

INSPECTION REPORT

HOLYWELL VILLAGE FIRST SCHOOL

Holywell, Northumberland

LEA area: Northumberland

Unique reference number: 122195

Headteacher: Mrs Maureen Gordon-Brown

Lead inspector: Mr Andrew Scott

Dates of inspection: 6th – 8th December 2004

Inspection number: 267065

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
Number on roll:	166
School address:	Holywell Avenue Holywell Northumberland
Postcode:	NE25 0LN
Telephone number:	0191 237 0384
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs E Coulson
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

This is an average-sized first school with 166 pupils. Most of the pupils come from the immediate neighbourhood, in which socio-economic conditions are broadly average. Virtually all of the pupils are from white British families and there are no pupils with English as an additional language. A small number of pupils enter school either after the age of four or leave before they are nine, but this does not have a particular impact on standards. Most pupils enter the school with average knowledge and skills, although the level of attainment on entry to the reception classes has fallen slightly in recent years. About seven per cent of pupils have special educational needs, which is lower than average. Most of these pupils have moderate learning difficulties but a few have social, emotional or behavioural needs. Two pupils have statements of special educational need. The school gained an Investor in People Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	Mathematics, art and design, geography, religious education
19365	Mr Gordon Stockley	Lay inspector	
33225	Mrs Elizabeth Greensides	Team inspector	English, information and communication technology, history, music
32926	Mrs Pauline Hilling-Smith	Team inspector	The Foundation Stage, science, design and technology, physical education, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school providing a good standard of education for its pupils. The good leadership of the headteacher, well supported by all staff and the governing body, has ensured that the school is successful and is well respected by parents and the local community. Teaching is good overall and so pupils achieve well. Standards have mostly remained high over recent years, and are above average at present. The very good care and support for pupils help them become well-rounded and thoughtful individuals. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in literacy, numeracy and science because of effective teaching, especially in the reception classes and Year 1
- The caring, supportive ethos of the school produces pupils who feel happy, secure and valued
- The capable and sensitive leadership of the headteacher, supported by an effective governing body, ensures that the school is developing well
- Standards in information and communication technology (ICT) are below average
- Not all pupils are consistently challenged enough in their learning
- Good, sometimes very good, contributions by teaching assistants help less able pupils and pupils with special educational needs to achieve well
- Although satisfactory, the curriculum is not consistently stimulating enough to motivate pupils to produce their best
- Very positive links with parents and the local community help pupils to develop very good social awareness

The school has made satisfactory progress since the last inspection. It has successfully addressed all the key issues from the last report, including better systems for school development and more ICT software. The quality of care and links with parents and the community have distinctly improved. However, teaching in Years 3 and 4 is not as good. Standards in ICT have not improved and the overall curriculum is less effective.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	B	A*	A*	A*
Writing	B	A*	A*	A*
Mathematics	A	A	A	A

Key: A* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' achievement throughout the school is good. Children enter school with average abilities and achieve well in the reception year. They are on course to exceed all the goals expected of them by the end of the year. In the current Year 2, standards in reading, writing, mathematics and science are above average and pupils achieve well, especially in Year 1. Standards are not as high as they were in the national tests of 2004 because the ability of the year group is not as strong. Pupils' attainment in religious education is in line with the locally agreed syllabus. Pupils' attainment is below average in ICT and their

achievement is unsatisfactory. By Year 4, pupils sustain above average standards in English, mathematics, science and religious education and their achievement is satisfactory. Attainment in ICT remains below average and pupils' achievement is unsatisfactory. Pupils with special educational needs achieve well throughout the school.

Pupils' personal qualities are good, as is their overall spiritual, moral, social and cultural development. Pupils have good attitudes to work and behave well. The level of attendance is consistently above average and punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Children benefit from a good start to their schooling because of the good, sometimes very good, teaching in the reception classes and Year 1. Lessons are lively and interesting and pupils are well challenged. In other classes, teaching is often good but is mostly satisfactory because teachers do not always expect enough from pupils. However, the teaching of English, mathematics and science is generally good. The teaching of ICT is unsatisfactory because of the lack of opportunity and progression in pupils' learning.

The school's curriculum is satisfactory. There is sufficient time for each subject and adequate enrichment outside lessons. However, more could be done to enliven the everyday curriculum and to link subjects together. There is good provision for pupils with special educational needs. The school takes very good care of its pupils, so they feel safe and valued. Partnerships with parents and the local community are very good; links with other schools are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher is good. She promotes the very sensible aims of continuing to raise standards, while ensuring a broad-based education for her pupils. She ensures that all staff share her vision and work hard to try to achieve it. The leadership and management of other key staff are satisfactory overall. The school has efficient systems for checking its own progress but they are not always rigorous enough to guarantee sustained improvement in key areas of teaching and the curriculum. The governance of the school is good. The governing body is very supportive and heavily involved in the development of the school. It does not always hold the school to account as robustly as it might.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high opinion of the school. They are very happy with the ethos of the school, the progress their children make, and the teaching, leadership and management of the school. They feel that their children develop very well as individuals. The inspection team is in broad agreement with these comments. The pupils clearly appreciate their school also but have some concerns about the level of behaviour and the interest factor in some lessons. The inspection team think that these views are perceptive and a fair reflection of the school.

IMPROVEMENTS NEEDED

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

- raise standards in ICT

- ensure that teaching is consistently effective throughout the school
- provide a curriculum that is more diverse and inter-related

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is good by the time they leave the school. Standards in English, mathematics and science are above average by the end of Years 2 and 4. However, standards in ICT are below average throughout the school. Pupils with special educational needs achieve well. Standards have remained much as they were at the previous inspection.

