

INSPECTION REPORT

ST MARY'S RC VOLUNTARY AIDED PRIMARY SCHOOL

Newton Aycliffe, County Durham

LEA area: Durham

Unique reference number: 114265

Headteacher: Mrs Anne Dockray

Lead inspector: Mrs Mary Warburton
Dates of inspection: 31st January – 3rd February 2005

Inspection number: 267891
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 aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 176

School address: Central Avenue
Newton Aycliffe
County Durham

Postcode: DL5 5NP

Telephone number: 01325 300339

Fax number: 01325 300339

Appropriate authority: The governing body

Name of chair of governors: Rev Fr James Dunne

Date of previous inspection: 1st March 1999

CHARACTERISTICS OF THE SCHOOL

The school is a smaller than average Roman Catholic voluntary aided primary school, situated in the town of Newton Aycliffe in County Durham. There are 173 pupils aged four to 11 on roll, who come from a wide range of socio-economic backgrounds and from both Catholic and non-Catholic families. The percentage of pupils eligible for free school meals is average, and pupils' attainment on entry to the school is broadly average. The percentage of pupils who have special educational needs is average, and most of these pupils have learning difficulties. The percentage of pupils with a statement of special educational needs is average. No pupils speak English as an additional language, and almost all pupils are of white British heritage. Pupils' attainment on entry to the school is broadly average, and almost all have attended some kind of pre-school provision, including the playgroup housed in the school building. The percentage of pupils who have joined or left the school other than at the usual times varies from one class to another but is in line with the national average overall. The school received awards for academic achievement in 2002 and 2003, and has been awarded the Basic Skills Agency Quality Mark twice.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22522	Mary Warburton	Lead inspector	English French History Geography Special educational needs
9224	Michael Vineall	Lay inspector	
8263	Margaret Forsman	Team inspector	Foundation Stage curriculum Personal, social and health education and citizenship Information and communication technology Art and design Music
25577	William Jefferson	Team inspector	Mathematics Science Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school where pupils achieve well and attain standards that are above the expected levels in English and mathematics and well above in science by the time they leave at the end of Year 6. Teaching and learning are good. Leadership and management are good, and the leadership provided by the headteacher is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Consistently good teaching and very good curriculum provision result in pupils attaining standards that are above the expected levels overall and achieving well.
- Pupils attain standards that are well above the expected levels in science by Year 6 because of the very good provision for the subject.
- Pupils' listening skills are not as good as they could be.
- Very good care, guidance and support for pupils, and very good provision for their social and moral development means that they have very good attitudes and behave very well.
- Provision for, and progress made by pupils with special educational needs are very good.
- The headteacher provides very clear direction to the school based on rigorous self-evaluation.
- Standards in ICT are satisfactory and improving as new resources are acquired and installed
- There are some weaknesses in the accommodation.

The school has made good improvement since the last inspection. Teaching and learning have improved, resulting in higher standards and better achievement overall. The curriculum has improved and is now very good. The strengths identified in the previous report have been maintained, and all key issues have been addressed. Standards in science are now much higher, and standards in information and communication technology and design and technology have improved. The school development plan now provides clear direction for the future. Assessment procedures have been developed well, with further work planned to improve this aspect even further.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	C	B	A*	A*
Mathematics	C	A	A	C

Science	B	A	A	A
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Key: A* - very high; 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.

Overall pupils' achievement is **good**. When pupils start in the reception class, their attainment is broadly average. Throughout the Foundation Stage, the children make good progress so that by the end of the reception year almost all attain the early learning goals in all areas of learning, with a minority attaining above. In personal and social development, many children exceed the early learning goals. In Years 1 and 2, pupils achieve well in English, mathematics and science, and attain standards that are above the expected levels. Pupils achieve well in Years 3-6 in English and mathematics and attain standards above the expected levels in both subjects. Pupils achieve very well in science in Years 3-6 and attain standards that are well above the expected levels. However, throughout the school, pupils' listening skills are weaker than other literacy skills. In all other subjects of the curriculum that were inspected, standards are in line with the expected levels in Year 2 and Year 6 and achievement is satisfactory, except for history, where standards are above the expected levels in Year 6 and achievement is good. It was not possible to make a judgement on standards in physical education.

Pupils' spiritual, moral, social and cultural development is **very good** overall. Moral and social development is very good, and spiritual and cultural development is good. Pupils' respect for the feelings, values and beliefs of others is very good. Pupils' attitudes and behaviour are very good. Attendance is satisfactory, in line with the national average.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. Teaching and learning are **good**, and are very good in Year 2 and Year 6. In the Foundation Stage, teaching is consistently good and provides the children with a very positive start to their time in school. In Years 1-6, teachers use a good range of different methods and strategies that meet individual needs very well and motivate pupils to work productively. Assessment is good and is used well to help pupils understand what they need to learn and how they can improve. However, the current systems do not provide an overview of the attainment of each pupil across all subjects, and marking of pupils' work is inconsistent.

The curriculum is very good, well-planned and enhanced by a good range of additional activities. Accommodation and resources are satisfactory overall. Some aspects are good, but there is no secure outdoor play area for the under-fives, the computer suite is too small for a whole class and there is no whole-school library.

The school provides very good care for the pupils and places a high priority on their welfare, health and safety. There is very good support, advice and guidance for pupils. The involvement of pupils through seeking, valuing and acting on their views is very good. The school has good links with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall. The headteacher provides very good leadership and direction to the work of the school, and is supported well by other staff. Governance is good, and governors have a good understanding of the school's strengths and weaknesses. Management is good, and the school runs smoothly and efficiently. The governing body ensures that the school fulfils its statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school and are particularly pleased that it is a welcoming place where their children are treated fairly and equally. Pupils also have very positive views and enjoy the range of activities provided and the way they are cared for.

IMPROVEMENTS NEEDED

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

- Improve pupils' listening skills.
- Address the accommodation issues relating to outdoor provision for the Foundation Stage and library provision.
- Improve standards in information and communication technology by implementing the planned development of the subject.

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PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the time pupils leave in Year 6, standards are above the expected levels overall. Pupils' achievement is **good**.

