

INSPECTION REPORT

STANHOPE BARRINGTON C OF E PRIMARY SCHOOL

Bishop Auckland

LEA area: Durham

Unique reference number: 114217

Headteacher: Mrs L Bainbridge

Lead inspector: Neil Tonge

Dates of inspection: 9-11 February 2004

Inspection number: 258009

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	123.5
School address:	Westcroft Stanhope Bishop Auckland County Durham
Postcode:	DL13 2NU
Telephone number:	01388 528218
Fax number:	01388 528218
Appropriate authority:	Governing body
Name of chair of governors:	Mr W Hobson
Date of previous inspection:	27/4/1998

CHARACTERISTICS OF THE SCHOOL

Stanhope Barrington is a Church of England controlled primary school situated in the small town of Stanhope in Weardale, County Durham. As well as provision for pupils from 4 – 11, there is an Early Years unit, which admits children from the age of three. Pupils travel to the school from the town of Stanhope and from surrounding villages, hamlets and farms. Attainment on entry to the school fluctuates from year to year but in general they are below or well below the average. There is a very small proportion of higher attainers, the majority who are at the lower end of average and the remainder who are below and well below the average. Skills in literacy tend to be lower than those in mathematics.

The school has experienced falling rolls, from a peak of 198 pupils in 1994 to the current 135 due to a general decline in families with young children in the area. This has meant that the school has had to organise its curriculum carefully to ensure continuity and progression in pupils' learning in mixed year classes, including a mixed Key Stage class. However, there is considerable stability of pupils and staff, which offsets some of these challenges to the organisation of the school. There are more boys and girls and this too has an affect on attainment. Pupils are exclusively white British heritage. Twenty-four pupils have special educational needs, including four with statements of special educational need. They include moderate and severe learning difficulties, behavioural problems, physical disabilities and speech impairment. Although, the proportion of pupils with special educational needs is similar to the national average, there are a higher proportion of pupils with statements of special education need.

While pupils come from a variety of backgrounds, there are significant pockets of disadvantage, which the free school meals criteria do not acknowledge. Two principal employers in the valley have closed down very recently and this is having an adverse impact on local shops and businesses. A significant proportion of jobs are part-time. Few pupils stay on into the sixth form at the end of their

secondary school career. Overall therefore, the social and economic circumstances are below average and there are some pupils from disadvantaged backgrounds.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1157	N Tonge	Lead inspector	English Science Geography History Music Religious education
9511	A Longfield	Lay inspector	
22113	A King	Team inspector	Mathematics Information and communications technology Art and design Design and technology Physical education Foundation Stage Special educational needs English as an additional language

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Clarendon Court
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	10
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with some good features. Pupils enter the school either below or well below the average in literacy and numeracy and leave having made satisfactory progress. This is achieved because the school monitors the progress of pupils and provides support to help them improve, particularly those with special educational needs. Teachers' work satisfactorily to raise pupils' expectations although this needs to be more rigorous to ensure all pupils and particularly some pupils of average ability and some higher attainers maximise their potential. The cost of educating pupils is broadly average and bearing in mind the progress they make from an often very low starting point, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Many pupils begin with very low levels of literacy and low levels of numeracy but the school ensures that they make satisfactory progress so that by the end of Year 6 they are broadly average in numeracy and below in literacy.
- The Early Years Unit provides children with a good start to their school career and there is good provision for pupils with special educational needs.
- Pupils are well behaved and there are good relationships in the school.
- The governance of the school is good. Governors are well informed about the strengths and weaknesses of the school and this enables them to play a significant part in shaping its direction.
- Leadership by the headteacher is satisfactory but there is a need for her to keep a focus on the priorities of the school and to ensure that she has an effective overview of the management systems in the school.
- Parents and pupils are appreciative of the teachers but there is a need for the school to communicate its decisions more effectively.

Since the school was inspected in 1998 the rate of improvement has been satisfactory. Specifically, in response to the key issues; standards have improved across the core subjects, including writing and information and communications technology (ICT). More detailed schemes of work and improvements in teachers' planning have led to the improved performance in the core subjects. Pace and challenge in teaching have improved to an extent but, could be further enhanced. Coordinators are now monitoring planning and reviewing pupils' work but there is an insecure understanding of the standards compared to national expectations reached in subjects other than English, mathematics and science. A satisfactory system exists for monitoring pupils' work and this is used appropriately to plan work for different abilities of pupils and to provide support for those lower attainers who need additional help.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	E	E
Mathematics	E	B	C	C
Science	D	D	E	E

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

The achievement of pupils throughout the school is satisfactory. When pupils begin school their attainment is at least below and sometimes well below the average for pupils of this age. The Early Years Unit enables the children to make good progress and a few but not many reach the Early Learning Goals.