Main strengths and weaknesses

- Pupils do well in English, mathematics, science and art and design
- Pupils do not achieve well enough in ICT
- Pupils benefit from a good start to their school life in the reception classes and Year 1
- Pupils with special educational needs make good progress throughout the school

Commentary

1. Children begin school with average skills and abilities. They achieve well and most are on course to exceed the goals expected of them by the end of the reception year, because the teaching is essentially good and often very good. Teachers ensure that children learn through an effective blend of direct teaching and independent learning. Teachers generate learning through discussion and so pupils build up good language and social skills. Pupils also acquire good numeracy skills and an awareness of the wider world because activities are diverse and stimulating.
2. In the national tests of 2004, the standards of pupils in Year 2 were very high in reading and writing when compared to the national averages and when compared with the performance of similar schools. This means that the school was in the top five per cent of all schools nationally. Virtually all pupils achieved the expected levels and many achieved the higher levels. Standards in mathematics were well above the national average and when compared with similar schools. Teachers' assessments showed standards in science to be above average. Standards have been high for many years and have kept above the national trend. There was no significant difference between the attainment of girls and boys.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.5 (18.8)	15.8 (15.7)
writing	17.6 (19.3)	14.6 (14.6)
mathematics	18.0 (18.4)	16.2 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year

3. Pupils' achievement in the current Year 2 is good. Pupils are likely to achieve above average standards in reading, writing, mathematics and science by the end of the year. In reading, pupils read a range of texts and give cogent opinions about them. Pupils have good spelling and grammar but are not especially creative in their writing. In mathematics, pupils have a firm grasp of number which helps them to carry out basic calculations easily. Their ability to solve problems is satisfactory and improving. Pupils

can carry out simple experiments in science and make predictions about the outcomes. Standards in ICT are below average throughout the school, because pupils have limited computer skills. Standards in religious education are in line with the locally agreed syllabus. Pupils' attainment in art and design is above expectations, because pupils have a good eye for colour and possess good basic techniques such as colour mixing and use of line in drawing.

4. Pupils in the current Year 4 achieve satisfactorily. They sustain standards that are above average in English, mathematics and science. In English, pupils can deduce unfamiliar words and read aloud confidently. In mathematics, pupils consolidate their skills by using more complex numbers. They sort and present data with increasing speed, using spreadsheets and graphs. In science, pupils have a good knowledge of simple electrical circuits and the effects of friction. In ICT, pupils have some reasonable computer skills but too little experience of all aspects of the subject. Standards in religious education are in line with the locally agreed syllabus. Pupils' attainment in art and design is better than average because they choose and blend colours for effect, and are detailed in their observational drawing.
5. Pupils with special educational needs achieve well throughout the school because they receive a good level of challenge and are well supported by all adults in lessons.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and behaviour are good overall. Their personal development, including their spiritual, moral, social and cultural development, is good. Pupils' attendance is above average and punctuality is satisfactory. Provision overall is similar to that of the previous inspection.

Main strengths and weaknesses

- Pupils treat each other and adults with respect
- The school gives pupils good opportunities to show responsibility for each other and to be involved in decision-making
- Pupils have good attitudes to school, which keep them motivated to learn; however, a lack of challenge in some lessons leads to less focused behaviour
- Pupils do not have enough opportunity to gain a wide cultural awareness

Commentary

6. Pupils' personal development is good. The new and comprehensive behaviour policy is consistently applied by all staff, with the result that behaviour throughout school at break and lunchtimes is responsible and mature. Teaching assistants and lunchtime staff can be heard referring to the 'golden rules' and reminding pupils gently of their responsibilities to others. Pupils work with teachers at the beginning of the year to make behaviour contracts, which teach them to distinguish clearly right from wrong and to consider the consequences of their actions. Pupils respond well to the rewards for good behaviour, which accumulate for 'golden time' at the end of the week, when they can choose their own tasks and activities. Although some pupils express concern about the behaviour of a minority of others, no unacceptable behaviour was seen during the inspection. In the playground, pupils are well behaved; all pupils play well together and there is no sign of rough or aggressive behaviour. Pupils are polite and friendly, and welcome visitors into their school. There have been no exclusions in the past year.
7. A recent focus on consideration for others and citizenship has improved pupils' sense of responsibility. Pupils are willing to undertake a variety of duties, such as class and register

monitors. As pupils get older, they show a willingness to take on further responsibilities, such as playground friends, and this is a good indication of their growing maturity. Pupils throughout the school are elected onto the school council, and take on these responsibilities seriously and proudly. They have been instrumental in raising funds for local initiatives, and have made great efforts to keep a local footpath to the school clear from litter. They have made plans to improve the school grounds, which now form part of the wider school development plans. The residential visit for older pupils helps to develop independence and self-confidence.

8. Teachers work hard to create a focused, yet relaxed atmosphere in lessons. As a result, most pupils have good attitudes to work and try hard. This impacts well on the standards they achieve. They listen attentively in lessons and enjoy their learning and, when lessons are lively and stimulating, they respond with real enthusiasm. Pupils work quietly and sensibly in pairs or in small groups, where they share resources and help each other, and their level of collaboration is good. However, pupils' attitudes and behaviour are sometimes only satisfactory. In a few lessons during the inspection, teaching was not stimulating enough to maintain a sufficiently high level of interest and offered little challenge, especially to more able pupils.
9. Opportunities to promote cultural awareness throughout the curriculum are not well developed. Religious education lessons and assemblies provide opportunities for pupils to learn about the major faiths. The school has welcomed a variety of visitors from other cultures, such as an Indian visitor who introduced aspects of music, art and food, an African drummer who encouraged all pupils to take part in drumming, and a Japanese lady, who introduced pupils to origami and kite making. However, activities such as these are neither regular nor frequent and, as such, are not integrated sufficiently into the school curriculum.

Attendance

10. Attendance is above average and unauthorised absence is broadly average. Punctuality during the inspection was satisfactory but the school insists that it is usually better than this. There are good systems in place to monitor attendance and punctuality, and parents generally ensure that their children attend regularly and arrive on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.1
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching and learning are good, albeit less effective in Years 3 and 4 where teaching is mostly satisfactory. The curriculum is satisfactory, with adequate opportunities for enrichment. However, there is very good provision for pupils' personal and social education. The good relationships between staff and pupils ensure that all pupils are very well looked after and cared for. There are very good partnerships with parents and the local community, and effective partnerships with other schools.

