

INSPECTION REPORT

WEST CORNFORTH PRIMARY SCHOOL

Ferryhill, Durham

LEA area: Durham

Unique reference number: 114079

Headteacher: Mrs J Sarsfield

Lead inspector: Mr A Margerison

Dates of inspection: 3 – 5 May 2005

Inspection number: 268220

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	190
School address:	High Street West Cornforth Ferryhill County Durham
Postcode:	DL17 9HP
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Appropriate authority:	The governing body
Name of chair of governors:	Mr E Hurrell
Date of previous inspection:	19 May 2003

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of West Cornforth near Durham. The school mainly serves the village although a few parents choose to bring their children to the school from the neighbouring area. The village is made up of a mix of private and rented housing, but has suffered in recent years from significant levels of unemployment so that recent census data shows that, although pupils' backgrounds vary, overall their socio-economic circumstances are well below average. The village has a significant proportion of transient families, which leads to an above average proportion of pupils who join and leave the school during the school year. The school is broadly similar in size to most primary schools and currently has 190 pupils on roll aged between three and 11 years. When children start school, although their attainment varies, baseline assessment shows that attainment is well below that expected. This is particularly the case in their language and mathematical skills with few children working at above the expected levels for their age. The proportion of pupils eligible for free school meals is above average. The proportion of pupils with special educational needs, mainly for moderate learning difficulties, is above average. Currently, there are three pupils with statements of special educational needs. The majority of pupils are of White-British origin, but the school has a few pupils from Traveller families from outlying villages. No pupils are at an early stage of learning English. Since the last inspection, the staffing has changed significantly, but in addition, the school has experienced considerable amounts of turbulence in staffing due to long term illness. At the time of the inspection, two classes were taught by long term temporary staff. The school was awarded the School Achievement Award in 2002 and involved in several local and national initiatives including the Sport Co-ordinator programme and the Primary Leadership Initiative. The school has an independent pre-school based on the premises, which many of the children who join the Nursery class attend.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21666	Mr A Margerison	Lead inspector	English Geography History Special educational needs English as an additional language
32678	Mrs K Dodd	Lay inspector	
33124	Mrs B Trim	Team inspector	Science Art and design Music Foundation Stage
32260	Mr A Lane	Team inspector	Mathematics Information and communication technology Design and technology Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

West Cornforth Primary School is an effective school providing good value for money. The very good start children get in the Foundation Stage establishes the basis for pupils to achieve well as they move through the school to reach average standards overall in Year 6. The school is well led and managed. The school no longer has serious weaknesses in any aspects of its work.

The school's main strengths and weaknesses are:

- Provision in Nursery and Reception is very good.
- Adults have very good relationships with pupils and consistently very high expectations of behaviour so that pupils develop a very clear understanding of right and wrong.
- The headteacher has a very clear vision for the school
- Assessment information is not used rigorously enough in all subjects to enable teachers to set pupils clear targets for learning.
- Opportunities for pupils to contribute to the development of the school are very good.
- The school has established very good links with the community and with parents.
- Pupils do not develop a secure understanding of how to plan and conduct mathematical and scientific investigations.
- Teachers do not consistently plan enough opportunities in lessons for pupils to develop the full range of their ICT skills.

The school has improved very well since the last inspection when it was judged to have serious weaknesses in aspects of its work. The strategies that the school has put into place to improve the quality of education provided for pupils are beginning to have a significant effect so that teaching is now good and, as a result, pupils achieve well, overall, as they move through the school. As a result, standards overall, in Years 2 and 6 are satisfactory. Standards are well set to improve further as the more stable staffing and the effect of the school's development strategies begin to have an effect. The partnership between the school and parents was unsatisfactory and now is very good.

STANDARDS ACHIEVED

Pupils, including those with special educational needs, achieve well overall. Children achieve very well in Nursery and Reception classes so that standards by the end of Reception are likely to be in line with those expected by the end of the year in all the areas of learning except in their communication, language and literacy skills. In this aspect, although children achieve well, standards are likely to be below those expected for their age. The trend in the school's results in national tests in Year 2 and Year 6 has been below the national pattern in recent years and the 2004 results reflected this. For pupils in Year 2, they were well below average when compared to all schools in reading, writing and mathematics and below average in reading and mathematics when compared to similar schools. They were average in writing. Inspection evidence shows that, current pupils in Year 2 are achieving well overall and standards are rising. Standards in speaking and reading are below those expected, but standards in writing and mathematics are average. In science and religious education, standards and achievement are satisfactory. In ICT, pupils are achieving well to reach satisfactory standards in Year 2.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Despite suffering significantly from the instability in staffing throughout their time in school, pupils in Year 6 have achieved satisfactorily. As a result, standards are better than in 2004 shown in the table above. In English and mathematics, standards are satisfactory overall, although in English there are variations across the strands of the subject. In reading, speaking and listening standards are in line with those expected, but in writing they are below. In science, pupils develop a secure knowledge of the subject, but their understanding of how to plan, conduct and interpret investigations is below that expected so standards overall, are below average. In religious education, achievement is satisfactory and standards are in line with those expected. In ICT, overall, standards are in line with those expected by Year 6 and achievement is satisfactory. The few pupils from traveller families achieve at a similar rate to their classmates.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes and behaviour are good, although pupils in Reception and Years 1 and 2 have benefited from a very good start to school and have very good attitudes to learning. The school has established very good procedures to promote the importance of good attendance. As a result, most pupils enjoy school, are punctual and attend regularly. However, despite the efforts of the school and the local authority officers, a group of parents persist in frequently taking their children out of school for occasional days, so attendance overall is well below average.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. In Nursery and Reception, teaching is very good and leads to children's very good achievement. This is due to the teacher's very good subject knowledge, meticulous planning and the excellent use of support staff and the accommodation. Effective assessment procedures enable adults to match activities very well to the learning needs of each child. In Years 1 to 6, teaching is good. In all classes teachers have very high expectations of pupils' behaviour and use questions very effectively to involve pupils in lessons. As a result, most lessons begin with brisk and incisive discussions, and where possible, teachers make good use of ICT resources to engage and enthuse pupils. This has a positive effect on pupils' interest in lessons and on the pace of learning. Assessment procedures in English are good and the school has recently begun to use the information well to set individual learning targets with pupils to develop their writing. However, this is not the case in science or mathematics and teachers' marking does not consistently refer to the targets to help pupils understand what they need to do to improve. The curriculum is good and well enriched by visits, visitors to school and the good range of activities out of lessons. Procedures for pupils' care, welfare, health and safety are very good. Pupils are very involved in many aspects of the work of the school, which values their views and opinions highly. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management, including the overall contribution of governors to the development of the school, are good. The headteacher leads the school very effectively with great determination and very clear vision. She is well supported by senior managers whose important contribution to the school is reflected in the very good provision in the Foundation Stage and the recent developments in English. Governors are very committed and fully support the headteacher. They have a good understanding of the strengths of the school and the challenges the school faces in the future. They ensure that the school meets all its statutory duties well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The very good links the school has developed with parents and the community are reflected in parents' very positive views of the school. Pupils have positive views of their school. Although a minority has concerns about behaviour, they are very confident that if they have any problems, the very good relationships between them and adults, means that they will be listened to.

IMPROVEMENTS NEEDED

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

- Extend the current good practice in English to tracking the progress of pupils in mathematics and science and use the information to involve pupils in evaluating their own learning.

- Raise standards in science and mathematics by ensuring pupils develop a systematic approach to planning and conducting investigations.
- Plan systematic opportunities across all subjects to develop the full range of pupils' ICT skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils, including those with special educational needs and those from Traveller backgrounds overall, achieve well as they move through the school. They achieve very well in the Foundation Stage, well in Years 1 and 2 and satisfactorily overall in Years 3 to 6. Overall, standards are in line with those expected in Reception and in Years 2 and 6.

Main strengths and weaknesses

- Children in Nursery and Reception achieve very well in their personal and social development, mathematics and in their knowledge and understanding of the world, and in their creative and physical development.
- Pupils in Years 1 and 2 achieve well in listening, writing and mathematics skills.
- Standards in science and writing in Year 6 are below those expected.
- Pupils with special educational needs achieve well.
- Pupils' rate of achievement in developing their ICT skills is inconsistent.

Commentary

1. At the last inspection progress in Years 3 to 6 was unsatisfactory in English, mathematics and science and geography and standards were below those seen in similar schools. These formed the basis for the judgement that the school had serious weaknesses. Since then, the school has put into place a range of initiatives to improve pupils' achievement. Inspection evidence shows that pupils are now achieving well, overall, as they move through the school and standards overall in Years 2 and 6 are satisfactory. These strategies have not had time to raise the achievement of pupils in Years 3 to 6 to the same levels as seen in Nursery, Reception or Years 1 and 2. However, there are no longer serious weaknesses in pupils' achievement or the standards they reach.
2. Teaching in Nursery and Reception is very good and this is reflected in children's very good achievement. When children start school, very few have extensive experience of education or the world in which they live. Consequently, the level of their skills is well below that which is typical for their age. However, due to the rich curriculum and very broad range of experiences provided for them, during their time in Nursery and Reception they achieve very well in most of the areas of learning. As a result, in their personal social development, mathematical skills, knowledge and understanding of the world and their creative and physical development most children are on course to reach the expected levels for their age. Many children have very weak spoken oral language and communication skills when they start school and this has an adverse affect on the pace of learning in their language and literacy skills. As a result, although they achieve well, standards are below those expected. However, given the low level of their skills when they begin across all the areas of learning very few children are likely to exceed the levels expected of them except in their personal and social development which provides the foundation for the very good attitudes and behaviour seen in Years 1 and 2.