Main strengths and weaknesses

- Standards in English and mathematics are above the expected levels in Year 2 and Year 6.
- In science, standards are above the expected levels in Year 2 and well above them in Year 6.
- Pupils who have special educational needs achieve very well.
- Pupils' listening skills are not as good as they could be.
- Pupils attain standards above the expected levels in history in Year 6.
- Higher standards are attained in some subjects when teachers' speciality subjects are used.

Commentary

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

Standards in:	School results	National results
Reading	16.3 (15.7)	15.8 (15.7)
Writing	15.0 (15.6)	14.6 (14.6)
Mathematics	16.8 (17.1)	16.2 (16.3)

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 2004

Standards in:	School results	National results
English	30.8(28.1)	26.9(26.8)
Mathematics	28.6(28.8)	27(26.8)
Science	31.1(30.1)	28.6(28.6)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2004 tests taken by pupils in Year 2, standards were average in reading, writing and mathematics when compared to all schools nationally. When compared to similar schools, standards were well above average in reading, writing and mathematics. Over the past five years, standards in the Year 2 tests have varied but have usually been above the national average.

2. In the tests taken by pupils in Year 6 in 2004, standards were well above the national average in mathematics and science and very high, in the top 5 per cent of all schools, in English. When compared to schools where pupils attained similar standards in their Year 2 tests, standards were in the top 5 per cent in English, well above average in science and average in mathematics. Over the past five years, standards have almost always been above the national average in all three subjects.
3. Inspection findings are that pupils make good progress overall in Years 1-6, with almost all pupils attaining the expected levels, and higher-attaining pupils reaching levels beyond these. Overall, pupils' achievement is good because the school works hard to ensure that pupils' individual needs are met.
4. Standards are above the expected levels in the current Year 2 and Year 6 in English, and pupils' achievement is good. Standards in reading are above the expected levels, and many pupils read very well. Throughout the school, pupils develop the confidence to speak clearly to a range of audiences, but their listening skills are not as well developed. Pupils write well for a good range of purposes and most present their work neatly. In mathematics, standards are above the expected levels currently in Year 2 and Year 6. Pupils have a good understanding of mathematical concepts and work independently to decide on their own strategies for calculation. In science, standards are above the expected levels in Year 2 and are well above in Year 6 as the school has focused on developing this subject since the last inspection. In particular, pupils' investigative skills are very good.
5. In information and communication technology (ICT), standards are in line with the expected levels in Years 2 and 6 and pupils' achievement is satisfactory but improving as new resources are acquired and installed. In history, standards are in line with the expected levels in Year 2 and above in Year 6. Pupils have a detailed understanding of the periods they have studied and have good research skills. It was not possible to make a firm judgement about standards in physical education as no lessons were seen, but records show that standards in swimming are above the expected levels. In all other subjects, standards are in line with the expected levels overall. Where aspects of some subjects have been studied in depth, or when teacher speciality subjects have been used, standards are above the expected levels, notably in design and technology, art and design and music.
6. When children start in the reception class, their attainment is broadly average. The children make good progress so that by the end of the reception year almost all have attained the goals they are expected to reach, with some attaining more highly, particularly in personal and social development. Overall achievement in the Foundation Stage is good. Pupils with special educational needs achieve very well because of the extra support they receive and the additional teaching and learning programmes provided for them. The good standards attained at the time of the previous inspection in English and history have been maintained, and standards have improved in science, mathematics, information and communication technology and design and technology. Overall, the improvement in standards since the last inspection has been good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Attendance and punctuality are **satisfactory**. The spiritual, moral, social and cultural development of pupils is **very good** overall.

Main strengths and weaknesses

- Pupils are eager to learn and are self-confident.
- Pupils' relationships with others and their overall behaviour are very good.
- The social and moral development of pupils is very good.

Commentary

7. Pupils are eager learners, and this contributes significantly to the good achievement throughout the school. They respond clearly and well to questions and try very hard to do everything that is asked of them. Pupils respond very positively to regular opportunities to develop their speaking skills. However, their listening skills are less well developed and many often talk above views being expressed by their peers. Pupils work well as part of a pair or small group because they are regularly trusted to get on with tasks in a sensible manner. They share resources well and take a keen responsibility in keeping the school tidy.
8. Pupils are welcoming and are very well behaved both in lessons and about the school. They have very positive relationships with teachers, supporting adults and their peers. Older pupils cheerfully help younger ones about the school and particularly in the playground where they are immediately recognisable in 'buddy' uniforms. In this free time, boys and girls play happily and safely together. Although bullying was not evident during the inspection, pupils say that all teachers and lunchtime assistants respond immediately to any isolated instances of name-calling and that the school takes such matters seriously. Parents do not see bullying as an issue. There have been no exclusions in the last five years.
9. The school provides very well for pupils' moral and social development through a consistent behaviour policy and moral focus during lessons. The contribution pupils make to the life of the school supports their social development well. Good behaviour and attitudes are regularly rewarded during lessons and assemblies. Pupils' cultural development is good and includes some provision for learning about life in multicultural Britain. Work in the humanities and religious education provides opportunities for pupils to learn about festivals celebrated in other cultures and faiths, and this helps them to have very high levels of respect for the feelings, values and beliefs of others. Spiritual development is good overall. Pupils studied in great detail and later reflected on the plight of South East Asian people following the very recent tsunami devastation. Older pupils instigated the collection of a substantial donation to an appeal fund. The provision of an appropriate number of religious artefacts further develops a Christian ethos throughout the school.

Attendance

10. Attendance is broadly in line with the national average and the school has good procedures to encourage good attendance and punctuality, including checking on all unexplained first day absences.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.8	School data:	0.3
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 quality of education is **good**. Teaching and learning are **good**, the curriculum is **very good** and is enhanced by a **good** range of additional activities. The school provides **very good** care, support and guidance for pupils, and the partnership with parents, other schools and the community is **good**.

Teaching and learning

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

Main strengths and weaknesses

- Teachers employ a good range of teaching styles to meet the learning needs of all pupils.
- Support staff make a very good contribution to pupils' learning.
- Insufficient attention is paid to developing pupils' listening skills.
- Pupils are well motivated and work productively.
- Assessment is good overall and there is some excellent practice in marking pupils' work, but this is not consistent across all classes.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	18	1	0	0	0

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

11. The quality of teaching and learning has improved since the last inspection and is now good in the majority of lessons. During the inspection, almost all teaching was good or better, with a third of lessons very good or excellent. No unsatisfactory teaching was observed.

