

INSPECTION REPORT

TUDHOE COLLIERY PRIMARY SCHOOL

Tudhoe Colliery, Spennymoor

LEA area: Durham

Unique reference number: 114083

Headteacher: Mr J Smith

Lead inspector: Mrs J Morley

Dates of inspection: 16th - 17th June 2005

Inspection number: 268148

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 142

School address: Front Street
Tudhoe Colliery
Spennymoor
Co Durham
Postcode: DL16 6TJ

Telephone number: (01388) 814 399
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Appropriate authority: The governing body
Name of chair of Mrs J Kenny
governors:

Date of previous 24th - 27th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

- The school caters for pupils aged from four to eleven and there are 142 on roll.
- Almost all are White British and a very small minority are from another English-speaking country.
- At 19 per cent, the proportion of pupils with special educational needs is close to the national average. The proportion with a statement is below average. Thirteen pupils have more significant needs and these relate to dyslexia, speech and communication difficulty, moderate learning difficulty, multiple learning difficulty and neurofibromatosis. They are not evenly distributed through the school: the proportion is high in some years and low in others.
- There are no refugees, asylum seekers, travellers or pupils in public care.
- The proportion of pupils eligible for free school meals places the school in the broadly average category.
- The school is not involved in any national initiatives and holds no awards. However, it has started working towards the Healthy Schools award.
- Mobility amongst pupils and staff is low, although there has been a change of headteacher (September 2004).
- There are five classes in the school, covering the seven years that pupils spend there. Each class caters for mixed age groups.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Design and technology
9333	K Schofield	Lay inspector	
29188	G Ulyatt	Team inspector	Geography History Foundation Stage
25623	T Cox	Team inspector	Science Music Physical education Special educational needs
22881	G Halliday	Team Inspector	Mathematics Information and communication technology Personal, social and health education and citizenship Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school and, because of the vision and dynamism shown by the headteacher, it is improving rapidly. The headteacher, who took up the post in September 2004, receives very good support from the deputy headteacher and key staff, and it is difficult to see what more could have been achieved in his first year. Pupils make good progress both personally and academically because they benefit from a good work ethic and because all teachers and support staff are good at what they do. This is a highly inclusive school: every child really matters. Standards between year groups vary considerably because numbers are small and the proportion of pupils with special educational needs is large in some years and small in others. Nevertheless, pupils of all capabilities achieve well from joining to leaving the school. Value for money is good.

The school's main strengths and weaknesses are:

- Pupils of all capabilities achieve consistently well in relation to their capability.
- Teaching is almost always good, and often very good.
- The headteacher has the vision and capacity to move the school forward rapidly.
- Pupils behave very well and have good attitudes to work.
- Assessment is very good and is used intelligently to help pupils learn well.
- The school's good range of out-of-school activities is accessible to pupils of all ages.
- The school provides a very good level of care because the needs of each individual matter to staff.
- There are too few opportunities for pupils to write at length and across a range of subjects.
- Handwriting is not neat enough and by Year 6, pupils still print rather than join their letters.

The school was last inspected in 1999, when it was advised to raise attainment in physical education, improve teachers' ability to manage pupils' behaviour, and to ensure that pupils with special educational needs did not miss lessons due to being withdrawn from the classroom. All have been dealt with comprehensively. However, subsequent to the last inspection, standards in Year 2 dropped. This was due in part to varying proportions of pupils with special educational needs (currently particularly high in Years 2, 3 and 6) but also to insufficient drive to help the most able achieve in line with their capabilities. The proportion of pupils achieving Level 3 has risen dramatically since the appointment of the new headteacher and overall standards are rising again. Behaviour was good and is now very good. The proportion of teaching that is good or better has risen and unsatisfactory teaching has been eliminated. Overall, therefore, improvement has been satisfactory. Since the appointment of the new headteacher, however, it has been very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	D	B	A
mathematics	E	D	C	B
science	C	C	D	C

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

Achievement is good. Children join Reception with attainment that varies markedly from year to year; viewed over time, it is below that usually found. All make good progress and, typically, most reach the goals expected of children aged five. However, the rich range of experiences on offer enables many to exceed these goals in their knowledge and understanding of the world. Pupils also progress well through Years 1 to 6. Currently, standards in reading, writing, mathematics and science are average in Year 2. In Year 6 they are average in mathematics but below average in English, where handwriting is a particular weakness, and in science. However, when these same pupils were in Year 2 their attainment was much lower still: well below average in writing, and in the lowest five per cent nationally in reading. This good progress typifies that made in the school by pupils of all capabilities. In Years 2 and 6, standards in information and communication technology (ICT) meet national expectations. Those in religious education meet the expectations of the locally agreed syllabus. Inspectors gathered insufficient evidence to make secure judgements on attainment in the other subjects of the curriculum, although the limited evidence that was gathered points to good progress in them all. Pupils have good attitudes to work and they behave very well.

Attendance is satisfactory, as is pupils' punctuality. **Provision for personal development is good in all four elements: spiritual, moral social and cultural.**

QUALITY OF EDUCATION

The quality of education is good. The school's partnerships with parents, other schools and the community are good. The curriculum is good and is enhanced with a good range of additional activities. However, pupils' handwriting is immature. Because worksheets are overused, by the younger pupils in particular, there are too few opportunities requiring pupils to write at length across the full curriculum.

Teaching quality is good overall, with several very good features. In particular, relationships are mutually warm and this helps to establish classroom environments where children are keen to learn. Teachers explain to pupils what they want them to learn and show them what 'success' will look like. This helps pupils to learn efficiently and effectively. Assessment is very good and is used to plan work that is well matched to pupils' capabilities. Pupils have a good idea of how well they are doing and what they could do to improve. Support staff make a positive contribution to pupils' learning, which is good throughout the school for pupils of all capabilities.

