

INSPECTION REPORT

**OUR LADY QUEEN OF MARTYRS ROMAN
CATHOLIC VOLUNTARY AIDED
PRIMARY SCHOOL**

Durham Road, Esh Winning, Durham. DH7 9PA

LEA area: Durham

Unique reference number: 114269

Head teacher: Mrs. Christine Coxon

Reporting inspector: Mrs. M. Warburton
22522

Dates of inspection: 6th to 10th November 2000

Inspection number: 224280

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Durham Road,
Esh Winning,
Durham.

Postcode: DH7 9PA

Telephone number: 0191 3734343

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Appropriate authority: The Governing Body

Name of chair of governors: Father Martin Morris

Date of previous inspection: 20th May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. M. Warburton	Registered inspector	Mathematics	What sort of school is it?
		Information technology	The school's results and achievements.
		Art	How well is the school led and managed?
		Design and technology	
		Music	
		Under Fives	
		Equal opportunities	
Mr. M. Cundick	Lay inspector		How well does the school care for its pupils and students?
			How well does the school work in partnership with parents?
Mrs. A. Firth	Team inspector	English	Attitudes, values and personal development.
		Science	How good are the curricular and other opportunities.
		Geography	
		History	
		Physical education	
		Special educational needs	
		English as a second language	

[This table should list all team members and also indicate, in the **subject** column, the team member with responsibility for co-ordination the inspection of under fives, special educational needs, equal opportunities and, where relevant, English as an additional language.]

The inspection contractor was:

Durham Local Education Authority

Inspection Office,
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady Queen of Martyrs is a small voluntary aided Roman Catholic primary school. There are 65 pupils on roll and these include 14 pupils identified as having special educational needs which is well above average, and two for whom English is an additional language. No pupil has a statement of special educational needs. 14% of pupils are entitled to free school meals, which is below average. The school draws most of its pupils from the village and surrounding area. Attainment on entry is broadly average.

Current priorities for the school include continued development of target-setting, numeracy, literacy, ICT, the school environment, curriculum documentation, improving resources for the youngest pupils in the school and the introduction of a performance management system.

HOW GOOD THE SCHOOL IS

This is a good school, where very good leadership and management ensures that pupils are well cared for, standards are improving and excellent relationship with parents and the local parish and community are maintained.

What the school does well

- Standards in English are above expectation for age, particularly in reading and speaking and listening.
- Standards in mathematics and science are high at the end of Key Stage 2.
- Teaching is good overall and there are some excellent lessons in upper Key Stage 2.
- The head teacher, staff and governors work together very well to ensure that the school's aims and values are translated into practice.
- Provision for pupils' personal development and concern for their well-being is a strength and this ensures that pupils have very good attitudes to school, enabling them to make good progress.
- The school has excellent relationships with parents, the parish and the local community.
- The use of information and communication technology is integrated well into the whole curriculum.
- Provision for spiritual, moral and social development is excellent.

What could be improved

- Consistency in planning for the foundation subjects so that skills are systematically developed and assessed.
- Standards in mathematics in Key Stage 1.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school addressed the issues raised in the previous report thoroughly.

- School developments are now securely evaluated.
- Good progress has been made in ensuring that standards in PE are higher through development of the curriculum, improvements to teaching and the use of additional support.
- Good progress was made with the development of planning and subject documentation. However, this now needs to be revisited in the light of changes to the National Curriculum.

Overall the school has made good progress since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	B	C	D
mathematics	E	B	C	D
science	C	A	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In both key stages results in the national tests have fluctuated over the past three years, but the small size of the cohorts makes comparison unreliable. In the 2000 tests the percentage of pupils' attaining the expected levels at the end of both key stages in English, mathematics and science had increased. Standards of work seen during the inspection were above average at the end of Key Stage 2 in English and mathematics and well above in science. At the end of Key Stage 1 standards were above expectation for age in English and around the expected levels in mathematics and science. Building on the firm foundations established in Key Stage 1, pupils make good progress in Key Stage 2. In all other subjects of the curriculum standards are at least in line with expectation for age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display excellent attitudes to all aspects of school life. They enjoy school and participate with diligence and enthusiasm.
Behaviour, in and out of classrooms	Behaviour is of a very high standard. This impacts on pupils' learning as they are not distracted from their work.
Personal development and relationships	Excellent. Pupils are highly valued in school by all adults who provide very good role-models. Praise and encouragement are used to very good effect.
Attendance	Very good, consistently in excess of 95% with frequent weeks of 100% attendance.

As a result of the excellent provision for personal development, pupils are confident, enthusiastic learners who behave very well. Their relationships with each other and with adults are very positive.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
	Good	Good	Very good.

Teaching is good overall with a significant proportion of very good lessons in both key stages and some excellent lessons in upper Key Stage 2. Teachers' lesson planning is a strength because it identifies very clearly what pupils need to learn and this is shared with them so that they know what is expected of them. Time is used well in lessons and good use is made of additional adult support. The good teaching, combined with the very good attitudes displayed by pupils, enables them to make good

progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and relevant curriculum in which speaking and listening skills are emphasised. Strong links with the community contribute to pupils' learning. ICT is used very well to support learning in other subjects. The good work done in planning needs to be further developed to ensure a more coherent and streamlined system which focuses on developing and assessing pupils' skills in the foundation subjects. The curriculum is enhanced by a broad range of extra-curricular activities and support from other sources such as the LEA's music service and a local sixth form centre for PE.
Provision for pupils with special educational needs	The whole staff work together to ensure that there is good support for pupils with special educational needs. The school works closely with parents to promote good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school gives a high priority to pupils' personal development. Provision for spiritual, moral and social development is excellent. High value is placed on promoting principles that distinguish right from wrong. Provision for cultural development is very good.
How well the school cares for its pupils	Pastoral care is a strength of the school. Staff know individual pupils well. They closely monitor and nurture both academic and personal development. The school provides a very caring, secure and supportive environment.

The school has continued to develop very positive partnerships with parents, the community and the parish. Strong relationships are a strength of the school. The curriculum meets statutory requirements. It includes many varied opportunities that meet the different interests and aptitudes of the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good leadership is provided by the head teacher, who is committed to continuous improvement and promotes a caring, supportive atmosphere. Roles and responsibilities of all staff are clear and the second-in-charge provides very good support. All teachers are effective in carrying out their subject leadership duties.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its responsibilities and governors demonstrate genuine interest in and concern for the school.
The school's evaluation of its performance	The head teacher, staff and governors work together very well to identify appropriate priorities and plan for their development. Good use is made of the analysis of data to identify targets for improvement.
The strategic use of resources	Good. There is a clear match of finance to priorities. Effective use is made of staff and resources for learning. The accommodation is kept in good order and is used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children are expected to work hard.• Children like going to school.• The behaviour is good.• The opportunities for them to be involved and the information they receive about how their children are getting on.• The school is very approachable.• Their children make good progress.	