12. Teaching in the Foundation Stage has improved since the last inspection and is now consistently good across all areas of learning. Lessons are well planned, with a good range of activities to stimulate interest and support the children's development in all aspects of their learning, particularly in their personal and social development. The classroom assistant provides very good support, and all adults question the children effectively to assess their progress and promote speaking skills. Assessment is good and special educational needs are identified at an early stage.
13. In Years 1-6, lessons are well planned and prepared with very good use made of resources. Teachers provide a wide range of activities and teaching approaches that meet the learning needs of all pupils. Lessons are well structured, with time used well and often a brisk pace is maintained. Introductions, where the intended learning is explained to the pupils, are clear, and the final part of the lesson is used very effectively to summarise what has been learned, to identify where there have been difficulties and to prepare for the next step in learning. Teachers praise pupils effectively, and this encourages them to work productively and concentrate well. However, there is insufficient focus on developing pupils' listening skills, and sometimes teachers allow the pupils to talk over each other instead of listening to the contributions of others. Support staff make a very good contribution to pupils' progress, working with individuals and groups to provide additional support and explanations where necessary and to challenge the pupils through good questioning and high expectations. The best lessons, most of which are in Year 2 and Year 6, are characterised by high expectations and challenge, very good subject knowledge and a clear understanding of the learning needs of each individual pupil in the class.
14. Teaching for pupils with special educational needs is very good, and is a very significant factor in the very good progress that these pupils make. Any learning difficulties are identified quickly by teachers, with immediate action taken to support pupils through additional adult help, specific learning programmes and work that is matched very well to individual need. A good range of interesting tasks stimulates the pupils and enables them to learn effectively.
15. Assessment is good overall and is very good in English. A good range of assessment activities provides information on the progress of pupils, although currently in Years 1-6, this does not provide an overview of the progress of each individual across all subjects. However, there are clear plans in place to address this, as the new deputy headteacher continues the development of assessment procedures throughout the school. Pupils are involved very well in assessing their own progress in some subjects, and this helps them to understand very well what they need to do to improve. Some excellent, focused marking of pupils' work contributes very well to the pupils' and teachers' understanding of progress made, but this is not consistent across all classes in the school.

The curriculum

The school provides a **very good** curriculum, which is enhanced by a **good** range of learning opportunities that enrich pupils' educational experiences. Accommodation is **satisfactory** and there is a **satisfactory** range of resources.

Main strengths and weaknesses

- The school employs an innovative and very effective approach to curriculum planning.
- Provision for pupils with special educational needs is very good, and the school has a very strong commitment to inclusion.
- There is no defined outdoor play area for the Foundation Stage children.
- There are logistical problems caused by the size of the computer suite.
- The curriculum is enhanced by opportunities for the older pupils to learn French.
- The school lacks a specific library area.

Commentary

16. In the reception class, children follow a good curriculum that covers all the areas of learning for the Foundation Stage.
17. The school provides an innovative curriculum for pupils in Years 1-6 and is able to respond well to new opportunities and to pupils' needs. Pupils are offered a very good range of learning opportunities that meet the requirements of the National Curriculum. The school has devised a modular approach for the foundation subjects and science in Years 1-6, which ensures that these subjects are taught in full and that key skills are taught effectively. The approach has been particularly effective in raising standards in science, where the planning of extended sessions and blocked work enables good development of skills. The delivery of the curriculum is regularly audited and monitored. Literacy, numeracy and ICT skills are effectively developed in other areas of the curriculum. Very good progress has been made in developing the curriculum since the previous inspection.
18. The curriculum is well planned to meet the needs of pupils with special educational needs and, where necessary, is modified for them. The school very successfully provides equal opportunities for all pupils, regardless of their age, ability, background or ethnicity, to help them make good progress as they move through the school. Swimming lessons, for example, are provided for each age group in the school, including reception children.
19. The curriculum is enhanced by specialist teaching and by cross-curricular programmes. Currently the 'Literacy goes M.A.D.D' programme is promoting the arts through links between English, music, art, drama and dance. Singing and performance skills in Key Stage 1 and musical understanding in Key Stage 2 are being extended through regular sessions with external specialist teachers. The school makes good use of in-house speciality subjects among the staff to provide additional learning opportunities, such as modern foreign languages. Pupils experience a very good range of visits including Tynemouth, Hamsterley Forest, Preston Park and a residential visit to Earl's Orchard. Pupils are encouraged to be aware of their local heritage and changes to their environment through visits to parks, shops and local events. There is a good range of additional learning opportunities outside school hours covering music, sport, computing and arts.

20. The provision for personal, social, health education and citizenship is good and is integrated into the whole curriculum. Plans are in hand for further improvement to the provision for drugs education. Pupils are encouraged to take responsibilities for others in their school life, and the role of school 'buddy' is highly valued. The school's very good provision for induction and transfer contributes to pupils' personal development.
21. The match of teachers and teaching assistants to the needs of the school is good overall. Accommodation and resources are satisfactory overall. The school has spacious grounds and generous classrooms, one of which is currently being used by the pre-school group. There is still no defined outdoor play area for the Foundation Stage children, as was reported at the last inspection. It is expected that this will be resolved when the demountable classroom is removed shortly. Although the book stock is good, there is no defined room or area for a library, so pupils do not have the opportunity to learn how a library operates. The small size of the computer suite creates logistical problems in the management of pupils' access, and is only overcome by skilful organisation, the deployment of teaching assistants and pupil co-operation. The school is currently implementing a very good development plan for improving ICT provision.

Care, guidance and support

Care for pupils is **very good** and they receive **very good** support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- Very good arrangements are made to ensure a smooth transition into the Foundation Stage, on to secondary schools, and also through the stages of the school.
- Meticulous attention is paid to the safety, health and welfare of all pupils.
- Very good relationships between all in the school, combined with very good knowledge and understanding of all pupils, ensure accurate identification of individual needs.
- There are very good, imaginative ways of involving pupils in the running of their school.