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

Standards in:	School results	National results
Reading	13.5 (14.1)	15.8 (15.7)
Writing	13.4 (13.7)	14.6 (14.6)
Mathematics	14.0 (15.7)	16.2 (16.3)

There were 39 pupils in the year group. Figures in brackets are for the previous year

3. The school's results for pupils in Year 2 have been falling against the national trend in recent years. In 2004 they were well below average in reading, writing and mathematics when compared to all schools and below average in reading and mathematics when compared to similar schools. In writing they were average. However, a third of these pupils had special educational needs, which had a negative effect on the overall results. These pupils achieve well and in 2004 many of them reached the expected level in reading, writing and mathematics. The overall results were affected by the small proportion of pupils reaching the higher than expected level.
4. Following the last inspection, the school placed improving provision in the Foundation Stage at the heart of its school improvement strategy and inspection evidence shows that this is beginning to have a positive effect on standards, particularly in Year 1. These pupils have benefited from the very good start in Nursery and Reception. However, teachers in both Years 1 and 2 have to continue to work hard to maintain the momentum in their learning to build pupils' basic skills of literacy and numeracy up to the expected level for their age. The current Year 2 class also includes an above average proportion of pupils with special educational needs, mainly for language-based learning difficulties. As a result, in speaking and reading, although pupils, including those with special educational needs, are achieving well and most are working at the expected level, few pupils are working at the higher than expected level so overall standards are below average. However, this factor has less effect on standards in listening and mathematics, which are much improved on recent years and, overall, in line with those expected. In writing, the very strong focus teachers place on developing pupils' basic skills of spelling, grammar and handwriting results in most pupils reaching the expected level so standards overall are satisfactory. In science and religious education pupils are achieving satisfactorily to reach standards in line with those expected. However, achievement in ICT in Years 1 and 2 is much improved on the last inspection and is good.

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

Standards in:	School results	National results
English	23.6 (24.3)	26.9 (26.8)
Mathematics	24.4 (24.6)	27.0 (26.8)
Science	26.2 (24.2)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year

5. The trend in the school's results in recent years for pupils in Year 6 has also been below the national pattern. In 2004, there were several factors, all of which conspired against this group achieving well as they moved through the school. They had suffered from significant levels of turbulence in staffing and, in addition, this group included an above average proportion of pupils with special educational needs (26 per cent). As a result, the school's results were well below average in English, mathematics and science when compared to all schools. When compared to similar schools the results were below average in mathematics and science and well below average in English.
6. Inspection evidence reflects the findings of a monitoring visit by Her Majesty's Inspector in June 2004, which reported that pupils in Year 5 (the current Year 6) had 'largely caught up on the progress lost in previous years'. Due to teaching in the last year that has focussed on addressing the gaps in pupils' understanding resulting from disruption lower down the school, this momentum has largely been maintained and this group of pupils have achieved satisfactorily with most pupils reaching the expected levels for their age. This group includes an above average proportion of pupils with significant special educational needs who, despite achieving satisfactorily due to the good support they receive, are unlikely to reach the expected levels. As a result, standards in English overall are satisfactory, but standards in speaking and listening

and reading are better than in writing. Many pupils still regularly make errors in basic punctuation and spelling and few have a good understanding of how to use techniques such as metaphor and powerful description to bring their writing to life. In mathematics, pupils are achieving well, particularly in number skills, and standards are in line with those expected, although few pupils are on track to reach the higher than expected levels in this year's national tests. In science, pupils achieve satisfactorily and develop a secure knowledge of the different strands of the subject. They have a basic understanding of fair testing, but many have not developed a systematic approach to reporting or interpreting the results from investigations. As a result, standards in science overall are below those expected. In ICT, achievement is satisfactory, although there are gaps in pupils' knowledge, such as how to send emails and use sensors. These gaps mainly reflect past weaknesses in the school's resources, which the school has now addressed effectively. However, there is more scope for teachers to plan more activities in other subjects to give pupils greater opportunities to use and apply the skills they learn in ICT lessons such as data handling. As a result, although standards are broadly in line with those expected, few pupils are working at the higher than expected levels for their age. In religious education, standards are in line with those expected and achievement is satisfactory. There was insufficient evidence to make secure judgements on standards in any other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are good. Pupils' attendance is well below average. Punctuality to school is satisfactory. Pupils have positive attitudes to school and behave well. Their spiritual, moral and social development is good. Cultural development is satisfactory

Main strengths and weaknesses

- The school has very good procedures to promote good attendance, but its efforts are not fully supported by all parents.
- Adults have very good relationships with pupils and consistently very high expectations of behaviour so that pupils develop a very clear understanding of right and wrong.
- Relationships among pupils are very good.
- The school has very effective procedures to deal with all forms of harassment.
- The school develops pupils' understanding of their responsibilities of living in a community very well.
- Provision to develop pupils' wider appreciation of other cultures is not threaded through the work of the school.

Commentary

7. The figures in the table below show that the school's attendance record is well below the national average. However, since the last inspection, when attendance was at a similar level the underlying reasons behind the figures have changed significantly. At that time, it was attributed to the amount of time that children from traveller families had off school in the summer months. This is not the case now. The school has developed very good procedures to promote the importance of attendance among these parents and pupils so they have minimal effect on the overall absence figures. The local authority education welfare officer works very closely with the school and parents about whom the school has concerns over their children's attendance. In addition, the school contacts every family each morning for whom they have no reason for their children's absence. The attendance figures by no means reflect the attitude of pupils who, with few exceptions, say they enjoy being at school, or the vast majority of parents. Rather it is a small number of families who persist in taking their children out of school for occasional days on a regular basis. As a result, in a small school where each pupil is equivalent to nearly one per cent of the overall attendance, figures for the current year show that there has been little improvement this year and attendance is still well below the national average of 2003/04.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	9.4	School data	0.0
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.

8. The school has worked hard since the last inspection to improve the attitude and behaviour of pupils and in the main this has been very successful. This starts in Nursery and Reception, where the class teacher and support staff are very consistent in their expectations of behaviour so children learn very early on in their school career what is expected of them. This consistent approach is maintained by all adults as pupils move through the school so that, by Year 6, pupils have a very good understanding of what is right and wrong. Pupils lower down the school also demonstrate very good attitudes to learning and are very keen and enthusiastic in lessons. However, in the upper years of the school, pupils' attitudes are much more variable on a day to day basis and from lesson to lesson. Where teaching is exciting and captures their imagination, pupils are lively and responsive, but on other occasions, through no fault of the teacher, they can be the opposite. This can, to a large extent, be attributed to the disruption that these pupils have had to their education through staffing changes, but the school has worked hard by introducing various rewards systems to offset these negative influences. The very good attitudes of pupils from Nursery and Reception up to Year 4 are indicative of the effectiveness of the work that the school has done to develop the ethos for learning since the last inspection.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	138	2	0
White – Irish	1	0	0
White – any other White background	5	0	0

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

9. The positive atmosphere in school and the very good relationships between pupils are the result of a lot of work the school has done to develop pupils' personal skills, in particular their social and moral values. Involving pupils in the process has been one of the important strategies used by the school to establish an expectation of good behaviour and develop procedures to tackle bullying and harassment. As a result, pupils are helped to understand about bullying and they say that it does not really happen in school. In addition, parents and pupils confirm that the headteacher and other staff always deal with any incidents very quickly and the improved facilities in the playground also mean that children have lots to do at playtime and therefore do not bully. However, a significant proportion of parents still has concerns about behaviour. During the inspection no overtly inappropriate behaviour was seen, although the school has a few pupils who find behaving well difficult. These pupils have individual plans to improve their behaviour and no incidents were observed where the learning of other pupils was seriously disrupted by inappropriate behaviour in lessons. The two exclusions referred to in the table above relate to two pupils who have since left the school.

