

INSPECTION REPORT

Seghill Community First School

Cramlington

LEA area: Northumberland

Unique Reference Number: 122225

Headteacher: Mr John Swinhoe

Reporting inspector: Dr Brian Male

Dates of inspection: 11th – 14th October 1999

Under OFSTED contract number: 707679

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
Type of control:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R. Smith
Date of previous inspection:	June 1996

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MAIN FINDINGS

What the school does well

There is a trend of rising standards in the school, and standards in mathematics are above average at Key Stage 1

Children receive a good start to their education in the nursery

The school has created a good structure of planning that ensures a broad and balanced curriculum

The school provides a good range of extra-curricular activities

The school provides good information for parents

There is very good parental involvement in children's learning

Where the school has weaknesses

Standards in information technology are below average at the end of Key Stage 1

The school does not provide sufficient staffing and support for the reception class

Not all pupils are committed to the highest standards in their work

The monitoring and support of educational provision has not ensured consistency across the school

The school's strengths outweigh its weaknesses. Behaviour is generally satisfactory, and pupils make satisfactory progress across the school. Standards of attainment have been rising over the last three years, and the school is moving in the right direction.

How the school has improved since the last inspection

Standards of attainment have improved, especially in mathematics, music and physical education. The amount of unsatisfactory teaching has been reduced, but pupils' attitudes to work are no longer so positive. The building and its grounds have been improved. In terms of the Key Issues raised, the school has: significantly improved its curriculum and assessment arrangements; ensured that registers are correctly called; mainly addressed the issue of unsatisfactory teaching; improved the school development plan. Steps have been taken to extend monitoring and evaluation arrangements, but these need further development.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998, the last year for which national figures are available, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
Reading	C	C	<i>below average</i>	<i>D</i>
Writing	C	D	<i>well below average</i>	<i>E</i>
Mathematics	C	C		

The school's scores in the 1999 tests fell in reading, but rose in both writing and mathematics. National figures are not yet available, but it seems likely that reading was below average, and writing and mathematics were well above average. The variation is linked to the focus the school gave to these aspects. Inspection findings are that at the end of Key Stage 1, standards are now above average in mathematics, average in reading and slightly below average in writing. Standards in information technology are below average at the end of Key Stage 1. By the end of Year 4, standards are broadly average in all the core subjects. Pupils make satisfactory progress.

Quality of teaching

Teaching in	Under 5	5 - 7 years	7-9 years
English	satisfactory	satisfactory	satisfactory
Mathematics	satisfactory	satisfactory	satisfactory
Science	satisfactory	satisfactory	satisfactory
Information technology		no judgement	no judgement
Religious education		satisfactory	satisfactory
Other subjects		satisfactory	satisfactory

Overall in the school, 95% of the teaching is at least satisfactory and 25% is good. 5% of teaching is less than satisfactory. In a small number of lessons teaching is very good. Insufficient teaching of information technology was seen for a judgement to be made. Teaching is consistently good in the nursery, and satisfactory in reception and Key Stage 1. Teaching is often good at Key Stage 2. Teachers work hard and cope well with some large classes.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is generally satisfactory, but a significant number of pupils find it difficult to settle to their work and to sustain concentration. Attitudes to work do not always reflect a commitment to high standards.
Attendance	Attendance is satisfactory, and pupils generally arrive at school on time.
Ethos*	The school's ethos is mainly positive, but is adversely affected by the attitudes of a number of pupils who lack a commitment to high standards. Relationships across the school are not always strong.
Leadership and management	The governors are well led and exercise an effective general overview of the school. Further monitoring, support and intervention by senior staff is needed to ensure consistency of provision across the school.
Curriculum	The curriculum is now well organised, and assessment arrangements are sound. There is a good range of extra-curricular activities.
Pupils with special educational needs	There are satisfactory arrangements for identifying these pupils but little extra support for those on the early stages. There is good support for pupils on Stages 3-5 of the Code of Practice and they make good progress.
Spiritual, moral, social & cultural development	There is satisfactory provision for spiritual and cultural development, but not for the multi-cultural aspect. Provision for pupils' social and moral development needs improvement.
Staffing, resources and accommodation	The number of teachers is well below average, and there are very large classes in reception and Year 4. Resources are generally adequate except for the provision of computers. The accommodation is spacious and in many ways charming.
Value for money	The school receives the national average income and provides a satisfactory standard of education, despite its two very large classes. It therefore provides satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> ●.The standards attained by pupils ●.The information given by the school ●.The part parents play in the life of the school 	<ul style="list-style-type: none"> ●.The consistency of homework setting and marking

Parents were supportive of the school in their responses to the questionnaire. They play a full part in the life of the school. The inspection broadly endorses parents' views, although

• **KEY ISSUES FOR ACTION**

In order to build on the progress being made by the school, the headteacher, governors and staff need to:

- 1) Raise standards in information technology at the end of Key Stage 1 by:
 - I. ensuring that there are sufficient computers in the school
 - II. reviewing the software available to support learning
 - III. ensuring that pupils have sufficient time to use the available equipment to develop their skills
 - IV. providing appropriate staff training.
(paragraphs 13,19,32,38,68,73,118,119,120,122,123,124,125)

 - 2) Enhance provision for children in the reception class by:
 - V. ensuring that sufficient adult support is allocated at all times
 - VI. ensuring that there are clear expectations and effective supervision of pupils
 - VII. setting clear learning objectives for each activity
 - VIII. making use of the outcomes of activities to assist learning.
(paragraphs 27,84,85,86,87)

 - 3) Improve pupils' attitudes towards their work and ensure consistent standards of behaviour by:
 - IX. implementing the spirit and approach of the school's behaviour policy
 - X. introducing a structured programme of personal development
 - XI. raising expectations of behaviour and making these expectations clear and consistent.
(paragraphs 21,22,23,24,33,45,46,48,49,58,63)

 - 4) Establish a consistency of approach and provision across the school by:
 - XII. extending the monitoring and support work of senior staff and ensuring that effective interventions are made
 - XIII. creating a more open ethos in which to share and develop practice.
(paragraphs 58,59)
-

• The school will also wish to consider the following minor issues:

- Raising standards in the investigational aspects of science *(paragraph 109)*
- Increasing support for pupils with special educational needs at Stages 1 and 2 of the Code of Practice *(paragraph 36)*
- Ensuring that expectations are sufficiently challenging, especially for higher attaining pupils *(paragraph 38)*
- Improving the overall standard of presentation of pupils' work *(paragraph 16)*

INTRODUCTION

- **Characteristics of the school**

1. Seghill First School takes pupils from 3 to 9 years old, and is maintained by the Northumberland Local Education Authority. It serves the former colliery village of Seghill, and occupies an unusual triangular set of buildings originally used as a secondary school. Following recent expansion of the village, and the closure of the coal mines, the school serves an area of mixed rented and owner-occupied housing where social conditions are mainly favourable. Most pupils start in the nursery with standards slightly below those generally expected.
2. The school has 183 full-time pupils (108 boys and 75 girls) in 6 classes. There are a further 34 part-time pupils (17 boys 17 girls) in the nursery. Thirteen per cent of pupils are eligible for free schools meals which is below the national average. Four per cent of the pupils are at Stages 3-5 of the Special Needs Register which is below the national average. There are four pupils for whom English is an additional language, this is below the national average.
3. The school was last inspected by OFSTED in June 1996. The school aims to provide a secure environment and an atmosphere of mutual respect to help each child to become a caring and responsible pupil and to take their part in the community.

3. **4. Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	21	16	37

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	17	17	17
At NC Level 2 or above	Girls	14	14	13
	Total	31	31	30
Percentage at NC Level 2 or above	School	83 (73)	88 (79)	83 (80)
	National	80 (80)	81 (80)	84 (84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	17	18	20
At NC Level 2 or above	Girls	14	14	15
	Total	31	32	35
Percentage at NC Level 2 or above	School	86 (79)	89 (79)	97 (84)
	National	81 (80)	85 (84)	86 (85)

3. **5. Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year: %

Authorised	School	7.0
Absence	National comparative data	5.2
Unauthorised	School	0.5
Absence	National comparative data	0.5

3.