LEADERSHIP AND MANAGEMENT

Leadership and management is good overall, and that provided by the headteacher is very good. The headteacher and deputy headteacher complement each other very well and, during their one year working together, have achieved impressive change to the building, to resources and, in particular, to the achievement of the most able. They have earned the support of staff and all are moving as a team. Leadership and management of the Foundation Stage and of National Curriculum subjects are good. Governance is satisfactory. Governors are regular visitors to the school, enabling them to gain a good insight into its day-to-day functioning. They understand its strengths and, as the headteacher provides them with more information about standards, they are gaining insights enabling them to act as critical friends to the school. They fulfil all of their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very well of the school and their views are justified. Their positive views have been enhanced over the last year by the strong rapport with them that the headteacher has been quick to establish. Pupils are happy at school. They like the activities their teachers plan for them, and respond to them with hard work.

IMPROVEMENTS NEEDED

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

- Increase opportunities for pupils to write at length and across the full curriculum.
- Ensure that, by the time they transfer to secondary school, pupils routinely use neat, joined handwriting.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The largely average standards pupils attain reflect the consistently good progress and good achievement made by all pupils from Reception to Year 6.

Main strengths and weaknesses

- Pupils of all capabilities achieve well because their individual needs are met.

Commentary

1. The make-up of this school is unusual in that, although the proportion of pupils with special education needs is broadly average, these pupils are not evenly distributed through the seven year groups. Years 2, 3 and 6, for example, have particularly high proportions. When combined with relatively small numbers in each year group (average 20), this accounts for the significant differences in the standards reached by one year group and the next. How well pupils are doing, therefore, is judged, both in the report and by the school, in terms of the progress they themselves are making, and in terms of whether, in relation to their capability, they could be doing better. The school's data shows that pupils of all abilities are making good progress and achieving well in relation to their capability. Inspectors agree.
2. The erratic distribution of pupils with special educational needs means that children's attainment on entry to Reception varies considerably from year to year. Overall it is below that expected of children of a similar age. Children make good progress and achieve well. Of the current Reception children, a significant minority have achieved very well and exceeded the national expectation in communication, language and literacy and in mathematics. A larger proportion of children have exceeded the national expectation in knowledge and understanding of the world. This is due to an unerring pursuit of high standards by the class teacher and, in particular, to the rich array of experiences on offer and the vocabulary that these open up.

3. Progress through Years 1 and 2 is also good and pupils of all capabilities achieve well. Provisional test and assessment results for 2005 demonstrate a significant improvement over 2004, as the staff have responded positively to the headteacher's request for a focus on the achievement of higher attaining pupils. This is clearly demonstrated in the proportion of pupils now achieving Level 3: it has risen from 0 per cent in 2004 to 31 per cent in reading, 17 per cent in writing and 26 per cent in science, and from five to 26 per cent in mathematics this year. Inspectors judge that attainment in all four areas is now average. Last year it ranged from below average to well below.

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

Standards in:	School results	National results
reading	14.5 (15.3)	15.8 (15.7)
writing	13.7 (15.1)	14.6 (14.6)
mathematics	14.4 (15.2)	16.2 (16.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

4. Progress through Years 3 to 6 is also good, and pupils of all abilities achieve well. In spite of this good progress and achievement, standards in Year 6 are currently below average in English and science, and average in mathematics. Nevertheless, good progress is evident when comparing their current attainment with that when they were in Year 2. At that time (2001), they attained standards in reading that placed them in the lowest five per cent nationally, standards in writing that were well below average, and standards in mathematics that were below average. Hence, their good progress is very clear and current standards are an accurate reflection of the fact that one-third of the pupils have special educational needs. The progress between Year 2 and Year 6 was good overall last year, and is very likely to be the same this year. The reason that standards in English and science are lower than those in mathematics is because the needs of the least able pupils relate to literacy rather than numeracy, and literacy skills clearly have a greater impact on attainment in English and science than on mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.3 (25.9)	26.9 (26.8)
mathematics	27.3 (26.4)	27.0 (26.8)
science	28.3 (29.3)	28.6 (28.6)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils with special educational needs benefit from the good support they receive, both in lessons and when withdrawn in small groups. They achieve well, in line with other pupils. Their individual education plans and group education plans are well written, although some targets are too broad, making it difficult to measure progress accurately.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning are good. Behaviour, in and out of classrooms, is very good. Pupils' spiritual, moral, social and cultural development is good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' very good behaviour contributes significantly to the effectiveness of teaching and learning.
- Pupils enjoy very good relationships with each other and with adults in the school.
- The strong school ethos stimulates a desire to learn.

Commentary

- Without doubt, individual performance is directly related to the pupils' very good behaviour, supported by their very good relationships with adults and each other. They are eager to learn, and concentrate diligently during whole class teaching and group work. Even in the early years, they are beginning to develop very high levels of concentration and show a good attitude. In response to the high expectations of teachers, pupils sustain concentration and persevere with tasks, even when they are quite challenging. From conversations with pupils, it is clear that they enjoy coming to school. Parents also confirmed this in the pre-inspection questionnaire.
- Playground behaviour is very good. Lunchtime supervisors are fairly skilful at sorting out any problems that have occurred and the school has arranged for them to have further training. Teaching staff carefully monitor pupils' problems and use the brief afternoon registration session to enquire about how lunchtime has gone. The very good relationships in the school give pupils the confidence to speak to staff about their work and personal issues if necessary.
- The school ethos stimulates good learning. Since the last inspection, some elements of pupils' spiritual, moral and social development have become stronger. Good spiritual development can be seen in assemblies, especially in the short periods of quiet reflection when pupils are encouraged to think about the importance of their way of life, and pupils benefit from attending church services at harvest time and at Christmas. Pupils have a very clear understanding of right and wrong and demonstrate this in their relationships with others on a daily basis. Pupils play well together and interact socially, regardless of age or gender. The school encourages good cultural development; younger pupils, in a whole-school assembly, proudly celebrated many elements of local heritage during the inspection with a wonderful acting performance.
- The school motivates pupils in a variety of ways. For example, taking up an initiative that was introduced by the office manager, classes compete every week to win a special certificate for highest attendance. The school is working hard to improve attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

10. This year, new arrangements have been introduced to ensure that the school day starts promptly. Everyone makes good use of the registration period. For instance, in some classes, pupils come into the classroom and immediately start to work on arithmetical problems displayed on the interactive whiteboard. Overall, the school day starts dynamically and the pupils swing into action with enthusiasm.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching is good, often very good. The curriculum is good and enhanced by a wide range of additional activities. Pupils are cared for very well and the school has good and improving links with parents and good links with other schools and the local community.