10. The school has introduced Mediators and Buddies (pupils from Year 6) and Mini-Buddies (pupils from Year 2) to try and deal with any problems at lunchtimes and playtimes quickly without involving adults. These pupils have received good training to help them perform their role and say they enjoy the responsibility given to them. The aim is to develop pupils' responsibility for their own behaviour and, based on pupils' comments, this has been very effective. Pupils make their own decisions as to whether they need to go and see a mediator and they say it helps them sort out disagreements. Pupils report that when these positions were first established many pupils used the system, but this has gradually decreased over time because they get on together much better now. As a result, not only do these procedures make a good contribution to behaviour, particularly outside of lessons, but coupled with the other opportunities pupils have to take responsibility and be involved in school initiatives, they develop a very good understanding of their responsibilities as members of the community.
11. These good aspects of pupils' personal development are complemented by the efforts the school makes for pupils' spiritual and cultural development. For example, in assemblies, pupils are asked to reflect on how certain situations may affect others. The school also celebrates the different cultural traditions of its pupils, in particular that of those children from Traveller backgrounds. In addition, pupils are taught, through religious education lessons and visits, the key principles that underpin the major world faiths so they learn to respect the cultural differences between the followers of these religions. However the school does not have any links with schools with a more diverse cultural mix to find out how faith affects how people live their lives from first hand. As a result, opportunities to learn about the daily lives of the diverse cultures that are part of modern British society tend to be linked to specific subjects or limited to 'theme days' and are not consistently threaded throughout the work of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are taught well. The curriculum is good. However, procedures to involve pupils in the work of the school are very good and they are very well cared for. Very good links with parents and the community place the school at the heart of the village.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory.

Main strengths and weaknesses

- Teaching and learning in Nursery and Reception are very good.
- Teachers use a very effective range of strategies to engage pupils and encourage them to contribute to lessons.
- The contribution of support staff to children's learning in Nursery and Reception is excellent.
- Assessment information is not used consistently to set specific learning targets for pupils, particularly in reading, mathematics and science, or as the basis for teachers' marking of pupils' work.
- Throughout the school, teachers have very high expectations of pupils' behaviour.

Commentary

12. The quality of teaching has improved significantly since the last inspection. As can be seen from the table below, the quality of teaching is good and no unsatisfactory lessons were seen during the inspection. This is also an improvement from the monitoring visit by Her Majesty's Inspector of May 2004. Although very good lessons were seen throughout the school, most of the very good teaching was in Nursery and Reception.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (24%)	18 (52%)	8 (24%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The school has made developing the provision and teaching in the Foundation Stage a major priority for improvement. Overall this has been very effective and teaching has improved from being satisfactory to very good. The basis for the very good teaching is the teacher's very good subject knowledge and organisational skills. This results in very effective planning and use of the resources and accommodation. Teacher's planning ensures that all children experience extended periods of time working on an exciting range of activities in each of the areas of learning with a very strong focus on developing children's personal skills. There is a very good balance between adult-led activities and ones that children choose for themselves. However, given that the teacher is responsible for all the children in Nursery and Reception, the management of the support staff is a vital element of successful teaching. In fact, the use and deployment of support staff and volunteer helpers are an outstanding feature of the provision and these adults make an extremely important contribution to children's very good achievement. They play an important role in assessing and monitoring the progress that children make and use this information well to make sure that children complete all adult-led activities. When they lead activities they demonstrate good teaching skills and secure subject knowledge. In addition, all adults have very high expectations of children's behaviour so that the climate and atmosphere for learning are very positive in all areas of the Foundation Unit. As a result, not only do children make very good progress in learning their basic skills of reading, writing and number, but they become very independent and confident learners. These form the basis for the very good attitudes and good behaviour seen in Years 1 and 2 so that teachers further up the school are able to concentrate on teaching academic skills rather than being distracted by having to manage pupils' behaviour.
14. Teaching in Years 1 to 6 is good. The positive climate for learning is maintained in most lessons by teachers' very high expectations of pupils' behaviour. As a result, pupils learn to listen very attentively to each other and their teachers. As a result, although a few pupils in most classes have identified special educational needs for behaviour, they are made very aware of exactly what is expected of them and lessons are rarely disrupted by their actions. Teachers' instructions are also very clear and explicit and most lessons begin with the teacher sharing the aims of the lesson with pupils. As a result, they know exactly what they are learning about and how to complete the tasks they are set. The school has recently provided training for staff in the use of questions in lessons. This has been effective and many lessons begin with brisk and interesting whole class discussions, in which teachers use questions very well to engage and involve pupils. Occasionally, opportunities are missed to extend more able pupils, and to direct questions to less able pupils to ensure they take a full part, but this is the exception rather than the rule. As a result, these parts of lessons make a very good contribution to the pace of pupils' learning and develop their speaking and listening skills well. In addition, the school has introduced interactive whiteboards into two classrooms with plans to extend these to other classes in the near future. Where they are available teachers use these new resources very effectively. Teachers use the Internet and a good range of programs to capture pupils' attention and to generate enthusiasm and excitement in lessons very well.
15. At the last inspection, weaknesses in assessment procedures, teachers' marking and the match of activities in lessons to provide the correct level of challenge for pupils of different abilities were major weaknesses in teaching. Assessment procedures are now satisfactory and teachers are beginning to use the information to track the progress pupils make over time against National Curriculum expectations in English and mathematics and to set long term targets for individuals. The recently appointed deputy headteacher, currently acting as the subject leader for English, has established good procedures to monitor pupils' progress in the different strands of English through the school year and to use the information to set specific learning targets with

pupils in writing. The positive effect this is beginning to have is reflected in pupils' achievement in writing, in for example, Years 2 and 4. In mathematics, some teachers set broad targets for pupils and place them on pupils' tables, but this is not consistent across the school. However, similar procedures are not in place in, for example, science or ICT. As a result, the quality of the teaching of investigation in science is dependent on the teacher's skills rather than being based on careful analysis of the strengths and weaknesses in pupils' learning. Consequently, teachers do not always plan activities in lessons that rigorously address the specific skills that pupils need to develop so as they move through the school. As a result, they do not develop a secure understanding of how to plan an investigation and interpret the findings.

16. The deputy headteacher has also revised the school's marking policy to try to address the inconsistencies identified at the last inspection and by Her Majesty's Inspector. However, this has not had enough time to be embedded within the work of the school and marking continues to be inconsistent. The best examples give pupils clear ideas on how they can improve their work and set them clear targets. For example, in Year 4, marking frequently sets challenges and questions for more able pupils and encourages them to extend their thinking, but this is not the case in all subjects or classes. Much of the marking is general and not sufficiently linked to the objective of the lesson or fails to highlight clearly for pupils what they need to work on. As a result, the quality of presentation of pupils' work, particularly of the oldest pupils, is variable and basic errors in grammar, spelling and punctuation tend to persist.

The curriculum

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

Main strengths and weaknesses

- The curriculum and resources for teaching and learning in Nursery and Reception are very good.
- Provision for pupils with special educational needs is good although pupils' individual plans are not used consistently to plan activities in lessons.
- The range of activities outside of lessons is good.
- There are not enough planned opportunities for pupils to develop their use of all aspects of their ICT skills in other subjects.

Commentary

17. Overall, the school provides pupils with a good range of activities that meets statutory requirements and develops their skills and understanding in all subjects of the National Curriculum and the locally agreed syllabus for religious education. The school meets its statutory requirement to educate pupils in sex, drugs and alcohol issues through the personal, social and health education programme. This is a strong feature of the personal support provided for pupils and reflects the very good links the school has established with the community.
18. There are now good opportunities for pupils to use their numeracy skills in subjects, although the curriculum planning tends to view subjects very much in isolation from each other and teachers' planning does not routinely identify clear links between subjects. As a result, this is left to individual teachers when they are planning lessons to use their own initiative and imagination. As a result, although there are some good examples across the school, particularly in numeracy, opportunities are missed to exploit fully these links to provide relevant activities across different subjects to develop basic skills, most notably in ICT. This has a negative effect on the pace of pupils' learning and the achievement of those pupils with the potential to attain the higher than expected levels in this subject. Until recently, this has also been due in part to the limitations and unreliability of the resources available for teachers. However, a new computer suite will be completed later this term, which will fully address these shortcomings.