At the end of Year 2 pupils make the expected progress and whilst they are below the average in literacy, their achievement is satisfactory. There are usually a high proportion of pupils with special educational needs, which accounts for the overall below average results. For example, in 2003, out of 14 pupils, 4 were special educational needs, including a pupil with a statement. This proportion of pupils distorted the overall results for the school. Nevertheless, pupils made the anticipated progress because their progress was monitored and teachers planning and activities largely met their needs. At the end of Year 6, standards attained by pupils are below in English but broadly in line with the average in mathematics and science. In 2003 however, overall the high proportion of pupils with special educational needs adversely affected results in English and science. Standards by the end of Year 2 and Year 6 in art and design, design technology and information communication technology are average, while they are below in geography, history and religious education, where they are affected by below average literacy skills. It was not possible to comment on standards in music and physical education because of the inspection schedule. Overall provision for pupils' personal development is good. Moral, social and cultural development is good and this leads to good relationships. Spiritual development is satisfactory. Attitudes to work, behaviour and attendance and punctuality are good because pupils like school and want to attend.

THE QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory. Teachers expect their pupils to work hard but are not always sufficiently demanding that pupils always give of their best. As a consequence work is not presented as neatly as it might be. Furthermore, teachers have embarked on a new marking policy to help pupils focus on what is important to improve but this is at an introductory stage and is not always consistently implemented. However, relationships are good and pupils' behaviour is well managed and their progress monitored so that appropriate support can be provided. Children get a good start in the Early Years Unit because teachers' plan stimulating activities to motivate pupils and as a result the children make good progress. The standard of teaching in the rest of the school is satisfactory overall and is the reason why pupils make satisfactory progress, particularly pupils with special educational needs. There is a need however, to ensure that all pupils are more consistently challenged, particularly the small number of high attainers. Overall, the school offers a broad and balanced curriculum, with a satisfactory range of visits and visitors to school. There is a good number of good quality school clubs, which offer opportunities to develop interests and skills in sport, culture and hobbies. Homework is well organised and by involving parents, contributes well to their children's progress. There are good links with the community, particularly through the parish. There are very good links with the main secondary school, which includes a sample week prior to their start, and this enables a smooth transition to be made.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and key staff is satisfactory. While the headteacher has organised successful aspects of the school, such as the Early Years Unit and special needs provision, she needs to keep a clearer focus on the priorities of the school and how to achieve them. Management is satisfactory. Systems to ensure the school reviews its performance are in place but they need to be regularly maintained and reviewed. The governance of the school is good. They bring a range of valuable expertise to the school; they are well informed and ask searching questions about its performance and help to shape its direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy coming to school because they know they are cared for and valued by their teachers. A substantial minority of parents are critical of the way in which the school is run. Inspection evidence shows that they are kept informed of school events, class topics and about the progress of their children but are sometimes dissatisfied with the way in which specific changes are handled.

IMPROVEMENTS NEEDED

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

- Improve literacy skills in respect of handwriting, spellings and auditing the opportunities for developing writing skills in other subjects.
- To develop the leadership of the headteacher to ensure that the priorities of the school are kept in focus and less important issues are delegated.
- To provide more challenge in pupils' learning, particularly the small number of pupils who are high attainers and those who on the borders of attaining the higher levels.
- To develop the role of coordinators further so that they have a secure view of the standards achieved in their subjects compared to national expectations.
- Improve the partnership with parents by communicating changes more effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Attainment on entry to the school fluctuates from year to year, but overall, is below or well below the average. Pupils' numeracy skills tend to be stronger than their literacy skills and this pattern of achievement continues throughout their time at the school. **Children make good progress** toward achieving the learning goals expected of children of this age and their **achievement is good.** At the end of Year 2 and Year 6 pupils make satisfactory progress and achieve close to the national expectations in numeracy and below in literacy. Virtually all pupils make the expected progress.