Teaching and learning

Teaching is good, often very good. Assessment is very good.

Main strengths and weaknesses

- Some of the interaction between teachers and support staff is exemplary.
- Pupils achieve well in lessons partly because teachers ensure that they understand what 'success' would look like.
- Very good assessment systems enable staff to cater well for individuals and this contributes to impressive inclusion.

Commentary

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	9	16	2	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 team made up of teachers and support staff is hardworking, skilled and dedicated. They have responded well to the changes introduced by the headteacher and these have improved the quality of their teaching and the progress pupils make, especially the higher attaining pupils, and particularly in Year 2. The quality of teaching is significantly better than at the time of the last inspection because all unsatisfactory teaching has been eliminated, and the proportion that is good or better has increased considerably. Teaching and learning are enhanced because of the very good use that teachers make of the whiteboards.
12. There is no particular weakness in what teachers or support staff do, but there are several strengths. The relationships between adults and children are relaxed yet respectful. Teachers have high expectations of pupils' attention and contribution, and pupils respond with a good work ethic and very good behaviour. Support staff are talented and make a significant contribution to pupils' achievement, in art and design, for example.
13. In an excellent Year 5/6 lesson in geography linked to ICT, it was high quality planning and the teacher's outstanding subject knowledge that led to pupils making stunning progress. In a

literacy lesson, the same teacher demonstrated the skill possessed by all staff. Not only do they routinely tell pupils what they will be learning in the lesson, but they also show them what success will look like, pointing out key elements and possible pitfalls along the way. This was done to perfection in several lessons and is one key reason why pupils make the good progress they do.

Example of outstanding practice

Lessons are really enlivened when there is an engaging ‘double act’ between teacher and support staff. It adds an extra dimension to the lesson and the pupils love it. An excellent example was seen in a Year 2/3 literacy lesson when the two worked together to unscramble a limerick, modelling for the children what they wanted them to do. ‘Did you notice how we didn’t argue?’ asked the teaching assistant when they had finished. ‘Arguing wastes time.’ The demonstration had the desired effect: not only were the pupils able to do the literacy task, but their personal development was supported too. The impact of this strong emphasis on pupils’ personal development is evident in their instinctive reactions. For example, in an art and design lesson in the same Year 2/3 class, when the teacher asked a teaching assistant to help her with a drawing, the children showed immediate sympathy for their teacher’s lack of confidence in the subject.

14. Teachers make good provision for pupils with special educational needs. These pupils are supported well by classroom assistants, who make sure that they are able to take part in the lesson and benefit from the good teaching. Teachers include these pupils in discussions, and value their contributions. Good support is given to individuals and groups of pupils who are withdrawn from lessons to work with teaching assistants.
15. The school has very good assessment systems, based on a secure understanding of what pupils understand, know and can do, and what they next need to learn. It is one of the key reasons why this is such an inclusive school. All pupils have delightfully illustrated target books, age-related and written in language that they can easily understand. They become animated when they talk about these books, and are able to be specific about the particular targets towards which they are working. Assessments are fully in place for all subjects of the curriculum and are in the process of being further refined. The best provide precise information on attainment and progress. They are fully capable of drawing attention to a subject in which pupils are doing less well and which may then, for example, need to be a priority in the school improvement plan.

The curriculum

The curriculum is good, as are opportunities for enrichment. Accommodation is good and resources are satisfactory.

Main strengths and weaknesses

- The school’s readiness to introduce new initiatives makes a good contribution to pupils’ learning.
- Pupils respond well to good opportunities for learning outside the school day.
- Good provision for pupils who have special educational needs enables them to achieve well.
- Very good arrangements are in place to ensure equality of opportunity to learn.

- The school's good provision for pupils' personal, social and health education and citizenship makes a positive contribution to their very high standards of behaviour.

Commentary

16. New curriculum initiatives are welcomed. For example, as a result of a recent initiative, teachers consistently plan good opportunities to develop pupils' speaking and listening skills. A reading scheme, currently being piloted with younger pupils, is soon to be introduced in other classes. In addition, the school plays a prominent part in the local physical education partnership and pupils benefit from a wide variety of sporting opportunities. Recent heavy expenditure on ICT gives pupils good access to computers, and teachers make good regular use of interactive whiteboards to give added interest to lessons. A mixed curriculum session each Friday afternoon for pupils in Years 1 to 3 makes a good contribution to their personal and social skills, as well as to their academic progress. The school is now set to embark on its next initiative, the Healthy Schools award.
17. A programme for pupils' personal, social and health education and citizenship gives pupils a wide variety of worthwhile experiences. Special lessons provide them with opportunities to discuss important issues about life. A good range of visits and visitors helps to develop their understanding of the responsibilities of citizenship.
18. There are lots of opportunities for pupils to participate in sporting and other activities outside the school day. Pupils take part in all available local sporting competitions for boys and girls, including dance and gymnastic festivals. Participation in the arts is good. Opportunities in music include a choir and learning to play brass instruments. There is a wide range of after-school activities, offering pupils of all ages the chance to join a club. All older pupils are given the chance to attend a residential field study centre to experience adventurous and outdoor activities.
19. There is a good number of teachers and they are deployed well. For instance, the employment of a part-time teacher has contributed to an improvement in standards in mathematics in Years 2 and 3 this year and the headteacher has made a similar contribution to a group of lower attaining pupils in Year 6. The quality of support given by teaching assistants is good. They play a significant role in the school's drive to raise standards and in provision for pupils who have special educational needs. Such support gives these pupils access to all areas of the curriculum. The work they are given matches their needs well. The school is beginning to provide work suitable for gifted and talented pupils but provision for these pupils is not yet firmly established.
20. The school takes care to ensure that all pupils have equal opportunities to learn well. As a result, all are fully included in all activities. A programme to extend wheelchair access is in place. Overall, the school has good internal accommodation and spacious grounds. However, the classroom space for Reception children is too small to accommodate a full range of experiences.