Teaching and learning

The quality of teaching and learning is good, much as it was at the last inspection. There are good systems for assessing pupils' work, and assessment information is used well to support learning.

Main strengths and weaknesses

- The high level of challenge and expectations, especially in the reception classes and Year 1, ensures that pupils learn well, sometimes very well
- There is not always enough consistent challenge for pupils of all ability groups, notably more able pupils and, especially, older pupils
- The sensitive and helpful work by teaching assistants contributes significantly to the achievement of less able pupils and those with special educational needs
- Teachers prepare and present learning well in most lessons, although . . .
- . . . some teaching is lacklustre and does not sufficiently engage the interest of all pupils

Commentary

11. Pupils learn well because most teachers have good expectations of them. Good teaching exists throughout the school, but it is most evident in the three youngest classes. Here, teachers understand what pupils are capable of, plan lessons to motivate them and build swiftly on existing skills and knowledge. In a reception class, for example, the teacher realised that children readily understood the concept of two-dimensional shapes and so challenged them further with three-dimensional shapes. More able children were then able to identify shapes like cuboids. The pace of lessons is brisk and purposeful. In a Year 1 English lesson, pupils were galvanised by a lively action poem into writing their own class poem. Suggestions for interesting rhyming words fairly flew around the classroom.
12. Not all lessons are so productive and inspiring. There is a tendency, at times, especially in Years 3 and 4, and sometimes in Year 2, to make sure that pupils really know their work through extended practice. In mathematics, for example, pupils often have to practise similar calculations; this is very useful for less able pupils but frustrating for more able pupils. Pupils often copy down work and there is not enough scope for creative writing in English. In a Year 4 science lesson on air resistance, more able pupils quickly concluded that a smaller object fell faster, but had no chance to investigate further.
13. In all classes, teaching assistants play a major role in improving pupils' learning. Well briefed by teachers, they succeed in stimulating pupils' interest and helping them overcome any difficulties. Pupils with special educational needs particularly benefit. Teaching assistants give them the chance to think about new learning at their own pace, yet pupils are expected to concentrate hard and complete challenging tasks. In a Year 3 mathematics lesson, for instance, the teaching assistant used cubes skilfully to help less able pupils understand fully the concept of tally charts.
14. Pupils know what they have to learn in lessons because teachers make learning objectives clear. They mostly know how pupils learn and so explain thoughtfully, often using effective resources to reinforce learning. For example, teachers use whiteboards sensibly to help when brainstorming rhyming words, or illustrating block graphs. More subtle plays are sometimes used to great effect. One reception teacher began the lesson with the magic words, "Santa called and . . . " The children's attention was thus guaranteed, especially when a pile of enticingly wrapped 'presents' appeared. This inspired one boy to suggest that the class should sort them into different shapes.

15. However, some lessons are much less dynamic and successful. Teachers sometimes present new information in an unenterprising fashion, and so pupils find it hard to generate and sustain their concentration. Teachers do not always give crisp deadlines for pupils to complete work, so group activity can become desultory and off-focus. Few pupils in a Year 2 mathematics lesson, for example, completed what was for them a simple task of producing a block graph. In Years 2 and 4, teachers do not systematically ensure a lively pace to lessons, so pupils become restless and uninterested at times.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	6	5	14	1	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 overall curriculum is **satisfactory**. The range of extra-curricular activities is satisfactory and extends pupils' interests. Accommodation and resources are good.

Main strengths and weaknesses

- The very good provision for personal and social education makes pupils socially aware and responsible
- Although satisfactory, the curriculum is not always stimulating enough to encourage pupils to give their best
- Good provision for pupils with special educational needs ensures that these pupils achieve well
- Teachers do not make the most of opportunities to develop literacy, numeracy and ICT through other subjects
- Very good transition arrangements prepare pupils to move on to the next stages of their education with confidence and security

Commentary

16. Pupils mature very well and flourish as individuals during their time at school. The school has introduced a good new course to teach pupils how to cope with personal issues, and to be more aware of the needs of others, as well as issues in the wider world. Weekly lessons give pupils vital opportunities to appreciate how to live constructively among others. One Year 1 lesson, for example, explored the possibility of mixed emotions about the impending Christmas. The strong links with the community broaden this scope and open pupils' eyes to the need for tact, determination and empathy when dealing with issues like the environment.
17. The curriculum has a strong framework and adheres to national requirements, especially in English, mathematics and science. Learning builds progressively from year to year, although at times this relies too much on consolidation. In the reception classes and Year 1, the curriculum is exciting and imaginative. In a reception lesson, a collection of mobile toys rapidly captured children's interest and helped them appreciate the different means of movement. Elsewhere, though, the curriculum in everyday lessons is often routine and unenterprising. In English, for example, much time is spent on mechanical tasks and too little on independent writing. In mathematics, pupils in Year 4 still use the same kind of tally charts they would learn in Year 1. In a Year 3 dance lesson, pupils learned basic steps but were given little scope

to refine their movements. This, together with the unsatisfactory curriculum for ICT, is principally why the curriculum is not as good as it was at the last inspection.

18. Teachers' planning for pupils who have special educational needs is good. Teachers and teaching assistants work well together to assess pupils' needs and teachers prepare good, individual plans for learning. All adults make skilful and effective use of the plans, so that these pupils are fully involved and achieve as well as their classmates. The school is working to identify and create good opportunities for gifted and talented pupils. However, teachers do not consistently take account of the needs of more able pupils by providing suitably demanding work for them.
19. Teachers do not do enough to develop literacy, numeracy and ICT through other subjects, although there are good examples of such practice. For example, pupils in Year 2 have used computer graphics to produce coloured designs in the style of Mondrian. However, teachers miss valuable opportunities to link subjects on a regular basis. Pupils rarely word-process their creative or other writing. Illustration in geography or religious education is not sufficiently regarded as an extension of art and design. Mathematics is often taught on its own and is not made interesting or relevant by linking it to everyday problems.
20. Teachers ensure that pupils move class smoothly from year to year. Very good communication between teachers clarifies the levels of attainment of each pupil in the main subjects, so that teachers know whether they need to adapt the curriculum. Assessment records are kept up to date and add to the overall picture. The small size of school means that pupils know all the teachers very well, so that relationships in the classroom are quickly forged. The preparations for the middle school are comprehensive, with very sensible ideas for minimising change.