19. The most significant improvement made to the curriculum since the last inspection has been in the Foundation Stage. The school has established a coherent Foundation Stage Unit in one building of the school which includes an extensive outside area and next door to the private pre-school. Resources for teaching and learning have been significantly enhanced to provide lots of different activities, games and practical toys for children to use. However, it is the way that this space has been organised that enables children to achieve very well. A classroom is dedicated to each of the areas of learning and with a discrete classroom for Reception children; the teacher is able plan a very rich curriculum that gives children very good opportunities to develop their knowledge, understanding and skills in all the areas of learning. As a result, children's achievement is very much better than at the last inspection when it was judged to be only satisfactory.
20. The good provision for pupils with special educational needs is based on good individual plans for pupils and the good contribution of support staff in Years 1 to 6. Parents are also involved well and the school has established robust systems to ensure that plans are reviewed regularly and appropriate targets are set for the next stage of learning. As a result, overall, pupils achieve well. However, there is limited evidence that these targets are routinely used in teachers' planning to provide specific activities in English lessons, in which most pupils have difficulty and that the targets are linked to tracking pupils' progress against National Curriculum expectations
21. The curriculum is enriched well by the range of visitors to school, visits pupils make and the clubs at lunchtime and after school. They open to both boys and girls across the school and include judo, gymnastics, recorders, cross stitch, sport and fitness. In addition, girls' and boys' football clubs and a science club are available for older pupils. Overall, this aspect of the curriculum has improved significantly recently and parents are very happy with the range of provision offered. These activities are popular with pupils and the number who take part is good. There is also a residential at the 'Robinwood Outdoor Education Centre' which provides pupils with the opportunity to enjoy outdoor activities and supports their personal and independence skills.
22. The school is an old building and has served the village well in various guises since 1923. Since the last inspection, very significant improvements have been made to the internal fabric of the building, decoration and facilities for pupils, but it has been decided by the local authority that, in the long term, the building is not viable and there are tentative plans to replace it with a new building on the same site. However, the school makes the best use it can of the space available and staff make very good use of the classrooms and corridors to display pupils' work to create a lively working environment. Further improvements are planned such as the computer suite mentioned above. Overall, resources for teaching and learning are good and an on-going programme is in place to further enhance these. However, the school is imaginative in the way that it overcomes shortcomings in its facilities and resources. For example, rather than establishing a school library to supplement the range of books kept in classrooms and the corridor, very good links have been established with the village library next door. Each class visits the library at least once a week and is taught how to use its resources and to undertake specific activities such as researching a topic. Some of these sessions are led by library staff and they make a good contribution to pupils' reading skills and their appreciation of the facilities available to them in the village.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is very good. Support and guidance for pupils are good. The school has very good procedures to involve pupils in the work of the school.

Main strengths and weaknesses

- Relationships between pupils and adults are very good.
- The school provides a very wide range of opportunities for pupils to seek advice and guidance.

- Pupils are given good levels of personal support, but there are no whole school procedures to monitor the personal development of all pupils.
- The school has established a very good range of opportunities for pupils to express their views and to contribute to school development.

Commentary

23. The school places a very high priority on ensuring the health, safety and well-being of pupils and parents are very confident that the school takes very good care of their children. The inspection endorses their view that if there is a problem it will be dealt with swiftly and parents will be informed. The school meets all its statutory duties in this area very well, including the arrangements for child protection. The headteacher is very vigilant in ensuring this aspect of the school's work is carried out effectively.
24. This emphasis on ensuring pupils' well-being is reflected in the school's partnership with The Cornforth Partnership (a community development project), the local doctor's surgery and health professionals which has resulted in 'The Health Zone'. This is an initiative that enables health professionals and youth workers to take a regular part in the school's personal, social and health education programme working specifically with older pupils on issues to do with sex, drugs and alcohol. Pupils in Years 5 and 6 have weekly lessons led by their teachers, support staff (all of whom have been trained in drugs education) and visiting professionals discussing these type of issues and how it might affect them. There are also lunchtime drop-in sessions held each week run by health staff, youth workers school staff and parents for pupils to take part in fun activities relating to a range of health-based issues which also provide opportunities for pupils to take part in small group discussions on issues that are worrying them. The effectiveness of this provision is bolstered by the very good relationships that exist between adults and pupils. As a result, pupils are very confident that if they have a problem there will be an adult they can talk to for help, support and guidance if they feel they need it. In addition, those pupils throughout the school with identified needs such as social and emotional problems or with problems at home are well supported by the school staff and visiting professionals. However, although this aspect of the provision is good, it is not supported by a whole school approach to monitor the personal development of all pupils. As a result, in a similar way that targets are not used consistently in all subjects to ensure that pupils know how well they are doing academically and what they need to work on next, pupils are not given clear guidance on those aspects of their personal development they need to work on. The variable attitude of some of the older pupils to school and learning reflects this missing link in the school's provision.
25. In contrast, the school involves pupils very effectively in the development of the school and clearly values their views and opinions. For example, the school council has been actively involved in developing the outside area to provide more activities at lunchtime and in establishing the 'Buddy' system. Pupils are involved in the Library Council, which is a joint committee with the school and the library staff looking at how the school can make best use of this facility. Most recently, pupils have been involved in developing the school's travel plan by canvassing pupils', parents and other members of the community's views on how to make travelling to school safer by reducing the number of vehicles outside school at the beginning and end of the day. Although, obviously older pupils play a greater role in these initiatives, pupils throughout the school are elected to serve on the School Council and make a good contribution. Overall, the provision makes a very important contribution to the ethos of the school, its development, pupils' personal development and their sense of ownership of the school.

Partnership with parents, other schools and the community

The school has established very good links with parents and the community and good links with other schools.

Main strengths and weaknesses

- The efforts of the school to establish a constructive relationship with parents have been very effective.
- Due to the very good links the school has forged with many groups within the community, the school is an integral part of village life.
- Parents make a very good contribution to the learning of younger pupils at school and at home, but this is not sustained as pupils move through the school.
- Arrangements for ensuring the smooth transition of pupils to secondary school are very good.

Commentary

26. At the time of the last inspection, the school's partnership with parents was unsatisfactory and there were few constructive links with the community or other schools. Since then the school has made great efforts to develop the links with parents and to involve them in the work of the school and this aspect of its work has improved very well. These links are established in the Nursery where the 'Welcome Room' gives very good opportunities to meet and talk with staff and very good quality information about the curriculum and other activities is prominently displayed. With a few minor exceptions, all the weaknesses in the annual reports to parents and the prospectus have been addressed well so, overall, they meet statutory requirements. Overall, the information they are provided with on their children's progress and the work of the school is good. The school also now consults parents very regularly on their views of the school. As a result, parents' views of the school are very positive; they feel well informed, are happy with the work their children are asked to do at home and feel involved in school life. Since the last inspection, the school has placed a high priority on establishing good links with parents from the Traveller community. Staff visit the site, parents are welcomed into school and to a range of school events and catch-up sessions are arranged when pupils return from travelling. The very positive effect of this work is reflected in the much improved attendance of Traveller pupils since the last inspection.
27. Parents are particularly pleased with the prompt and efficient way the school deals with any concerns they may have and are confident that issues are dealt with quickly and resolved to their satisfaction. Classes for parents, supported by high quality written materials, particularly in mathematics, have also been held to help them understand how best they can work with their children at home. As a result of the very good relationships the school fosters with parents, an increasing number of parents are volunteering to help in school, particularly in the Nursery, Reception and Years 1 and 2. For example, at least 50 parents went with Nursery and Reception children on a visit to a farm during the inspection and nine parents help out each week on the 'Better Reading Partnership' in Years 2 and 3. However, as yet the work of the school has not had a major impact on parents of older pupils and the number of parents involved on a regular basis further up the school is very limited.
28. The school has also made very good progress in developing the links with the community. After the last inspection, it was the governing body's vision that the school would be seen as an integral part of village life and to a large extent this has been realised. Parents report that the reputation of the school in the community is much improved and they like the opportunities that exist to bring them into the school, for example, the coffee afternoons held each term which often provide opportunities to discuss issues relating to wider aspects of the community life, not just school. The school newsletter - 'The Cornforth Chronicle' - is seen as a community newsletter not just a school information sheet where other community groups share their news and events and which is distributed amongst wider community. Various local groups are using the school grounds and the school benefits from visits to and funds from local businesses. The school has also established a privately run pre-school in part of its buildings that provides before and after school care as well as taking babies from a few weeks old to enable parents to go back to work. An increasing number of children are transferring from the pre-school into the Nursery, which is helping to improve the size of the intake. The very good links established with

The Cornforth Partnership, the local doctor's surgery and other healthcare professionals make a significant contribution to the 'Health Zone'. There are plans to extend this further in 2006 when the school becomes a designated Children's Centre.

29. The strongest aspect of the school's links with other schools is its support for pupils when they move on to secondary school. Teachers share information about pupils and they make several visits and participate in lessons at the secondary schools. The school also involves the education welfare officer very effectively to help all pupils, not just those whose attendance has been of concern, prepare for transfer. As a result, parents are very satisfied and feel that their children are very well prepared for the next phase of their education. The school has also made very good use of the local school's network to enable staff to visit other schools to share best practice and address their professional development needs. Recently links with Sedgefield Community School have been established as part of the Sports Co-ordinator Programme.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher's leadership of the school is very effective and she is well supported by senior staff. Subject leaders fulfil their roles well. Governance of the school is good. Management is effective.

Main strengths and weaknesses

- The headteacher leads the school with great determination and has a very clear vision for the future.
- Very effective self-evaluation procedures have led to the very good strategic planning underpinning the very good improvement since the last inspection.
- Procedures to monitor and closely track the progress of pupils in order to evaluate the effect of new initiatives are not consistent across all subjects throughout the school.
- Very good leadership of the Foundation Stage ensures that provision in Nursery and Reception is very good and children get a very good start to school.
- Procedures to support the professional development of staff and to induct new staff into the school have made a positive contribution to improving teaching and subject leadership.