Main strengths and weaknesses

- Pupils are attaining standards broadly in line in mathematics and science and below in English by the end of Year 6. The high proportion of pupils with special educational needs affects results. All pupils make satisfactory progress because teachers manage pupils' behaviour well, they establish good relationships and attitudes to work and, in the main, plan appropriate work for the different years and abilities in their classes.
- The progress of some higher attaining pupils and those bordering on the higher levels could be improved if teachers demanded more of them.
- Standards in writing have improved because of the concerted effort of the school. The standard of reading is being raised after a relatively lower, but predictable, result in last year's national test.
- Pupils' performance is satisfactorily tracked and appropriate action taken to improve results.
- Pupils with special educational needs, including the gifted and talented, make satisfactory progress.

Commentary

1. In general terms, although attainment on entry fluctuates from year to year, it is usually below or well below the average expected for their age. For example, the current Year 1 pupils were below average when they began school, while the current Reception children were well below average. Speaking and listening skills in particular, and literacy skills in general, are more under developed than numeracy skills. As a consequence, there is a high proportion of pupils with special educational needs who adversely affect the overall results, particularly as year groups are small. For example in 2003, four out of fourteen children in Year 2 had special educational needs, including one with a statement. Furthermore, 2 pupils narrowly missed achieving the expected level 2 by one or two marks. In Year 6, in 2003, three out of ten children had special educational needs, including one pupil with a statement. Nevertheless, pupils make the expected progress. Furthermore, over the last five years, the school has made satisfactory improvements since the last inspection when only a relatively small proportion of pupils were attaining the expected level 2 and above in English and mathematics at the end of Year 2 and level 4 and above at the end of Year 6.
2. Pupils make a good start in the Foundation Stage and make good progress toward achieving the Early Learning Goals expected of children of this age. This is because their curriculum is well planned with interesting and challenging activities, particularly those which develop their language and literacy skills. Their progress is carefully monitored so that teachers can intervene appropriately to develop children's personal and academic skills. Relationships are very good and this provides a safe and secure environment in which children can explore and develop with confidence. The recently constructed outdoor play area provides further opportunities to develop physical skills and imaginative play and there are plans to extend this learning facility further.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.4 (15.8)	15.7 (15.8)
Writing	14.1 (12.9)	14.6 (14.1)
Mathematics	15.9 (16.1)	16.3 (16.5)

There were 14 pupils in the year group. Figures in brackets are for the previous year

3. By the end of Year 2 and Year 6 pupils make satisfactory progress and achievement and this view is supported by parents. This is because pupils' performance is tracked carefully and appropriate action taken to identify those pupils who need additional support or challenge. Lessons in literacy and numeracy are usually appropriately planned to meet the needs of the different years in mixed year classes and for the different abilities of pupils. Achievement therefore, tends to be good in numeracy and satisfactory in literacy. However, there is not always sufficient challenge for the small numbers of higher attaining pupils and those who might be pushed a little further to attain the higher levels. Nevertheless, pupils are set targets to accomplish in literacy and numeracy and these assist them to focus on what they need to do to improve. A new marking scheme helps to support pupils toward achieving their targets but, as it is at a fairly early stage of introduction, it is not always consistently applied. Nevertheless, the rate of improvement over the last five years is broadly similar to the national trend at the end of Year 2. The trend of improvement at the end of Year 6 was below the national trend but this was principally due to results in 2003, which had a high proportion of pupils with special educational needs.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.2 (26.8)	26.8 (27)
Mathematics	27 (27.5)	26.8 (26.7)
Science	27 (28.2)	28.6 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year

4. Pupils' low literacy skills impact on their progress in other subjects that are literacy based, such as geography and history, whereas pupils achieve standards in line with the average in those subjects more dependant on practical skills and numeracy, such as art and design and design technology. Standards in information and communication technology are typical for their age but pupils do not use computers sufficiently to enable them to make better progress. Only one lesson was observed in physical education and one in music and it is therefore impossible to give a secure judgement on standards. Overall, this represents satisfactory progress since the last inspection and has been achieved by tracking pupil performance and taking appropriate action, the setting of targets for improvement and through a thorough analysis of school performance to set priorities for future development.

Pupils' attitudes, values and other personal qualities

Attendance is good. Pupils' punctuality is good. There is very little bullying in the school and, when it is occurs, it is dealt with promptly. **Pupils' attitudes and behaviour are good.** This is the cumulative result of the attitudes and values they bring from their home background, allied to the good provision the school makes for pupils' spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Good attitudes to work and behaviour show that pupils value their educational opportunities.
- The school effectively promotes good relationships, self-confidence and self-esteem. As a consequence pupils understand the difference between right and wrong.
- The school prepares pupils well for life in a multi-cultural society, although direct opportunities for this range of experiences are limited.
- Attendance and punctuality is good.