Care, guidance and support

The school has very good procedures for ensuring pupils' care, welfare, health and safety. It provides pupils with satisfactory support and guidance, and involves them very well in the work of the school. Overall, provision has improved since the last inspection.

Main strengths and weaknesses

- Very good attention to health, safety and pastoral care ensures that pupils are happy and safe in school
- Thorough tracking systems ensure that teachers know how well their pupils are doing and what they need to learn next
- The information that teachers collect about pupils' performance is not used well enough to set meaningful targets with pupils to enable them to make better progress
- Pupils' views are listened to and valued

Commentary

21. Staff have very successfully created a warm, safe and friendly school where pupils are happy and very well cared for. Health and safety standards are regularly monitored and the building is kept very clean and well maintained. All necessary checks are carried out at appropriate intervals. All staff have had recent training in first aid and care well for children who are ill or hurt at school. Pupils are reminded about safety in practical lessons, as when younger children were using scissors to cut out shapes for a collage. There are very effective procedures for child protection and all staff take part

in in-house training each year so that they are aware of what to look out for and what they need to do if they have any concerns. There are good procedures to safeguard pupils' use of the Internet.

22. The school has thorough systems for checking how well pupils progress over time. Teachers carefully gather data from annual tests so that they know which pupils need extra support or who would benefit from additional challenge. The information also shows where there are weaknesses in learning. In this way, the school has made it a priority to develop problem-solving in mathematics. The information also enables the school to set suitable targets for pupils for future tests.
23. However, teachers do not make the best use of assessment data to set effective targets for individual pupils. While some targets are clear and achievable, others are too vague and pupils do not have a clear picture of exactly what they have to improve. For example, one pupil in Year 4 had a literacy target to 'use imagination more'. This is an understandable aim but it does not explain how the pupil is supposed to develop imaginative powers or how they should be expressed. Similarly, the marking of children's work does not always show them how they might improve its quality.
24. The school involves pupils very well in the running of the school through the work of the school council. The council meets regularly and discusses ideas and suggestions from pupils. One particularly novel feature is that the pupils get involved in local matters as well as school issues. For example, the pupils have petitioned the local council about providing dog mess bins in a nearby public open space and representatives of the school council presented the petition to members of the local council. They attended a meeting of the local council and were able to experience local democracy in action. Pupils also discuss and agree class rules each year and the school council is soon to discuss a suggestion from the children that the school day should end later in order to accommodate an afternoon playtime. This gives a clear message to the children that their opinions and ideas are valued and respected.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and the community, which is an improvement since the last inspection. Links with other schools and colleges are good.

Main strengths and weaknesses

- The school's open-door policy is valued by parents and helps them very well to support their children's education
- The school provides very good written annual reports on pupils and other information for parents
- Pupils' education is significantly enhanced by very good links with the local community
- There are very good arrangements to support the smooth transfer of pupils to the middle school

Commentary

25. The school successfully engages parents' support and involvement in their children's education. Parents are made to feel welcome; teachers and the headteacher are always accessible and willing to listen to any concerns. A number of parents help regularly in classes and with hearing children read. An active parents' association raises extra funds for the school. Parents also make a good contribution to their

children's education by hearing them read at home and ensuring that they complete their homework.

26. The school provides an illustrated and informative prospectus of very good quality, together with other useful guidance for new parents in order to help them to support their children's education. The annual reports on pupils' progress are very good. They give separate grades for presentation, homework, behaviour and attitude, together with grades for attainment and effort in English, mathematics and science. They also show parents clearly how well their child is doing and whether this is above, below or in line with national expectations, as well as showing targets for English, mathematics and science. Parents appreciate this effective information.
27. The school's very good involvement with the community includes links with the local church, which enhance pupils' knowledge of religious education. Pupils have visited an industrial complex in the locality to see for themselves how a large industrial company is looking after the environment. Pupils also busy themselves in a range of activities in the local community. Examples include working with the local council to improve the environment, working with local volunteers in Holywell Dene and performing regularly in the local community. Pupils have also raised money to buy garden furniture for a local home for the elderly, where the school choir also sings on occasions. A local parent and toddler group uses the school hall for its weekly meetings.
28. Pupils in Year 4 are very well prepared for their transfer to the middle school. They have the chance to visit several times during their final year at Holywell and spend some time getting to know their new school. There is good liaison between the teachers at the two schools and this ensures good curriculum continuity. In Year 4, pupils begin to follow some of the middle school practices, such as using homework diaries and pencil cases, and they start units of work in literacy and numeracy, which they continue to work on when they reach the middle school. A display of photographs of middle school staff in the first school also helps pupils to become used to their new teachers. When they transfer, pupils are allocated a 'buddy' to help them to settle in to their new school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership of the headteacher and governance are good. The leadership of key staff is satisfactory. The overall management of the school is good.

Main strengths and weaknesses

- The headteacher has a clear overview of the school and good priorities for improvement
- Governors are well involved in the development of the school and have especially strong links with subject leaders
- The school monitors its own progress well and mostly supports staff sensibly in their professional development
- Subject leaders are not rigorous or innovative enough in developing their subjects
- The school has very good systems for inducting new staff

Commentary

29. The headteacher cares deeply about the school and the fulfilment of her pupils. She has created a warm, welcoming atmosphere in the school where everyone is valued and shares

the same goals of personal growth and academic success. She is constantly looking for ways to improve her school, whether through refurbishment or adopting new initiatives, such as developing the pupils' thinking skills. She has made some very good staff appointments recently and has introduced a comprehensive system of lesson observations. In this way, she has maintained the quality of leadership seen at the last inspection.