Commentary

30. Following the last inspection, the headteacher set about improving the quality of teaching and raising standards with great determination and purpose. However, her efforts have been persistently hampered by significant turbulence in staffing. Four members of staff, including the previous deputy headteacher, have left the school and, in addition, the continuity in teaching has been affected by long term absence of staff through illness. Although, this year the school has appointed two new teachers to the school, including an experienced deputy headteacher, which brought the senior management team of the school up to full complement, at the time of the inspection two experienced members of staff were absent through illness and their classes were being covered by temporary staff. Despite these difficulties the headteacher has continued to drive forward the priorities the school has set itself and school has improved very well.
31. Governors are very committed to the school and support the headteacher well in her ambitions for the school. Many governors have been involved with the school for many years in different capacities and want to establish it as a focal point for the village. Since the last inspection, they have been very successful in this aim, but not to the exclusion of recognising the importance of raising standards. Very effective strategic planning reflects the ambitions of the headteacher and governors for the school and has underpinned the improvements that have been made since the last inspection. Crucially, they made the strategic decision that fundamental changes needed to be made rather than make superficial changes to raise standards in the short term. For example, in order to secure the future success of the school in the long term improving provision for children in the Foundation Stage was a major priority. The aim was to give children, who start school with very significant weaknesses in their skills and knowledge, the

best possible start, which could then be built on as they moved through the school thus raising standards. The leader of the Foundation Stage has managed this strategy very effectively and this is reflected in the very good quality of the provision and improving standards lower down the school as the children who have benefited move through the school.

32. The effective management of the school is also reflected in the recognition by governors that the staff are its most valuable asset and that raising their skills and ensuring they have the time to fulfil their roles are vital factors in maintaining the pace of school improvement and raising standards. In addition, to providing professional development training for staff, the school has begun to introduce the reforms to working practices well. Additional staff provide cover classes and specialist teaching in, for example, physical education, so that all teachers have half a day each week to prepare their lessons and to do tasks linked to their areas of responsibility. As a result, the headteacher is also supported well by other staff that have key roles in school. For example, the subject leaders for English, mathematics and ICT are providing good leadership to their subjects and the action plans for these subjects reflect their good understanding of the strengths of their subject and provide a good basis for further improvement. The approach taken to improve provision in these subjects also reflects the school's long term view. Training has been provided for staff in key aspects of teaching, such as questioning, identified through monitoring of lessons by the headteacher with the help of local authority staff. Improvements in resources have also been carefully targeted to raise standards in English and mathematics. For example, the school placed two interactive whiteboards in Years 3 and 4, year groups the school has identified as needing intensive support if the current trend in rising standards is to be maintained.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	755,620	Balance from previous year	2,362
Total expenditure	704,591	Balance carried forward to the next	53,391
Expenditure per pupil	3,011		

* Audited accounts for 2004/05 were not yet available at the time of the inspection.

33. With gradually falling rolls, the school has had to keep a careful eye on financial control if the improvements in facilities governors want to introduce are to be realised. Financial control is effective and any spending is carefully costed with best value being sought routinely. The table above shows a carry forward figure slightly above the national recommended maximum, but this included funds allocated to improving the accommodation and resources for teaching that had been allocated, but not spent. Due to the limited life of the existing building the school has also been allowed to use an additional proportion of its funding to continue this improvement programme. One of the results of this is a new ICT suite, due to be completed in June, that will completely eradicate the shortcomings in existing ICT resources and ensure that pupils have the opportunities to develop all their skills. However, although procedures to identify priorities for development are very effective, the procedures to monitor the effect of these initiatives on the quality of education and pupils' achievement have not fully kept pace with the rapid changes the school has put into place. Pupils' progress is carefully tracked in English and in more general terms in mathematics, but currently there are no similar procedures science or ICT. As a result, the school leadership and governors are not securely able to evaluate the effect on standards or on pupils' progress. However, the headteacher and senior management team have created a positive climate of change and supportive teamwork among staff so the school is well placed to improve further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of education in the Foundation Stage is **very good**. This is very good improvement since the last inspection when the provision was satisfactory. Attainment on entry to the Nursery is well below that which is typical. Assessment information shows that most children have particularly poor literacy, language and communication skills. Critically, very few children are working at or above the levels expected of them in any of the areas of learning. However, children achieve very well in most of the areas of learning so that standards by the end of the Reception year are in line with those expected in their mathematical development, knowledge and understanding of the world, creative and physical development. Given the very low start, despite achieving well, in communication, language and literacy, standards are likely to be below those expected for their age. However, in their personal, social and emotional development standards are good with most children likely to reach the expected goals and a good proportion exceed them.

The quality of teaching and learning overall is very good and leads to children's very good achievement. This is due to the teacher's very good subject knowledge, meticulous planning and imaginative use of the spacious learning environment. As a result, there is a very good balance between activities which are adult led and activities where children are free to initiate their own learning tasks. Nursery Nurses and teaching assistants make an excellent contribution to the children's learning and development. All staff contribute to the good procedures to assess children's progress. They monitor the children's learning in diaries, which are discussed at the weekly team assessment meetings, although these diaries are usually completed after teaching sessions and observations are generally not made while children are engrossed in their learning which means that opportunities for capturing the essence of that learning can be missed. However, individual pupil records show clearly for staff, children and their parents the progress each child is making towards the early learning goals (the goals children are expected to each by the end of reception) throughout the whole Foundation Stage.

The leadership of the Foundation Stage is very good. The organisation and management of the learning are very carefully planned in order that all groups and individuals can access all areas of the stimulating and spacious learning environment including the outside area. The very effective approach to team work where all staff are seen as equal ensures that children have every possible opportunity to achieve very well. Parents have very good relationships with the staff due to the fact that they have regular access via the well resourced Welcome Room which has good quality information and displays for parents to feel fully involved in their children's development. Parents work closely with the staff and progress is rapid.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good.
- Children achieve very well and make good progress especially in developing independence and self-confidence.
- Good routines are in place so children feel safe and secure.

Commentary

34. Children settle down quickly when they enter the Nursery. This reflects not only on the trusting relationships that the school has with its parents but also the skilful teaching of the staff, who see personal, social and emotional development as a high priority area of learning. There is a very good range of opportunities and activities provided for children to develop their

independence and confidence. Adults also constantly encourage them to feel proud of their achievements. As a result, children achieve very well and most will reach, and a significant proportion exceed, the early learning goals by the end of the Reception year

35. Teaching and learning are very good. Daily routines are made clear and expectations with regard to behaviour are consistent. Children are taught the difference between right and wrong very effectively. Consequently the children are polite and behave well. Not only are they attentive and eager to learn, but also they are keen to share their work with each other and the adults around them. Adults provide very good role models as they teach the children how to form good relationships with others through the many good opportunities to work in pairs or as part of a small or large group. For example, in the role play area where a group of children were playing Jack and the Beanstalk they were able to work harmoniously as they negotiated their roles and re-enacted the story under the gentle direction and leadership of one member of the group. Children are taught to show consideration and respect for property and each other. This they do well. They make good progress in developing their independence and self confidence as they make their choices, organise themselves for the activities and then clear away tidily.
36. All available space is used imaginatively to organise a broad and stimulating range of activities in well defined areas and rooms. The resources are plentiful and in very good condition. They are clearly labelled and easily accessible. This supports the progress of all children and encourages independence by enabling children to choose.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning is very good and leads to children's very good achievement.
- The whole staff capitalise on every opportunity as it presents itself, to develop the acquisition, understanding and use of language.

Commentary

37. Children's attainment on entry to the Nursery is low in communication and language. Every effort is made throughout the Foundation Stage to fill the gaps in their lack of experience of a language rich environment. The very good progress children make as they move from Nursery to Reception is due to the effectiveness of a well-structured programme, the good quality and range of opportunities for learning together with very good teaching and proactive support from parents.
38. The adults place great emphasis on speaking and listening skills and provide very good role models in the way they talk to each other and the children. The staff engage children in conversation in small groups and also individually. They listen carefully to what they have to say. As a result, children very quickly learn the new vocabulary and different ways to express themselves. Consequently they enjoy talking to each other as they work and thus language skills are acquired, reinforced and practised. However, at the time of the inspection, many children still needed prompting by adults to contribute their ideas and few initiated conversations or asked questions of their own. This has a noticeable effect on their ability to demonstrate their learning in other areas of the curriculum where children need to express themselves. For example, on the farm visit many children expressed themselves in one word or short phrases rather than complete sentences. As a result, although they achieve very well in this aspect of their learning few are likely to reach the expected levels by the end of Reception.