3. **6. Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year: Number

Fixed period	0
Permanent	0

3. **7. Quality of teaching**

Percentage of teaching observed which is: %

Very good or better	5
Satisfactory or better	91.7

3. **PART A: ASPECTS OF THE SCHOOL**

3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3. **Attainment and progress**

1. Many pupils enter the nursery as three year olds with standards of attainment slightly below those generally expected for children of this age. They make satisfactory progress across the school as a whole, and standards in most subjects are generally in line with expectations by the time pupils leave at the age of nine. Progress is quicker through the nursery and Key Stage 2 than through reception and Key Stage 1. Standards have risen steadily over the last three years, but are broadly in line with those found at the last inspection in 1996, except in mathematics, music and physical education where standards have improved.
2. Pupils under the age of five make generally good progress through the nursery but slower progress through the reception classes. By the time they are five years old, standards of attainment are in line with those expected for children of this age in all of the areas of learning.
3. In national tests for seven year olds in 1998, the number of pupils attaining the expected level (Level 2) was above average in reading and mathematics, and average in writing. The proportion of pupils attaining the higher level (Level 3) was broadly average in reading and mathematics, but below average in writing. Compared to schools of similar background, the 1998 overall standards in the national tests were average in reading and mathematics, but below average in writing. These scores were much higher than in previous years in mathematics, and broadly similar in reading and writing.
4. In the 1999 tests, the school's scores fell significantly in reading, but rose significantly in writing and mathematics. National figures are still not available for the 1999 tests, but compared to the provisional figures, standards were well above average in writing and mathematics, but below average in reading. The variation in standards is related mainly to the focus the school gave to writing and mathematics, and also to the fact that the pupils did particularly well in the writing part of the test.
5. Inspection evidence shows that present standards at the end of Key Stage 1 are above average in mathematics, average in reading, but slightly below average in writing. By the time pupils leave school at the age of nine, standards are in line with expectations in English and mathematics.
6. In all other subjects at the end of Key Stage 1, standards are broadly in line with those expected, except in information technology where standards are below expectations. Insufficient geography was seen for a judgement to be made. Pupils make good progress in mathematics, and generally satisfactory progress in all other subjects except information technology where progress is unsatisfactory.
7. By the time pupils leave the school at the age of nine, standards are broadly in line with those expected in all subjects. Pupils make good progress in information

technology, and satisfactory progress in all other subjects. Overall progress is quicker at Key Stage 2 than at Key Stage 1 as the level of demand and challenge is higher.

8. Throughout the school, pupils with special educational needs make appropriate progress, and those receiving specialist support at Stages 3 to 5 of the Code of Practice make good progress. The progress of average and low attaining groups is satisfactory, but the progress of high attaining pupils is not as quick in English and science. Over the last three years, the performance of girls has been better than that of boys in reading and writing but the difference is in line with the national trend. Performance of boys and girls is equivalent in mathematics which is contrary to the national trend. Much of the difference is accounted for by the variation of the size of groups.
9. By the time pupils leave the school at the age of nine, standards are in line with the national average in reading and writing, but below average in speaking and listening. Most pupils are able to read appropriate texts with some accuracy and fluency, and through their work in the literacy hour, show good understanding of text. Standards of writing are broadly satisfactory, but lower than reading across the school. Most pupils are able to write sequences of sentences with some accuracy, but few are able to use language in an interesting way with words chosen for variety and interest. Standards of presentation and handwriting are low across the school, with many older pupils still forming letters incorrectly and not joining them. Most pupils are very willing to participate in discussions, but few listen really well, especially to other pupils, and few are able to express themselves or convey more complex ideas clearly.
10. In mathematics at the end of Key Stage 1, standards are above average. Present standards in Year 4 are average. This is because these pupils entered the key stage with average attainment and have made satisfactory progress. The school's focus on mathematics is improving standards across the school, but this will take time to work through to Year 4. Standards in number and knowledge of shape, space and measures are higher than in the data handling aspect of mathematics.
11. Standards in science across the school are below expectations in investigations, but broadly in line in the knowledge-based elements of the subject. Although pupils have gained an appropriate level of knowledge, the concepts underpinning the knowledge are often insecure.
12. At the end of Key Stage 1, standards in information technology are below expectations, but pupils have made good progress through Key Stage 2 and standards in the area of handling and communicating information are average. The number of computers in the school is low after many older machines were replaced. This will make it difficult to sustain the good progress.
13. Across the school, standards in religious education are in line with the expectations of the Northumberland Agreed Syllabus.
20. **Attitudes, behaviour and personal development**
14. Pupils are mostly interested in their work, but many often have difficulty in settling to their tasks, and then in sustaining their concentration. Pupils are generally willing to complete their tasks, but few take a real pride in their work or show a keen commitment to learning. Pupils' attitudes to practical subjects such as art. and to

subjects where written responses are required. Few children are willing to take the time and trouble to produce really good work, and most are easily satisfied with the minimum. Attitudes are not as positive as those reported by the last inspection. Most pupils listen quite well to their teachers, but at times a significant minority are more interested in something that is happening elsewhere. Children under five in the nursery where groups are small have already developed good attitudes to work, are interested in what they are doing, and stay with an activity for long periods. The attitudes of children in the reception class are not as good. Most are keen to engage in an activity, but do not always sustain their interest or concentrate well.

15. The behaviour of most pupils is satisfactory, but there are a significant number of pupils who do not always do as they are told as quickly as they should. Even on these occasions, behaviour is noisy rather than unruly, and in the school as a whole, there is very little bad behaviour. The incidence of exclusion is extremely low. In the playground, pupils mostly play well and in the dining room they behave appropriately. However, movement around the school is not always orderly and many pupils run down the long corridors, despite having been told not to do so. In assemblies and in lessons, pupils mostly behave appropriately, apart from times when they are changing from one activity or task to another. At these times they are often noisy and take a long time to settle to the next activity. Some pupils, when doing work that is not closely supervised, do not behave well and their work deteriorates. Most pupils are polite to adults and to each other, but there are a significant number who show a lack of respect in the way in which they relate to adults. This behaviour is not as good as that reported by the last inspection. The behaviour of children under five in the nursery is always good and sometimes very good. Children under five in the reception class do not always behave as they should, and do not always do as they are told.
16. Pupils often relate well to each other and often co-operate and help each other. They usually demonstrate a caring concern for each other, but some pupils when standing in a line can be rough towards others. Not all pupils share appropriately when working with others. Some teachers have established very effective relationships with pupils and are good role models for pupils. However, other teachers are inconsistent in the way in which they relate to pupils, and their impatience does not set a good example of how to relate to others. Children under five in the nursery have good relationships with each other and with adults working in the nursery. Children under five in the reception class mostly have good relationships with each other and with their teacher. However, some children do not always work with others and are reluctant to share. Pupils from different ethnic groups get on well together.
17. Most pupils demonstrate an awareness and respect for the needs of others; for example, older pupils understand that children in Kosovo are less fortunate than them and have greater survival needs. Through circle time and through some aspects of the curriculum, some pupils are learning to reflect on and discuss their feelings. However, opportunities for pupils to take responsibility and use their initiative are not consistently well developed throughout the school. There are, for example, too few opportunities for pupils to do tasks that contribute to the smooth running of the school. When pupils are given responsibility for example, going to the toilets unsupervised, the behaviour of many is often silly and irresponsible. Children under five, especially in the nursery, are learning to select resources for themselves and developing independence. However, some routines in the reception class do not encourage children to be independent: for example, parents helping children to change after physical education lessons.

24. Attendance

18. Attendance at the school is satisfactory and most pupils arrive punctually at the start of the day.

25.

QUALITY OF EDUCATION PROVIDED

25. Teaching

19. The quality of teaching is satisfactory overall. In the school as a whole, a quarter of the teaching is good and a small proportion very good. Five percent of the teaching is unsatisfactory. This is an improvement since the last inspection. Teachers work hard, and cope well with some large classes.

20. The teaching of children under five in the nursery is consistently good. There is a good range of activities and a supportive but challenging atmosphere. Expectations are high, and activities are well organised and used to promote learning. There is good adult support, including students on various courses, and staff work together well to provide a stimulating variety of experiences for the children. The reception class is very large and does not receive the same level of adult support as the nursery. The teacher works hard and handles whole-class situations very well. When pupils are split into groups for practical activities the level of supervision is often insufficient to ensure that effective learning is taking place, or that children are always behaving appropriately. In some cases, the activities do not build effectively on prior learning, and learning targets are not always clear. Where activities are not followed up by the teacher, children lose interest and do not develop commitment. In both the nursery and reception classes, there are good relationships with the pupils and a very caring and supportive approach.