30. The governing body has developed well over recent years. Governors are much more knowledgeable about their responsibilities and have a better overview of the school. They are involved at an early stage with school development and keep a watchful eye on how the action plans are proceeding through termly meetings with subject leaders. They also back up the process by monitoring key lessons. They offer critical advice to the headteacher in, for example, the provision for special educational needs. However, they do not always double-check how effective all aspects of the school are, such as the provision for ICT and other curricular issues.
31. The school is mostly efficient at judging how well it is performing. The headteacher has a good programme of lesson observations which relate directly to the school development plan. Her evaluations of teaching are perceptive and always contain pertinent areas for improvement, which are followed up with practical support, for example, to help behaviour management. The school's systems for checking the progress of pupils over time are thorough and yield valuable data. Nevertheless, there are issues in teaching and the curriculum which have not been addressed with enough rigour.
32. The impact of subject leaders on their subjects is satisfactory. Standards have been high but are essentially similar to those of the last inspection. The structure of the curriculum has been strengthened in all subjects and new assessment systems are being developed. In the Foundation Stage (reception classes), the co-ordination is very good, because of the clear-sightedness and energy of the co-ordinator and the strong lead given in teaching. The co-ordination of special educational needs is good because pupils' needs are identified early and pupils receive effective support to help them achieve well. Overall, though, there has been too little drive to upgrade the quality of the teaching and enrich the curriculum; these are whole-school issues. The leadership of ICT is unsatisfactory, because the subject has deteriorated in recent years, despite new resources.
33. Teachers who are new to the school are fulsome in their praise for the way they have been welcomed, supported and guided by their colleagues since their arrival. Their mentors are senior teachers whom they respect and can always turn to for advice. They benefit from ample time out of class to develop skills, for example by observing other teachers in action. They speak highly of the courses they attend which are run by the local authority.
34. The school has a modest budget and it is to its credit that it produces a healthy surplus. The headteacher, secretary and governors are adept at managing the finances and seeking imaginative ways of economising or raising funds. For example, the governors thought long and hard about the best value for the new senior management structure. The school has done well to find the funds to create an impressive ICT suite, although it has taken some time to achieve this. Much of last year's surplus was spent on this facility.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	337,318
Total expenditure	307,104
Expenditure per pupil	2,020

Balances (£)	
Balance from previous year	19,711
Balance carried forward to the next	30,214

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

35. Most children's attainment is broadly average when they start in reception. Children enter the reception class in the September before they are five, most having attended nursery school. They achieve well and most are on course to exceed the goals expected of them by the end of the reception year in most areas of learning. The good achievement is due to good, well-focused teaching, with elements of very good and excellent practice. The joint planning between teachers ensures that all children benefit from a balanced provision of child-initiated and teacher-directed activities. The well-briefed, enthusiastic and skilful teaching assistants add to the quality of the provision.
36. The curriculum is well planned and children receive a wide range of stimulating experiences. Staff have high expectations. Assessment is detailed and based on robust observation, often verified by other staff. This enables teaching to be focused and finely tuned. As a result, the Foundation Stage is well led and managed and the quality of the overall provision has been maintained since the last inspection.

There was insufficient evidence to make judgements in **physical development** and **knowledge and understanding of the world**.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All staff have high expectations of how children should behave and work

Commentary

37. Children achieve well because of good teaching and are on course to exceed the expected goals. Staff work hard to establish routines and develop children's social skills. All teachers and teaching assistants are patient and caring, and succeed in improving the children's independence and approach to learning. Relationships are very good throughout the two classes because adults set clear examples and expectations of behaviour for the children to follow. Consequently, children feel respected and valued. Children explore their feelings of sadness and how to identify those feelings in themselves and others. They think about how they can help others when they are feeling sad. They take turns and listen to each other well but sometimes this is arduous for the children if they have been sitting for a long time.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children reach higher than average standards and are especially confident in speaking
- There is mainly a good balance between directed and independent activities, although sometimes staff give too much guidance

Commentary

38. The majority of children achieve well. They are on course to exceed the expected early learning goals in speaking, listening, reading and writing by the end of the reception year. Teaching is good overall and a significant proportion is very good. Staff carefully plan a good range of learning activities that relate to the focus of the lesson and this helps children to practise and consolidate the skills they have learned. Teaching assistants have good expertise in posing open-ended questions and promoting expressive language thorough role-play.
39. Teachers supply children with particularly stimulating activities which inspire children to develop expression and vocabulary. In a creative activity, for example, one boy explained how he might make an axle using an art straw. More able children learned to define a sphere as having a curved face. Occasionally, teaching does not offer sufficient scope for all children to take part. For example, in one lesson, not all children had the chance to interact with the story and lost a good opportunity to develop their speaking skills and self-confidence.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Standards in mathematical development are high
- Imaginative use of resources and questions results in effective learning

Commentary

40. Children achieve well in their mathematical development because of good teaching. As a result, most are likely to exceed the early learning goals by the time they reach the end of reception. For example, children can name three-dimensional objects such as spheres and cubes. They describe the shapes using mathematical language, such as curved faces and straight sides. They make curved and round movements and straight line movements with their arms to consolidate learning.
41. Children are motivated by the use of wrapped presents and pass the parcel games to explore ideas of what the presents could be and which shapes would be easiest to pack in Santa's sack. They are challenged by the questions asked by staff and, as a result, children answer quickly and confidently when asked to fish shapes out of the water tray.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are given good opportunities to design and make, although sometimes they are given too much help

Commentary

42. The quality of teaching and children's achievement is good and so children are on course to exceed their goals. Teachers expect high standards of accuracy and creativity. Children have to design their own toy cars, for example, with moving wheels and are encouraged to select materials for themselves. Teachers allow for the different abilities of children by allocating extra adult support or expecting different outcomes. Children thoroughly enjoy the relative freedom of the activities and so produce thoughtful and effective designs. For example, children concentrated happily when making calendars with the teaching assistants. They chose their own colours and shapes to good effect. Occasionally, adults give them too much guidance and this can limit their pace of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in developing their speaking and listening skills
- Pupils enjoy reading and appreciate a good range of texts
- Pupils do not have enough opportunities for independent or extended writing
- Teachers make good use of teaching assistants to support lessons and promote achievement
- Teachers do not sufficiently develop pupils' writing through other areas of the curriculum