The inspection team agrees with the very positive views expressed by the parents, and judges the school's partnership with parents to be a strength.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in the school are broadly in line with national expectations and pupils make good progress overall.
2. In the 1999 standard assessment tests standards were in line with the national average at the end of Key Stage 2 in English, mathematics and science. At the end of Key Stage 1 standards were in line with the national average in reading and writing and well below in mathematics. When compared to similar schools, standards were below average in English and mathematics at the end of Key Stage 2 and average in science. At the end of Key Stage 1 standards were around average in reading and writing, but very low in mathematics.
3. In the 2000 tests the percentage of pupils attaining the expected levels at the end of both key stages in English, mathematics and science had increased, although at the time of the inspection national comparisons were not available. At the end of Key Stage 1 all pupils achieved the expected levels and the improvement in mathematics was considerable with over 50% of pupils achieving above this.
4. In both key stages results in the national tests have fluctuated over the past three years, but the small size of the cohorts makes comparison unreliable. Standards of work seen during the inspection were above average at the end of Key Stage 2 in English and mathematics and well above in science. At the end of Key Stage 1 standards were above expectation for age in English and around the expected levels in mathematics and science. Building on the firm foundations established in Key Stage 1, pupils make good progress in Key Stage 2. In all other subjects of the curriculum standards are at least in line with expectation for age.
5. In English standards achieved in lessons in Key Stage 1 are above national expectations in writing. Standards are good in speaking and listening and in reading. Pupils in Key Stage 1 are eager to display their reading skills. Overall, pupils read with confidence and employ the sound spelling system to help them read accurately. They show an interest in books and are keen to talk about them. They recognise author and title and know the role of an illustrator. Pupils have good recall of the structures taught for writing. This is evidenced in samples of work displayed throughout the school. Higher-attaining pupils have good knowledge of more complex spelling patterns and use them appropriately on their writing. Hand-writing is generally tidy, letters are correctly formed and the vast majority of pupils hold their pencils correctly. Many of the Year 2 pupils are working soundly within Level 2 and higher-attaining pupils are well on line to achieve Level 3 by the end of the current academic year.

6. Standards achieved in Key Stage 2 parallel those in Key Stage 1. Standards in writing are above national expectations. Pupils are very good in speaking and listening and in reading. They are thoughtful and reflective before they speak, their use of vocabulary is very good as is their spoken grammar. Higher-attaining pupils employ the full range of reading cues, phonic, graphic, grammatical and contextual. All pupils can identify character, context and setting and give reasons for their choice of book. Development of pupils' library skills is good. Their ability to employ skills of inference and deduction from a range of texts supports their development in other aspects of the curriculum. Throughout Key Stage 2 standards in writing are good. Pupils translate spellings learned for tests into writing across the whole curriculum. Written work shows that older pupils can change verb tenses in sentence work and can apply this knowledge to extended writing. Pupils have a good knowledge of different types of text and are able to use this knowledge to write in a range of genres using a broad, varied or technical vocabulary. Careful study of varied texts supports the development of pupils' writing skills across the whole of Key Stage 2. Throughout the key stage handwriting is generally well formed and presentation is good.
7. At the time of the inspection standards in mathematics were judged to be in line with expectation for age overall, with a significant number of pupils achieving beyond this in upper Key Stage 2. By the end of Year 2 the highest attaining pupils in Key Stage 1 have a sound understanding of place value to 1000, good knowledge of addition and subtraction facts to 20, can add money to the sum of £1 and can recognise 2-dimensional shapes and identify their properties. Younger pupils in Key Stage 2 can use their knowledge of multiplication and addition to work out problems. The highest attaining have good recall of multiplication facts and lower attaining pupils practise and consolidate their knowledge of the 2, 3, 4 and 5 times tables. By the end of Key Stage 2 the highest-attaining pupils can add, subtract and simplify fractions, investigate diameter and circumference, calculate the area of circles and identify lines of symmetry and properties of shapes. Middle-attaining pupils can identify and describe factors, prime numbers and multiples and can understand and explain their relationships. Lower-attaining pupils can work at the expected levels when given appropriate support and sometimes work on more simplified examples.
8. In science by the end of key Stage 1 pupils are working at levels expected for their age. They are able to investigate the properties of sound practically. In a good science lesson in Key Stage 1 children were observed discovering how air causes vibration and hence sound by experimenting with reed and pan pipes. Pupils can recognise the properties of a fair test and are able to record the results of their work. They can make accurate observations and express their hypothesis using appropriate technical language. By the end of Key Stage 2 most pupils are working at levels expected for their age and many achieve higher levels of attainment. Pupils learn about physical processes and know the effects of different forces. They can investigate cause and effect in the context of work relating to forces and motion. Older pupils are able to investigate the effect of friction on a moving object. They show that they can make accurate predictions, calculate speed, follow instructions, use appropriate vocabulary and record results.

9. In all other subjects standards are at least in line with expectation for age and pupils make steady progress in acquiring knowledge, skills and understanding. The high standards achieved in speaking and listening impact positively on pupils' achievement across the curriculum and standards in ICT enable pupils to use these skills effectively to support work in other subjects.