21. At Key Stage 1, teaching is satisfactory overall. It is good in a fifth of lessons, mostly in Year 2, and is less than satisfactory in a tenth. Teaching is satisfactory in all subjects. Insufficient teaching of design and technology, information technology and geography was seen for a judgement to be made.

22. At Key Stage 2, teaching is satisfactory overall. It is good in a fifth of lessons, and very good in almost 5 per cent. The teaching of English is often good and sometimes very good, and teaching is satisfactory in all other subjects. Insufficient teaching of design and technology, information technology, art and geography was seen for a judgement to be made.

23. Where teaching is good at both key stages, there is a high level of challenge that motivates pupils and deepens understanding. In these lessons, there is good pace and opportunities for thinking and discussion. This was the case in some Key Stage 2 literacy hour lessons where good questioning and an interesting text were used effectively to challenge all pupils to think about the text. A particularly effective plenary session to a literacy hour in Year 4 involved pupils in high quality analysis of work done. In these lessons, teachers listen carefully to pupils' answers and use these to guide learning.

24. In the very few lessons where teaching is not successful, it is the pace that prevents satisfactory progress. In some long introductions, the pupils lose concentration and

25. Across the school, teachers have a generally secure knowledge and understanding of the subjects they teach, except in some cases in information technology. Lessons are generally effectively planned and prepared. Methods and organisation are generally effective. Time and resources are generally used appropriately.
26. The school has a very good behaviour policy, and where this is implemented, for instance in the Year 2/3 class and the nursery, relationships are good and pupils develop good attitudes towards their work. These attitudes promote good progress. The implementation of the policy, with its emphasis on pupils' personal development, also promotes the good relationships and attitudes that underpin good behaviour. However, in some classes at both key stages the behaviour policy is not implemented in either spirit or approach. In these classes, discipline depends upon sanctions, and relationships do not promote the good attitudes necessary to progress and self-discipline. In some cases, expectations of good behaviour are not sufficiently high.
27. The school has satisfactory arrangements for assessing pupils' attainment, and teachers often make good use of this information in planning their lessons. Teaching usually takes good account of pupils' prior learning and challenges all groups within the class. In some cases, particularly in writing, the challenge and expectation needs to be higher, particularly for higher attaining pupils.
28. The school has good arrangements for homework, with a homework card making clear to parents the expectations. Some parents report an inconsistency in the setting and marking of this work, but inspection evidence indicates that homework is used generally effectively.
29. There is effective provision for pupils with special educational needs. The Code of Practice is fully implemented, and individual education plans are appropriately drawn up and reviewed. Teachers offer effective support and show sound awareness of the pupils' needs as identified by individual education plans, but there is little extra support for pupils in Stages 1 and 2 of the Code of Practice. Pupils on Stages 3 to 5 receive good quality extra support and make good progress.
36. **The curriculum and assessment**
30. The school provides a satisfactorily broad and balanced curriculum for its pupils, and has satisfactorily addressed the weaknesses identified in the previous inspection report. Long-term planning for each subject ensures appropriate coverage of the curriculum in order to provide breadth and balance. The school has recognised the implications of the strategies for literacy and numeracy, and is making a good start to their implementation.
31. The curriculum is accessible to all pupils, and promotes pupils' intellectual, physical and personal development satisfactorily. The level of challenge within the curriculum is appropriate for most pupils, except for some higher attaining pupils. In core subjects, the provision of opportunities to carry out investigations and to undertake discussions in mathematics are satisfactory and give pupils a sufficient number of opportunities to work independently and collaboratively. However, there are too few opportunities for investigative work in science. Limited use is made of information and communications technology to support and enhance subjects across the curriculum. Pupils with special educational needs have access to the full curriculum.

32. The school has developed an effective view of the curriculum across the school. A long-term overview of the curriculum has been developed for each year group and subject, which provides a good framework within which to plan work in the medium-term. Schemes of work have been developed in most subject areas and provide an effective base from which to plan work on a termly and half-termly basis. Teachers produce thorough and useful plans for the medium-term, which are monitored by the headteacher, and subject co-ordinators. Teachers' weekly and day-to-day planning is effective. This provides a sound basis from which teachers match the needs of different groups of pupils to the demands of the curriculum, through a clearer identification of what is going to be learned by each pupil. These strategies ensure that the school provides a satisfactory level of continuity and progression of pupils' learning. The school has made good progress in addressing the curriculum issues identified in the previous inspection report. There is now a very good structure for the curriculum and an effective framework for planning.
33. There are sound procedures in place for managing assessment across the school. There is an effective system of formal testing in place across the whole school, especially in English and mathematics. The school has developed effective systems for teacher assessment in all subjects, linked to the identification of assessment opportunities in medium-term planning and the regular assessment of pupils' on-going work. The school has developed a standardised portfolio of levelled work in writing, and has plans to extend this system to include mathematics and science.
34. The use of assessment information to plan for pupils' next steps in learning, from both national tests and school-based assessments, is sound. The results and records of assessments, including end of key stage tests, are used to inform planning for future learning, for example, the need to develop pupils' knowledge and understanding of shape. The results of tests and assessments are analysed to give an on-going picture of pupils' strengths and weaknesses, and the likely performance of cohorts of pupils. Parents are given a target sheet for their children each year, and progress towards the achievement of these broad targets forms the basis of the on-going dialogue between parents and school throughout the year. The results of end of key stage tests are analysed effectively to identify areas of strength and weakness, and to monitor the performance of pupils by ethnicity and gender.
35. The school provides a good range of extra-curricular activities through which the quality of pupils' educational experiences are enriched. Pupils have the opportunity to take part in football, rugby, cricket, singing, art and craft, and dancing, and a significant number do so.
36. The school has made good progress in addressing the weaknesses identified in assessment by the previous inspection report. Assessment procedures have been developed in all curriculum areas, and information from these assessments is now being used to inform planning for pupils' future learning.

43. Pupils' spiritual, moral, social and cultural development

37. Provision for pupils' spiritual development is sound. Pupils are given appropriate opportunities to marvel at the natural world, for example, in the nursery, children were excited when they saw a selection of huge vegetables, and went on to paint them enthusiastically. Older pupils have appropriate opportunities to reflect on their feelings; for example, in a Year 4 music lesson, pupils thought carefully about the mood and the images the music created for them. Acts of collective worship are sound and give pupils appropriate opportunities for reflection. They are well supported by the minister of a local church. However, stories used for class assemblies sometimes reinforce gender stereotypes.
38. Provision for pupils' moral development is limited. Rules to guide behaviour are not prominent and are sometimes applied inconsistently. There is often insufficient emphasis on the reasons why rules are needed, or why people should act in certain ways, for pupils to develop a true moral sense. Pupils, therefore, do not always demonstrate a clear understanding of appropriate behaviour; for example, having been told by their teacher not to run in the corridor, some pupils ignore this once out of the classroom and run.
39. Provision for social development is well developed through extra-curricular activities, but not through the life of the school. Some teachers, in their relationship with pupils, do not set good examples of how to relate to others. Opportunities for pupils to work together are sound but some pupils do not share as well as they should and some, at times, are reluctant to co-operate with others. Circle time is providing a good opportunity for pupils to learn about co-operating and is helping to raise pupils' self-esteem but practice is not structured or consistent throughout the school. Such a structured approach is needed in order to improve pupils' attitudes to their work. Opportunities for pupils to take responsibility and use their initiative are limited.
40. Provision for cultural development is sound. Pupils visit an appropriate range of museums and places of interest. Visitors to school, such as theatre groups, give pupils the experience of live theatre and enhance the curriculum. There are very limited opportunities for pupils to learn about other cultures in a way that increases their appreciation and understanding. The nursery has recognised the need to develop this aspect of provision and has started to introduce a more multi-cultural element into the curriculum, although using bread and Cheddar cheese to make a pizza somewhat lessens the appreciation of the Italian culture and cuisine!

47. Support, guidance and pupils' welfare

41. The school monitors pupils' academic progress effectively through a range of tests and through the teachers' personal knowledge of the pupils. There is sound support for the monitoring of attendance with the assistance of the educational welfare officer. The monitoring and development of pupils' behaviour and personal development is not consistent throughout the school and support for pupils is not sufficiently structured.
42. The school has a very good behaviour policy document with helpful aims which include "developing children's self esteem". However, some teachers are not using the policy to inform the way in which they relate to pupils, and so practice is inconsistent. The school is, therefore, not always successful in promoting a good

- 43. Arrangements for child protection are good. Staff and pupils have a good level of awareness about child-protection issues.
- 44. Arrangements for children starting in the nursery and for those transferring to middle school are good. There is an unnecessarily long induction period for pupils transferring from the nursery to the reception class. This would not be necessary if the nursery and reception class functioned effectively as an Early Years Unit with a single ethos and approach.
- 45. The arrangements for pupils' welfare are generally sound. However, the surface of the play area is rough and in places it is damaged.

