils demonstrate their sound understanding of Christian beliefs. They know the importance to Christians of the events of Easter. They know that Jesus was Jewish and have a good grasp of the structure of the Bible.

57 By the time they leave the school, pupils talk sensibly about some of the faiths they have studied. They use their knowledge and understanding to identify some of the similarities between Christianity, Sikhism, Hinduism and Islam. For example, pupils recognise that these faiths all have Holy books, places of worship, leaders and special celebrations. Pupils know that Christianity is a worldwide faith, and they understand that people from many faiths follow their religion in this country.

58 Although teachers use good questioning skills to support pupils' learning and pupils are eager to explain their understanding, there are times when the most able pupils are not challenged well enough. For example, some teachers rely too heavily on giving the same worksheet to all the pupils in a class. In one class, all the pupils sometimes copy paragraphs of information. Marking of pupils' work is often perfunctory, with little indication of how well pupils have achieved in their learning about religious education, or what they need to do to improve. These factors explain why provision is no better than satisfactory.

59 Planning for religious education follows the Durham Agreed Syllabus and pupils are taught through two yearly topics to cater for pupils in the mixed aged classes. At present the few Year 3 pupils, in the mixed Year 2 and 3 class, are studying the Year 1 and 2 topics, whilst the rest of pupils in Year 3 are studying topics planned for Years 3 and 4. This has not been picked up through the monitoring of pupils' work, but the school now plans to make sure that all the Year 3 pupils are taught religious education together, as they already do for some other subjects.



## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60 The school's provision for **art and design** was sampled. One lesson was seen and pupils talked about their work in books and on display. Teachers' planning shows that pupils are taught skills through a varied range of interesting activities. For example, pupils in Years 3 to 6 studied the work of a local artist before producing their own good quality paintings. Pupils in Years 5 and 6, used clay to produce detailed face reliefs that were also finished to a high quality and showed a wide range of influences. In a well-taught lesson, pupils in Year 1 used the wide variety of materials and resources that the teacher provided to create bright and colourful collage pictures of a garden.

61 It is evident from teachers' planning and discussions with pupils that they are gaining experience of a range of materials and techniques and are developing skills in **design and technology**. Pupils in Year 6 explained how they designed and made slippers with the expert advice of a visiting shoemaker. This was a first-hand experience that they had enjoyed tremendously and they were extremely keen to talk about the techniques and equipment he had shown them. Pupils were also eager to show off model chairs that they had made and to talk about their designs and the problems they encountered in making them.

62 It is clear that **music** is an integral part of the curriculum planned for pupils though it was only sampled in this inspection. Teachers provide many opportunities for pupils to listen to, perform and compose music in assemblies, concerts and lessons. In a well-taught lesson, pupils in Years 3 and 4 combined all three skills. They composed evocative and lively tunes and poems to describe ducks, lions, hippos and kangaroos after listening to Saint Saens music 'The Carnival of the Animals'. Pupils also have the chance to learn from experts such as the music specialist who visits the school to teach violin and the recorder tutor who runs a very popular after school club. The curriculum is enriched and pupils learn about music from other cultures through a number of visits by musicians and performing bands. Pupils are very keen to talk about these events and say that they enjoy them tremendously.

63 Teachers ensure that pupils have a broad and rich curriculum in **physical education**. The programme of work includes sport, gymnastics, athletics, dance and swimming. Pupils also benefit from a considerable range of after-school activities for such as small school. These are very popular with pupils of all ages and include coaching by professional football players, dance club and netball. Teachers try to encourage pupils to take part in regular exercise and enjoy sport and a measure of their success is that pupils have done well to win or be placed in five-a-side football, tag rugby, cricket and a long-jump competition held at a local athletics event last year.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

64 The school's provision for promoting pupils' **personal, social and health education** was sampled and no lessons were seen. Teachers' planning shows that the programme includes opportunities for pupils to learn about the effects of smoking and drug abuse on their bodies and to find out how to stay healthy; for example by choosing fruit at lunchtime. Informally, pupils' personal development is further promoted through the close relationships between adults and pupils. Teachers respect pupils and have their best interests at heart and pupils' respond by being willing to try their best and work hard. A measure of the success of the provision is that pupils and parents are in agreement that bullying rarely happens in this school and that children help and care for one another. The school council is a good forum for pupils to learn about democracy and **citizenship** and gain some of the skills that they will need when they leave 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	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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