Commentary

22. All aspects of care and welfare in the school receive very good attention. Health and safety issues are very well handled from governor level, through the headteacher to an attentive caretaker. As in many of these care issues, the school readily draws on outside expertise in the specific area. Child protection is led by the headteacher, who ensures all staff treat this matter with priority. The children's health is a particularly strong focus of the school. Not only is it working towards achieving 'Healthy School' status this year, but many initiatives have been launched, including the creation of the 'School Nutrition Action Group' (SNAG). This enthusiastic group of pupils, from across all year groups, has worked with an equally enthusiastic cook to provide healthy cooked lunches that have become more popular. The number of children selecting cooked lunches has doubled during their work.

23. The school has a very inclusive ethos that is derived from the very good relationships between all adults and between adults and children. The school is very much one community, and adults have very good knowledge and understanding of individual pupils, their needs and their families.
24. Very good procedures have been carefully established to make sure all pupils come into and move on from the school with the minimum of stress. The school makes special extra efforts for any child identified as likely to find the moves traumatic. In addition, similar care and attention has been directed at significant moves within the school, such as between Year 2 and Year 3.
25. Good imagination has gone into involving as many pupils as possible in the day-to-day running of their school. Pupils are consulted frequently, a school council is planned at the end of the year, and several initiatives are helping to prepare pupils for such 'democracy'. Various 'monitor' jobs across the school and the very popular and effective 'Buddies' scheme, involving Years 5 and 6, are further examples of pupil involvement.

Partnership with parents, other schools and the community

The partnership with parents, other schools and the community is **good**.

Main strengths and weaknesses

- Good work has been done to establish and maintain a close and mutually beneficial relationship with all parents.
- An active Parents' Association gives much financial and practical support.
- The good links built up with other local schools benefit the school considerably.
- There are good links with the wider community and the parish.

Commentary

26. Good work has been done by the school to engage as many parents as possible and involve them in their children's education. As a result, parents have very positive views of the school. A very active Parents' Association provides both social and financial support from many initiatives. A small number of parents regularly help in school, whilst many more respond to requests for help with activities such as swimming and trips out. Good communications keep parents informed and involved, and the vast majority of parents attend the two parents evenings held each year. Parents praise the reports and especially like the 'Smart Grades', which rate the effort made by pupils in each subject. A start has been made to involve some parents more by making the ICT suite available to them after school.
27. Good links have been built with many other local schools. Links help to enhance the curriculum, for example in French, jointly seeking funds or sharing in musical and other cultural activities.

28. The good links built with the local community go beyond those with the local parish. The school choirs sing at local musical events and as part of the ongoing relationship with the local old people's home. Many local sites and facilities are integrated into teaching, ranging from Durham Cathedral to the local stream. Many local visits are made and several local organisations send speakers into school.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The leadership provided by the headteacher is **very good**. The leadership of other key staff is **good**. The governance of the school is **good**. Management is **good**.

Main strengths and weaknesses

- A very strong ethos and very good relationships strongly reflect the headteacher's drive and aspirations to move the school forward.
- Very good care of pupils and very good inclusion initiatives ensure a very positive working environment.
- Accurate evaluation of what should be improved leads to immediate action to make it happen.
- There is a strong sense of teamwork within the school.
- The governing body manages the school's finances carefully.
- The headteacher currently carries sole responsibility for large areas of whole-school development.

Commentary

29. The headteacher is a very effective leader who has a clearly defined vision for the school's development. It is based primarily on promoting high standards and continuous improvement in all areas of the curriculum. A very good team spirit exists between all teachers and support personnel. Curriculum leaders provide good role models for other staff and for their pupils. Parents are happy about how the school is run.
30. A very positive and supportive environment is the outcome of very good care and well-planned inclusion practices identified during the inspection. These have been created through the school's commitment to making everyone feel valued and everyone being treated equally as important members of the school community.
31. The school improvement plan, based on rigorous self-evaluation, clearly identifies action to be taken to address speaking and listening skills, reading standards in Years 1 and 2, ICT development and the introduction of a school council. Within the constraints of a tight but well managed budget, appropriately costed finances are directed towards these targets. Expenditure is later evaluated against raising standards.

32. Responsibility for some whole-school aspects of provision and most curriculum subject leadership is delegated appropriately. The quality of teaching and learning are regularly and successfully monitored by the headteacher. Further development of the roles of key staff is planned to reduce her heavy workload. Subject leaders support their colleagues well, but a regular and more rigorous scrutiny of pupils' workbooks is needed to ensure consistency in the quality of developmental marking in some subjects.
33. The governing body fulfils its statutory duties well by ensuring that policies are kept up-to-date and that they are responsive to the particular needs of the school. Members of the governing body are often in school. This enables a clear insight into how well the school is working and also a good understanding of the school's strengths and areas for improvement. It has recently challenged the school's proposed expenditure on ICT provision and fulfils its important role as a critical friend. It ensures that the principles of best value are maintained.
34. The previous inspection identified that the school development plan included neither long-term planning nor forecast expenditure, and that statutory requirements were not being met relating to staff appraisal. These planning weaknesses have been resolved, and good performance management systems are now fully in place.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	466 193	Balance from previous year	47 793
Total expenditure	480 042	Balance carried forward to the next	33 944
Expenditure per pupil	2 759		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children are interested in learning and have positive attitudes to school.
- Standards are above expected levels in personal, social and emotional development.
- The children's listening skills are not secure.
- The needs of all children are met because there is a very good induction programme and assessment is used well.
- There is high quality classroom support.
- The accommodation does not include a secure outdoor play area.

Commentary

35. At the time of the inspection, there were 23 children in a single class. When the children start in the reception class, their attainment is broadly average, although many children find it difficult to listen well. The children receive a good start to their education and achievement is good. Throughout the Foundation Stage, the children make good progress so that by the end of the reception year, almost all attain the goals they are expected to reach in all areas of learning, with a minority attaining above. In personal and social development, most children exceed the learning goals.
36. The school provides a very good induction programme, which is highly praised by parents. Teaching staff meet the children and develop an understanding of their needs before they begin full-time school. The process helps in the early identification of special educational needs.
37. The curriculum is well organised and effectively developed to cover the areas of learning for children in the Foundation Stage. The reception class does not have a separate outdoor play area. Consequently, the curriculum does not incorporate provision for an outdoor experience in the long-term planning. Incidental provision is made when resources and support allow.
38. The teaching is consistently good and enables children to achieve well in all areas of learning. The quality of classroom support is very good, and staff have an obvious understanding of the way young children learn. Provision for children with special educational needs is good.
39. The quality of management and leadership for the Foundation Stage is good. Planning is coherent and effective, and the co-ordinator has established readily accessible procedures for assessment. The summary format provides immediate information about the progress of individual children and the class

as a whole. There has been good improvement since the last inspection. The quality of teaching has improved and the curriculum and assessment procedures for the Foundation Stage have been fully established.