52. **Partnership with parents and the community**

- 46. The school has established an effective relationship with parents, who feel welcome in school. Parents are encouraged to bring their children into school at the start of the day and this provides a good opportunity for parents to see the teacher, share some work with their child or see the work their child has done.
- 47. The quality of information in the prospectus is good but does not inform parents about the school's behaviour policy. The governors' annual report to parents is sound. Annual pupils' reports are good, with useful information about the progress pupils have made and what they know and can do. There are written targets for pupils so they know what they need to do to improve their work.
- 48. The school works very hard and is very effectively involving parents in learning. The homework diaries are usefully involving parents with work done at home. Outside each classroom there is a class notice board with information about the work the class will be doing. The school is running a second successful 'Two Steps Ahead' course, which is designed to help parents to support learning at home. A focus group looked at ideas for the home school agreement and this was then sent out to all parents for consultation and many of their suggestions were adopted.
- 49. The school has appropriate links with the local community, which support pupils' personal development and the curriculum. A local business grassed an area of the grounds that previously had not been used, and this has given older pupils greater play space. In conjunction with a local group, the school is developing the courtyard so that it can be used to support work in science. The minister of the local church is well known to pupils and is a regular contributor to assemblies. Pupils visit shops and local facilities to enhance the curriculum.

56.

56. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

56. **Leadership and management**

- 50. The headteacher and deputy have established a clear educational direction for the school through the recent work in structuring the curriculum. This is a significant improvement since the last inspection, and how provides a firm basis for pupils' learning. The clear structure underpins the trend of rising standards. Other policies

such as the very good behaviour policy, also give clear guidance for teachers, and a clear direction for the school.

51. The implementation of these policies now needs to be carefully monitored to ensure that they are being implemented consistently across the school. The school has made a good start with implementing the behaviour policy, but there are still some variations in approach between teachers. Some of these relate understandably to differing circumstances, but the school needs to ensure that expectations of behaviour are consistent in such areas as moving around the school, lining up and in assembly.
52. Appropriate steps are taken to monitor planning and curriculum developments, and many effective actions have been taken to ensure improvements since the last inspection; for example, in assessment arrangements, the organisation of teaching and curriculum planning. The monitoring is not always followed into effective action, and in some cases, senior staff are aware of inconsistencies but have not yet brought practice into line. For instance, there are wide disparities in approach and provision between the nursery and reception classes, which are both part of an Early Years Unit. Staff work together well on policies and planning, but there has not been an open ethos where staff share and develop their classroom practice jointly.
53. The roles of subject co-ordinators have been extended since the last inspection and they generally manage their subjects well. The management of English and mathematics is particularly effective, and has contributed to the trend of rising standards. The introduction of the national literacy and numeracy strategies has been successful. In their monitoring role, co-ordinators usually focus on coverage of the curriculum rather than on standards of attainment. The provision of support to pupils with special educational needs is generally well managed, but there is little extra support for pupils at Stages 1 and 2 of the Special Needs Register.
54. The governing body is well led by a very able Chair, and exercises an effective general overview of the school. The governors have some good arrangements linking them to areas of the curriculum. There is some effective consideration of developments in the school, and the school is aware of recent trends of progress and attainment. This evaluation now needs to be followed up into practice by senior staff, so that analysis impacts upon performance.
55. The school's development plan has been improved significantly since the last inspection and now has effective targets and provides an effective framework for the work of the school. The effectiveness of the plan has underpinned recent improvements, particularly in curriculum provision, and provides a secure basis for future progress.
56. The school's ethos is mainly positive, but is adversely affected by the attitudes of a number of pupils who lack a commitment to high standards. For these pupils, work is perfunctory and there is a lack of pride in its quality. Where relationships are good, such as in the nursery and the Year 2/3 class, attitudes are good and pupils are keen to learn. The school's aims, values and policies are generally met, particularly in terms of providing a secure environment in which pupils can learn. However, the important aim of creating an atmosphere of mutual respect is not always met in all classes, and this impacts adversely on attitudes.
57. All statutory requirements are met.

64. **Staffing, accommodation and learning resources**

58. The teaching staff are suitably qualified to match the demands of the curriculum and the age range, but the relatively low number of staff means that the overall ratio of teachers to pupils is well below average for a first school. There is a satisfactory number of non-teaching and support staff who are appropriately experienced.
59. Staff development arrangements for the introduction of the literacy and numeracy Strategies have been effective. All staff have benefited from the training and the English co-ordinator has offered some effective demonstration lessons to colleagues. Both English and mathematics co-ordinators are well placed to offer support to colleagues. The school offers a satisfactory programme of in-service training but this is not as firmly linked to the school's development plan or to appraisal as the school's policy suggests. Arrangements for the induction of new staff are informal and, although they have worked appropriately in the past, do not systematically ensure that new staff are fully conversant with the school's aims and practices.
60. The accommodation is spacious, and the triangular building is both unusual and charming. Classrooms are large, the nursery is extensive, and there are spare rooms for a resource centre. The grounds are also extensive with a large grassed area for the nursery. There are ample hard-surface playgrounds but these are rough and uneven in places. The school has just started to develop these areas to enhance recreational and educational opportunities with help from local businesses, but opportunities are still somewhat restricted at the moment.
61. Teaching and learning resources are generally adequate for all subjects except in information technology, where the ratio of computers to pupils is low. This has not been helped by the fact that after the acquisition of some new computers as part of the National Grid for Learning budget, none of the old machines seem still to be serviceable. Had the new computers been in addition to, rather than replacements for, existing stock, then numbers would have been adequate. Provision of both fiction and non-fiction books in the classrooms is satisfactory, and there is a good range of reading materials available for literacy hour activities. Classroom resources are generally well stored and easily accessible. The school makes effective use of resources beyond the school, including visits to a local church and places of local interest.

68.

The efficiency of the school

62. The school takes all the appropriate steps in its financial planning. The headteacher prepares a budget based on the advice of the local education authority and this is properly considered by the governors through their finance committee. Appropriate steps are taken to consider future trends in income and expenditure, and the variations in school roll, and the effect of this on class size and staffing have been considered.
63. Despite this consideration, the school spends less than the national average on teacher staffing, yet has an above average ratio of pupils to teachers and two very large classes. The reason for this is that the way in which the figures are presented to the headteacher and governors by the local education authority does not make clear such national comparisons. and make it seem that the school has no scope for

parameters they have been set, but as the school receives the national average amount of income per pupil, it should be able to afford at least the national average number of teachers, and so bring class sizes down to a more acceptable level.

64. The school's development plan is appropriately costed and has clear targets. This is a significant improvement since the last inspection, and allows targets to be used to establish value for money for other areas of expenditure. The application of similar targets to other areas of the budget would enable value for money to be more easily established in these as well.
65. Generally, effective use is made of teaching staff, but their numbers are such that deployment is difficult to arrange equitably. Classroom support staff are adequate in number but not always targeted to need. For instance, at times there is a high allocation of support staff to the small number of children in the nursery when the high number in reception are unsupported. Elsewhere in the school, support staff are sometimes allocated to classes at times when the teacher-led class sessions make it difficult for them to participate. This reduces their ability, for instance, to support pupils with special educational needs.
66. The accommodation is generally well used and resources are used effectively across the school. However, there is a wide disparity within the Early Years Unit between the accommodation allocated to the nursery and reception class. The relatively low numbers of computers results from the fact that the old computers have not been maintained in use.
67. The school is effectively administered, and systems of financial control are sound.
68. The school receives an income per pupil in line with the national average. It provides a satisfactory standard of education, despite its two very large classes, and therefore provides satisfactory value for money.