Commentary

43. The school has maintained above average standards since the last inspection. Competence in speaking and listening has remained good, because teachers maximise opportunities in English and other lessons. Teachers encourage pupils to speak openly and improve discussion by giving them opportunities to work in pairs and groups. In one very good lesson in personal, social and health education in Year 1, pupils were able to give clear opinions about the personal qualities of other pupils. "When people fall over, he picks them up," remarked one pupil, reflectively. Opportunities such as these allow pupils to develop their own ideas and to have the confidence to speak in front of other people.
44. Pupils also achieve well in reading, because of the emphasis which teachers have put on this aspect of literacy. By Year 4, pupils are not only able to deduce unfamiliar words and to read confidently out loud, but can discuss what they are reading, and express convincing opinions and ideas. Even in Year 1, pupils are able to disagree confidently with the majority of opinion and back up their reasons with examples from the text. Reading is used to develop pupils' skills in writing, by referring to a wide range and variety of texts. The quality of teaching and learning overall is good.
45. Although standards in writing are above average, achievement is somewhat restricted by too few opportunities to write for different purposes. This is especially so in Years 3 and 4. For this reason, achievement is satisfactory in these classes, whilst good in Year 1 and 2. Teachers give many opportunities to learn the basic skills of writing, such as a wide vocabulary, spelling and handwriting, but there is not enough scope to practise these skills in creative writing, for example, or in factual accounts. Teachers rely too much on routine exercises which practise skills out of context and allow little application to other work. From Year 2 onwards, teachers do not consistently expect the best from their pupils, especially more able pupils. Very often, the task for all pupils consists of mundane activities such as copying or inserting words in a simple exercise. The school has introduced a good system of setting targets for individual

pupils. However, this system is in its infancy, and most targets for writing are vague and do not focus specifically enough on areas for improvement. As a result, the leadership and management of English are satisfactory.

46. A consistent strength is the quality of the relationships between adults and children, especially in Year 1. A key factor is the contribution of teaching assistants. Planning for literacy lessons always includes the role of the teaching assistant, and the aims are shared and understood. Consequently, teaching assistants are well prepared for lessons and understand the steps that pupils must make in their learning. Usually active in the introductory parts of lessons, teaching assistants help pupils to keep focused, and support those who are unforthcoming or who do not readily understand. In the main parts of lessons, teaching assistants support groups of all levels of ability sensitively but firmly.

Language and literacy across the curriculum

47. Teachers develop English satisfactorily through other subjects. This is often done well in speaking and reading. In a Year 2 religious education lesson, for example, pupils learned to use key words when discussing the concept of Christingle. Reading holiday brochures in a geography project enabled pupils in Year 3 to write their own leaflets. However, teachers do not make the most of all such opportunities, particularly in writing. For example, pupils do not consistently write up their experiments in science. In religious education, pupils often copy writing down rather than interpret bible stories in their own words.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well by the time they leave school
- Good teaching ensures a solid framework for learning and it is particularly effective in Year 1
- Teachers do not always ensure a high enough level of challenge
- Teaching assistants play a valuable role in enabling less able pupils and pupils with special educational needs to achieve well
- Teachers do not maximise opportunities to develop mathematics through other subjects

Commentary

48. Standards are above average by the end of Year 2, and pupils achieve well. Teachers ensure that pupils have a thorough grounding of basic number, and ample practice reinforces simple multiplication and division, as well as calculations up to 100. More able pupils are given the scope to work with larger numbers and benefit from clear guidance about setting out their work. By the end of Year 4, standards remain above average and pupils' achievement is satisfactory throughout Years 3 and 4. Pupils have a good understanding of the value of fractions and work with four-digit numbers. Pupils have satisfactory skills in solving problems, and teachers are now increasingly providing opportunities for pupils to develop their own strategies. Standards overall are much the same as they were at the last inspection.
49. Key elements of teaching are good. Teachers prepare and organise lessons well. Their lesson planning is well structured and has clear objectives so that pupils know exactly what they have to learn. For example, pupils in Year 3 quickly understood that they had to construct a tally chart of their favourite sweets. Teachers explain new concepts effectively, often using resources to reinforce learning. Teaching assistants are well briefed so that they know precisely what to do. Teaching is especially good in Year 1, because the teacher has high expectations of pupils and inspires them to learn. An energetic approach, coupled with challenging work, ensures high levels of concentration and a swift pace to learning.
50. At times, teachers do not expect enough from their pupils. This occurs mainly in Years 3 and 4, but also in Year 2. Although good assessment systems help teachers to be well aware of pupils' capabilities, they sometimes spend too much time reinforcing knowledge, instead of offering more challenging opportunities. For example, pupils in a Year 4 lesson consolidated their knowledge of tally charts, yet most pupils already had a good understanding. In some lessons, teachers do not generate a zest for learning, and so pupils' attention slips and they sometimes become restless. In addition, pupils

are not always suitably aware of what they have to do to improve. For example, marking does not give much advice, and targets for improvement are often too broad. Although standards have been maintained since the last inspection, there has not been enough impetus to make teaching consistently effective and develop the curriculum further. Because of this, subject leadership is satisfactory.

51. Less able pupils and pupils with special educational needs achieve well. Teachers ensure that they have work that is challenging, and the support of teaching assistants is sensitive and thoughtful. In whole-class activities, teaching assistants sometimes are too much on the fringe and not always interacting with pupils. However, they are particularly effective when working with individual pupils or groups. They offer gentle advice and encouragement, rather than over-direction. This means that pupils learn to think more for themselves, make good progress and raise their self-esteem.