40. The good quality teaching in **personal, social and emotional development** enables children to become confident in trying new activities. They are motivated to learn, to work as part of a group and to be independent. Routines are well established and children take appropriate responsibilities, such as handing around biscuits, tidying equipment and helping each other. The good role models provided by all adults helps them gain a good understanding of right and wrong. The very good induction experience enables children to settle quickly and the school's commitment to inclusion means that reception children are soon aware that they have a part to play in a larger community. Children achieve well, and midway through the reception year, nearly all are close to reaching the early learning goals in this area and well on course to exceeding them by the end of the year.
41. Children's attitudes to **communication, language and literacy** are good and these are fostered by consistently good teaching. Children are given frequent opportunities to develop their speaking skills. Regular discussion and questioning in both formal and incidental situations promote good development of vocabulary. Most children are articulate and speak in sentences. Listening skills are less secure. A significant number of children do not listen to each other in whole-class situations and do not learn from each other's contributions. Reading skills are effectively developed and most children are using their knowledge of letter sounds to decipher words. Some are already identifying blends of consonants at the beginning of words. Children are developing good handwriting styles with regular practice. The children achieve well, and by the end of the reception year, most children will reach the early learning goals and a significant number will exceed them.
42. In **mathematical development**, teaching is good. Children gain a good practical understanding of numbers, shapes and measures, which enables them to achieve well. Faced with the problem of counting a very large number of cubes, some children suggested that they could be sorted into piles of ten and then counted in tens. Most children know and write numbers to ten, and are familiar with large numbers. Staff ensure that the use of numbers and the vocabulary of shapes and measures are incorporated into many activities, for example, in comparing the length of brick towers. By the end of the reception year, most children will reach the early learning goals, and a number will exceed them.
43. Good teaching in **knowledge and understanding of the world** ensures that children experience a wide range of activities. Learning is enhanced by visits and visitors who help children appreciate the world about them. Children recalled the recent visit of a local vet very well, and recreated a veterinary clinic in their role-play. They show a good knowledge of animals and talk about the differences between them. Reception children have regular taught sessions in the computer suite and develop skills such as selecting painting tools with the mouse. In activities such as ordering the events of their school day, children

show they are developing a sense of time and place. Religious education is taught regularly. Achievement is good. Most children will reach the early learning goals by the end of the reception year, and a number will exceed them.

44. The teaching of **physical development** is good. Reception children are included in the provision for swimming and attend swimming lessons later in the year. Fine motor skills are developed well through a range of practical activities, some requiring close attention to detail, for example, in attaching legs to small model spiders. Children have regular access to sand, play dough and water, so that they practise pouring, shaping and control. Teaching and learning in formal lessons are well-planned and teaching is imaginative in approach. As part of their topic on animals, children controlled and combined movement to show how different animals moved, including scrabbling like rats and crawling like snails. Such experiences compensate for the lack of an outdoor play area where they can develop their gross motor skills. The children achieve well, and most are on course to attain the early learning goals by the end of the reception year.
45. In **creative development**, teaching is good and children are encouraged to communicate their ideas in a range of ways. Printing in shades of blue and white stimulated children to comment on the coldness of the colour. Skills are taught effectively and the children achieve well. Some children have fine control of paintbrushes, producing border patterns in alternate colours and being aware that it is best to let the base colour dry before adding spots. Imaginative play is fostered through a well-resourced role-play area, where children happily take on roles for the animal clinic. The 'receptionists' understand the language of appointments and waiting times and the 'nurses' talk about animal care. By the end of the reception year, the majority of children attain the early learning goals.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

46. It is not possible to make a firm judgement about provision in French, as only one lesson was seen during the inspection. However, evidence from this lesson and from discussions with teachers and pupils indicates that pupils are making a good start in learning basic conversational French in Years 3-6. French has only recently been introduced into the curriculum and the pupils have learned such things as greetings, personal information, days of the week and numbers. They enjoy their lessons, particularly playing games that develop their skills. Their knowledge and understanding are further developed through labels in French around the school, teachers calling the register in French and the headteacher's use of French in some assemblies.
47. The provision of French makes a positive contribution to preparing pupils for the next stage of their education, and good links have been made with the local

comprehensive schools, with teachers sharing expertise and the pupils attending one of the schools for a French lesson. The leadership and management of the subject are good. The provision of French makes a positive contribution to the curriculum and to pupils' cultural development.

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils with special educational needs achieve very well because of the very good provision made for them.
- The leadership and management of the subject provide clear direction for ongoing improvement.
- Teaching is very good in Year 2 and Year 6.
- Pupils' listening skills are weak.
- There is no central library in the school where pupils can learn how libraries operate.
- Assessment is very good, and is used well to identify what pupils need to do to improve.
- There is inconsistency in the marking of pupils' work.

Commentary

48. In the 2004 end of Year 2 National Curriculum tests, pupils attained standards in reading and writing that were in line with the national average and well above average in comparison with similar schools. The 2004 test results for pupils at the end of Year 6 showed that pupils attained standards that were well above average and in the top 5% of schools nationally and in comparison with schools whose pupils attained similarly at the end of Year 2. Inspection findings are that standards in English are above average in Year 2 and Year 6, and throughout the school, pupils' achievement is good. The high standards reported in the previous inspection report have been maintained.
49. In reading, almost all pupils attain the expected levels by Year 2 and many attain higher. In the current Year 1, standards are well above the expected levels, with a good proportion of fluent readers in the class. By Year 6, standards in reading are above average. Most pupils attain the expected levels and many attain higher levels, reading complex texts fluently and with good understanding. Higher-attaining pupils cope with complex language and difficult words with ease, using inference and deduction to understand the characters and plot. They express their preferences, choosing books from the class and key stage library collections for interest and challenge. However, they have not developed the skills needed to find the books they require in a larger library. Pupils in Years 3-6 demonstrate a genuine interest in reading and enjoy sharing what they have learned with each other,
50. Standards in writing are above the expected levels in Year 2. Spelling is good, with common words spelt correctly and good attempts at more difficult words.