CURRICULUM AREAS AND SUBJECTS**75. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

69. Most children enter the nursery with attainment slightly below the level expected for their age. By the time they are five, most children have achieved the Desirable Learning Outcomes for entry into compulsory education. Overall, in all aspects of their development they make good progress in the nursery and satisfactory progress in reception. All children in the nursery and all but three of the children in reception were under five at the time of the inspection. Most, but not all, reception children have had pre-school experience.
70. Children make good progress in their personal and social development in the nursery and reception class. They settle well into the nursery class and quickly form relationships with other children. For example, children use the nursery hairdressing role-play area effectively, taking turns in doing each other's hair, using the telephone to book appointments and including adults in their activities. In the reception class, children share books with each other and other adults, take turns when working in pairs at the computer and co-operate well when using the sand tray or the painting area. When group activities are not directly supervised, some children do not sustain their interest and can cause distraction to others by using musical instruments inappropriately or by interfering with work. Staff work hard to ensure that children gain self-confidence through making choices and having some independence in their activities.
71. Children make good progress in language and literacy skills. Many enter the nursery with standards below those usually found, but develop skills well, and by the age of five, standards are in line with expectations. The youngest children in the nursery find listening difficult and when speaking use very limited sentence structures. The older nursery children are already able to answer questions in conversation with adults and, with help, use language effectively. For example, after looking at the poem 'I can' by Rozalia Makinson, children were able to create a poem about themselves with the teacher writing for them. In the reception class, children talk appropriately about their experiences, ideas and feelings to each other and adults who work with them. For instance, in discussing fruits, they were able to describe colour, shape, texture and are able to name some of the fruits e.g. kiwi fruit, passion fruit and pineapple. By the age of five, some are able to recognise letters and write simple words.
72. Children make good progress in developing their reading and writing skills. Many nursery children understand how books are organised, talk about the pictures and from them interpret the story content. They understand that print carries meaning. Children's pre-reading skills and knowledge of books develop well through the reception class.
73. In mathematics, children make good progress overall. By the age of five, most children attain the mathematical skills and understanding expected of children of this age. Many children enter the nursery with below average attainment, but by the time they enter the reception class, most can count up to five and many can count to ten. Higher attaining pupils can recognise a triangle, square and circle. Most children are able to recognise and continue patterns and sequence. The good progress made in this area owes much to the emphasis placed on learning through practical activities. In both the nursery and the reception class, pupils engage in a range of appropriate

playdough, water and sand play using appropriate mathematical vocabulary. They are constantly encouraged to count in a number of different contexts.

74. Overall progress in the development of knowledge and understanding of the world is satisfactory, and by the age of five, children have a knowledge and understanding of the world appropriate for their age. Though some nursery children are rather lacking in confidence and need coaxing, they can talk about their families and homes and important events in their lives. Children use a good range of construction materials to make models. They use their senses appropriately as they study living and growing things, as they cook and prepare foods, and as they help an adult make playdough. This development continues appropriately in the reception class where children are able to make simple models, observe changes in the weather and seasons, and the subsequent effect on living things. By the age of five, children are able to investigate the properties of a range of materials, and begin to use the computer appropriately.
75. By the age of five, children's physical development is in line with age-related expectations and progress is satisfactory. As they grow and develop, the children perform a variety of movements with increasing skill and control. This progress is reflected in painting, drawing, moving, and the development of manipulative skills. nursery children develop skills well through many experiences to develop fine motor skills, such as use of crayons, paint brushes, markers and pencils. They also use large wheeled toys, trucks and wheelbarrows in their outside play area in order to develop their gross motor skills. In the reception class, children use physical education apparatus effectively, demonstrate to each other and enjoy jumping, hopping and balancing activities in order to travel across the hall.
76. Children's creative development and progress is satisfactory. Children in nursery are able to use appropriately paints, markers and crayons, as well as malleable materials such as playdough. This development continues in reception where children experiment appropriately with paint and colour, use playdough in numeracy activities and make leaf prints. Children engage in role-play imaginatively in both classes.
77. Pupils have positive attitudes to their work in the nursery. They engage enthusiastically in the activities and relate well to adults. In the reception class, pupils work well in groups directly supervised by the teacher or another adult, but do not always sustain their concentration when not directly supervised. In these situations, behaviour is sometimes inappropriate.
78. The teaching of children under five years old is satisfactory overall. In the nursery, teaching is always at least good, and sometimes very good. In the reception class, teaching is mostly satisfactory, but sometimes unsatisfactory. In the nursery, lessons are thoroughly planned, well targeted, learning objectives are clear and all children are on task for most of the teaching session, engaging in meaningful, structured activities planned to consolidate previous learning and extend the children's development. In both nursery and reception, teachers have a secure knowledge and understanding of the recommended Desirable Learning Outcomes, and a secure understanding of how young children learn. Both classes provide opportunities for children to develop skill and understanding in a range of structured, purposeful and practical activities. Teachers plan together to ensure continuity and progression, but have not ensured a continuity of approach and standards in the two classes. Effective assessment procedures are in place throughout the Early Years Unit and these are used effectively to promote learning.

teacher concentrates too much on one group and children engaged in independent activities are not monitored sufficiently well. Children are unable to sustain concentration and become disruptive to the learning for others. The large size of the reception class and the lack of adult support, particularly in the afternoons, exacerbate this situation.

80. There is a significant disparity between the resources available to the nursery and to the reception class. This disparity is particularly in staffing and accommodation. The nursery is very spacious with extensive outdoor play areas, yet caters for relatively small groups of children, whereas the reception class is very large and housed in one smaller room. Staffing levels in the nursery are high, especially in the afternoons, and very good use is made of the committed and able support staff and students to support learning. However, the reception class, with thirty-five pupils, has one teacher and an ancillary allocated in the mornings only. Teaching and learning resources are generally adequate across the Early Years Unit.

87. ENGLISH, MATHEMATICS AND SCIENCE

87. English

81. **By the time pupils leave school at the age of nine, standards of attainment are in line with national expectations. Standards in reading are higher than in writing and in speaking and listening. Pupils make satisfactory overall progress through the key stage. Standards are in line with those found at the last inspection**
82. In national tests for seven year olds in 1998 (the last year for which national comparative figures are available) the percentage of pupils attaining and exceeding the national expectation (Level 2) was in line with the national average in reading and in writing. The proportion attaining the higher level (Level 3) was broadly average in reading, but below average in writing. Compared to schools of similar background, the overall standards were average in reading and below average in writing. The 1999 scores fell significantly in reading but rose in writing. Although official comparisons are not yet available, it is likely that reading was well below average and writing well above average. There is no national test for speaking and listening, but the teachers' own assessments judged standards of attainment to be broadly average in both years.
83. Inspection evidence suggests that standards this year at the end of Key Stage 1 are the opposite of the 1999 scores, with reading broadly in line, but writing slightly below average. Standards in speaking are average, but below average in listening. This is broadly in line with the standards found at the last inspection. The variation in standards between the 1998 and 1999 tests is mainly related to the focus the school gave to writing and the fact that a number of pupils did particularly well in the writing test, but performed below standard in the reading test. The lower than average standards in writing this year result from a larger than usual proportion of pupils with special educational needs that have affected writing more than reading. Standards in listening are not well developed and many pupils find it difficult to sustain concentration when listening to others. Most are able to express themselves clearly in speech, although many still have a restricted vocabulary. Pupils make generally satisfactory progress through the key stage, but quicker progress in reading than in writing.