Pupils' attitudes, values and personal development

10. The attitudes, values and personal development of pupils are excellent and a strength of the school. Pupils enjoy school and participate with diligence and enthusiasm in all aspects of both the taught curriculum and in extra-curricular activities. Behaviour is of a very high standard. During a week of indoor play times caused by extreme flood conditions pupils played together sensibly. They involved themselves in a range of games and activities. Monitors with special responsibilities take their duties seriously, they wear "responsibility badges" with pride and fulfil their roles diligently. All pupils fully understand the school's behaviour policy and clearly recognise the difference between right and wrong. The very high standard of behaviour impacts on pupils' learning as they are not distracted from their work. There have been no fixed-term or permanent exclusions of pupils during the past year. This is better than at the time of the last inspection.
11. Pupils have positive attitudes to their work. They are keen to learn and they respond quickly to teacher instructions. Very good attitudes are visible during assembly periods. All staff and pupils celebrate pupils' success in a "celebration assembly". The sense of "family" is evident. This supports the development of positive attitudes and of the ability for pupils to grow in understanding of each other.
12. Relationships in the school are excellent. The small school staff form a tightly knit team. They work together very effectively to support the personal development of all pupils. Teachers, assistants, parents, governors and parishioners provide good role-models for the pupils. Teachers know each pupil very well and respond to their needs appropriately. Staff are understanding, perceptive and caring. Visitors are welcomed into school by all and pupils speak to them confidently.
13. Pupils are encouraged to respond to the needs of others outside of the school. Cards and gifts are sent to the elderly who are sick. This raises pupil awareness and strengthens the relationship between the school and the community. Both community and parish support the aims of the school. This ensures consistent standards for pupils and develops a strong sense of purpose and belonging. No incidents of bullying or racial harassment were seen during the week of the inspection. The strong sense of community is an asset to the school.
14. Personal development and relationships are further extended through opportunities for pupils to participate in a broad range of extra-curricular activities. Parent and parishioners support these fully as do students from a local sixth form centre. The broad range of role-models supports the pupils in forming constructive relationships. Praise and encouragement are used to good effect by all concerned with the school. As a result pupils' personal development flourishes and their relationships with each other are very positive.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good overall, with a significant proportion of very good lessons in both key stages and some excellent lessons in upper Key Stage 2. The teaching of literacy skills is consistently good or better and overall the teaching of numeracy skills is very good. Teaching in other subjects is never less than satisfactory and is mostly good or better.
16. Teachers' lesson planning is a strength because it identifies clearly what pupils need to learn and this is shared with them so that they know what is expected of them. In a Year 2 mathematics lesson for example, pupils knew that they had to find out as many facts as they could about the number 16, and responded to this very well using their previously acquired knowledge of doubling, place value, odds and evens and inverse operations to help them. In many lessons key vocabulary is displayed and reinforced with pupils enhancing their understanding and consolidating the learning. Teachers have a good knowledge and understanding of the subjects they are teaching, particularly in English, mathematics and science. In upper Key Stage 2 the teacher has very good knowledge of these subjects and uses this effectively to promote high standards. In a science lesson for example, she gave a very clear explanation of how different surfaces affect the run of a marble and throughout this lesson the use of scientific language was thoughtfully promoted, enabling pupils to achieve high standards.
17. The management of pupils is good and enables them to concentrate on their work and make good progress. Teachers know when it is appropriate to explain things to the whole class and when group work is more effective. This enables pupils to carry out tasks which are matched well to their prior attainment. The use of additional adults to support group work is very effective, for example in upper Key Stage 2 the head teacher worked with a group doing guided reading, enabling them to concentrate throughout. In Key Stage 1 helpers are well briefed through the use of additional planning sheets and this ensures that the objectives of the tasks are fully understood and carried through.
18. Time and resources are used well. Lessons start promptly and are well paced, allowing for quick responses and also more extended periods for concentrated work. In a Year 4 mathematics lesson pupils were given a time limit to complete a multiplication grid and this strategy was used in several other lessons throughout the school, where pupils were challenged to improve their time. Clear routines, which are known and understood by all pupils, mean that time is not wasted in moving to sets for English and mathematics, or in organising personal belongings. During the week of the inspection these routines worked effectively to ensure that the school day was not disrupted through a series of indoor play times. Resources are well prepared, appropriate and used effectively to promote learning. In a Year 6 design and technology lesson which took place in the classroom, resources were very well organised with due regard given to health and safety issues. In Key Stage 1 resources are chosen carefully to meet the needs of the pupils, for example the use of big books in the literacy hour and mathematics games in numeracy lessons.

19. A real strength of the teaching is the very good relationships that exist between all adults in the school and the pupils. Praise is used effectively to encourage pupils and teachers clearly value the contributions of all. Teachers provide very good role-models, demonstrating enthusiasm, interest and enjoyment for the subjects they teach and supporting pupils to achieve their best. All teachers use opportunities to circulate during group work, giving pupils one-to-one help and encouragement, maintaining their concentration and praising their efforts.
20. Teachers are careful to ensure that the work provided for pupils matches their prior attainment, thus ensuring that the needs of all pupils, including the highest attaining and those with special educational needs, are met. The setting arrangements ensure that pupils of all ages have access to appropriately targeted work. The highest-attaining pupils in Key Stage 2 are given well matched work which challenges them and in mathematics they are offered after-school tuition which enables them to make even more progress. In both English and mathematics examples were seen of teachers carefully targeting questioning to individual pupils to extend their understanding and maintain concentration. In Key Stage 1 for example, word recognition was well matched and in both Key Stage 2 classes, questions in the mental arithmetic session of the numeracy hour ensured that all pupils were included and made progress.
21. The teaching of literacy and numeracy skills is very good. Teachers have a sound understanding of the strategies, are implementing the literacy and numeracy hours well and ensure through training and discussion that they are up to date with any developments of changes. They are careful to promote appropriate vocabulary in these and in other subjects. They have a clear understanding of the progression of literacy and numeracy skills. They also have understanding of skills progression in other subjects, but this needs to be more secure in their medium and long-term planning.
22. The good teaching, combined with the very good attitudes displayed by pupils, enables them to make very good progress in their learning. Because tasks are matched well to prior attainment and the assessment of their work informs the next stage of learning, they extend their knowledge and understanding systematically. They are confident, enthusiastic learners because they are provided with a secure environment where their efforts are valued. They have a clear understanding of what they are learning, where they have made mistakes and what they need to do next, because teachers share this with them during lessons. Sometimes this is supported by teachers' comments in their books, but this is rather inconsistent and could be developed further. Overall, pupils' learning is very good and results in standards which are often beyond expectation for age and which are improving.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

23. The curriculum provided by the school meets the requirements of the National Curriculum and reflects the school's mission statement. The school has introduced the National Literacy and Numeracy Strategies effectively. Time management is very good and meets statutory requirements. All teachers enable pupils to develop their basic skills across the curriculum. ICT is integrated with an appropriate emphasis on the development of skills. The curriculum is broad and balanced and reflects the needs of all pupils.

24. The curriculum provided for the under fives is good, and meets the requirements of the foundation stage. Children have opportunities to develop their skills and understanding through structured play. They are well supported by additional staff and voluntary helpers. Resources and space are appropriate and used to good effect.
25. The curriculum in Key Stage 1 and Key Stage 2 is taught in line with national guidance. The school is small and this results in mixed-age classes. The planning systems used in school are therefore complex and subject to continuous review. There are inconsistencies in detail and structure. Current planning documentation in some foundation subjects outlines content to be covered but does not always make systematic reference to the development of specific skills to be learned or consolidated. This inhibits assessment for learning and makes tracking of individual progress less effective. The school has identified a rigorous programme for the revision of curriculum guidance within the management plan. Streamlining and consistency within the planning process would ensure appropriate emphasis on the systematic development of skills and reduce the amount of time needed by teachers in planning. The school has a comprehensive programme for personal, social and health education that incorporates appropriate strategies for the teaching of both sex and drugs education.
26. The curriculum is enhanced through a broad range of extra-curricular and study support activities that take place beyond the school day. Infant pupils are encouraged to participate in designated sessions. High value is placed on the after-school activities by both parents and pupils. Members of the parish and parents of the pupils give practical support. Pupils have the opportunity to participate in a varied range of educational visits. Residential visits to Earl's Orchard for older pupils are supported by parents. The provision for curriculum enrichment is good for such a small school and contributes to the positive ethos that is so apparent.
27. Provision for pupils with special educational needs is good. They have full access to the whole curriculum and are well supported by the effective deployment of additional adults. The cross year grouping for both literacy and numeracy also furthers their progress. The use of individual education plans and careful analysis of data supports targeted teaching.
28. The school has an equal opportunities policy and all pupils have full access. The policy is regularly reviewed and its success discussed in termly staff meetings. The needs of higher-attaining pupils are acknowledged. They are given extension work that is challenging. This motivates pupils and they make good progress. Effective teacher questioning in lessons also ensures full curriculum entitlement, as does the opportunity to participate in after-school sporting activities funded partly by the PTA.
29. Provision for pupils' spiritual, moral, social and cultural education is excellent overall. All pupils have a clear understanding of the school's behaviour policy that is clearly embedded in practice. They understand the difference between right and wrong and they display a strong sense of fairness. There is a clear emphasis on reward rather than sanction. The use of stickers motivates pupils positively and they are highly valued by all age groups. The celebration assembly places appropriate emphasis on the development of the whole child and fully reflects the school's catholic mission statement.