Work is well presented, and many pupils write using a joined script. By Year 6, standards are above the expected levels and pupils write for a wide range of purposes, including reports, poetry, summary accounts and play scripts. Spelling and punctuation are good. Handwriting and presentation are also good.

51. Throughout the school, standards in speaking and listening are in line with the expected levels overall. Pupils speak confidently and clearly, contributing maturely to discussion and debate by Year 6. However, listening skills are not as well developed. Pupils listen well to their teachers and to other adults, but they do not listen well to each other, often talking over each other. They sometimes do not value the contributions of their classmates. The school has good plans in place to continue to develop pupils' speaking and listening skills.
52. Teaching and learning are good overall and very good in Years 2 and 6. Lessons are well planned and prepared to build on the pupils' prior knowledge and understanding. Often, a series of lessons is planned to build up to a piece of extended writing, and this has a positive impact on the standards that pupils attain. Tasks are well matched to pupils' prior attainment and to their learning needs. In almost all lessons, pupils work very productively because the learning outcomes have been shared with them and expectations made clear. However, although teachers have worked hard to develop pupils' speaking skills, they do not yet emphasise sufficiently the importance of listening to others. Classroom assistants make a considerable contribution to the pupils' learning. They support pupils in whole-class, group and individual situations, encouraging, explaining and questioning very effectively. Many have developed particular expertise in supporting pupils with special educational needs through specific learning programmes. Teachers provide very good classroom displays that support pupils' learning and enable them to make good progress.
53. Overall assessment is very good. Teachers use a range of assessment tasks and regular informal assessment to measure the pupils' progress. Some excellent, focused marking contributes to the very good procedures, and pupils are often encouraged to appraise their own efforts and identify what they need to improve. However, the very high standard of marking is not consistent across all classes.
54. The leadership and management of English provided by the headteacher are very good. She monitors and evaluates the subject thoroughly, planning and implementing action to address any area of concern, for example, there are good plans in place to continue to develop pupils' speaking and listening skills. She has been instrumental in developing an innovative curriculum, which meets the needs of all pupils. Resources for learning are good overall, but the lack of a central library means that pupils do not gain experience of using a library.

Language and literacy across the curriculum

55. The use of language and literacy across the curriculum is **good**. Teachers make good use of opportunities to develop pupils' writing skills in a range of subjects, for example, when writing letters or reports in history and recording

experiments in science. Pupils are encouraged to read and research information, for example, finding out about mountains and deserts in geography. There are opportunities for pupils to talk and discuss things in lessons, but insufficient emphasis is placed on developing their listening skills. The recent introduction of the 'Literacy goes M.A.D.D' resources is beginning to have a positive impact on developing pupils' literacy skills through music, art, dance and drama.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There has been good improvement since the previous inspection.
- The teaching of mathematical concepts is good.
- There is a lack of consistency in developmental marking of pupils' work.
- Pupils have positive attitudes to learning.
- Good leadership provides support and direction for the subject.

Commentary

56. In the 2004 national tests, standards in Year 2 were in line with the national average and well above average when compared to similar schools. In Year 6, standards were well above average when compared to all schools and in line with the average of similar schools on the basis of prior attainment.
57. Standards at the end of Year 2 and Year 6 have improved since the previous inspection when they were in line with expected levels. They are now above average in both year groups, and all pupils, including those with special educational needs, achieve well.
58. The quality of teaching is never less than satisfactory, and is good overall in Years 1-6. In most lessons, teachers' very good subject knowledge enables tasks to be set that challenge pupils of all abilities and encourage independent learning. Year 2 pupils work in pairs to share directional instructions in planning routes around the classroom. Year 6 pupils are given freedom of choice related to strategies to be used when using calculators to solve number problems. In all lessons, teaching assistants provide very good support, and teamwork is strong. Day-to-day assessment is used effectively to identify what pupils know and understand, and also to enable teachers to identify aspects of learning that are insufficiently secure. The quality of marking is good overall, but in some classes there is some inconsistency in showing pupils how they might improve.
59. In most lessons, pupils have very positive attitudes to mathematics and their behaviour is good. They co-operate well and show an eagerness to succeed. Relationships are very good and most are confident and eager to publicly demonstrate their mathematical understanding on the class whiteboard.

60. The leadership and management of the subject are good. The co-ordinator is a very good and experienced teacher, justifiably proud of improvement in standards achieved. She monitors planning and provides good support to colleagues. A pupil progress tracking system has recently been introduced, and this should enable group and individual targets to be set and improve standards even further.

Mathematics across the curriculum

61. The development of mathematics across the curriculum is good. Programmes of work include planned opportunities to develop pupils' mathematical knowledge and understanding in all subjects. This enables a realisation of the importance of mathematics in life generally. For example, Year 3 and 4 pupils refine measurement skills, including the use of protractors when designing and making moving parts for a book. Year 5 pupils develop data-handling skills when they graph aspects of bread-making investigations in science lessons using ICT.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There has been very good improvement in standards since the previous inspection.
- Very good teaching of a 'hands-on' curriculum motivates pupils very well.
- The subject is led very effectively, and assessment has been developed well.
- Purposeful timetable allocation allows skills and concepts to be developed and consolidated very well.

Commentary

62. In the 2004 end of Year 6 National Curriculum tests, pupils attained standards that were well above the national average and the average for similar schools on the basis of prior attainment. Inspection findings are that standards are above average in Year 2 and well above average in Year 6. Pupils' achievement is good in Year 2 and it is very good in Year 6, where investigative skills are a real strength. There has been very good improvement since the previous inspection, when standards were below average generally and well below average in Year 6.
63. Overall very good teaching, that very regularly incorporates an investigative approach, is key to this improvement. Pupils say that it is their favourite subject because it is often exciting and they enjoy the practical work they do. Teachers provide many practical opportunities for pupils to experiment in order to understand the need for fair testing. Resources are very well prepared, and pupils are encouraged to make choices about what they will use and how they will conduct experiments. Teachers provide very good opportunities for pupils

to discuss their learning from these practical experiences and question them very well to encourage deeper thinking.