84. By the time pupils leave school at the age of nine, standards of attainment are broadly in line with expectations in both reading and writing. The present group of pupils entered the key stage with standards broadly in line with expectations and have made satisfactory progress.
85. Across both key stages, progress is generally equivalent for boys and girls and for different groups within the school, but comparatively fewer pupils attain the higher levels, as the degree of challenge in lessons is not always clearly targeted. Pupils with special educational who receive extra support make good progress; those without support make slower progress.
86. By the age of nine, almost all pupils start to reveal confidence in speech, although not all listen carefully. Most show an understanding of the main points in discussion, but few are able to explain more complex ideas clearly.
87. By the age of nine, most pupils are able to read texts with appropriate accuracy and understanding. Most read independently, establishing meaning through appropriate strategies and have good word recognition. Many are able to talk about the stories they have read and relate their opinions to the text. Ability to establish more complex meaning is very well developed through some good work in the literacy hour. Many pupils are able to refer to the relevant parts of the text to explain their views.
88. Standards in writing are not as high as those for reading across the school. Many younger pupils still struggle with individual words, and too few older pupils are able to write with confidence, imagination and clarity. Although the writing of the older pupils may be accurate, there are few pieces of high quality writing with words used for variety and interest. Many pupils are not accurate in their spelling, and standards of handwriting and general presentation are low across the school. Many older pupils still do not join their writing or form their letters incorrectly.
89. Most pupils behave satisfactorily in lessons, but a number find it difficult to settle to their work and to sustain concentration, especially when asked to listen. Pupils are generally keen to engage in their written tasks, but their approach is often perfunctory, and they do not all have a commitment to producing the very best quality of work.
90. The quality of teaching is sound overall, with some good and very good teaching at Key Stage 2. The whole-class sessions of the literacy hour are well conducted with a good concentration on the development of skills. Pupils are involved well and usually well challenged. The final plenary sessions are sometimes well used to review work in an analytical way. This promotes some very good learning. The school's approach to the teaching of reading has changed significantly in its adoption of the literacy hour, and previous methods, such as individual reading, are now seldom used. This change has not been effective for all pupils, some of whom need more than one strand in the approach to reading. The teaching of writing is successful in its concentration on early sentence formation, but more opportunities need to be created for older pupils to engage in extended writing, and to review and redraft their work. There are few opportunities for pupils to consider the quality of their writing with adults or other pupils. There are some very good, structured, opportunities for speaking and listening, particularly in Year 3 where pupils are often asked to discuss issues in small groups with one pupil acting as scribe. There is some good quality learning in these activities, especially when groups report back to the whole class.
91. The contribution of other areas of the curriculum to pupils' competence in English is

Reading skills are adequately developed across all subjects, but there are too few opportunities for pupils to develop writing skills in other subjects. There is little use of information technology, either in the use of good quality computer programmes to teach the early reading and writing skills, or in the use of word-processing to develop and extend skills.

92. The subject is well managed and the arrangements for the introduction of the literacy hour have been effective. The co-ordinator has offered effective support to her colleagues and her offer of demonstration lessons has been valuable to those colleagues who took up the offer. She has selected a very good range of reading materials, which interests and challenges the pupils well.

99. **Mathematics**

93. **Pupils make good progress through Key Stage 1, and by the end of the key stage, standards are above average. Pupils make satisfactory progress through Key Stage 2, and standards are in line with expectations by the time pupils leave the school at the age of nine. Standards have improved since the last inspection.**

94. In national tests for seven year olds in 1998 (the last year for which national comparative figures are available) the percentage of pupils attaining and exceeding the national expectation was in line with the national. Compared to schools of similar background, the overall standards were also average. The 1999 scores improved significantly with all pupils attaining the national expectation. Although official comparisons are not yet available, it is likely that this was well above average nationally and for similar schools.

95. The variations in pupils' attainment are because of the different cohorts of pupils involved, and the focus placed by the school on mathematics for the 1999 cohort of pupils. The focus the school has placed on mathematics at Key Stage 1 will take time to work its way through to Year 4. Standards of attainment of the present Year 4 pupils are in line with national expectations.

96. By the end of Key Stage 1, most pupils develop a good grasp of number and use mental strategies for both adding and subtracting, for example, in counting forwards and backwards in tens. Both higher attaining and average attaining pupils have a sound understanding of place value, and can use halves and quarters to make half and whole numbers. Higher attaining pupils use the two and times table with accuracy and can divide by two, three, four and five. Standards in number and knowledge of shape, space and measures are higher than in the data handling aspect of mathematics. By the end of Year 4, most pupils understand place value to hundreds and thousands. They show an appropriate understanding of decimals, fractions, perimeters and areas, right angles and 2 dimensional shapes. Higher attaining pupils are beginning to use decimals to notate money values and are developing an understanding of probability.

97. Pupils make good progress at Key Stage 1, and increase their knowledge and understanding of shapes and their ability to add two numbers together to reach a total. They develop an understanding of place value to tens and units, and begin to understand and use multiplication. At Key Stage 2, pupils increase their understanding of place value to include hundreds and thousands. and further develop

for adding numbers together, and increase their ability to use mathematical notation and presentation accurately. At both key stages, progress in number and shape, space and measures is quicker than in the data handling aspects of the subject.

98. Pupils' attitudes to their work are generally satisfactory in both key stages, but few show a real commitment to producing work of the highest quality. They are generally attentive and well behaved, and respond well to their teachers' interventions. They are keen to join in and share their knowledge and ideas, and sustain their interest and enthusiasm. They collaborate well with one another in small group activities, and show good levels of respect for other pupils' contributions. When given the opportunity, many show good levels of responsibility in managing their own learning.
99. The quality of teaching is satisfactory at both key stages. Teaching is satisfactory or better in all lessons, and good in one-seventh of lessons. The strengths of teaching are that planning identifies clear learning outcomes which are shared with pupils, and which makes clear what is expected of them, for example, in adding two numbers together to make another number. Questioning is used effectively to stimulate pupils' ideas and to check their understanding. Pupils are sufficiently challenged by the activities they are set, for example, in developing strategies to count to one hundred. Pupils are generally managed effectively and resources are used well to support pupils' learning.
100. The school's strategy for numeracy is effective. All classes allocate an adequate amount of time to mathematics. The scheme of work is based on the National Numeracy Framework, and the planning which develops from it. Teachers provide pupils with a curriculum that is relevant to their needs and develops their mental agility and ability to solve problems through mental mathematics sessions and opportunities to use and apply their knowledge and understanding of number. The subject is well led, although the co-ordinator has little time to monitor the standards in the subject. An audit of resources has already led to improved resources and standards in pupils' knowledge and understanding of shape and space. The subject co-ordinator has also analysed results in end of key stage and standardised tests in order to monitor pupils' performance and identify areas for improvement. The school has made good progress in mathematics in improving pupils' rates of progress and standards in the school.

107. **Science**

101. **At the end of Key Stage 1, and at the end of Year 4, standards of attainment are in line with the national expectation. Pupils make satisfactory progress across the school. Standards are broadly in line with the findings of the last inspection, but progress has improved.**
102. There is no national test in science for seven year olds, but assessment by teachers in 1999 suggests that all pupils attained the expected level (Level 2) and 13 per cent attained the higher level. By the age of seven, pupils recognise that different living things are found in different habitats and use simple classification criteria to sort living things into groups. They are able to construct a simple circuit to light a bulb and they know about the forces of pulling and pushing. They are able to classify materials according to their properties and relate this to their usage. Pupils in Year 2 have carried out some valuable environmental audit work, seeking to improve a small part of the school grounds so that it can be used for future scientific study. However, pupils are given little opportunity to develop investigational aspects of the subject. and

103. By the end of Year 4, pupils have continued to study the human body and the effect that a healthy diet has on it. They have an appropriate knowledge of dental hygiene and the senses, and know about the use and misuse of drugs. They are aware that materials can come in different forms, for example, as solids, liquids and gases, and that when liquids are added to solids different materials behave in different ways. They use correct scientific vocabulary e.g. dissolve. Pupils can plan an investigation, identify procedures, select and use appropriate resources and carry out the investigation.
104. There has been an improvement in progress in science across both key stages since the last inspection. This improvement is partly due to the improved planning and structure for the curriculum that the school has introduced. At Key Stage 1, pupils make satisfactory progress in the knowledge-based aspects of science, consolidating and extending the work on keeping healthy and a healthy diet, on materials and their characteristics and work on simple electricity. However, progress is unsatisfactory in the investigational aspects of the subject which is given less emphasis.
105. In Year 3, pupils begin to develop their investigational skills appropriately. They are introduced to fair testing and prediction as they investigate such matters as the absorbency of a variety of papers, or the strength of a magnet. They are beginning to carry out simple investigations and can record the results, sometimes in a table. In Year 4, pupils consolidate and develop this work. They plan their investigations and carry them out acknowledging the need for increasing levels of accuracy as they test the effect of liquids on solids. Pupils with special educational needs make satisfactory progress across both key stages, but there is a lack of challenge for potentially higher attaining pupils.
106. Pupils have generally satisfactory attitudes towards science. They listen to their instructions, answer questions politely and undertake practical work with enthusiasm. However, some pupils in some classes are not able to sustain this level of behaviour and concentration and can become restless. When this behaviour predominates, subsequent recording is careless and untidy.
107. Science supports literacy through recording, discussion and presentation of findings in different forms in all years. There is no evidence of information technology being used to support scientific teaching or learning, and only a limited contribution to mathematics through the use of tables and graphs.
108. The quality of science teaching is satisfactory overall, with some good teaching in Year 2. In a Year 2 lesson, there was a good level of challenge and sense of excitement about the study of "minibeasts". The pupils obviously enjoyed the practical activity and recorded their findings with enthusiasm, using an assortment of magnifiers responsibly, and had care and concern for the animals that they were studying. Teachers and pupils used appropriate scientific vocabulary and pupils asked interested questions, such as "How do you know which end of the worm is at the front?"
109. Most teachers have sound scientific knowledge and understanding, but there are occasions where understanding of the investigative process is not secure, such as how to limit the number of variables in an investigation. All teachers plan well and use the Qualifications and Curriculum Authority's scheme of work for science, ensuring work is more closely related to pupils' age and ability and that the progression of

term planning. However, while work is generally well matched, there is a lack of planning for potentially higher attaining pupils.