30. Provision for pupils' social skills is excellent. Adults in the school provide very good role-models. Table cloths and flowers on tables at lunchtimes create a positive climate, further enhancing pupils' social skills. Pupils appreciate their environment and respond in a positive manner. Since the last inspection pupils have continued to support a wide range of charities. They are developing a social conscience and are aware of the needs of the old and the sick.
31. Provision for pupils' cultural development has improved since the last inspection and is now very good. Pupils' awareness of their own, and of others', cultural background and traditions are developed through lessons such as history, geography, RE and English. Care has been taken to purchase a range of reading books that include stories, myths and legends from other cultures. A visit to Bowes Museum, to participate in the "Through Young Eyes" experience, enabled pupils the opportunity to examine an 18th century china plate. Working with an artist in residence effectively develops their appreciation of other cultures.
32. The main school hall displays pupils' art work and written work relating to positive personal qualities and aspects of religious education. It helps in contributing to an appropriate spiritual atmosphere during assembly periods. Candles and music are used to focus young minds during periods of quiet reflection. The spiritual awareness of the pupils is further enhanced through carefully planned community assemblies.
33. Since the last inspection there has been a significant increase in opportunities for pupils to take on individual responsibilities. A head boy and head girl have been appointed, as has a games captain. The pupils have a clear understanding of their roles and fulfil their responsibilities sensibly. Each class has designated monitors. All pupils and members of staff wear badges denoting their role. This gives a clear sense of corporate identity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The care provided for pupils and the nurturing of their personal development is a strength of the school.
35. Staff know pupils well. Their progress is regularly monitored, recorded and reviewed, setting targets and strategies to encourage each to achieve their full potential. A wide range of opportunities is provided for pupils to take on roles of responsibility stimulating growth in their maturity as they progress through the school. This is reflected in the attitudes and behaviour of pupils, their respect for staff and each other, and their enthusiasm for learning.
36. While substantial detail of pupils' academic progress is recorded through a variety of analytical data there is a need for a more consistent approach to planning for the foundation subjects in particular so that skills are systematically developed and assessed.
37. A high priority is given to health, safety and welfare issues. A detailed health and safety policy has been established with risks and strategies appraised across the curriculum, creating a safe and secure learning environment.

38. Staff are alert to factors relevant to the character of each individual child and employ appropriate strategies to stimulate and encourage their development. All issues of concern regarding the welfare of children are regularly monitored and appropriate action is taken.
39. This is a happy school with a complete absence of any oppressive behaviour. Pupils care for each other and enjoy coming to school, as reflected in the very good levels of attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. A particular strength of the school is its excellent and effective partnership with parents and the wider parish community.
41. Parents are kept well advised of and involved in their children's progress through detailed annual reports, consultation evenings and encouragement to discuss any individual issues of concern as they arise. Regular newsletters and other correspondence advise parents of curriculum content for the coming term, notify them of activities and encourage their attendance and participation. Many are actively involved in the life of the school particularly through the PTA with its significant fund-raising to enhance learning resources. Parents also help with individual support in the classroom, contributions to assemblies and in the supervision of various extra-curricular activities. Parents understand and are effective partners in the use of homework to enhance their children's education. A close and collaborative working relationship has been established between home and school. Parents are high in their praise of the standards set by staff, encouragement of their children to achieve to the best of their ability, expectations of behaviour and nurturing of their sense of responsibility and maturity.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The head teacher, staff and governors work together very well to ensure a clear sense of direction to the work of the school and to ensure that the school's aims are effectively translated into practice. The leadership provided by the head teacher is very good. There is a strong sense of shared vision. She is committed to continuous improvement and promotes a caring, supportive atmosphere. The head teacher and second-in-charge work together well to support the staff and to move the school forward.
43. Subject leaders carry out their duties diligently. They are enabled, through the provision of an appropriate structure and good support, to monitor the work in their subjects and to identify areas for development. In English, mathematics, science and ICT monitoring is very thorough and leads to the establishment of appropriate targets, together with plans of action to meet those targets. In other subjects of the curriculum monitoring is less thorough, but still enables co-ordinators to have a clear understanding of their areas of responsibility. This monitoring of the foundation subjects now needs to focus on ensuring that the provision for developing pupils' skills, such as map-reading in geography or using a range of sources in history, is firmly in place and more systematic.

44. The school development plan is a well-constructed, detailed document that clearly identifies the school's priorities for development and the action to be taken towards them. This is brought about by a thorough system of audit and review, and the monitoring and evaluation of developments is now very secure. This is better than it was at the time of the last inspection when monitoring progress was judged to be at an early stage of development.
45. The governing body is very effective in fulfilling its responsibilities and knows the school very well. It has a clear understanding of the school's strengths and priorities for development and is influential in ensuring that the school's aims are realised. The head teacher and governors work together well and communication between them is good. The clear programme of meetings and the committee structure in place ensures that they are kept well informed and are fully involved in decision-making. Many governors have additional informal involvement in the school, through regular visits and working with pupils. During the week of the inspection, a tree-planting ceremony took place that provided an opportunity for pupils, parents, governors and the local parish and community to come together in an act of remembrance and worship.
46. The school's finances are carefully managed and the governing body has a clear understanding of the financial systems. Finance is carefully matched to the school's priorities and funding for staff development and training is also carefully linked to need. There is a good match of teachers and other staff to the demands of the curriculum, and additional help is used very effectively to support pupils in their learning. The role of the assistant who works mainly with the youngest pupils in the school is well thought out and enables them to receive good levels of support and individual attention. The accommodation is clean and in good order and is used effectively. The school is rightly addressing a priority to refurbish the library. Resources for learning are plentiful and of good quality and are used effectively by teachers in lessons. The school understands and applies the principles of best value. Given the attainment on entry, the good quality of education, including the teaching, provided and the standards achieved, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. In order to continue the improvements since the last inspection, the staff and governors should work together to:

- monitor and review the recent developments in planning and assessment for the foundation subjects in order to ensure that there is a more consistent and systematic approach to developing pupils' skills.