Care, guidance and support

The school has very good procedures for the care, welfare, health and safety of all pupils. Provision of support and guidance given to pupils is very good. The school has good arrangements for seeking, valuing and acting on pupils' views.

Main strengths and weaknesses

- Pastoral care is very well established throughout the whole school community.
- Pupils have access to very good academic and personal guidance.
- Pupils have very good, trusting relationships with adults in the school.

Commentary

21. The commitment to care for one another is a strength of the school. Through the high quality of its leadership, the school devotedly caters for the needs of everyone. Pupils follow the excellent role models seen among staff. Procedures for accidents and emergencies are very good, with several members of the staff trained in first aid. The school is in the process of extending its care as it works towards the Healthy Schools accreditation. Parents say that their children are very happy to attend school and they are equally happy with the level of care that the adults provide.
22. The school has introduced a series of excellent booklets for pupils to assess their own learning and set themselves targets for improvement. The school uses three different styles of booklet to suit the ages of the pupils as well as the children in the Foundation Stage. Pupils test each other with the self-evaluation questions and, when appropriate, seek their teacher's advice. Pupils confirm that this approach gives them confidence about what they need to learn. Pupils with special educational needs are supported well by staff. Teachers and classroom assistants work hard and successfully to ensure that they are included in lessons. Staff appointments have been confirmed that will allow the school to introduce the teaching of modern foreign languages in the next academic year.
23. The most recent survey of pupils' views reported that each pupil has a very good and trusting relationship with one or more adults in the school. All members of staff treat every pupil as a special person and endeavour to provide individual advice, care and support. Teachers and teaching assistants know the children very well indeed. The strong bond between pupils and adults exemplifies the ethos of the school. Pupils have been consulted about the formation of a school council that will provide a framework for pupils to make their views known.

Partnership with parents, other schools and the community

The school has good partnerships with parents, with the community and with other schools and colleges.

Main strengths and weaknesses

- Provision of information to parents about the school and about their children's progress is good.
- The school has a good and improving relationship with parents.
- Educational links with colleges and other schools are good.

Commentary

24. The school is good at providing information for parents. They receive an informative monthly newsletter, which gives advance notice of important dates and the school's day-to-day activities. At the beginning of each term, parents receive a useful 'Learning Journey' booklet that shows them what their children expect to learn. In

addition to the two parent-teacher consultation meetings, an attractive annual report about their children's progress is provided. Currently there are no learning targets shown in the report but the school has plans to add this feature. The parents of pupils with special educational needs have good opportunities to discuss their children's difficulties and progress with school staff. These are both informal, in daily contact between parents and staff, and on formal occasions at the termly parents' meeting and the regular reviews of individual education plans.

25. The school has consulted with parents over the years and, at the pre-inspection meeting, parents confirmed that the response had generally been good. Parents have had the opportunity to attend meetings about the curriculum. For instance, in the last year there have been successful evenings when parents could find out more about the way mathematics is taught and how they could help their children with the National Curriculum tests.
26. The school has a good relationship with parents and, in turn, parents are very satisfied with the school. The school is visited every day by many parents and governors who are keen to help and support it. Using the skills learned in the adult classes for ICT, many parents help in classrooms, running the Story Sack initiative. Parents are invited to attend assemblies and, during the inspection, an impressive number were seen at a whole-school assembly. The parent-teacher association, Friends of the School, is very active in fundraising and has recently bought a colour laser printer, a laptop computer and a digital camera. The association is well on the way to raising this year's target of £3,000 to buy new reading books. Staff are very approachable and the headteacher makes himself readily available to the whole-school community. This approach has been very successful in increasing the contact with parents and resolving any concerns.
27. Pupils benefit from having students in school. Work placements have been provided for college and secondary school students and, in the last year, two postgraduate teaching students have worked in school. Two members of staff act as mentors for teaching students. In addition to assisting students, the school gains by having more support in classes.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher and the effectiveness of his management are very good. The leadership of other key staff is good. The governance of the school is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher has excellent clarity of vision, sense of purpose and high aspirations.
- The commitment to inclusion and the promotion of equality are excellent.
- The decision to install whiteboards in all classrooms is benefiting pupils significantly.

COMMENTARY

28. Since taking over the headship of the school in September 2004, the headteacher has shown the greatest clarity of vision and sense of purpose in striving to raise standards in the school. The very thorough survey of the school that he undertook led to the production of a detailed and comprehensive school improvement plan, which covered all aspects of school life. He identified nearly thirty strategies for improvement. It is to

his great credit and that of his most able deputy and hard-working staff that most of the strategies have been put in place already, or are well on the way to being completed. The provision of interactive whiteboards in all classrooms provides a very good example of one strategy that is leading to improvements in teaching and learning: all teachers use this new technology very well. Similarly, re-siting the ICT suite means that it is now used much more effectively. The deputy headteacher provides a very good role model for other staff and supports them very well in searching out and suggesting training courses that they might attend. Performance management for teachers is well established and the needs of teachers that are identified are included in the school improvement plan. Consequently, all teachers have good opportunities to improve their skills.

29. Very good financial management is in place. Careful thought in the appointment of staff has led to a reduction in spending, allowing money to be used to develop the curriculum. All money has been wisely spent. The school secretary, whose friendly welcome quickly puts visitors at ease, runs day-to-day administration very efficiently. The quality of her work is recognised by the local authority, which uses her to train other secretaries.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	395,710
Total expenditure	394,367
Expenditure per pupil	2,739

Balances (£)	
Balance from previous year	9,869
Balance carried forward to the next year	11,212