Mathematics across the curriculum

52. The development of mathematics through other subjects is satisfactory, although teachers do create useful opportunities. Pupils in Year 4, for example, put their data on favourite animals into a computer spreadsheet before converting it into a graph. Timelines in history give pupils a valuable insight into chronology, and pupils can use map co-ordinates in geography. However, teachers could do a lot more to bring mathematics alive and to make it relevant to everyday life. The school has already recognised this and it is a current priority for all teachers.

SCIENCE

Provision in science is **good**.

- Good teaching enables pupils to achieve well by the end of Years 2 and 4
- Teachers do not give pupils enough scope to develop their own ideas
- The leadership of the subject is good, particularly the developing emphasis on experimental and investigative science
- Pupils have good attitudes to learning, helped by the expertise of the teaching assistants

Commentary

53. Standards in the subject are above average by the end of Years 2 and 4. This is similar to the findings of the last inspection. Pupils' achievement is good in view of their average standards on entry to the school. In Years 1 and 2, pupils develop their investigative skills well. In Year 1, for example, pupils are able to make predictions about how to get a carrier bag kite to fly and a paper windmill to turn. They test their ideas outside and return to the classroom to draw conclusions. By Year 4, pupils have a clear understanding of fair testing and a good factual knowledge of, for example, how movement through air and water generates resistance.
54. Overall, the quality of teaching and learning is good. Teachers ensure that pupils acquire good basic skills by using a well-structured curriculum. They promote hands-on activity which captures pupils' interest and reinforces learning through trial and error. However, there are not enough opportunities for pupils to take control of their own learning, and organise and select their own resources. In a Year 4 lesson, for example, one group of pupils carried out an investigation for the whole class about which size of parachute would take longer to drop to the ground. The timing of the drop was done

with too much support from the teaching assistant. Pupils' books also all show identical results in their work on friction.

55. The leadership and management of the subject are good. Since the last inspection, the subject leader has introduced new materials to improve the teaching of investigative science. She meets with the governing body each term to enable them to evaluate the progress of the subject and works closely with an adviser from the local education authority to plan the progress of the subject. Teachers work together to evaluate pupils' progress throughout the school. At present, the subject leader does not monitor her colleagues' teaching but there are plans to do so in the near future.
56. Pupils' attitudes to learning are good because of their positive relations with teachers and teaching assistants. Pupils work well together as a class, in groups and in pairs to discuss their ideas. In a Year 2 lesson, for instance, pupils worked enthusiastically in groups to find out which car would travel the furthest after running down a ramp. Teaching assistants are generally effective in supporting such groups, usually offering wise advice and prompting ideas.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **unsatisfactory**.

- Pupils' achievement is unsatisfactory because teaching is not good enough
- Teaching is, however, effective in Year 1
- The curriculum does not cover all aspects of this subject in depth
- Teachers do not maximise opportunities for developing pupils' skills through other subjects
- The leadership and management of the subject are unsatisfactory
- The new ICT suite is a good resource for raising achievement

Commentary

57. Pupils do not have sufficient opportunity to develop their skills in ICT. Pupils' attainment by Year 2 and Year 4 is, therefore, below national expectations and pupils' progress from Year 2 is unsatisfactory. Although teachers generally follow national guidelines, they do not build on pupils' skills methodically enough and this limits their achievement. There is little difference, for example, in the complexity of graphics programs used in Year 1 and Year 4. Sometimes, the focus on ICT lacks clarity when taught with other subjects. For example, in a lesson intended to raise pupils' skills in producing lists using bullet points, the emphasis was on the literacy content, rather than on developing pupils' existing ICT skills.
58. Pupils achieve well in Year 1 because of skilful teaching. For example, when learning about instructions, pupils were able to progress from little understanding of the importance of clear instructions to very good understanding, within the space of about half an hour. Teaching was stimulating and exciting, and made very good use of resources, including the outside environment, a floor robot and a teaching assistant.
59. Teachers do not provide a broad curriculum. Pupils do not have a satisfactory range of skills in this subject, because ICT is mainly limited to word processing with some graphics work. Older pupils are comfortable when using a computer and can open word documents, but have not yet had extensive opportunity to work with databases, graphics, e-mail or the Internet. Similarly, pupils have had only limited experience in areas such as simple programming and simulation exercises.
60. The school recognises that ICT is an area for improvement and strategic plans are now in place for future development. However, the subject has suffered from the prolonged absence

of a subject leader. The school has not made ICT enough of a priority, although the new ICT suite is a real asset to learning. Staff skills have improved, because of an effective programme of staff training, but teachers are not yet wholly confident about teaching ICT competently. For example, in one Year 4 lesson, pupils could not easily access the appropriate computer program, and the teacher was unable to help them quickly. The teacher then helped pupils individually, instead of using the interactive whiteboard as a communal guide. As a result, the pace of learning slowed considerably and pupils' attention wandered.

61. The school's provision of resources has improved since the school was last inspected. The recent establishment of a new computer suite is a good basis for raising achievement. There are sufficient computers for each pupil to work on individually, and the suite is timetabled for all pupils and staff to use. Software programs linked to different areas of the curriculum have been purchased, but are not currently being used well enough across the school to help pupils develop their ICT skills with confidence.

Information and communication technology across the curriculum

62. The development and use of ICT through other subjects are unsatisfactory. Computers in classrooms often remain covered and unused. Pupils rarely collect data or create graphs to illustrate their mathematical findings, or use ICT to support their work in science. Pupils do not regularly use ICT for research purposes in subjects like history and geography. Classroom computers are not used enough to fully support work undertaken in the ICT suite.