As well as this issue governors should consider the inclusion of a further issue in the action plan:

- ensure that standards in mathematics at the end of key Stage 1 continue to improve through the implementation of recent developments in the subject.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	33	50	10	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		65
Number of full-time pupils eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		14

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	2	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	1	1	1
	Total	6	6	5
Percentage of pupils at NC level 2 or above	School	75	75	63
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	6
	Girls	1	1	1
	Total	6	5	7
Percentage of pupils at NC level 2 or above	School	75	63	88
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	8
	Girls	4	5	6
	Total	11	10	14
Percentage of pupils at NC level 4 or above	School	69	63	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	4	5	4
	Total	8	10	9
Percentage of pupils at NC level 4 or above	School	50	63	56
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	0
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	0	0
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21.7
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	19

Financial information

Financial year	1999/2000
	£
Total income	168,849.00
Total expenditure	169,219.00
Expenditure per pupil	2,526.00
Balance brought forward from previous year	33,100.00
Balance carried forward to next year	32,730.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	65
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86.0	14.0	0	0	0
My child is making good progress in school.	79.0	18.0	0	0	4.0
Behaviour in the school is good.	86.0	11.0	0	0	4.0
My child gets the right amount of work to do at home.	67.0	26.0	4.0	0	4.0
The teaching is good.	71.0	29.0	0	0	0
I am kept well informed about how my child is getting on.	79.0	21.0	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	79.0	21.0	0	0	0
The school expects my child to work hard and achieve his or her best.	93.0	7.0	0	0	0
The school works closely with parents.	82.0	14.0	4.0	0	0
The school is well led and managed.	75.0	25.0	0	0	0
The school is helping my child become mature and responsible.	82.0	18.0	0	0	0
The school provides an interesting range of activities outside lessons.	79.0	14.0	7.0	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

48. Pupils' attainment on entry to the reception class is broadly average as judged by the LEAs baseline assessment scheme. The curriculum provided for the youngest children in the school covers the six areas of learning in the foundation stage and prepares them well to begin work within the National Curriculum.
49. Provision for pupils' personal, social and emotional development is embedded into the life of the school and children in the reception class make good progress in this area. They develop confidence and self-esteem through the appropriate support of adults. They behave well, work in groups, take turns and show consideration for others and for resources. They enjoy coming to school and respond enthusiastically to the tasks provided. In a session planting bulbs they demonstrated enthusiasm, self-discipline and enjoyment.
50. Language and literacy are carefully promoted through a range of classroom activities. Pupils' speaking and listening skills are well developed. There are many opportunities for pupils to talk about what they are doing and what they have learned, for example when engaged in role-play in "the optician's shop". They use such opportunities to develop early writing skills to record notes and make badges and reading charts. They enjoy looking at books and listening to stories, developing early reading skills. They are on target to achieve the early learning goal in language and literacy by the end of the reception year.
51. Early number work is seen in a range of activities and displays. Children join in with number songs and rhymes that reinforce number, names and values 0-5. Higher-attaining pupils extend this to early addition activities. Pupils achieve the expected levels in the foundation stage in mathematical development.
52. There is good provision for pupils to develop their knowledge and understanding of the world. They happily discuss their homes, families and experiences and relate this to activities in the classroom. They are familiar with using computers, working with adults on a range of computer programs. In a session where children planted bulbs, they demonstrated that they know that the bulbs would grow into flowers and the conditions needed for growth. When they explained their experiences to the rest of the class this linked well with the work done by the other children on instructions.
53. Pupils' physical development is addressed through opportunities to use tools and equipment and to develop their fine motor skills in the context of classroom activities and through PE lessons with pupils in Key Stage 1. They manipulate and mould clay to make hedgehogs and are developing good control when using the mouse to move images around the computer screen. In PE they develop skills of skipping, hopping and jumping, improving their control. They improve throwing and catching skills, using bean bags and working in groups and with adults. They are on target to achieve the early learning goals for physical development.

54. Opportunities for creative development are provided in the reception class through a range of art activities, role-play and music. Pupils paint and explore the texture and form of clay imaginatively. They take part in role-play, enjoying the opportunity to use their imagination. They listen to music and enjoy singing. They reach the standards expected within the foundation stage.
55. Teaching for the under fives is good. The teacher plans a well-balanced range of activities, many of which are supported by the classroom assistant, who further develops some of the planning to include other available adults. This works well in ensuring that pupils make progress in all areas of learning. Introductory sessions are managed well with good use made of opportunities to extend language and vocabulary. Tasks are well prepared and resourced and are well matched to pupils' stages of development. Relationships are very good. Pupils are supported and encouraged well. Explanations are very clear and good use is made of opportunities for pupils to contribute and verbalise their thinking. In plenary sessions in which pupils often join the rest of the Key Stage 1 class, good use is made of opportunities to consolidate the learning through describing their tasks or findings to other children.
56. The areas of learning are linked together well and often tasks are used to develop a range of skills. This is planned for well and enables pupils to enjoy relevant learning that is appropriate to their needs.
57. There were no issues relating to early years identified at the time of the last inspection and pupils continue to make a sound start to their education. The school has implemented the foundation stage appropriately and continues to ensure that pupils receive a broad and balanced curriculum that meets their needs.

ENGLISH

58. Standards as measured by national tests in 1999 were broadly in line with the national average, but lower than the average for similar schools. The very small numbers in the cohort make statistical data from test results difficult to interpret meaningfully, but there is a trend of improvement that is similar to that achieved nationally.
59. Standards achieved in lessons in Key Stage 1 are above national expectations in writing, in speaking and listening and in reading. During a whole-school assembly and in front of pupils, parents and governors, a high-attaining infant child recited from memory a tribute to Anne Frank, demonstrating speaking skills of a very high standard. Reception children listened and sat quietly, they responded appropriately as did older pupils.
60. Pupils in Key Stage 1 are eager to display their reading skills. A high-attaining pupil read confidently, enthusiastically and with very good expression. When asked to explain difficult vocabulary she explained concisely. Lower-attaining and very young pupils read slowly, pointing out each word in the text carefully. They sound out letters when attempting unfamiliar words. Overall, pupils in Key Stage 1 read with confidence and employ the sound spelling system to help them read accurately. They show an interest in books and are eager to talk about them. They recognise author, title and know the role of an illustrator. Reading is very good.
61. Pupils have good recall of the structures taught for writing. This is evidenced in samples of work displayed throughout the school. Higher-attaining pupils have good knowledge of more complex spelling patterns and use them appropriately on their writing. Careful grouping of children and differentiated work ensures that all pupils reach their potential during writing activities. During a lesson to develop instructional writing skills, the teacher used a recipe of "how to make shortbread". The choice of text and careful explanation engaged the children's interest. As a result the pupils could recognise the difference between conversation and instructional text. This understanding enabled good progress in writing. The use of ICT is integrated within the English curriculum. Pupils use word-processing skills at an appropriate level. This too supports the development of structured writing skills. Hand-writing is generally tidy, letters are correctly formed and the vast majority of pupils hold their pencils correctly. Many of the Year 2 pupils are working soundly within Level 2 and higher-attaining pupils are well on line to achieve Level 3 by the end of the current academic year.