39. The children start to link sounds with letters through language games. In Reception they name most of the letters of the alphabet, and through daily practice learn and consolidate new sounds each day as part of the planned literacy activities. These skills were put to very good effect when they were working out written clues prepared by the teacher to describe the baby animals that they were hoping to see at the farm. Children take good advantage of the many planned opportunities within a range of activities to develop their writing skills for instance a group of Reception children, supported by a Nursery Nurse, were able to make a good attempt at writing about the animals using their knowledge of sounds they had previously acquired in recognisable groups with capital letters to denote a new idea but without spaces between the words. Also many opportunities are encouraged throughout the learning environment for informal writing such as the lists and telephone messages in the West Cornforth Farm area. Progress in writing is good from mark making in Nursery to the end of the Reception year.
40. There is a good range of books available for the children to enjoy, including books from other cultures such as Sikhism. Good progress is made as children share books with each other and with the adults. In Reception the children were keen to talk about farms and farm animals because they were really excited about the forthcoming trip to Tweddles Children's Farm. Children have been taught and can understand how a book works. They can talk about their favourite parts of a story and can predict a logical end to the story. Some children in Reception can recognise a few simple everyday words and one or two higher achieving children can read for meaning at the appropriate level using their knowledge of simple words, phonic understanding and their own prior knowledge.
41. However although a few children will reach the early learning goal in reading and writing many, despite the very good teaching, will not due to the narrowness of their vocabulary and lack of confidence in their communication skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and achievement is celebrated.
- Mathematical language is developed well.
- A wide variety of activities promotes mathematical thinking.

Commentary

42. Mathematical development is promoted very well through exposure to activities that encourage mathematical thinking. In Nursery, children match, sort and count everyday objects. Children are taught the basic shapes. Some can manage simple puzzles. In Reception the more able children can match and count reliably up to 10. Consequently most children progress to understand simple problem solving involving the use of vocabulary such as 'one more than', 'one less than'. Activities are designed specifically in order that children gain knowledge and understanding of capacity, money, weight and measure from practical activities in, for example, the greengrocer's shop, the water tray and by using the cash register, scales, graduated tubes, bricks and puzzles.
43. Teaching is consistently very good. The staff's relationship with the children is very strong therefore they work hard, respond well and make very good progress. The use of mathematical language is promoted across all six areas of learning. Children are encouraged to express themselves mathematically counting backwards and forwards Staff use songs, rhymes, stories, games and activities effectively to reinforce mathematical language and understanding. The Reception class really enjoyed singing Ten Green Bottles and were very keen to be chosen to subtract one bottle as the song progressed. The teacher skilfully linked this concept with the

previous learning linking addition and subtraction as the inverse operation. Reception children have learnt to make simple recordings of their learning. Children achieve very well and it is expected that most will reach the early learning goals by the end of their Reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are very good.
- Children are offered a good range of experiences to develop their skills of investigation.
- The expansive learning environment provides a number of mini-environments where children can explore their own world and beyond.
- The garden area provides good opportunities for training in observation skills.

Commentary

44. Children are taught very effectively to understand about the importance of looking after themselves by eating healthily and living safely. Children have a lively interest in the world around them. There are many planned opportunities for children to gain scientific knowledge and understanding through observation and experiment. As a result, children understand that the plants in the hanging baskets need to be tended and they can name the leaves, flowers, petals and stem on some plants. Through assemblies and class lessons, children begin to learn some of the important stories of the Christian faith. However, the school as whole celebrates important religious festivals from around the world so children begin to learn about other world faiths. They have a good knowledge of living in a rural community and are able to apply their understanding in their play. For instance, a group of Nursery children, role playing with a Nursery Nurse in the farmyard area, were engrossed feeding the pigs, collecting and counting the eggs into egg boxes and taking telephone orders for delivery. The children are given opportunities to demonstrate and extend their knowledge of how things work as they build a range of models using construction toys. Computers are always available so children are able to practise their skills in the use of the mouse to draw pictures and patterns. During the visit to the farm parents allowed their children to take photographs with digital cameras. Some children had their own single use cameras. As a result, children achieve very well in this aspect of their learning and the majority are expected to reach the expected level by the end of Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- There are very good imaginative learning environments established out of doors.
- There is a good range of carefully planned indoor and outdoor activities and many opportunities for child-initiated play.
- Resources are in very good condition.

Commentary

45. The very good teaching in this area of learning is characterised by the very good use of the extensive facilities both indoors and outside which offer ample space to promote and ensure children's physical development. The outdoor areas are easily accessible and Nursery children have free access to outdoor play. The comprehensive range of large and small resources, such as the fixed climbing frames, the large sand pit, the beach area, the painting wall and the small apparatus area, is used very effectively to develop the children's physical skills. Staff are always on hand to provide support and encouragement in a calm, sensitive and safe manner in order

that children feel confident but do not over-reach themselves. There is plenty of space to enjoy fast exhilarating running about, resulting in good aerobic exercise. When playing outside children also learn to be aware of space and develop co-ordination and control in movement. Children are taught and learn to use the space well. They learn to work in pairs batting a ball to each other. The large outdoor sandpit provides well planned opportunities for digging on a grand scale. Children's fine motor skills are developed very well through very broad range of planned activities where children can practise the formation of letters, cut, stick, trace and complete puzzles. As a result, most children learn to hold and use pencils, paint brushes, scissors and other tools effectively. As a result, children achieve very well and most are likely at least to reach the early learning goals by the end of Reception.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- The whole ethos of the Unit has been set up to promote a creative and imaginative learning environment.
- Teaching and learning are very good.
- Children achieve very well.
- There are good opportunities for children to express themselves creatively in a number of dimensions.

Commentary

46. The teaching is planned very well so children achieve very well. There is ample time allowed for children to explore ideas and interests in depth experimenting with a variety of materials. Each room and area is designed and resourced in such a stimulating way that children become engaged immediately they enter a room or area. The experiences such as the role play areas for Jack and the Beanstalk, the Elves and the Shoe Maker's shop and the Jungle area provide opportunities for children to use language both creatively and imaginatively. Staff value the children's own ideas when they play alongside them extending their learning and modelling clear and accurate language. Children are taught to observe the detail of objects when drawing from still life such as the hanging basket outside and also when making model farm animals from soft dough. Children enjoy listening to music, moving and clapping and playing instruments to the rhythm of the beat. They sing their favourite songs with great enthusiasm. The majority of children are expected to reach the early learning goals and beyond by the end of the Reception year. This is due to the high expectations and wide range of creative experiences offered across all areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teachers use questions well to develop pupils' speaking and listening skills.
- Standards in writing are below those expected in Year 6.
- Teachers have very high expectations of pupils and manage pupils well.
- The subject leader has a good understanding of the strengths of the subject.
- Recently introduced assessment procedures provide a good basis to improve standards.

Commentary

47. Overall, from when they join Year 1, pupils achieve well in English as they move through the school to reach broadly average standards in Years 2 and 6. However, there are variations across the different strands of the subject and in different year groups. From a below expected start when pupils join Year 1 they achieve well to reach broadly average standards in Year 2. Thereafter, in Years 3 to 6, pupils' achievement is satisfactory. In Year 2, standards in reading and speaking are below those expected, but in line in writing and listening. In Year 6, standards in speaking, listening and reading are in line with those expected, but below in writing. Overall, this represents good improvement on the standards seen at the last inspection when standards in Year 6 were well below average and progress was unsatisfactory. Standards are also much improved on 2004 when they were well below average in both Years 2 and 6. This improvement is partly due to variations in pupil groups and partly due to good teaching. For example, in 2004, the proportion of pupils with special educational needs in the Year 2 group was almost fifty per cent, whereas in the current group, the proportion is thirty five per cent. However, these pupils are also benefiting from good teaching that focuses on developing pupils' basic literacy and communication skills.
48. When they join Year 1, very few are working at the expected levels and many pupils lack confidence in their literacy skills and many are very dependent upon adults for support. Teachers have to work hard to build on many pupils' basic skills to reach a point when they can work on tasks on their own. They are helped in this by the good level of personal skills that pupils develop in the Nursery and Reception classes so they are able to use class discussions very well to work on pupils' basic letter recognition, speaking and listening skills. However, in Years 1 and 2, teachers have very high expectations of pupils' behaviour so lessons are well organised and positive learning experiences. A major factor that leads to pupils' good achievement in Years 1 and 2 is teachers' very effective use of questions to check pupils' understanding and to involve them in lessons. As a result, pupils quickly learn to listen attentively to the adults and each other. In Year 2, pupils respond appropriately to questions and a few more able pupils will follow up with questions of their own. Pupils also learn basic reading skills well and although few are working at the higher than expected level, with the exception of a few pupils with significant special educational needs, the vast majority are confident readers and have a good understanding of how to work out unfamiliar words by using their knowledge of letters and letter sounds. They know the difference between fiction and non-fiction books and are beginning to be able to use an index to find out the information they need. In writing, the consistent emphasis the teacher places on developing pupils' basic spelling, punctuation and grammar linked to an expectation that pupils will write for themselves as much as possible leads to most pupils reaching the expected levels for their age.
49. The current Year 6 group includes a lower proportion of pupils with special educational needs and fewer pupils have joined the class than in 2004. However, they have suffered significant levels of disruption to their learning due to instability in staffing. Despite this, due to good teaching this year they have made up much of the lost ground so that their speaking, listening and reading skills are in line with those expected and, overall, they have achieved satisfactorily during Years 3 to 6. The strengths in teaching in Years 3 to 6 are similar to Years 1 and 2: very high expectations of behaviour and very effective use of questions to involve pupils in lessons and to develop their speaking skills. As a result, in Year 6, pupils contribute willingly to most lessons, listen well to the teacher and each other, read confidently and fluently and have secure research skills. This also reflects the regular opportunities they have to use the village library and the opportunities in lessons to conduct basic research in, for instance, history and geography lessons to use text books and the Internet.
50. However, the inconsistencies they have had in teaching over time shows itself most in their writing. Many pupils have untidy handwriting that varies from lessons to lessons so work is not always well presented and most pupils make careless basic errors in spelling, punctuation and grammar. For example, few pupils have a secure understanding of how to use speech marks properly in their stories. A few more able pupils organise their work well in paragraphs and use interesting vocabulary in their writing, but they are the exception and much of the writing tends to

have a narrative style. However, standards are better than in recent years and evidence from Years 3 and 4 shows that the good achievement seen in Years 1 and 2 is being carried through the school as teaching becomes more consistent. In these groups, despite having high proportions of pupils with special educational needs, pupils are making good progress. An important contribution is being made by teachers' good use of interactive whiteboards to interest and enthuse pupils and the use of targets to set pupils clear goals for improvement in writing.