110. The co-ordinator manages the subject appropriately and has ensured that there is a range of available resources to meet the demands of the scheme. She monitors the science planning of her colleagues but, to date, is given no time to support classroom delivery. She is aware of the absence of information technology in science teaching and plans to develop this aspect in the future.

117. Information technology

111. There was too little direct teaching of the subject during the inspection for a judgement to be made about the quality of teaching. Judgements about attainment and progress are based on observations of groups of pupils. Across the school, there is a low ratio of computers to pupils and this restricts pupils' progress. Although there is one computer in each class, some of the classes are very large.

112. By the end of Key Stage 1, attainment is below the national expectation and pupils make unsatisfactory progress through the key stage.

113. By the age of seven, most pupils show appropriate knowledge of the keyboard and many confidently and competently use the mouse, but few meet the expectation to generate and communicate ideas using text and pictures. There are too few opportunities where pupils can use information technology simulations to explore imaginary situations for them to reach the expected level. Pupils enter the key stage with limited skills in information technology and do not have sufficient time using a computer to develop these to the expected level.

114. Pupils have made good progress at Key Stage 2, and by the time pupils leave school at the age of nine, their attainment is broadly in line with the national expectation.

115. By the age of nine, standards of attainment are in line with expectations in communicating and handling information, but not so high in controlling, monitoring and modelling. Present Year 4 pupils have been given good opportunities to develop skills using the computer and have developed a good level of skill in using word-processing programs. They know how to save and retrieve their work, and can access different programs. They can amend text and know how to alter fonts and styles. Skills in other forms of information handling, such as databases, are more limited. Very few pupils are able to use technology to control events in a predetermined way, sense physical data, or explore patterns and relationships. Pupils have made good progress in word-processing, but slower progress in other aspects of the subject. At both key stages, pupils with special educational needs make progress in line with their peers.

116. Pupils enjoy working with computers. They work sensibly and often show good co-operation when working in pairs. However, many are content to use the computer as a recreational resource rather than seeking to develop their skills.

117. Insufficient teaching was observed for an overall judgement to be made, but in the Key Stage 1 lessons seen, the level of challenge was low and the lessons did not build successfully on what the pupils could already do. In general, there are too few occasions on which pupils are able to use computers and there is little evidence of

need to be used for a great deal of the time in order to give pupils sufficient opportunities to develop skills.

118. The school has recently acquired a number of new computers as part of the National Grid for Learning funding. Had these been added to the existing stock of computers, the level of resources would be more than adequate. However, all the older computers seem to have become unserviceable and have been taken out of use. Had the National Grid funding not been available, the school would now have no computers at all. This is a very unusual circumstance, and suggests that equipment was not being well cared for and managed. The school has not yet been able to arrange appropriate staff training in the use of the new computer stock, and some of the new software, such as the dictionaries being used in reception, are not entirely suitable for the age group or purpose.

125. **Religious Education**

119. **Standards of attainment in religious education across the school are in line with the expectations of the Northumberland Agreed Syllabus.**

120. By the time they are seven, pupils have begun to understand religious issues, and have developed appropriate knowledge of other religions such as Judaism. They appreciate that religious symbols are different for different faiths, and understand that different religions keep different 'special days' for various reasons. Pupils are also developing an awareness of how these special events differ from the ones they observe, such as Christmas. They know stories from the New Testament of the Bible. By the end of Year 4, pupils have consolidated earlier learning and extended their knowledge with regard to other world religions. They know about the basic beliefs of Buddhism and Hinduism and have looked at rules and laws.

121. Pupils make satisfactory progress across both key stages. In Year 2, pupils study the Jewish lifestyle of English children. They learn about how the Sabbath is their special day and the activities that make up that day, including a visit to the synagogue and a special meal, but pupils experienced some difficulty in understanding Jewish signs and symbolism. Year 3 pupils are able to talk about social responsibility, and in one lesson the pupils discussed what was 'precious' to them, what they would offer thanks for and the reasons why. In studying Hinduism, Year 4 pupils can retell the story of Ramu and Sita, but find relating the story to the festival of Divali quite perplexing.

122. Pupils' attitudes are satisfactory throughout the school. Some pupils are fascinated by the way in which other people spend their lives and try and relate it to their own lifestyles. They participate in class discussion satisfactorily. Most older pupils are willing to consider other people's views and co-operate and work together satisfactorily.

123. Teaching is satisfactory throughout both key stages. Lessons are well structured and follow the requirements of the locally agreed syllabus. Teachers manage the discussion times effectively and ensure that pupils willingly offer contributions. All lessons give good support to the speaking and listening component of the English curriculum, although some of the tasks following discussion work do not sufficiently extend pupils' thinking.

124. Resources are satisfactory and the co-ordinator carries out her role effectively and

131. **Art**

125. During the week of the inspection there were few opportunities to observe art lessons. However, pupils' work indicates that standards across the school are broadly in line with those usually found. Pupils make satisfactory progress across the school.
126. At Key Stage 1, pupils use an appropriate range of media including paint, textiles, pencils and playdough. They make satisfactory observational drawings and paintings, and they design, make patterns and collages. They study the work of other artists, such as Mondrian, Monet, Breugel and Van Gogh, and produce work in their style.
127. At Key Stage 2, pupils continue to broaden their creative experiences of working with different media and refining their skills. Year 2/3 pupils study the representation of buildings in art, including the work of Lowry. Year 3 pupils link art appropriately to their history topic by designing and making Roman mosaics from paper. Year 4 pupils undertake an intensive study of line, looking at pattern, timed observational drawings and respond to music using line. Pupils also work on computer programs designed for art and creative work. Older pupils use increasing accuracy and attention to detail when drawing.
128. In the lessons observed, teaching was satisfactory. Teachers have sound knowledge of the subject and their planning is satisfactory. Overall, pupils' attitudes are satisfactory. They are keen to be actively involved in creating and quickly become engrossed in their work. They talk proudly about their work and are keen to share it with others.
129. Art is well used to support other subjects. Colourful art displays in classrooms and throughout the school reflect the appropriate standards the pupils achieve. The Harvest Festival celebration, held during the week of inspection, had a backdrop of well-displayed artwork from throughout the school. Science recording in the reception and Year 2 classes make good use of pictorial representation, as does the history topic work in Year 3. An extra-curricular art club is very popular, with pupils producing work of a high standard and giving them opportunity to extend their skills. They openly and sensitively evaluate each other's work.
130. The co-ordinator's classroom bears evidence of her enthusiasm for the subject. A policy for art provides a good overview of the aims in teaching art, strategies to be used, the opportunities children will be given and the role of the co-ordinator. Resource provision is satisfactory.

137. **Design Technology**

131. During the inspection, it was possible to observe only one lesson and there was little evidence of previous work in the subject. Judgements are based on the observations made, plans available, scrutiny of pupils' work and discussions with staff and pupils.
132. Pupils make satisfactory progress across the school and standards are broadly in line with those usually found. This is generally in line with the last inspection report.
133. In the Year 2/3 lesson observed. pupils were designing and making their own Viking

and cut pieces of wood with increasing precision to make a ship's mast. They have developed an appropriate ability to work independently and have learned basic techniques linked to the making of products.

134. In the one lesson observed, pupils' attitudes to the subject were good. They showed sustained interest and enthusiasm in the subject, and worked hard to develop their ideas into working models. They related well both to each other and the adults around them. They worked well with one another in making Viking ship masts and sharing ideas. Although little direct teaching was observed during the inspection, it is clear that activities are effectively planned and structured, tasks are sufficiently challenging for pupils to progress and teaching provides effective direction for pupils' learning.
135. The design and technology scheme of work has recently been introduced and provides a useful framework for organising work across the school. There is no formal monitoring of the design and technology curriculum at present, but a system of assessing the quality of pupils' work has recently been developed and will provide some evidence of pupils' progress in the subject. Learning resources are adequate and there is an appropriate range of resources for different kinds of design and technology work. The school has made satisfactory progress in developing the curriculum for design and technology since the school was last inspected, and has maintained pupils' rates of progress.