Commentary

5. Pupils enjoy coming to school and appreciate what is done for them as illustrated in the pupil responses to the questionnaire. Attendance in the week prior to the inspection and since September was good. The drop in the published percentage figure for 2003 was due to two instances of illness and to parents taking their children on holiday during term time. In the latter case, the school attempts to offset this by providing work for children to take with them. Punctuality is good. There is a very small core of pupils who are persistently late. The school has an effective system to monitor absences and promotes the importance of regular attendance.
6. Pupils listen attentively and enjoy their learning. When the lessons are lively and interesting, they respond appropriately and enjoy their work across the curriculum. In a science lesson for Years 4 and 5, for example, pupils were highly motivated and carried out their experiments with great relish. In the Foundation Stage, children's contribution and efforts are constantly praised and this encourages them to try even harder. Pupils enjoy their work and this leads to better progress being made than would otherwise be the case. In an isolated example, pupils' behaviour deteriorated when the pace of the lesson slowed to the point that, for an interval, they did not feel actively engaged.
7. Pupils relate well to each other and with other adults in the school and this positive picture has been sustained since the last inspection. They respond to the school's provision and expectations and the community ethos. This is evident in the mature way they behave in class and school council meetings. A few pupils have challenging behaviour but the staff work to reinforce good behaviour throughout the school. While there have been isolated incidences of bullying in the past, these have been handled promptly and effectively. Pupils know the difference between right and wrong. Staff provide good role models and show respect and concern for individual pupils. Pupils are encouraged to think of others less fortunate than themselves and they hold fund raising events to support children's charities.
8. Pupils are provided with the opportunity to discover their own culture in history and to develop an understanding of the multi-cultural nature of society. They have the opportunity to visit museums to compare different lifestyles. They explore the different faiths and cultures in religious education and assembly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.1	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	112	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Pupils' achievement is sound because of the overall quality of teaching and learning, satisfactory planning and assessment in English and mathematics particularly in literacy and numeracy. These usually meet the needs of different year groups in mixed age classes and of different abilities. The quality of education is enhanced by the good relationships which foster positive attitudes to learning.

Teaching and learning

Teaching is satisfactory. Teachers expect their pupils to work hard but are not always sufficiently demanding that pupils always give of their best. As a consequence work is not presented as neatly as it might be. Furthermore, teachers have embarked on a new marking policy to help pupils focus on what is important to improve but this is at an introductory stage and is not always consistently implemented. However, relationships are good and pupils' behaviour is well managed. Children get a good start in the Early Years Unit because teachers' plan stimulating activities to motivate pupils and as a result the children make good progress. The standard of teaching in the rest of the school is satisfactory overall and is the reason why pupils make satisfactory progress, particularly pupils with special educational needs. There is a need however, to ensure that all pupils are more consistently challenged, particularly the small number of high attainers.

Main strengths and weaknesses

- Teaching is satisfactory because teachers have satisfactory subject knowledge; usually satisfactory expectations of their pupils, set clear learning objectives for lessons and have good relationships with their pupils.
- As a result of the satisfactory teaching pupils are positive about their learning and they make satisfactory progress and achievement.
- Assessment procedures are satisfactory and this information is usually used well in lesson planning to meet the needs of pupils of different abilities, but there are occasions when teachers need to demand more of their pupils.
- The quality of marking is satisfactory, but as the initiative is at an early stage of introduction it is not always consistently applied. But in the main, pupils have a clear idea of what they need to do to improve.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	12	10	0	0	0