62. Standards achieved in Key Stage 2 parallel those in Key Stage 1. Standards in writing are above national expectations. They are very good in speaking and listening and in reading.
63. Year 6 pupils displayed their speaking and listening skills during discussion relating to Anne Frank's Diary and an old school log. They quickly identified the differences between the two. They acknowledged that the diary was a personal account, expressing thoughts and feelings, written by one person. They were thoughtful and reflective before speaking and their use of vocabulary was very good.
64. Most pupils have good attitudes towards reading. Higher-attaining pupils employ the full range of reading cues, phonic, graphic, grammatical and contextual. A Year 6 pupil read "ominous expression" with ease, fluency and understanding. Less able Year 5 pupils can maintain concentration, despite interruptions, though expressive reading is inconsistent when difficult text is encountered. All pupils can identify character, context and setting and give reasons for their choice of book. Development of pupils' library skills is good. They are able to locate information within books using contents, index and glossary pages. They also employ skimming and scanning techniques to locate information speedily. Their ability to employ skills of inference and deduction from a range of texts supports their development in other aspects of the curriculum. Reading is very good.
65. Levels of achievement in Key Stage 2 are good with pupils attaining standards above those expected. Examination of pupils' work shows regular testing of spelling. It is directly linked to the national literacy strategy. Pupils translate spellings learned for tests into writing across the whole curriculum. Written work shows that older pupils can change verb tenses in sentence work and can apply this knowledge to extended writing. Pupils can write in the first person and can differentiate between informal spoken language and language used in formal writing. Pupils have a good knowledge of different types of text and are able to use this knowledge to write in a range of genres using a broad, varied or technical vocabulary. Careful study of varied texts supports the development of pupils' writing skills across the whole of Key Stage 2. Younger pupils are given opportunities to discuss a piece of text and can highlight transferable language conventions for use in their own stories. Pupils know how to add emphasis to important words in their writing and do so by changing the size or print style. Higher-attaining pupils highlight selected words for effect in sentence work. ICT is used to good effect to support the development of writing composition. Pupils can highlight text in different colours to identify specified language features. Using ICT they can identify evidence in a piece of text to exemplify "when Ben is being careless". This helps them explore the main issues and clarifies their understanding of plot, character and setting. Throughout the key stage handwriting is generally well formed and presentation is good.
66. At the time of the last inspection standards in English were judged to be in line with expectations in all aspects of English. There has since been considerable overall improvement. Resources to support the teaching of English have been increased considerably. They are used effectively by teachers. The library is well used and new furniture will enhance opportunities to develop its use still further. A useful library policy that outlines specific skills to be taught is having a positive impact in developing pupils' research skills.

67. The quality of teaching in Key Stage 1 is good and in Key Stage 2 very good. The literacy hour is being implemented very effectively. Pupils are taught in mixed-age groups. Work is matched to the needs of the pupils by teachers who plan and prepare very carefully for lessons. All pupils are challenged and higher-attaining groups have access to extension work. This consolidates their understanding and helps them make good progress. Pupils with special needs are integrated very well. Teachers have detailed knowledge of these pupils' individual education plans and use them to ensure that learning and progress for them is good. Teachers use additional adults to support all groups of children at different times. This ensures equality of teacher entitlement by all groups of children.
68. In a lesson seen in lower Key Stage 2 the teacher employed a brisk pace to the whole class text work. The teacher supported pupils using praise and encouragement. She used her knowledge of individual pupils to develop their understanding further through direct questioning. Pupils were encouraged to read with expression. The teacher ensured that pupils knew what it was they were to learn. Understanding was checked through further questioning and discussion in the plenary section of the lesson. The majority of pupils therefore made good progress and some made very good progress.
69. The subject is managed well by a new co-ordinator who has continued to provide good leadership and support for staff.

MATHEMATICS

70. In the 1999 national tests attainment in mathematics at the end of Key Stage 2 was broadly in line with the national average but below the average for similar schools. However, when judged against pupils' prior attainment in Key Stage 1, pupils' performance was above the average for similar schools, indicating that pupils made good progress.
71. At the end of Key Stage 1 attainment as indicated by national tests was well below the national average and very low in comparison with similar schools. Over the past three years attainment has fluctuated from year to year, although overall it has been below average at the end of Key Stage 1. However, it should be noted that the cohort size is small, making comparisons unreliable.
72. Attainment in the 2000 tests was higher than in the previous year at the end of Key Stage 2, and considerably higher at the end of Key Stage 1, with all pupils achieving the expected level and over half achieving higher than this.
73. Currently standards are judged to be in line with expectation for age overall, with a significant number of pupils achieving beyond this in upper Key Stage 2. By the end of Year 2 the highest attaining pupils in Key Stage 1 have a sound understanding of place value to 1000, good knowledge of addition and subtraction facts to 20, can add money to the sum of £1 and can recognise 2-dimensional shapes and identify their properties. This is beyond expectation for age. Middle and lower-attaining have knowledge of numbers to 20, can use addition and subtraction in their work, use non-standard units of measurement and can estimate the length of every day objects. There is good emphasis on developing pupils' skills in numeracy.
74. Younger pupils in Key Stage 2 can use their knowledge of multiplication and addition to work out problems. The highest-attaining have good recall of multiplication facts and lower-attaining pupils practise and consolidate their knowledge of the 2, 3, 4 and 5 times tables. The highest-attaining Year 2 pupils work with the lower Key Stage 2 group and this enables them to make good progress and work within Level 3, beyond expectation for age. Pupils in Year 4 could multiply by 10, 20, 30, 40 and 50 and were working out strategies to multiply by 15 in one lesson seen. In mental arithmetic sessions pupils demonstrate good recall of multiplication and division facts and can explain the strategies they use to work things out.
75. By the end of Key Stage 2 the highest-attaining pupils can add, subtract and simplify fractions, investigate diameter and circumference, calculate the area of circles and identify lines of symmetry and properties of shapes. This is within Level 5, beyond expectation for age. Middle-attaining pupils can identify and describe factors, prime numbers and multiples and can understand and explain their relationships. Lower-attaining pupils can work at the expected levels when given appropriate support and sometimes work on more simplified examples.
76. Throughout the school the presentation of pupils' work in mathematics is of a high standard. Exercise books are neat, pupils consistently present their work to a given format and they have pride in their achievement.

77. The quality of pupils' learning is good and overall, pupils in Key Stage 1 make steady progress in acquiring mathematical skills, knowledge and understanding. They build on previous work systematically, ensuring that there are firm foundations laid for more accelerated progress in Key Stage 2. Highest-attaining pupils in Key Stage 1 make good progress because they are enabled to work with a lower Key Stage 2 group and are challenged to achieve more highly. In Key Stage 2 pupils make good progress continuing to build on previously acquired knowledge, skills and understanding and applying this to new areas of mathematics and more complex work.
78. The teaching of mathematics is good in Key Stage 1 and lower Key Stage 2 and very good in upper Key Stage 2. Overall, teachers' planning is good and clearly identifies what pupils need to learn. This is shared with them so that they are challenged to achieve and make progress during lessons. In a very good Key Stage 1 lesson questioning was targeted well at pupils' individual needs and good use was made of additional adult support to work with small groups of pupils. Occasionally in Key Stage 1 insufficient time is allowed for explanations so that pupils move to their tasks without a sound understanding of the concept that has been introduced. This happened in a lesson where coins were used to develop understanding of tens and units. The pace is brisk in lessons and time used well. Throughout the school teachers are careful to use correct mathematical vocabulary and terminology (greater than, multiple, digit in year 2 and factor, prime number in year 6). In a very good lessons seen in upper Key Stage 2 very good subject knowledge and enthusiasm, clear explanations, checking understanding and well matched tasks, enabled pupils to make very good progress in their understanding and use of number.
79. The school rightly identified mathematics as an area for development three years ago and since then has successfully introduced the numeracy strategy, improved resources and provided appropriate staff development and training. Staff are now confident and enthusiastic about teaching mathematics and this is having a positive impact on raising standards throughout the school and on pupils' attitudes. They are enthusiastic learners who enjoy their mathematics lessons.
80. The co-ordinator for mathematics leads the subject very well. Her own sound subject knowledge and enthusiasm are transmitted to the staff and she has a well-organised approach to developing documentation, monitoring the work of the subject and providing staff development. She analyses the data on pupil performance in detail and is able to identify areas for development, for example mental mathematics in the current Year 5. She has carried out an analysis of the school's IT software and identified opportunities for use in mathematics, and has also identified where numeracy can be used within other subjects, for example data-handling in science. Assessment in mathematics is well-organised and ensures that individual pupils' progress is tracked. Given the development of mathematics in the school over the past three years, it is now well placed to continue to raise standards.