64. Timetable planning of allocating large blocks of time to science for older pupils provides very good opportunities for them to really get their teeth into a topic. Very good planning of tasks that provide strong challenge for pupils of wide-ranging abilities ensures that lessons have good pace that sustains interest and concentration. Teachers' very good subject knowledge enables lesson content to be presented confidently and at levels appropriate to pupils' abilities. The overall pupil response is to behave very well and co-operate during investigation, to work hard and to enjoy an awareness of their learning.
65. The subject is very well led and managed by a science specialist. She provides very good support by closely monitoring outcomes of teachers' assessments that identify individual progress on a half-term basis. The quality of teaching is monitored based upon pupils' learning. She reduces teachers' workloads by providing CD-Rom based assessment charts and 'can I do?' end-of-year checklists for all year groups. Resources to support the teaching of science are good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Key staff have high aspirations for the improvement of the subject, formulated in a strong development plan.
- Pupils have good attitudes to the subject and are keen to learn.
- There is good use of information and communication technology across the curriculum.
- The quality of marking is inconsistent throughout the school.

Commentary

66. Standards at the end of Year 2 and Year 6 are in line with expectations for pupils at ages seven and 11.
67. Achievement is satisfactory and is improving rapidly as new resources are acquired and installed. During the inspection, achievement in the lessons observed was good. Good teaching and organisation, deployment of teaching assistants and positive pupil attitudes have overcome the problems of access to computers. Teachers and pupils have done well to secure the present standards.
68. Pupils approach ICT with interest and enthusiasm. They expect to work hard and to complete tasks. Younger pupils use word-processing skills to change the appearance of text and employ a range of tools in painting programs. These skills are extended by older pupils who produce multimedia presentations.

Pupils move from directing a floor turtle to planning on-screen procedures. Most pupils know how to research using the Internet. Older pupils build on basic graph skills and have used spreadsheets to organise and manipulate data.

69. Teaching is consistently good. Teachers' subject knowledge and confidence exceeds the demands of the standard curriculum. They have the confidence and vision to teach and use the subject well. Teachers display good organisational and management skills in providing for split classes, since the only half the class can use the computer suite at a time. Teachers also provide well for the use of the dispersed computers in incidental research and individual projects. Planning is good, and pupils' progress is regularly recorded. The quality of feedback and marking of pupils' work in ICT is not consistent throughout the school.
70. The quality of subject leadership is good. The co-ordinator ensures that teachers have detailed guidance for the delivery of the curriculum and manageable procedures for assessing and recording pupil progress. The co-ordinator monitors the subject very well and has completed a rigorous audit. She is well informed about the day-to-day teaching and learning of the subject through the school and is working to improve standards through a well considered, imaginative development plan and the acquisition of new resources. These developments are already beginning to have a positive impact on pupils' achievement. There are appropriate Internet safety procedures in operation.
71. Resources for ICT are satisfactory. The ratio of computers to pupils is in line with national expectations and the school has the software and peripheral resources to deliver the curriculum. The cramped conditions of the computer suite have inhibited teaching and learning, but the imminent changes to resources and the accommodation are set to remedy this.
72. Improvement since the last inspection has been good. Standards have improved, the curriculum and assessment procedures are secure, resources are adequate and are improving, and teaching is good.

Information and communication technology across the curriculum

73. The use of ICT across the curriculum is good. Numerous examples were seen during the inspection of other subjects being enhanced by ICT. The digital camera is used throughout the school, from recording the youngest pupils' visit to the shoe shop to using images as a stimulus for artwork in Year 6. Pupils in Year 2 reinforced their mathematical understanding of direction and distance by programming a floor turtle, and examined the effect of toasting bread through a digital microscope. Older pupils used the Internet to research their geography topic on mountains, and most recently on the devastation of the Asian tsunami disaster. Pupils in Year 6 produced presentations on Victorian child labour using desktop publishing techniques. Both pupils and teachers turn naturally to ICT to inform and facilitate work in other subjects.