51. The subject leader has only been responsible for the subject since October, but in that time has made a good contribution to the development of the subject so that it serves as a good model for other subjects. The marking policy has been rewritten and assessment information is now being used well to track pupils' progress in speaking listening, reading and writing and to set them specific targets for improvement in writing. This has not yet been extended into reading and speaking and listening - that is the next planned step.

Language and literacy across the curriculum

52. Teachers use other subjects satisfactorily to provide pupils with opportunities to use their literacy skills. There are some good examples in history and geography, but in science not enough structured guidance is provided for pupils to develop their skills in recording their investigations. The lack of clear targets, particularly in reading, for pupils limits teachers' capacity to focus pupils' work in other subjects to refining their literacy skills and not enough use is made of the writing targets in other subjects to inform teachers' marking.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The improvement since the last inspection is good
- The pupils achieve well because teaching is good
- The subject is well led by the co-ordinator
- Marking is not fully developed to help the pupils improve

Commentary

53. The school has made many positive changes since the last inspection so that the weaknesses found in mathematics at that time have been addressed effectively. As a result standards in mathematics are rising across the school. By the end of Year 2 and Year 6 standards are broadly in line with national expectations, although few pupils reach the higher levels. The younger pupils build on their previous experiences systematically and achieve well. The older pupils, particularly those in Year 6, have faced considerable disruption to their learning over the last two years but, despite this, they have maintained the expected progress and therefore achieve well. Those pupils with special educational needs achieve at the same rate as their fellow pupils.
54. Teaching is good, reflecting the positive impact of staff changes and initiatives for improvement. Teachers make it clear to their pupils what they are expected to learn and use good mathematical vocabulary. This is reflected in the way that the pupils talk confidently about their work and co-operate well in lessons to share their ideas. An important feature of all the lessons seen was the way that teachers often asked pupils to share their ideas with a "talking partner". This helps the pupils clarify their thoughts and find different ways to calculate their answers. When the pupils work independently they work hard because their teachers set high expectations for the amount of work that needs to be done.
55. The pupils' books contain targets for particular aspects of mathematics and in some classes these are also on cards on the pupils' desks. This is an effective way to ensure that the pupils

understand what they are learning. However the teachers' marking does not refer to these targets often enough so that the pupils do not understand clearly enough what they need to do next to improve. Teachers set long term targets for pupils linked to National Curriculum levels and they use day to day assessments well to adapt their plans. However, they do not bring this information together often enough to know clearly which pupils are on track to meet the target set for them.

56. In Years 1 and 2 the teachers encourage and motivate their pupils by giving them a wide variety of interesting tasks. They use a good range of strategies to give the pupils opportunities to try using different methods of calculation. In one good lesson, for example, the pupils used coins of different values to play a game that involved counting forwards and backwards on a number line in ones, twos and fives. The same is true in Years 3 to 6 where the pupils develop good mathematical vocabulary because their teachers use many opportunities to challenge their pupils. A good example was seen where the pupils were investigating lines of symmetry and were encouraged to describe accurately the two-dimensional shapes they were using. Across the school the pupils are taught to work in a systematic way and this has a positive effect on their achievement.
57. Mathematics is well led and managed by the subject leader, who has good subject knowledge. She has encouraged a good level of staff training and made good use of the nationally recommended plans for the subject to help the teachers develop their skills. As part of her work she has monitored the teachers' planning and analysed the pupils' work and used this information to inform her plans. Investigation in mathematics has been rightly identified as an area for development. However, the lack of a whole school approach to carefully tracking in detail how pupils are progressing limits her capacity to evaluate fully the effectiveness of the work she is doing to improve teaching and provision.

Mathematics across the curriculum

58. There is a good range of opportunities for the pupils to use and extend their numeracy skills in other subjects. Graphs and charts are often used to present the results of their work while measuring skills are used well in design technology to make working models. Mathematical displays across the school are an important feature of the way that teachers make use of the subject throughout the school day.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Overall standards at the end of Year 6 are below average because pupils have not been taught a systematic approach to planning and conducting an investigation.
- The subject leader is enthusiastic with a clear vision for the future of science in the school.
- ICT is used well by teachers in lessons to capture pupils' attention.

Commentary

59. Pupils join Year 1 with a knowledge and understanding broadly in line with that expected and current pupils are on course to reach average standards by the end of Year 2. However they remain below average at the end of Year 6 because pupils have not been taught a systematic approach to planning and conducting an investigation consistently as they have moved through the school. This is partly due to the significant disruption these pupils have had over their time in school, but also reflects the lack of whole procedures to track pupils' progress carefully across the different strands of the subject. Nonetheless, pupils' work shows that these pupils

have achieved satisfactorily. This is a good improvement on the standards seen at the last inspection when they were well below those expected and pupils made unsatisfactory progress.

60. Teaching and learning is satisfactory throughout the school. Teachers plan their lessons carefully and, overall, pupils are provided with a satisfactory range of activities to develop their knowledge and understanding of the different strands of the subject. Teachers use resources well in lessons and where they have interactive whiteboards, these are used well to interest and enthuse pupils. However, not enough use is made of ICT as a method for pupils to monitor or record their findings from investigation as part of a systematic approach to developing pupils' investigation skills.
61. Pupils in Year 6 regularly go to a local secondary school and work with one of the secondary school teachers in science classrooms. This makes a good contribution to the learning of older pupils and helps prepare them for secondary school. However, this does not offset the lack of a systematic whole school approach to developing their investigative skills. As a result, the oldest pupils do not have a clear understanding of how to plan and interpret the results from an investigation. The school is aware that it needs to develop pupils' ability to think in a scientific way. Following recent training, teachers pay particular attention using skilful questioning to develop scientific thinking skills and to ensure that pupils understand that science is part of their world. This is beginning to pay dividends lower down the school and indicates that standards are beginning to rise. For example, in a Year 1 class children were learning that plants need light to grow. They were responding to a letter from 'Mr Bird's Eye' who wanted to know in which sort of building he should plant his beans. The purpose of the investigation was the need to write him a letter in return. The children carried out their fair test in pairs. They understood that one condition could be changed in a fair test. The teacher and teaching assistant used effective questioning in order to promote the pupils' thinking, encouraging the pupils to use the appropriate scientific language, which had been taught. The lesson was consolidated through the use of a short video clip showing the growth of a bean shoot in slow motion.
62. In contrast in a Year 5 class the pupils responded well to the good opening discussion session where they learnt about the structure and functions of the heart and this was followed up by an investigation where the pupils had to exercise vigorously and count the beats of their pulse. They approached the challenge in an enthusiastic way, rushing into the hall to embark on the task, working very well together, taking turns, encouraging each other and recording results. Their participation in group work for investigation and problem solving ensured that all members of the group were involved which led to worthwhile discussions and lively exchanges of ideas which encouraged pupils to reason and understand relationships. However, they lacked the knowledge to make a clear plan regarding how to conduct the investigation in a systematic way in order to study their findings and draw specific conclusions.
63. Assessment and marking overall are satisfactory. However, there is a lack of consistency and coherence. There is no whole school tracking of pupils' learning or identifying with pupils what they need to do next. As a result, the marking of pupils' work is largely by means of ticks and positive encouragement and lacks the sharp focus needed to challenge pupils' understanding and increase the pace of their learning. There are some good examples in Year 4 books where pupils are told when they have achieved the objective and where, occasionally, questions are posed by teachers but these are rarely answered by pupils. The subject leader, who has recently taken up this post, and is also the deputy headteacher, is aware of this shortcoming and how it complements the developments of pupils' investigative skills. So far her main focus has had to be on other aspects of her role, but she is providing sound leadership to the subject. However, her strategic planning is good. She has a clear vision and a good action plan in place that reflects her intention to improve tracking individual pupils' progress in science throughout the school, building on the good practice to be found in English.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching of ICT is good overall.
- The subject is well led and managed.
- The introduction of new computers is beginning to have a positive effect
- There are gaps in the older pupils' knowledge and skills.
- ICT is not yet used consistently across the curriculum.