142. **Geography**

136. There was no geography being taught in the school during the inspection, and very little geographical work in the books retained from the previous years. Judgements are therefore based on this small amount of work and some discussions with pupils.
137. Pupils make satisfactory progress across the school, and standards are generally in line with those usually found. Younger pupils have developed an appropriate awareness of places beyond their own locality, particularly those they have visited on holiday, and can talk about features of their own environment, such as the land-fill site. Older pupils can make appropriate comparisons between their own locality and a village in India that they have studied.
138. The co-ordinator offers sound management of the subject and has ensured that resources are adequate and that appropriate use is made of visits to the locality. The school has decided to give little emphasis to the subject, but the new scheme of work will be helpful in ensuring that the experiences offered will constitute a coherent programme.

145.

145. **History**

139. Standards of attainment are in line with those usually found, and pupils make generally satisfactory progress across the school.
140. At Key Stage 1, most pupils have appropriate historical knowledge and are able to discuss with some confidence differences between the past and present relevant to their own lives. They are able to discuss the people in history about whom they have been taught, such as the Vikings and Guy Fawkes. Most pupils are able to make comparisons between past and present; for example, Year 1 pupils are able to compare Victorian and modern household implements. Few pupils are able to suggest the reasons why people in the past acted as they did.
141. At Key Stage 2, most pupils have appropriate knowledge of the periods they have studied, and can discuss the main events and some of the changes. A Year 3 topic on the Romans develops the pupils' knowledge well, particularly as it is firmly based on the first-hand experience of visiting a Roman site. No history was seen in Year 4.
142. Pupils' behaviour is generally satisfactory and they enjoy talking about historical artefacts and sites they have visited, but in their attitudes to the subject few show commitment to extending their knowledge and understanding.
143. Teaching is generally satisfactory across the school. The use of artefacts with younger pupils adds to their interest and understanding, but lessons for these pupils are not always sufficiently structured to channel their thoughts in such a way as to extend their knowledge and understanding. There is some good teaching in Year 3 where pupils are asked to discuss in groups the reasons why historical characters, such as Queen Boudicca, acted as they did. Good handling of the subsequent class feedback makes these lessons very effective. There is some contribution to literacy from extended writing in history in Year 3, and a good contribution to speaking and listening.
144. The school has very recently adopted a new scheme of work for history that will be helpful in guiding its work. The subject is effectively managed and resources are adequate.

151. **Music**

145. Standards in music are in line with those normally found. Pupils make satisfactory progress. This is an improvement since the last inspection when attainment was below average.
146. During the inspection, only two lessons were observed and judgements are based on these lessons together with a scrutiny of documents, discussion with pupils and listening to pupils singing in assemblies. Pupils are able to sing a range of songs to a satisfactory standard of performance. This is more evident with Key Stage 2 pupils who mostly sing confidently. Most pupils sing tunefully, often from memory, with involvement and enjoyment. Some pupils can repeat and improvise musical patterns with their voices and when playing tuned and untuned musical instruments to satisfactory effect. Most listen attentively to music, such as that played at the beginning of assembly, but many have difficulty in sustaining concentration.

instruments well to accompany other pupils singing a music man song. Year 4 pupils listened well to two pieces of music and were able to discuss the differences in style and mood.

148. Pupils' response to music is generally satisfactory. Throughout the school, pupils take an obvious enjoyment in listening to and making music. They are mostly willing to participate in music and particularly enjoy using percussion instruments.
149. Lesson plans have clear objectives and pupils are appropriately encouraged to use their imagination, and sometimes to appraise the quality of their work. The subject is satisfactorily supported by an enthusiastic co-ordinator. There is an appropriate policy for the subject with some school-wide planning guidance and assessment guidance to ensure the development of knowledge and skills. Resources are satisfactory; they include a wide range of percussion instruments, including some from other cultures. There is an good after-school singing club that is well attended, and at other times of the year a recorder groups meets after school.

156. **Physical Education**

150. Pupils make satisfactory progress across the school, and standards are generally in line with those usually found. This is an improvement since the last inspection when attainment was below average.
151. Judgements are based on the gymnastics and dance lessons observed.
152. By the end of Key Stage 1, most pupils have made effective progress in developing basic actions, such as stretching and turning, safely. They begin to develop the ability to link their actions together into a sequence of movements. At Key Stage 2, pupils continue to practise their own performance in order to improve, and develop the ability to perform different types of balance both on the floor and using apparatus. They begin to develop the ability to control their movements at different levels, and to compose their own movements in creating sequences of stretching movements.
153. Pupils' attitudes to physical education are satisfactory overall. They behave satisfactorily, and most try hard sustaining their efforts. There are some instances of inattention, but in the best instances, pupils behave extremely well and show good attitudes throughout the lesson, showing levels of independence in developing their own ideas for movements. Pupils generally concentrate satisfactorily and persevere in their efforts to succeed.
154. The quality of teaching is satisfactory overall. Lessons are effectively structured and lesson objectives are shared with pupils so that they are clear about what is expected of them. Management of pupils' behaviour is effective, and in the best lessons good use is made of on-going assessment and evaluation of pupils' performance in order to help them improve their movement.
155. Pupils engage appropriately in the three aspects of the subject; gymnastics, dance and games, with swimming being offered to pupils in Year 4. The subject co-ordinator has recently reviewed the subject policy and ensured that the curriculum provided and resource levels are appropriate. There is no formal monitoring of the physical education curriculum at present, but a system of assessing the quality of pupils' work has recently been developed and will provide some evidence of pupils' progress in the

162.

INSPECTION DATA

PART C:

162. SUMMARY OF INSPECTION EVIDENCE

156. The inspection was carried out by a team of 4 inspectors. During the inspection all, or part, of 61 lessons were inspected, and a total of over 50 hours spent in classes, in discussion with pupils and teachers, and in evaluating work. A range of assemblies, registration sessions and extra-curricular activities was also inspected.
157. Inspectors looked at the work of a wide range of pupils, including a sample of three pupils from each class. Informal discussions were held with many pupils and a sample was heard reading.
158. Planned discussions were held with the headteacher, other teachers and governors. Informal discussions were also held with members of the non-teaching staff.
159. A wide range of documentation provided by the school was analysed before and during the inspection.
160. Nine parents attended a meeting with the Registered Inspector to give their views on the school. The inspection team considered the 24 responses to a questionnaire sent to parents about the school, and the additional comments sent by some parents. Informal discussions were held with individual parents during the inspection.

167. **DATA AND INDICATORS**

167. **168. Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y4	183	3	31	24
Nursery Unit/School	17	0	0	0

167. **Teachers and classes**

167. **169. Qualified teachers (YR – Y4)**

Total number of qualified teachers (full-time equivalent):	7.5
Number of pupils per qualified teacher:	31

167. **170. Education support staff (YR – Y4)**

Total number of education support staff:	3.5
Total aggregate hours worked each week:	48.75

167. **171. Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	17

167. **172. Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	32.5

167. **173. the school**

Average class size in

Average class size:	31
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167. 174. **Financial data**

Financial year:	1998 - 1999
	£
Total Income	305,834
Total Expenditure	316,004
Expenditure per pupil	1,726
Balance brought forward from previous year	- 2,381
Balance carried forward to next year	- 12,551

167. 175.
SURVEY

PARENTAL

Number of questionnaires sent out: 220
Number of questionnaires returned: 24

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37.5	50	12.5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.7	54.2	4.2	0	0
The school handles complaints from parents well	0	79.2	16.4	4.2	0
The school gives me a clear understanding of what is taught	8.3	83.3	4.2	4.2	0
The school keeps me well informed about my child(ren)'s progress	20.8	66.7	8.3	4.2	0
The school enables my child(ren) to achieve a good standard of work	8.3	66.7	16.7	8.3	0
The school encourages children to get involved in more than just their daily lessons	17.4	69.6	4.3	8.7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20.8	58.3	12.5	8.3	0
The school's values and attitudes have a positive effect on my child(ren)	29.2	70.8	0	0	0
The school achieves high standards of good behaviour	12.5	62.5	16.7	8.3	0
My child(ren) like(s) school	58.3	37.5	0	4.2	0