30. The leadership and management of special educational needs are good. Pupils' individual and group education plans are reviewed regularly and parents and pupils are involved in drawing them up. Skilled classroom assistants provide extra help for pupils with special educational needs. Access for disabled pupils is satisfactory at present but plans are in place to improve access throughout the whole school. The school makes good use of the expertise provided by support services such as speech therapists.
31. The school has very good strategies in place to monitor its work. Subject leaders monitor lessons and check work in pupils' books. Systems are in place to monitor pupils' attainment in National Curriculum and other tests. This allows the school to track pupils' progress and set targets for improvement. Systems for monitoring subjects have been particularly successfully used in geography and history and are to be improved in other subjects. The headteacher introduced the concept of target booklets for each pupil from previous employment, which the deputy headteacher adapted specifically for the needs of the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Children get off to a good start in the Reception year because teaching is good, with some very good features, and adults have very high expectations. Reception children are taught in a class alongside pupils in Year 1 and they benefit from working and playing with older pupils. Attainment on entry to the Reception class is wide-ranging, both within and between years. Overall it is below average. Children achieve well. The current Reception children reach standards that are at the expected level in all areas of learning except in knowledge and understanding of the world, where standards are above the expected level. Assessment is very thorough and is based on regular observations of children. The information is used directly to plan work at the correct level for all. Good leadership and management have ensured that all adults working with these children have high aspirations and a clear sense of purpose. The accommodation indoors is visually inspiring and adults work hard to ensure that it is inviting for children. However, it is too cramped and this has an adverse effect on children's opportunities to develop independence, because it restricts the number of free choice activities offered. The outdoor area has recently been enlarged and staff are aware of the need to develop an outdoor curriculum covering all areas of learning. Foundation Stage leadership is good and the co-ordinator is knowledgeable and clear about what is done well and ways in which aspects can be further developed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults create an effective learning environment.
- Adults are very good role models so children's behaviour is very good.
- There are weaknesses in the accommodation for the Reception children, which constrain some aspects of their learning.

Commentary

33. Good attention is given to this area of learning and children achieve well. They make good progress and the majority reach the early learning goals by the end of the Reception year. This is due to vigilant and caring staff, who are good role models. The good teaching and ordered environment help children settle well and feel secure. Reception children are confident, happy learners. Children behave very well and follow rules and routines well. They sit quietly in assembly and, in whole-class teaching sessions, they pay good attention. Activities challenge children and they are motivated to learn, whether it be mentally adding numbers to ten or finding missing letters from the alphabet. They work very well together as a group, and have a good understanding of the need to listen to the contributions of others, to take turns, and to share resources. Children develop respect for their own culture through various planned themes, and learn about the cultures of others such as the Native American Indians through interesting topic work. The Reception classroom is cramped and this

limits the range of activities from which children can choose. Therefore opportunities to develop independence in learning throughout the day are too limited.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is taken to enhance children's communication skills.
- The systematic approach to early reading results in good learning opportunities for all children.
- Teachers have very high expectations for writing, resulting in a few pupils reaching very high standards.

Commentary

34. Teaching is good and children achieve well. The majority are likely to reach the expected level by the end of the Reception year. Children make good progress in their speaking and listening skills and this has a significant impact on their learning. Adults place strong emphasis on improving children's vocabulary and teach them how to use sentences when talking. This has a very positive impact on the way they write down or explain their ideas. Adults use books to full advantage. When reading stories, they make sure children understand and notice how words are used, and the effect punctuation has on reading. For example, children's attention is drawn to the way the author used the word 'lurking'. Children understand the difference between a full stop and a comma as they read along with the teacher. Reading and writing are taught in a systematic and sensory way. The strong focus on early reading skills has resulted in standards being above those normally seen. Children who are below average use picture clues well to make sensible predictions of what might happen in the story. They handle books carefully and turn pages correctly. More able children confidently read a good range of words correctly, sound out unknown words and have a good sight vocabulary. Many children are already reading simple stories and a good number of parents take an interest in helping their children with reading at home. All children confidently express their ideas and draw detailed pictures. The majority are beginning to write. More able children retell stories using clear handwriting, make very good attempts at spelling long words and sometimes use punctuation correctly. The progress more able children make in writing in the Reception class is outstanding.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The strong emphasis on number calculation results in high standards for some children.
- The different ability ranges are well catered for so all children progress well.
- The lack of space limits some first-hand practical experiences of mathematics.

COMMENTARY

35. Teaching is good and children achieve well. The majority are likely to reach the expected level by the end of the Reception year. In lessons the teacher ensures that the questions that are directed towards Reception children match their stage of development. Children are well influenced and challenged when listening to the bigger numbers used by older pupils in the class. Teaching places good emphasis on mental strategies and children learn number combinations that make ten. Children of above average ability are very successful when mentally adding numbers beyond ten and those of below average ability count and identify the correct number symbol. All make good progress. Children are challenged in the work they do. However, resources for counting are not always used to full advantage so some children are over-dependent on adult support. Children learn to identify coins and make repeating patterns. They know the names of two-dimensional shapes. More able children are learning to read and record the time. The constraints of the accommodation mean that there are too few opportunities for the children to explore mathematical concepts through first-hand experience.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Very good, knowledgeable teaching provides children with countless opportunities to learn about the world around them.

COMMENTARY

36. Teaching and learning are very good and help to ensure that all children achieve very well. Children are provided with a wealth of opportunities to learn about their world. Teachers have very good subject knowledge and this has a strong impact on the progress children make. Consequently, the majority exceed the expected level by the end of the Reception class. Children learn about the life cycle of the butterfly, and through direct observations, they accurately record what they see. They clearly label their diagrams and talk competently about the body parts, including head, thorax and abdomen. Adults help children make life-cycle wheels using split pins. Children are developing an awareness of the family and sepia photos of each individual encourage them to see how technology has changed over time. They are supported well by adults to make a simple plan of the grassed area outside and use it to set up an Indian camp outdoors. Children gain a good understanding of Christianity and Judaism through stories told by adults. Children's books show good detailed pictures and writing which consolidates their learning. Children's ICT skills are good. They use the mouse to click and drag pictures, and games support their reading skills. Children are enthusiastic learners who show good levels of interest in all activities. Because of the accommodation and resource constraints, the children have too few ongoing free-choice activities that would enable them to investigate further and find things out for themselves. Sand and water play is not readily available indoors.
37. In **physical development** no sessions were observed outside or in the hall and so no judgements can be made about teaching or the overall provision in this area of learning. However, detailed assessments show that many children are on course to achieve the early learning goals in this area of learning and so are achieving well. Their skills in handling pencils and other tools are at expected levels because of the

high focus on developing these skills. Children know about personal hygiene and that they must wash hands before handling food. Plans are at an advanced stage to develop further the enlarged outdoor play area for physical development and for other areas of learning. At the moment there are no imaginative markings on the playground to extend opportunities for play or for children to consider different ways to use their wheeled toys.