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

9. The quality of teaching has improved since the last inspection when six per cent of lessons were unsatisfactory. Parents and pupils agree with this generally positive picture of teaching.
10. During the inspection, lessons were at least satisfactory and more frequently good. Teaching is consistently good in the Early Years Unit and accounts for the higher number of lessons in this category. The satisfactory teaching, coupled to satisfactory achievement of pupils in tests and work seen during the inspection, supports this overall judgement. Teachers usually use their knowledge about what pupils can do well to plan effective lessons to meet the different abilities in literacy and numeracy, but occasionally, they do not always stretch the higher attainers and those bordering on the higher levels.
11. Teachers' planning of lessons is often detailed. Learning objectives for the lessons are clearly stated and understood by the pupils and work for different abilities is usually well constructed with imaginative activities. For example, in a good English lesson with Year 4 and 5, pupils were moved along at a brisk pace by activities that were carefully structured to develop and test their knowledge and understanding. In a good science lesson pupils were well motivated by the teacher and worked with great enthusiasm in their attempt to determine the variables in making a bulb shine more brightly. In a successful lesson with Reception children, the teacher captivated the children by an engaging and enthusiastic manner, improving their numeracy skills by playing 'bingo'. This was followed up with work that was well planned to meet the needs of children with different abilities. Sometimes, opportunities to develop and deepen pupils' knowledge are not taken advantage of, for example in a science lesson with Years 5 and 6, when after investigating the soundproofing properties of a range of materials, they did not discuss the underlying science sufficiently. In another lesson with Years 5 and 6, pupils were not briefed sufficiently on the music objectives of the lesson and this limited the progress pupils made.
12. Teachers' relationships with the pupils are good and this usually motivates them to want to learn. Teachers find opportunities to raise the self-esteem of pupils, for example, when lower attaining pupils and those with special educational needs are encouraged to contribute. They also try to ensure that the different year groups in mixed age classes are asked questions, and set activities, appropriate to their stage in the National Curriculum in literacy and numeracy. Teachers use constant and appropriate praise and as a consequence pupils feel their efforts are valued and they make an effort to do well. On the very rare occasions when behaviour falls short of expectations, it is always carefully explained why.
13. Teachers are satisfactorily skilled at teaching literacy and numeracy skills and are interpreting the guidance for the National Literacy Strategy and the National Numeracy Strategy to the best benefit of their pupils. Pupils develop these basic skills in other subjects of the curriculum. There were some good examples of extending pupils' literacy and numeracy skills in other subjects, for example, in geography and history.
14. Pupils respond well in lessons in the vast majority of cases. This is a consequence of the good expectations that teachers have of their pupils' behaviour and the praise and encouragement they give them to succeed. They are attentive during explanations by teachers or other members of the class. The quality of written feedback pupils receive is improving steadily. Specific objectives for improvement are clear and, as a consequence, pupils know what they need to do to improve. However, teachers need to insist more on pupils presenting finished work more neatly, as well as encouraging them to improve their handwriting and to write in a joined script at all times.
15. Most pupils, identified as having special educational needs, achieve satisfactorily. This is because teaching and learning, especially in literacy and numeracy, are usually matched to their specific needs and they generally receive good support in lessons. The pupils make satisfactory progress and there are clear targets for what they are to learn next. Their achievements are reviewed regularly to build on what they have learned and ensure their confidence in their skills and abilities is nurtured and enhanced. Gifted and talented pupils are identified in each subject and challenging work is usually set for them so that they realise their

potential, but this needs to be more consistently applied.

Curriculum

The curriculum is satisfactory with a good enrichment and a good range of extra-curricular activities.

Main strengths and weaknesses

- Good opportunities are taken to enrich the curriculum.
- There is good provision for pupils with special educational needs.
- A good curriculum is provided for children in the Foundation Stage of learning.
- There is a good range of extra-curricular activities.
- There is not always sufficient continuity across the same year group for pupils in mixed age classes.
- Sometimes, there is insufficient progression in learning, especially for higher achieving pupils in mixed age classes.

Commentary

16. The school continues to meet its statutory requirements; the curriculum is broad, balanced and relevant to the pupil's needs. It is enriched with a good variety of activities. There is a two-year rolling programme in Years 1 and 2 to minimise repetition and omission of topics and planning is generally appropriate to ensure continuity and progression. The range of subjects in the curriculum is appropriate and the rolling programme has been reviewed recently to ensure it accommodates mixed age classes. However, sometimes there is not enough progression in learning, especially for higher attaining pupils in mixed age classes and not enough continuity across the same year group for pupils in mixed age classes. The curriculum in the Foundation Stage is good, well organised, covers the six areas of learning well and develops a good, integrated approach to the children's learning, from when they first start in the Nursery and as they progress through to Reception and then Year 1.
17. The provision for pupils with special educational needs is good, the register is clear and up-to-date, and the pupils identified with special educational needs are well provided for, especially those with more complex and profound learning difficulties. The proportion of pupils with special educational needs is similar to the national average, but there are a higher proportion of pupils with statements of special educational needs, which has an impact on the standards the pupil's eventually achieve.
18. The register and policy reflect the current Code of Practice for special educational needs. The pupils have individual education plans, which have a clear format, covering targets, the pupil's achievement, resources, techniques and strategies for learning and how teaching assistants can support the pupil's learning in lessons. The plans are well written with contributions from both parents and pupils as to progress in learning. Staff are closely involved in the process and there is additional support from outside agencies when required. The headteacher is also the co-ordinator for special educational needs and is very aware of the needs of the pupils and the staff's abilities to meet them, and, as a consequence, co-ordination of special educational needs in the school is good.
19. The provision for personal, social and health education is satisfactory overall. There are appropriate programmes for health and fitness, and the school is involved in healthy eating projects, for example, selling pieces of fruit to the pupils at break times. The school nurse provides the programme for sex and relationships education to the older pupils in the school and there is a drugs awareness programme.
20. There are good extra-curricular activities, sports, arts and other activities. The school, although relatively small, provides a good range of clubs, such as French, Spanish, dance, fitness and computers and there is a breakfast club. Resources are adequate overall and the