SCIENCE

81. Standards in the school are above national expectations at the end of both key stages and have improved since the last inspection. In the 1999 tests at the end of Key Stage 2 standards were in line with the national average and that of similar schools.
82. In the 2000 teacher assessments at the end of key Stage 1 standards were above expectation for age. In the tests at Key Stage 2 in 2000 standards were also above the expected levels. Good teaching overall enables pupils to make progress.
83. By the end of Key Stage 1 pupils are working at levels expected for their age. They are able to investigate the properties of sound practically. They understand the link between sound and vibration. They show how air causes vibration using reed pipes and pan pipes. They competently carry out further investigations of vibrations travelling through objects. They do so by listening to a clock through a balloon and by making string telephones. Pupils can recognise the properties of a fair test and are able to record the results of their work. They can make accurate observations and express their hypotheses using appropriate technical language.
84. By the end of Key Stage 2 most pupils are working at levels expected for their age and many achieve higher levels of attainment. Progress is very good, particularly in upper Key Stage 2, for all pupils, including those with special educational needs. Pupils learn about physical processes and know the effects of different forces. They can investigate cause and effect in the context of work relating to forces and motion. They know that force is invisible but that effect can be seen. This good work is consolidated as pupils move through the school. Older pupils are able to investigate the effect of friction on a moving object. In an experiment involving cardboard tubes and marbles pupils showed that they could make accurate predictions, calculate speed, follow instructions, use appropriate vocabulary and record results. Pupils demonstrate safety considerations and use resources sensibly.
85. Teaching is good in both key stages and very good in upper Key Stage 2. All teachers employ good questioning techniques to promote learning and consolidate understanding. Teachers place importance in developing pupils' use of technical language. They are good role-models. Teachers ensure that pupils are fully aware of the intended learning and clearly outline the teaching objective. Group tasks are well organised, resources are used to good effect and opportunities are taken to consolidate pupils' literacy and numeracy skills. This promotes good progress.
86. Subject leadership in science is very good. The co-ordinator evaluates data and as a result of statistical analysis identifies areas for improvement. The science curriculum is currently under review. Monitoring of science is good. Half-termly plans are monitored formally though the examination of pupils' books is completed on an informal termly basis. In order to maintain the high standards the school should, in line with its plans, extend the current system of levelling pupils' work in literacy and numeracy and include science.

ART

87. It was not possible to observe the teaching of art during the week of the inspection, so judgements about standards were made as a result of scrutinising pupils' work and discussions with pupils and teachers.
88. Overall, standards in art are in line with expectation for age. Throughout the school pupils use sketch books to try out their ideas, using pencil, crayon and pastels. Pupils in Key Stage 1 have looked at the work of famous artists and have worked in their styles, using paint, crayon, charcoal, pastels and pencils. They have used different fruits in printing and a range of materials in collage work. Throughout the school a range of materials, including paint, paper, fabric, shells, wool and pulses, has been used in 2-dimensional and 3-dimensional art work. In Key Stage 2 pupils have produced portraits in the style of an Indian artist and Egyptian collars produced by year 5 and 6 pupils using collage are well designed and carefully presented, linking well to work in history and contributing to pupils' understanding of other cultures. Work with a local artist involved every pupil in the school and resulted in a collage "The banks of the Deerness", depicting the local area and wildlife. This is a good example of the school working with the local community.
89. The school has adopted the latest national guidance for art and design and recent work on planning is helping to ensure that skills in art are progressively developed.

DESIGN AND TECHNOLOGY

90. Attainment in design technology is in line with expectation for age at the end of both key stages. Pupils in Key Stage 1 have investigated wheels and year 2 pupils have designed and made models of wheeled vehicles. Pupils in Years 3 and 4 have progressed to using circuits to light up their models, and a very good design and technology topic on sandwiches ensured that the design and make process was carefully planned and implemented and that pupils made very good attempts at evaluating their work in order to identify how it could be improved.
91. By Year 6 pupils have a sound understanding of the design process and can explain the terminology and stages involved. In the one lesson observed, Year 5 and 6 pupils looked at models of shadoofs (Egyptian water-carrying devices) and suggested how they could be improved. They could identify problems and suggest solutions, use tools such as saws and glue guns safely and sensibly, and used previously acquired knowledge of levers to design improved versions. They were able to organise their ideas and plan their designs.
92. Teaching in this lesson was very good. The tasks were well planned and prepared, good use was made of resources and tasks built well on previous learning.
93. The school has adopted the latest national guidance to inform planning for design and technology and needs to monitor this to ensure that pupils' skills are systematically developed, building on what they have already achieved.
94. Pupils enjoy their work in design and technology and are proud of the products they make. They use the digital camera to photograph and record their efforts. Design and technology makes a good contribution to pupils' social development through working in groups, sharing tools and evaluating work together. There are good links to other subjects, for example Tudor houses linking to work in history in lower Key Stage 1.

GEOGRAPHY

95. Standards in geography are in line with national expectations at both key stages and pupils make satisfactory progress. This was also the position at the time of the last inspection. During the inspection the number of lessons observed was limited. Evaluation of pupils' work, scrutiny of teachers' planning, display material and discussions with pupils indicate that the requirements of the National Curriculum are being met.
96. In Key Stage 1 geography is integrated within topic work. In a lesson based on "how we come to school" pupils were introduced to simple graphs. The teacher encouraged pupils to ask questions and record their observations on whiteboards. Good links were made with mathematics and younger pupils begin to understand a "tally system". Older pupils used ICT to produce their graph. This work helped pupils understand distance and the relationships between locations in the village and the school.
97. Pupils continue to make sound progress, so that by the end of Key Stage 2 they are able to locate features on a map or plan using grid references. The teacher used an overhead projector to demonstrate finding locations on a grid. Technical language is used to good effect. Evidence within the school indicates that pupils are able to explore environments using a range of sources. Pupils have opportunities to apply geographical skills during field trips to Easby Abbey and Earl's Orchard Study Centre. In the two lessons observed during the inspection teaching was good.
98. The school has adopted the QCA scheme of work for the teaching of geography. As with history the production of new guidelines for teachers is highlighted within the management plan as an area for development. Completion of guidelines will aid teachers in planning for the systematic development geographical skills. Resources to support geography are generally good and are used effectively to support learning. Geography meets National Curriculum requirements. Leadership of the subject is satisfactory and the subject leader follows agreed "light touch" monitoring procedures.