38. In **creative development** assessments show children are on course to reach the early learning goals. Displays show children have opportunities to engage in a range of creative artwork but these activities are not freely available throughout the day. The role-play area and the variety of dressing-up clothes are stimulating, but children do not have enough free-choice time allocated for them to engage in creative play, because the classroom is too small. Children enjoy music, sing spontaneously and know a good range of songs and rhymes. They listen to good quality music at key points during the day, including music from different cultures. They benefit from exploring a range of musical instruments, including drums and a rainmaker.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- All pupils make good progress and achieve well because they are clear about how to succeed.
- The subject is well led and managed and this has led to action likely to raise standards further.
- Teaching is consistently good, often very good.
- Handwriting standards are not high enough by Year 6.
- Opportunities to write at length are too few.

Commentary

39. Standards in English are average in Year 2 and below average in Year 6. While lower in Year 6 than at the last inspection, this does not reflect unsatisfactory progress. It does, however, reflect the natural variation in attainment when the numbers in a year group are small and the proportion with special educational needs is high. All pupils achieve well, as is clearly demonstrated by the current Year 6 pupils. They have improved significantly from Year 2 when their standards were well below average in writing and in the lowest five per cent nationally in reading. All teaching is of at least good quality and about half is very good. Teachers make intelligent use of interactive whiteboards to make lessons more effective and interesting.
40. Throughout the school pupils listen very well, to adults and to their classmates. Speaking skills are variable, but average overall. The school is very conscious of the potential to improve writing standards through developing speaking skills and staff are concentrating on providing pupils with good speaking opportunities on a regular basis. Young pupils get off to a particularly good start: the Year 1 pupils in the Reception/Year 1 class routinely answer questions in full sentences and this is reflected in impressive writing. The sessions at the end of lessons seldom have a

specific focus that is made clear to pupils. Hence, some opportunities to develop speaking skills are missed.

41. Reading standards are average in Year 2 and Year 6. In other year groups, where the proportion of pupils with special educational needs is lower, standards are higher. This is the case, for example, in Years 1, 4 and 5. Pupils take books home regularly and the majority of parents read with their child. Pupils have a good range of books from which to read.
42. Although writing standards are average in Year 2 and below average in Year 6, this still reflects good progress and achievement for these pupils. In literacy lessons, basic writing skills are taught well, often very well. One strong feature is that pupils have a clear understanding of what their teacher wants them to learn and what success would look like. This was evident in all lessons, but particularly in Years 5 and 6 where the teacher's recount of a personal childhood experience not only acted as a good example of what he expected from his class, but also engaged their interest. Handwriting, however, is not good enough. By Years 5 and 6, pupils do not routinely join their letters and virtually none is working at the level expected nationally.
43. Pupils with special educational needs achieve as well as their classmates. Teachers ensure that they are included in lessons by devising questions specifically for them, and giving them time to think and to answer. This reflects the school's strong commitment to inclusion.
44. Subject leadership and management are good: the co-ordinator is a reflective teacher capable of the whole-school overview that leadership of a subject requires. She is open to new ideas, and willing to lead change. The current focus on speaking and listening, for example, has been carefully thought through. High quality assessment contributes positively to pupils' good achievement.

Language and literacy across the curriculum

45. This is unsatisfactory because of limited good quality writing opportunities in subjects other than English. Worksheets are too much in evidence, particularly amongst the younger pupils, and there are too few opportunities to write 'from scratch'. When such opportunities are on offer, the length of pupils' writing is often short. This is true in a range of subjects, including science, geography, history and religious education. As a result, pupils' writing skills seldom fully reflect the very effective way in which literacy skills are taught in English lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Consistently good teaching enables pupils to achieve well.
- A strong emphasis on solving problems promotes pupils' mathematical thinking.
- Very good leadership and management keep the subject moving ahead.
- Very good assessment enables teachers to plan effectively for pupils' different needs.
- Pupils are clear about what they need to do to improve.
- Links with other subjects are not systematically planned.

- Mental sessions occasionally lack pace and rigour.

Commentary

46. By the end of Year 2 and Year 6, standards are in line with expectations, as they were in the last inspection. However, between inspections standards dipped, so the school has done well to lift them back to average levels in a short time. This is because of the staff's good response to the school's renewed drive for higher standards.
47. Teaching is good and, as a result, pupils learn quickly and with enthusiasm. In Year 2 they have a thorough understanding of the place value of each digit to at least 20, and order numbers to at least 100. By the time pupils are in Year 6 they work accurately in thousands with addition, subtraction and multiplication, and in division, which was judged a weakness in the last inspection. The school's approach to solving problems exposes pupils to a wide range of experiences. As a result, pupils in Year 6 are secure in their understanding of using and applying mathematics, in number work, in shape, space and measures, and in handling data.
48. Teachers' good knowledge, their enthusiasm and the very good relationships they engender lead to lively discussions, which they exploit well to develop pupils' mathematical thinking skills. As a routine, pupils are encouraged to adopt a variety of strategies and are expected to explain them. These are positive factors that help them to achieve and learn well. Pupils who have special educational needs get good help from teachers and also from the dedicated support of teaching assistants, where required. Consequently, they too achieve well and learn well. In the best lesson seen, in Years 5/6, teaching was highly effective in developing pupils' use of ICT to present mathematical data in graphic form. The teacher's expertise in both subjects gave the lesson a seamless flow and brought an excellent response from pupils. As a result, by the end of the lesson they were well on the way towards a firm understanding of new work at a high level: the use of a secondary 'y' axis in graphs. A common weakness seen in a few lessons was a lack of pace in the introductory mental session. In those sessions pupils did not learn at the same fast rate as they usually do.
49. There has been a good improvement in the school's procedures for assessing pupils' progress. This in turn has led to an improvement in setting challenging targets for each pupil to reach. They know their own targets because they discuss them formally with their teachers. They know what they are aiming for, feel an incentive to learn and rise to the high expectations teachers have of them. A few examples illustrate the positive impact of the effectiveness of the challenge:
 - the much improved higher level attainment in the Year 2 national tests 2005;
 - the emergence of higher attaining pupils in Year 3, who in the 2004 national tests did not achieve their potential; and
 - the good progress of Year 6 pupils, whose standards when they were in Year 2 were below average and are now in line with national expectations.
50. Very strong leadership and a corporate determination to drive up standards have moved the subject forward quickly over the last year. New initiatives are already paying off. This puts the school in a good position to raise standards at a fast pace.