accommodation is satisfactory. The school has a hall, computer room, a resource room which is also used for pupils with special educational needs, and a good Foundation Stage unit, which is well resourced. There is a good match of staff in the Foundation Stage of learning, with good support staff overall and staffing throughout the rest of the school is appropriate. The school has identified as areas for development the outdoor area in the Nursery and Reception, the school grounds and the outdoor provision generally, especially for sports and play outdoors.

Care, guidance and support

The school ensures that pupils receive good care. Satisfactory support, advice and guidance are available because the school knows the pupils' academic and social progress. Pupils know that their opinions are listened to and acted upon.

Main strengths and weaknesses

- There are good procedures in place for child protection and for promoting the pupils' well-being, health and safety.
- The staff's knowledge of the pupils usually enables every pupil to be encouraged to achieve to the best of their ability.
- There is an effective school council with representatives from every class.

Commentary

21. There is an ethos of care, order and structure, which is emphasised in the school's expectations and the response in the daily assemblies. The school has a suitable policy for child protection and all the staff are aware of their responsibilities. There are good health and safety procedures in place including good arrangements for administering first aid and dealing with accidents or sickness. Fire drills are carried out regularly. Teachers are conscientious in their supervision of pupils in their class.
22. Pupils' personal development is monitored informally through the class teacher's knowledge of their class and through the circle time sessions. Satisfactory tracking procedures of pupils' academic progress enables the school to identify pupils' needs early and to provide them with the appropriate help. This information is in the process of being compiled electronically and this will provide greater ready access for teachers and also provide the school with an efficient analysis of its performance. Targets are set for pupils in English and mathematics, and pupils have a clear understanding of what they must do to improve. Special education needs' pupils make satisfactory progress. Above all, the good knowledge teachers have of the abilities of their pupils ensures that pupils make satisfactory progress and achieve satisfactorily. When pupils have particular problems they have no hesitation in approaching an adult in the school for help. Pupils value the rewards the school offers for achievement and effort, whether in class or at the celebration assemblies. There are good induction procedures for the pupils transfer to the secondary school.
23. The school council, which has representatives from each class, has already made a positive impact on the life of the school as pupils are confident that council members will discuss their concerns and that the head teacher will take action as necessary. An example being the presentation given to the Governing Body in support of a Bike Shed.

Partnership with parents, other schools and the community

There are some unsatisfactory links with parents but satisfactory links with the wider community. Despite some concerns parents have regarding the way the school is run, they are generally satisfied with the quality of teaching and the progress their children make. There are very good links with the local secondary school.

Main strengths and weaknesses

- Parents get good information about what is happening in school and about the progress being made by their child but a substantial minority are critical of some decisions the school takes.
- The local community is actively involved in the life of the school.
- There are very good links with the local secondary school.

Commentary

24. Parents are kept well informed of all school affairs through termly newsletters and subsequent correspondence. They are appreciative of the help they receive from individual teachers and believe their pupils are making good progress. However, a significant minority of parents felt that the school does not always communicate with them effectively. Governors are aware of this issue and are trying to improve the situation. The pupils' annual report provides parents with good information about the achievement and progress of their children and what their child needs to do to improve. The school holds three consultation evenings per year for parents to discuss their children's targets and is always available to discuss the progress of pupils at other times. The school is disappointed, however, at the poor response to some of these meetings and to their own parental questionnaire. There is an active Parent Association, which organises social and fund raising events. Parents of children with special educational needs are very appreciative of the help given to their children.
25. There are satisfactory links with the local community, especially the senior citizens. Links with the local church provides a good vehicle for community events.
26. The links with the local secondary school are very good, the pupils benefiting from the specialist teaching in physical education, for example. Pupils are able to use all the facilities at the secondary school during the weekly 'Homework Club'. There are very comprehensive arrangements for the transfer of pupils in Year 6, including a sample week at the secondary school for one week during the summer, so that by the time pupils start their secondary education they are fully conversant with all the secondary school facilities and staff.