HUMANITIES

74. No lessons were seen in history or geography, and it is not possible to make a firm judgement about provision in these subjects. Religious education was inspected by a Diocesan Inspector.
75. Scrutiny of pupils' work and displays, and discussion with teachers indicates that standards are in line with the expected levels in Year 2 and above the expected levels in Year 6 in **history**. Achievement is satisfactory in Year 2 and good in Year 6. Pupils in Years 1 and 2 are developing a sound understanding of the past through studying toys, and in looking at how toys have changed over time, they are beginning to develop a sense of chronology. Studying events, such as Remembrance Day, enables them to gain understanding and knowledge of specific events from the past. In Years 3-6, where topics have been studied in depth, for example, the reign of Henry VIII, and Britain since 1930, attainment is above the expected levels. By Year 6, pupils have a very good understanding of children in Victorian times, and of how their lives changed during Victoria's reign. They have developed good research skills, using books and the Internet to learn about child labour during this period. Good links are made to other subjects, for example when learning about evacuees during World War II, pupils studied the text 'Goodnight Mr Tom' in their literacy lessons, and this topic also provided links to compositional work in music.
76. Scrutiny of work and discussion with teachers indicates that standards are in line with the expected levels in **geography** in Year 2 and Year 6. Achievement is satisfactory throughout the school. Pupils in Year 1 have a good understanding of the local area through walks, photographs, simple maps and drawing routes around the school and to nearby places. Study of the fictional island of 'Struay' in Year 2 has enabled pupils to gain a sound understanding of human and physical features on the island, tourist activities and simple maps with keys. They have also compared the island to their own town. In Years 3-6, pupils develop a good understanding of the British Isles and their own local area through studying maps and photographs. They compare their own area to other places, such as Llandudno and St Lucia, and have studied changes to the local environment. By Year 6, pupils have carried out research into geographical topics, such as mountains, forests, deserts and the weather. Following the Asian tsunami disaster, pupils carried out extensive research, using the Internet, books and newspaper articles to learn about natural disasters, earthquakes and the countries that were affected. This project made a considerable contribution to their spiritual, social and cultural awareness.
77. Leadership and management of history and geography are good, and both subjects are currently being reviewed as part of the school's cycle of review. Curriculum organisation is good, with extended time allowed for in-depth study and the development of skills. The subjects are enhanced by a good range of visits, for example, locally to the post office and shops, and further afield to Tynemouth and Hamsterley Forest. Visitors also help to bring the curriculum to life, for example, the visit of a 'Victorian lady' enhanced pupils' understanding of this era.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. The inspection focused on **music**. There is insufficient evidence to make a definite judgement on provision in **art and design** or **physical education**, as no lessons were seen during the inspection. Too few lessons were seen in **design and technology** to make a judgement on provision. Analysis of documentation, displays and discussions with co-ordinators shows that these subjects are covered in sufficient depth and meet the requirements of the National Curriculum.
79. The curriculum for **art and design** is based on a properly structured and monitored scheme of work that enables pupils to attain the expected levels in Year 2 and Year 6. The school's modular approach to the curriculum ensures that pupils have the opportunity to work through projects in their entirety and to be aware of their own progress. Teaching is strengthened by the use of some specialist teaching within the school, resulting in higher standards in some artwork. Approaches to the units of work are imaginative, for example, in the use of scale. Year 5 pupils each took sections of Brugel's "Hunters in the Wood", painted their own versions and recreated the picture in a larger form. Digital cameras are used frequently. Images of the school surroundings provided the stimulus for painting and collage work by Year 6 pupils, reflecting the unit "A sense of place". Younger pupils show appreciation in the qualities of colours in producing a winter collage in shades of blue and white. There are frequent links between reading and art. Pupils have produced images springing from books such as "Where the Wild Things Are" and "The Paper Bag Prince". This aspect is being developed further through the current programme of "Literacy goes M.A.D.D", which includes art and design. Resources are satisfactory. The co-ordination of the subject is good and follows the school's approach to leadership and management. Improvement since the last inspection has been good because the curriculum has been reviewed and strengthened.
80. In **design and technology**, the quality of teaching was good in the two lessons observed during the inspection. Both were well planned to build upon previous learning. Year 3 and 4 pupils made mechanisms to produce moving parts in a book. Principles of construction were taught well, the pace was brisk and questioning skills were used effectively. Pupils in Year 6 designed slippers for a specific use and prepared specifications for making them. In earlier lessons, they had investigated sample products, practised fixing skills and investigated pattern-making. Teaching of the previous term's topic related to 'structures' had been moved to enable teaching by a visiting specialist. The disadvantage of the resultant gap is outweighed by the value of specialist teacher input, resulting in higher standards. Judging from scrutiny of display, Year 2 pupils make a good variety of puppets. Design worksheets incorporate planning for purpose. They identify criteria and requirements for making. An evaluation follows completion with 'how to improve' commentary. Good subject leadership provides teachers with clear and detailed lesson planning guidelines on CD-Rom. Assessment

sheets related to individual competencies matched to curriculum requirements are also included. Resources are satisfactory

81. Good use is made of a digital camera to record the standards of pupils' performance in aspects of **physical education**, and this evidence indicates that the curriculum provided is satisfactory and that the co-ordinator monitors the subject well. From scrutiny of timetables and swimming records, it is clear that pupils have regular opportunities to take part in swimming lessons as they move through the school. Records show that by Year 6, standards in swimming are above average. Year 6 pupils also experience outdoor pursuits during a residential week at Earls Orchard. This provides very well for pupils' spiritual, moral, social and cultural development.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Pupils in both key stages benefit from specialist teaching input.
- The school's curriculum approach is innovative.
- Pupils have opportunities to perform to large audiences.

Commentary

82. Standards in Year 2 and Year 6 are in line with expectations. Older pupils' knowledge and understanding of the key elements and the singing skills of younger pupils have grown with the recent specialist teaching. Achievement is satisfactory overall, though the pace of improvement has increased recently and pupils were making good progress in the lessons observed as a result of the specialist input.
83. Older pupils are acquiring a secure understanding of music terminology and take pride in using words like polyrhythm, pulse and improvisation. Younger pupils are developing discrimination in listening to sounds and demonstrate long and short sounds with percussion instruments. They build up recording skills progressively from simple symbols to notation, and the older pupils have composed sets of cyclic patterns.
84. Teaching is good overall and instances of very good teaching were seen during the inspection. The very good relationships encourage pupils to take part fully in lessons and to perform. Teachers are confident in delivering the curriculum and follow a properly structured scheme of work. A range of musical cultures is used in teaching so that pupils recognise African and Caribbean rhythms, and demonstrate them in dance. Information and communication technology is used to record performance and to reinforce composition skills.
85. The curriculum is enhanced by opportunities for pupils to perform, for example, with other local schools and in regular musical productions. There are visits from professional musicians, and currently the younger pupils are following the "Literacy goes M.A.D.D" programme, which links the Arts with reading and writing.
86. Good leadership and management are in line with the school's approach to co-ordination of all foundation subjects and provide appropriate guidance for teachers in planning and assessment. Resources are satisfactory.
87. Improvement since the last inspection has been good because of the improvements to the structure of the curriculum and the benefits of the specialist teaching input.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. An overall judgement on the provision for personal, social and health education and citizenship (PSHCE) was not possible, as no specific teaching was observed during the inspection.
89. The ethos of the school underpins pupils' personal development. Their attitudes and behaviour indicate at least good achievement in PSHCE. The school's deep commitment to inclusion contributes significantly to pupils' progress in this area. PSHCE is not taught as a discrete subject, but the whole curriculum has been audited to ensure that all aspects of PSHCE are covered through the existing subject areas, for example, opportunities to discuss citizenship in religious education and to learn about health in science. Provision for drugs education is presently satisfactory, but further improvements are planned through the involvement with the multi-agency team.
90. Pupils of all ages have opportunities to air their concerns and give opinions. The 'School Nutrition Action Group' directly promotes healthy living. The buddies system gives pupils real insight into the needs and rights of others. A school council is expected to grow from the existing pupil representation.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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