Mathematics across the curriculum

51. Provision is satisfactory. Links with ICT are good in some classes. Two lessons seen took place in the ICT suite, for Years 1/2 and Years 5/6, and both made positive contributions to the development of pupils' mathematical skills. Good examples of the use of mathematics in other subjects were seen in pupils' books in all classes. However, links are not systematically planned across the school and this results in opportunities to make constructive connections being missed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Planning and teaching are good, enabling pupils to achieve well.
- Teachers make good use of ICT to introduce lessons.
- Not enough use is made of ICT to record results.
- The overuse of worksheets in most classes limits the development of scientific writing.

Commentary

52. Standards have fallen since the previous inspection and are now below the expected level by the end of Year 6. However, since about one third of these pupils are on the register of special educational needs and have weak reading and writing skills, they have achieved well. In Year 2, standards are at the expected level, which is the same as at the previous inspection.
53. Teaching is good overall, although the overuse of worksheets in some classes limits the opportunity for pupils to develop scientific writing skills. Among the strengths of the teaching are:
- the good use teachers make of ICT in introductions to lessons, which enables them to give clear instructions;
 - the teaching of sound scientific techniques such as observation, prediction and deduction; and
 - good use of questions to consolidate what pupils have learnt and make them think about new work.
54. When teaching is very good, pupils' independence is developed well, every effort is made to ensure that those on the register of special educational needs are able to participate fully in the lesson and there is a good degree of challenge in the work. In all lessons, learning begins with investigations, as it did in Year 3 when pupils looked at different samples of soil. They developed their powers of observation and saw the composition of soil when they made soil profiles.
55. Leadership and management of the subject are good. Assessment procedures are good and new ways of assessment are being tried out to further improve the system. The results of National Curriculum and other tests are analysed and a collection of pupils' work is kept for reference. Marking is usually good, with informative comments. The checking of teaching and learning during lessons is not in place. Although teachers use ICT well in introducing lessons, they do not give pupils enough opportunities to record their work using ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching enables pupils to achieve well.
- Recent expenditure on new resources provides pupils with many good opportunities to learn.
- Good leadership and management have helped to develop the subject well.
- Links with other subjects are unsatisfactory overall, although there are good links with literacy.

Commentary

56. Standards are in line with expectations in Year 2 and Year 6. Since the last inspection the school has been heavily involved in improving provision, with a great deal of investment of money for equipment and of time for staff training. This has paid off in the growth of confidence in the use of new technology by both staff and pupils.
57. All pupils have regular access to computers, particularly in the ICT suite. Teachers provide good opportunities to learn across a wide range of experiences. Planning is good, so pupils learn progressively as the years go by. For instance, pupils in Year 2 have satisfactory knowledge and understanding of using the Internet to search for information about a variety of places around the world. In Year 6 they achieve well when they use 'advanced search' for greater efficiency and create interactive word documents which link to the Internet.
58. All teachers make judicious use of the interactive whiteboards that have recently been installed throughout the school. They use the interactive facilities to give added impact to their teaching, for instance, by modelling what they want pupils to learn. Very good teaching in a Year 5/6 lesson enabled a significant proportion of pupils to reach high standards. All pupils achieved highly, building on a previously prepared multimedia presentation about mountain ranges by adding sound using hyperlinks and creating tips. This was new work, which they tackled with confidence and zest because of the quality of the teaching. In each lesson, common features were pupils' very good attitudes and behaviour. In one of the lessons, however, pupils' progress was slowed at one point because of the time taken for them to download their programs. This is because the school does not have broadband access, an issue that is awaiting a local authority decision before installation.
59. The subject leader provides enthusiastic and knowledgeable leadership and acts as a good role model in her own teaching. She is active in ensuring that teachers are up to date in knowledge and requirements. She has a firm grasp of the subject's strengths and weaknesses and has ensured that the school is in a good position to raise standards.

ICT across the curriculum

60. The use of ICT across the curriculum is satisfactory and improving rapidly. Teachers regularly use the interactive whiteboards to enhance their teaching. They use computers regularly in literacy lessons and to a lesser degree in mathematics. Other subjects receive their turn. For instance, pupils in Year 3 compose music on

computers and a lesson linked with geography was seen in the computer suite. However, teachers do not systematically plan links with ICT. This is a matter about which the subject leader is aware. She has action planned to tackle the issue.

HUMANITIES

61. One lesson in each **history** and **geography** was seen. While it is therefore not possible to form an overall judgement about provision in these subjects, there is every indication from pupils' work that standards are broadly average and have been maintained since the last inspection. It is clear that visits to places such as York and Beamish museum make the work in humanities both interesting and relevant. Discussions with pupils in Year 6 show they enjoy both subjects, especially when directed towards their own research. The use of ICT is having a strong impact on pupils' research skills. Teachers introduce lessons in class and then support individuals in discovering interesting information for themselves. However, recorded work in both subjects is limited because of the overuse of worksheets, particularly by the younger pupils.
62. **History** is often a focus for assemblies, as was the case for pupils in Years 2 and 3. Here pupils dressed up in Victorian clothes and gave detailed information about the history of their colliery community, gained through local archives, to the captivated audience of parents and pupils. Older pupils in Years 5 and 6 have recently made PowerPoint presentations on the Ancient Greeks.
63. In **geography**, pupils in Years 1 and 2 enjoy finding out about famous worldwide landmarks. All pupils, including those with special educational needs, are well supported. In an excellent lesson in Years 5 and 6, pupils were very well challenged to link their learning in mathematics and ICT with geography. Highly skilled teaching and very clear instructions with supportive demonstration resulted in pupils being able to create a graph with a secondary 'y axis' showing the link between temperature and altitude in mountain ranges.
64. The humanities co-ordinator has started to monitor the subjects through focused lesson observations and by looking at samples of pupils' work. Regular assessments take place at the end of topics and all the information gathered is being used to improve standards. This represents very good leadership.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is good so pupils achieve well.
- The scheme of work links well with pupils' personal and social education.
- Teachers use interactive whiteboards well to spark pupils' interest.
- There are too few opportunities for pupils to study other faiths at first hand.