HISTORY

99. Standards in history are in line with national expectations at both key stages and pupils make satisfactory progress. This was also the position at the time of the last inspection. Pupils' interest, concentration and independent learning skills are good. They are given opportunities in class to discuss independent work completed at home. This maintains interest and enthusiasm. Stimulating history displays of work and collections of photographs help all pupils develop an understanding of their cultural heritage and of chronology.
100. Pupils in Key Stage 1 gain historical knowledge through interesting topic work. Evidence from displays show that pupils learn about "toys from long ago". They use simple questionnaires to retrieve information. A parent supports this work, bringing in toys from her childhood and in answering pupils' questions. This helps develop skills of historical enquiry. Written work produced in history is used effectively by the teacher within the literacy hour to extend and consolidate the children's understanding of written language conventions. This helps pupils make good progress. By the end of Key Stage 1 pupils have had the opportunity to learn about Florence Nightingale, homes and holidays long ago and the Great Fire of London.

101. In Key Stage 2 pupils continue to deepen their knowledge and understanding of events, people and changes in the past. They can identify key features of Tudor buildings and make comparisons with homes today. A pupil modelling a Tudor style dress to period background music generated excitement and discussion. A digital camera was used to record the event. This enabled pupils to distinguish between ways of life at differing times in history. Pupils have the opportunity to use computer technology to enhance their work. A CD-Rom is used to develop skills of historical enquiry. Pupils access information relating to life in Tudor times and print out results of their work. More able pupils develop research skills using a range of relevant source material. During the week of the inspection teaching ranged between satisfactory and good.
102. The school has adopted the QCA scheme of work for the teaching of history. It is used to inform planning. The production of new school specific written guidelines by the co-ordinator is highlighted within the management plan as an area of development. The inclusion of guidance for the systematic development of history skills would support assessment for learning and make tracking of pupil progress more effective. The school has a range of resources to support history. This is supplemented by loans from the LEA learning support service. History meets National Curriculum requirements and the subject co-ordinator follows agreed school "light touch" monitoring procedures.

INFORMATION TECHNOLOGY

103. Standards in ICT are in line with expectation for age throughout the school. ICT is used very well to support learning in other subjects of the curriculum and these provide opportunities for pupils to use and develop their skills.
104. Skills in word-processing are well developed and there are many examples in displays around the school of pupils using ICT to present their work. Some of the youngest pupils can create pictures by moving graphics around the screen with good control. In Year 2 pupils can move text around a screen to put it in the correct order. They have good control of the mouse and sound knowledge of the keyboard. Older pupils use word-processing with ease and can highlight text and change font size or colour to identify features.
105. In mathematics, lower-attaining Year 2 pupils could use a program in which they had to order numbers to 20, and in geography Year 5/6 pupils were introduced to a program to assist them in collecting data and grid references. Data-handling packages are frequently used throughout the school in mathematics and science to help pupils sort and present their findings. Pupils often use a digital camera to record their efforts and significant school events.
106. During the inspection observation of teaching in ICT was in the context of other lessons. Staff are confident in the teaching of ICT and it is very well integrated into the rest of the curriculum. Good use is made of many opportunities to develop skills and pupils are given good support where necessary. Teachers are confident in teaching ICT and are enthusiastic.

107. The curriculum for ICT meets statutory requirements and good use is being made of the new national guidance to inform planning and assessment, although this needs to be monitored to ensure that skills are systematically developed throughout the school. The school is about to have access to the national grid for learning and this will enhance opportunities for pupils to broaden the range of skills in terms of searching for information. Pupils enjoy their work in ICT, particularly when using the more up-to-date resources and this promotes good progress in their learning. Overall, resources are good with sufficient computers and a good range of software. A weekly after-school ICT club enhances the curriculum and raises the profile of the subject throughout the school.

MUSIC

108. Standards in music are in line with expectation for age and sometimes higher. Music is used effectively at the beginning of the school day and during assemblies to promote a calm, serene atmosphere. As at the time of the last inspection, pupils of all ages sing enthusiastically and with enjoyment.

109. In the one lesson observed during the inspection, standards in lower Key Stage 2 were above expectation for age. Pupils demonstrated good listening skills and could identify different percussion instruments and compare them to ones they have in school. They know that these instruments come from different countries. They were able, with the teacher's support, to compose a short piece using the instruments, with a picture of a frosty morning as the stimulus. A good link was made to vocabulary work in English and pupils suggested the words "glistening", "rippling" and "dawn". Pupils were able to appraise their work and suggest improvements.

110. Teaching in this lesson was good and good use is made throughout the school of a published scheme for music to ensure continuity and progression. National Curriculum requirements are met.

111. The curriculum for music is enhanced by a weekly percussion group and additional teaching of wind instruments for some pupils. The latest national guidance has not as yet been adopted by the school, and when this is considered, monitoring needs to ensure that the continuity and progression in developing pupils' skills is secure.

112. Music makes a positive contribution to pupils' spiritual, social and cultural development through listening to music from other times and cultures, and working together in groups.

PHYSICAL EDUCATION

113. Standards of attainment are in line with expectation for age by the end of both key stages. Younger pupils participate in warm-up activities, they skip, hop and bounce. Reception pupils develop their throwing and catching skills while older pupils refine their skills in team game activities. They are able to perform safely. Older pupils in Key Stage 2 display mature throwing, catching and bouncing skills needed in basketball. They can pass and retrieve a ball, aim with precision and jump on to a bench. Pupils generally make satisfactory progress in developing an appropriate range of physical skills.

114. Pupils' responses in PE are good. Pupils enjoy teacher-initiated tasks, respond with enthusiasm and even when excited behave well. Pupils are generally attentive and keen to learn.

115. The quality of teaching seen during the inspection ranged between good and very good. Lessons are well organised and resources used are of good quality and are appropriate. In a lesson involving four sixth form students from a local college, both the class teacher and the students provided good role-models for the pupils. Good use of additional adults directed to specific groups of pupils helps develop skills and versatility of movement. All pupils are supported and relationships are good. Behaviour is excellent.
116. The previous inspection report highlighted the need to improve standards and provision in PE. The school has succeeded and made good progress. The PE co-ordinator has been instrumental in raising standards. A policy is in place with detailed guidelines to support teachers in planning for progression. Health and safety issues have been highlighted. This has helped improve staff confidence. Top Sport Training has been initiated as a part of continuing staff development. The school uses a professional trainer to support the development of pupil skills in after-school activities. Additional funding has been made available via parental contributions and from the school fund. This has enhanced the school's work in PE. The co-ordinator monitors teachers' plans. Informal opportunities are used to best effect in enhancing the school's "light touch" monitoring programme for foundation subjects. Management of PE is good.