HUMANITIES

63. It was not possible to gather enough evidence to be able to judge the quality of provision in geography and history. No lessons were observed in either subject.
64. It was possible to judge pupils' attainment in **geography** through an analysis of pupils' work and discussions with pupils. Standards are broadly in line with those expected by the end of Year 2 and Year 4. Pupils have competent skills in mapping. In Year 2, pupils can draw clear maps of the area, defining key features such as houses and trees. In Year 4, pupils can use an A-Z map and work out locations from two-digit co-ordinates. They have a satisfactory knowledge of their own locality, and the reasons as to why settlements are formed. Pupils also have a growing awareness of the wider world, such as the way of life in an Indian village and differences in weather in, for instance, tropical and continental zones.
65. In **history**, too little evidence was available to evaluate pupils' attainment. Classrooms in Years 1 and 2 display a range of historical aspects, such as a timeline and photographs showing the ages of teddy bears. Pupils are provided with a toy museum, and use a range of evidence to find out more about the differences in toys now and in times gone by. Older pupils study the local area and life in the Victorian age. Sensible use is made of visits to museums and places of interest like Beamish to improve pupils' awareness of how people lived and worked in the past.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils appreciate the diversity of religions in the world at large
- A new curriculum and staff training are broadening the scope of pupils' learning
- Pupils do not benefit from experiencing religion at first hand
- Teachers do not develop the subject enough through other subjects

Commentary

66. Pupils' attainment by Years 2 and 4 is in line with the expectations of the locally agreed syllabus. This is very similar to the findings of the last inspection. Teachers introduce pupils to a wide range of stories in Christianity and other religions. Pupils in Year 2, for example, understand the importance of Advent, are familiar with the bible stories about Noah and Samuel and also know basic facts about Jewish worship. By Year 4, pupils understand key Christian customs such as baptism and are beginning to understand the principles of Islam.
67. Teaching and pupils' achievement are satisfactory throughout the school. However, the school has just introduced a new syllabus which provides better opportunities for learning. For instance, pupils in Year 4 are, for the first time, discovering the Muslim way of life, and there is also a greater emphasis on blending the subject with other subjects. Teachers are benefiting from good training to help them become more familiar with the new aspects of the curriculum. The subject leader has a good overview of the subject and has some good priorities for the subject, but not enough has been done to galvanise the teaching of religious education. As a result, the leadership of the subject is satisfactory.
68. Pupils have too little contact with places of worship and visitors of different faiths. Pupils in Year 4 cannot recall a recent study visit to a church or other building, which would be likely to reinforce their learning. For example, if they had seen a font in a church, some pupils might be less likely to call it a 'bath thing'. Similarly, there have been very few visitors to acquaint pupils with Hindu or Jewish customs, opportunities which tend to bring the subject alive and make it relevant. The school has already recognised this as an area for development.
69. Teachers do not make the most of religious education to develop other skills. Pupils do sufficient writing and older pupils carry out independent study, but this is limited. Nearly all the pupils' work in Year 2, for example, is copied from the board. Teachers are introducing thinking skills into discussion so that pupils can debate issues more successfully, but these are not yet fully effective. Some pupils' illustrations are careful and show good colouring. Others reveal a casual approach in their art skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. It was not possible to see enough lessons in music, design and technology and physical education to be able to judge the quality of provision. The very limited evidence seen in design and technology means that no judgements at all can be made.
71. One lesson was observed in **music**, in which teaching was very good. Pupils in Year 1 showed high levels of enthusiasm; the lesson was very well planned, and drew on a variety of resources. A commercial scheme of work is effectively used as a means of broadening teachers' expertise, enabling non-specialists to undertake class work more confidently. Pupils have good opportunities to play a range of percussion instruments,

and the singing heard in assembly and hymn practice was of a satisfactory standard. Pupils have the opportunity to learn keyboard skills with a visiting teacher.

72. One lesson was seen in **physical education**, in which teaching and learning were satisfactory. Pupils consolidated basic dance steps and developed the concept of weightlessness in dance routines. However, pupils did not have enough scope to develop their techniques fully. There is a satisfactory range of activities after school, including football, cross-country running and dance. The school has two football teams which compete regularly in a local league. Pupils say that physical education is one of their favourite subjects.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Good teaching ensures that pupils develop good techniques
- Pupils use colour to good effect
- Effective links with other subjects broaden pupils' experiences

Commentary

73. Standards in art and design are above average throughout the school, much as they were at the last inspection. Pupils acquire good basic skills, because teachers insist on care and precision. In a Year 1 lesson, for example, the teacher impressed on the pupils a sensible procedure for mixing poster paints. Pupils even sang a rhyme to remind themselves. As a result, they focused earnestly on washing and drying their brushes before attempting a blend, and so produced good examples of shades of green. Similarly, stitching in Year 2 was neat and very accurate because of precise instructions and high expectations.
74. Good subject leadership ensures that the subject is progressing well. It also ensures that pupils enjoy a range of experiences including sculpture, weaving and collage. The use of colour is a strong feature of teaching. Pupils in Year 3, for example, paint trees and flowers in reasonable proportions but with strong use of browns and greens. Shades of blacks and greys are used particularly effectively to produce some evocative landscapes. Teachers celebrate pupils' work in bright displays and, in particular, in the Holywell School Art Gallery.
75. There are good links with other subjects which broaden pupils' horizons. Pupils in Year 2, for instance, have used a computer program to produce colourful, mathematical designs in the style of Mondrian. Pupils in Year 1 have developed their use of line by a careful, scientific observation drawing of a red cabbage. Collages of an aerial map, using tinfoil and tissue paper, have given pupils in Year 2 a real feel for landscape.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- The personal development of pupils is a key feature of the school's philosophy
- The school values pupils as individuals and promotes self-reliance and maturity.

Commentary

76. Teachers, purposefully led by the headteacher, ensure that pupils develop their individuality. Each pupil benefits from a special lesson every week which explores elements of pupils' social awareness and citizenship. Pupils have valuable opportunities to appreciate, reflect upon and discuss moral and personal issues. Wider social issues are also well covered on a regular basis in a well-planned series of assemblies.
77. It is the natural way of the school for pupils to be trusted, valued and given opportunities to develop as individuals. Pupils and staff place a great deal of importance on the school council, as a means for pupils to express their opinions. Pupils show a strong sense of responsibility and pride in this activity, as they do with jobs around the school. The school also encourages pupils to perform in public, for example, in choir activities or sports, so that they become more self-confident. As a result, pupils leave school as mature, sensible and self-reliant young people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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