LEADERSHIP AND MANAGEMENT

Leadership of the school is satisfactory. There are satisfactory management systems in place to evaluate the performance of the school, which ensure that the appropriate priorities are identified. The governance of the school is good. They have a good knowledge of the strengths and weaknesses of the school and are well informed to help shape the direction of the school.

Main strengths and weaknesses

- The governance of the school is good because governors are well informed about the performance of the school and are actively involved in helping to shape its future.
- Leadership is satisfactory. Good initiatives have been put in place to help the school move forward but there is a need by the headteacher to ensure that a clear focus is kept on the priorities.
- Management is satisfactory because there are appropriate systems in place to monitor the progress of the school particularly in the core subjects. However, subject coordinators in subjects other than English, mathematics and science, need to develop an overview of standards in their subjects across the school.

Commentary

27. **The governance of the school is good.** Governors fulfil their statutory duties and are well informed about the strengths and weaknesses of the school, providing both effective support as well as challenge. They also bring a range of valuable expertise to the management of the school and play a significant role in shaping its strategic direction. Spending accords with their priorities. They ensure their spending decisions achieve the best value and they monitor the budget carefully. While the contingency carried forward from 2002 – 03 was well above the recommended five per cent, it had been earmarked for additional computers, additional facilities for the Early Years unit and to ensure that the complement of staff remained advantageous.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	440,573
Total expenditure	371,321
Expenditure per pupil	2,240

Balances (£)	
Balance from previous year	67,428
Balance carried forward to the next	69,251

28. **The leadership by the headteacher and other key staff is satisfactory.** The deputy headteacher was absent during the inspection and this necessitated the headteacher teaching, as well as carrying on her management responsibilities in addition to those of the deputy head. The headteacher has begun some important initiatives, which have helped to improve the performance of pupils at the school. The Early Years Unit is one such example, which is providing a good start to the children's formal education. She has introduced 'thinking skills' to help pupils develop their ability to tackle and solve problems. However, there is a need for the headteacher to keep a clear focus on how such initiatives combine to meet school priorities.
29. The management leads a satisfactory team of teachers and the structures and systems that are in place to support learning are satisfactory. This is a view shared by parents. The school management plan is a sound document, consistent with the priorities for the school and details the actions/time/person responsible and costs. The senior managers have initiated a detailed curriculum, which covers all the requirements of the National Curriculum, the National Literacy Strategy and the National Numeracy Strategy and requirements such as Personal, Social, Health and Citizenship Education. They are organised on a rolling programme, so that in mixed year classes, pupils do not repeat or omit aspects of the National Curriculum. Tracking procedures for pupil performance are satisfactory and quickly identify those that need help. The recently introduced marking policy is a good initiative because it consists of well-focused comments, which are helping pupils to know more precisely what they need to do to improve. Inevitably, as this initiative is at an early stage, there are some inconsistencies in its application. Co-ordinators are given time to monitor the quality of work in their subject areas but this information in subjects other than English, mathematics and science, needs to be collated into a picture of standards across the school in order that the school can identify areas for improvement more accurately.
30. The co-ordinator for special educational needs (SENCO) is also the headteacher. She has a detailed knowledge about the pupils in each year group, with a good awareness and understanding of the range of needs within the school. Good support is offered to the pupils, especially those with profound and specific learning difficulties and as a result pupils make satisfactory progress. The SENCO keeps well-documented evidence and records reviews and contacts made for each of the pupils on the SEN register.
31. Staff are sufficient to meet the needs of the National Curriculum and some have particular expertise, such as music, that provides enrichment of the curriculum. Accommodation is satisfactory and is satisfactorily maintained. The playground and field is a good asset to the

school and there are plans to develop the grounds further to establish a wildlife garden and quiet areas.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the children in the Foundation Stage of learning is **good** and has been maintained since the previous inspection. Attainment on entry to the Reception class is well below average, and many children have poor skills in speaking, listening and hand control when they first come into the Nursery. A few children are likely to achieve the Early Learning Goals by the time they enter Year 1 and may exceed these, but overall the attainment is below average, although the children achieve well and make good progress in their time in the Foundation Stage of learning. The Unit has been improved in recent years and now provides an effective and stimulating learning environment. The integrated approach to learning, means children have autonomy for their learning, can develop their confidence in a variety of situations, and play is valued and promoted well. It is intended to develop the outdoor area and its use in the future.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children's confidence and self-esteem are well-promoted.
- Children behave well.
- Good levels of mutual respect and understanding are being developed effectively.