Commentary

65. Standards are in line with the requirements of the locally agreed syllabus by the end of Year 2 and Year 6, as they were in the last inspection. The scheme of work provides teachers with good guidance to plan interesting lessons. As a result, pupils show good attitudes to work

and have satisfactory knowledge and understanding of the faiths studied: predominantly Christianity, and also Judaism, Islam, Hinduism, Sikhism and Buddhism. Their learning benefits from an annual carol service at the parish church and from the vicar's occasional visit to school for assemblies. The school, however, does not visit places of worship of other faiths or make provision for their representatives to visit the school. This limits pupils' experiences of our modern-day multi-cultural society.

66. Teaching is never less than satisfactory, and is good overall. Pupils learn well and take a keen interest in lessons. Teachers ensure that pupils who have special educational needs are properly included in discussions and tasks, so they too achieve well. In the best lessons seen the teachers' knowledge came across clearly in their questioning and explanations, and in their use of resources. This led to lively discussions, through which pupils in Years 1/2 gained a clear understanding of the story of 'The calming of the storm' and in Years 5/6 the significance of Sikh symbols. In both of these good lessons there were strong links with pupils' personal and social education. For instance, pupils' learning in Years 5/6 moved from 'The 5 Ks' to personal tenets that affect their own lives, such as love and friendship.
67. Little evidence was seen of the use of computers to support pupils' learning. However, teachers' use of the interactive whiteboards was good in two lessons and made a significant impact on establishing and maintaining interest. In most classes, teachers use a limited variety of strategies over the year; linking with other subjects and introducing role-play, for example. A minority rely too heavily on worksheets and this limits pupils' opportunities to express themselves as well as they might.
68. The subject leader shows a strong commitment and good knowledge. She has suitable plans for moving the subject forward, such as to implement the forthcoming new Agreed Syllabus and a 'bridging unit' with a local high school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Too few lessons were seen in **art and design, design and technology, music and physical education** to make an overall judgement on provision.
70. In **art and design** the standards of work on display matched national expectations. There is evidence of pupils working with a good range of media, including paint, pastel, fabric and clay, and in two or three dimensions. The quality of teaching in the one lesson seen was very good because pupils were given clear guidance for the task while not limiting opportunities for them to put their own stamp on their work. In addition, a teaching assistant with considerable artistic talent supported the teacher and pupils benefited from this additional support and guidance.
71. The subject makes a good contribution to pupils' cultural development because there are opportunities to study the work of a range of well-known artists such as Van Gogh, Matisse, Kandinsky and Henry Moore. In addition there are valuable links with other subjects. For example, linked with a study of local history, Year 2/3 pupils have produced good quality paintings of village buildings. Linked with literacy, other pupils have produced a collage telling Anne Fine's story, 'A Sudden Glow of Gold'.
72. The subject is well led and managed by a co-ordinator who has an accurate view of standards and a clear plan for its future development. A portfolio of work is being compiled and this will be a valuable contribution to her overview of the subject.

73. There was limited evidence of **design and technology** work on display. Teaching quality in the one lesson seen was very good because the new skill was expertly introduced and the teacher very successfully gained pupils' interest. The task that followed, on levers, was carefully planned in order to challenge pupils of all abilities in the Year 4/5 class. Pupils enjoyed making robots with a visitor to school, but the similarity of them all indicated that the activity was a construction exercise, rather than one allowing pupils any room for creativity. The subject is well led and managed by a co-ordinator who has an accurate view of standards throughout the school and who has a laudable plan for further development.
74. **Music:** in assembly, pupils sang tunefully and with good control. Pupils have the opportunity to play brass instruments and sing in the choir, which performs regularly at local functions and in the church. Older pupils know the names of composers such as Mozart and Beethoven. They enjoy taking part in school concerts. Visiting musicians give performances and history lessons were brought to life when a musician played medieval instruments. Music contributes well to pupils' social and cultural education when they sing local folk songs such as 'Bobby Shaftoe' and contribute to a compact disc for Children in Need. Leadership and management of the subject are good. The subject leader has a clear view of standards because good assessment procedures are in place, and has introduced a new music scheme of work to build teachers' confidence.
75. **Physical education:** all pupils attend swimming lessons and by the age of 11, they can all swim 25 metres. Only one lesson was seen during the inspection. Pupils learned how to use parts of their body to control movement, for example, swinging their arms. Most pupils completed the tasks competently, although a few found it difficult to run in restricted areas. The teacher explained the tasks clearly but the more able pupils were not given the opportunity to demonstrate their skills to others. Leadership and management of the subject are good. Pupils take part in sporting competitions against other schools. There are good after-school clubs and the Fit for Fun club for six- and seven-year-olds is popular.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

76. The school's contribution has a very positive influence on pupils' behaviour and work ethic. There is a comprehensive programme of work, which gives pupils the opportunity to show care and consideration to others, and they do. They are guided towards making wise choices about a wide variety of issues. Special lessons are timetabled and the school fully complies with its duty to teach sex and drugs education. Two lessons were seen and both were good. In Years 2/3 pupils were encouraged to identify hazards in the local area. In Years 5/6, pupils discussed factors that cause anxiety and they considered how to influence their own behaviour. Religious education lessons and assemblies play a positive role in promoting pupils' PSHCE, through carefully thought out themes and links. Pupils are rewarded with certificates, not only for good work but also for personal attitudes that demonstrate care and consideration for others and for taking growing responsibility for themselves.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	1
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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
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	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	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	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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