Commentary

64. Overall, standards in ICT are in line with national expectations at the end of Year 2. The younger pupils achieve well and this represents good improvement since the last inspection when standards were below those expected in Year 2 and pupils made unsatisfactory progress. In Years 3 to 6, teaching seen during the inspection was good. However, shortcomings in resources in recent years have had an adverse effect on the rate of the oldest pupils learning in some strands of the subject. As a result, standards in Year 6 are in line with those expected, similar to those seen at the last inspection, with pupils achieving satisfactorily. Inspection evidence shows that now teachers have the necessary resources and interactive whiteboards to use in lessons, pupils' confidence and skills in Years 3 and 4 are improving and achievement is good. As a result, standards are well set to improve in the near future. Those pupils with special educational needs are well supported and achieve at the same rate as other pupils.
65. The quality of teaching and learning has improved since the last inspection so that it is now good because teachers are beginning to teach the skills needed in a systematic way. This is due to the good leadership by the subject leader, who has a clear view of the strengths and weaknesses of ICT across the school and has been able to provide staff with relevant training. They use the school's resources well to engage the pupils in interesting work using word processing programs, databases and spreadsheets. During the inspection, good examples were seen of groups of pupils working together to find information about climates from a database, and giving directions using a program that controls a floor robot. Classroom displays often contain examples of the pupils' work that has been produced using a word processing program. Teachers also have good personal skills in ICT which they use well to demonstrate particular aspects of the lesson to the pupils. However, these improvements in teaching have not yet had time to have a full effect on the achievement and standards of the oldest pupils. Although pupils' skills in most areas are secure, due to technical difficulties with some new computers, there are gaps in the pupils' knowledge in some areas of control and monitoring, and the use of email. As a result, few pupils are working at the higher than expected level.
66. The school has invested in a bank of tablet PCs that can be used in classrooms throughout the school. This has improved the opportunities that the pupils have to use ICT. The pupils are confident using the new computers and can log on to the system and find the program they need quickly. Despite technical difficulties experienced with the new computers the subject leader has done much to raise the profile of ICT and by monitoring the pupils' folders on the school network she has been able to assess the impact of the training that the staff have received and she has good plans to develop the subject further. For example, she is aware that there are too few opportunities for the older pupils to control models and monitor changes using computers, so that their skills in these areas are weak. In response the school has invested in a new computer suite due to be ready in June to complement the tablets which will eradicate the current shortcomings in resources.

Information and communication technology across the curriculum

67. ICT is used well as a teaching tool in those classes with an interactive whiteboard. This has a positive effect on the motivation of pupils and makes lessons interesting. The older pupils can use the Internet to research information and sometimes use this in history and geography. However, across the school only word processing is used consistently to support learning in other subjects. The use of computers as an everyday tool is not yet embedded in the work of the school.

HUMANITIES

68. Due to the timetable arrangements and the focus of the inspection, provision in **history** and **geography** was sampled by looking at pupils' work, talking to subject leaders and observing a small number of lessons. Pupils' work and school documentation show that pupils study a balanced range of topics that provide them with opportunities to develop the full range of skills, knowledge and understanding. The school makes good use of the village and visits further afield to places such as Durham and Beamish Museum to give pupils practical experiences. In pupils' books there are examples of where pupils have used their literacy skills to write about their experiences and numeracy skills are promoted well in geography through climate graphs and charts. However, the range of opportunities across the school for pupils to use the full range of their ICT skills to express their ideas and imagination and to handle data through graphs and charts is limited.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school uses good opportunities to visit a variety of places of worship
- More needs to be done to help pupils relate their own experiences to those of other faiths

Commentary

69. The pupils achieve satisfactorily and attainment throughout the school is broadly in line with the expectations of the Locally Agreed Syllabus. This position has been maintained since the last inspection. Those pupils with special educational needs are well supported and achieve as well as their peers.
70. The quality of teaching is satisfactory overall. Lessons are well planned to help the pupils learn about a range of religions. Teachers use a good variety of resources, including religious artefacts, to help the pupils understand the important aspects of each faith. However, while much of this work provides good information for the pupils, there are too few opportunities for the pupils to discuss how their own experiences relate to other beliefs. The school does not, currently have links with communities outside its immediate environment or with schools that have a high percentage of pupils from other faiths.
71. Much of the work undertaken in RE is done verbally so the subject makes a good contribution to pupils' speaking and listening skills. However, opportunities are missed to reinforce pupils' understanding and for them to use their literacy skills to express their ideas and opinions through their written work. Lessons are enhanced by a series of visits to places of worship, to the local church to look at church furniture for example. Visitors are also brought into school to talk to the pupils about their religion, such as in Year 2 where a member of the local community came to talk about Buddhism. Throughout the school there are good displays that describe the main characteristics of some important faiths that remind the pupils what they have been taught. Good use is made of computers to enhance the teaching, by showing a multimedia presentation for example.

72. The headteacher is providing satisfactory leadership and management to the subject in the absence of the subject leader due to illness. She understands the strengths and weaknesses of religious education across the school and is aware of the next steps in developing the subject further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Insufficient evidence was gathered to make secure judgements about the overall provision in **art and design**. All pupils keep a sketchbook as a visual record of their progress and there is evidence of a good range of techniques and drawings. Some of these sketchbooks are enhanced by pupils' notes, photographs of sculptures, and evaluations of work.
74. Displays, in classrooms and around the school, show that pupils are provided with a range of artistic experiences with a number of links made with other subjects. These include Jabberwocky drawings in pencil and crayon, a collage of Greek Gods in tissue paper and Islamic geometric patterns. Professional artists come to the school regularly to take workshops in order to enhance the provision. Recently Years 1 and 2 created some brass rubbings using the techniques they had been taught to make rubbings of a variety of creatures like dragons, lions and butterflies. Pupils have also been taught by a weaver and felt maker to make their own felt and to create a design on their material with wool and felt. The finished work, which was very effective, was displayed proudly in the hall alongside photographs of both workshops in action.
75. No lessons were observed in **design technology** during the inspection period, although an analysis of the pupils' work was carried out. From this limited evidence it is clear that the pupils make a wide range of models based on very careful designs. A key feature of their work is the way that they evaluate their finished model to help them decide how they could make it better next time. Skills learned in other subjects are used well, for example measuring accurately, so that the subject makes a valuable contribution to the curriculum.
76. Insufficient evidence was gathered to make secure judgements about overall provision in **music**. In the lessons observed, teachers' preparation and planning were based on a purchased scheme of work which provides good support for the non-specialist teacher. This scheme is being used effectively throughout the school to give children well rounded opportunities in music. In both lessons the pupils responded well, singing and later performing the pieces that they had composed. In one class the children worked in groups as they took on the various characters in the Jack and the Beanstalk story playing their instruments in response to the sound and pitch as their character climbed up or down the Beanstalk. In the other lesson the children used kitchen utensils to beat in time to the rhythm of the 'Let's make a meal' song. Everyone had a great time and was able to review their learning at the end of the session.
77. The music provision is further enhanced at regular intervals throughout the year when preparing for such events as the Christmas concert where children have an opportunity to sing and perform their compositions. Peripatetic teachers come to the school on a regular basis for individual instrumental tuition. Pupils are given the opportunity to learn percussion instruments, woodwind and piano. There is also an after school club for recorders taken by the subject leader.
78. In **physical education** only two lessons were observed and a discussion held with the subject leader. From this evidence it is clear that the specialist sports coach employed by the school makes a valuable contribution to the development of the pupils' skills and attitudes, both during lessons and at school break times. The school takes part in a wide variety of local sporting activities, including dance, and offers a good range of sports clubs outside the school day. Many of the teachers have a professional qualification in the subject which they use well to help plan their lessons. The subject leader leads the subject enthusiastically and is instrumental in developing good sporting links with the local community.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79. This area of the curriculum was sampled. From the lesson seen and talking to the co-ordinator it is clear that the provision makes a very good contribution to pupils' personal development, particularly their health and well-being. In Years 5 and 6, it makes a very strong contribution to the level of personal support and guidance the school is able to offer to pupils. Very good links have been established with local health professional and the youth service who are an integral part of the programme for older pupils. This is known as the 'Health Zone' and provides pupils with very good opportunities to discuss sensitive issues surrounding sex and drugs education. The school's procedures for involving pupils in the work of the school such as the School Council, the Library Council and the current initiative to develop a School Travel Plan all make a very good contribution to pupils' understanding of their role as citizens of the school and the wider community. However, the school does not have a whole school procedure to monitor all pupils' personal development which limits its capacity to provide very focussed support, except for those pupils about whom there are concerns, and to help pupils understand which personal skills they need to work on.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	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).