Commentary

31. The children's achievement is good, they behave well, and respect and understanding of others are being promoted effectively. The staff present very good role models to the children and work very well together as a team. Teaching and learning are good and the topics provided offer good opportunities for the children to experience cultures and traditions other than their own. The staff develop the children's self-esteem and confidence, using praise, encouragement and enthusiasm very well. Caring for others and developing tolerance and understanding are encouraged effectively. Story telling is used well to promote the children's development, for example through the stories such as 'Elmer' and 'Handa's Surprise'. The integrated approach to learning in both the Nursery and Reception classes enhances the children's autonomy for their own learning and develops their concentration and perseverance well.

Communication, language and literacy

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

Main strengths and weaknesses

- Children's ideas about reading and the sounds letters make is well-promoted.
- Children enjoy developing their imaginative ideas.
- There is good intervention by staff to develop the children's language and vocabulary.

Commentary

32. The children are developing well from a low starting point in language and using literacy skills. Teaching and learning are good and the children achieve well. There are good opportunities for the children to practise their skills in identifying the sounds letters make in words. Many children find this difficult, but persevere to recognise these sounds, and the higher achieving

children are using these skills well to develop their writing independently. In both year groups, the staff are adept at supporting the children's language development, engaging with them very well in their play and promoting vocabulary and language acquisition. Imaginative work, for instance using the climbing frame to represent a jungle, is encouraged and supported by staff participation. Books are sent home regularly for the children to share with their parents and carers.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's understanding in mathematical work is well-promoted.
- There is a good structured approach to the children's mathematical development.
- Good use is made of incidental opportunities for the children to develop their mathematical ideas.

Commentary

33. The children achieve well in mathematics and their skills are more secure than in other areas of learning when they first come into the Foundation Stage of learning, but they are still below average. The children's understanding about mathematics is well promoted, through a good, structured, focussed approach to learning and using incidental opportunities to reinforce mathematical ideas. Work is well matched to the range of the children's abilities and made interesting. For example, the children are encouraged to sing number rhymes to reinforce their mathematical understanding. Pattern work and making sequences are reinforced well, for instance, in identifying a pattern in the sequence of the days of the week, and problem solving activities.

Knowledge and understanding of the world

Provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- There is a good emphasis on this area of learning.
- Staff present topics in an interesting and exciting way.
- Good use is made of computers to reinforce learning.

Commentary

34. The children's knowledge and understanding of the world is given good emphasis, through work on the scientific aspects of this area of learning. For example, the children study growth, change and life cycles. They are enjoying their present topic about babies and how they change, and a young baby is a regular visitor to the school, which gives them the opportunity to study its physical development. The children are made aware of events in their lives and their environment and the features within it. The rural and surrounding area and places of interest are used well to promote learning and there are reasonable opportunities for the children to make models, mainly from construction equipment. There is appropriate access to a range of tools and materials for the children to design their own models, but not enough for them to self-select from an increasing variety, especially in the Nursery. The children use the computers well to support their learning in other areas of the curriculum and the children in Reception have regular opportunities to use the information and communication technology suite.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children show good development in skills using their hands.
- There are good opportunities for physical development through swimming and lessons involving co-ordination and control.
- Good teaching expertise in physical development enhances the children's learning.

Commentary

35. The good input and expertise of staff, PE sessions, which encourage movement and health awareness, and good development of hand control, all enhance the children's physical development. In dance sessions, warm up activities are enthusiastic and motivate the children well, for example they are encouraged to participate in moving to the song 'We Love to Boogie'. There are good opportunities for the children in both the Nursery and Reception to develop their skills in moving with co-ordination and control, developing a good awareness of space, how to move around in large areas with proper regard for obstacles, equipment and other children and adults. Their skills in moving with co-ordination in Reception are appropriate for their age, although as movements become more complicated the children lose some control. The younger children in the Nursery can move confidently, but their skills are weaker than that expected for this age. However they are making good progress and are working towards the Early Learning Goals. The staff offer good experiences for the children to practise moving, in Reception when they are directed effectively in how to move apparatus safely, and from the Nursery onwards there is good tuition in using pens and pencils to draw and make marks on paper to represent writing. Teaching and learning are good overall and the children achieve well from a low starting point. Children who have special educational needs are well supported in this aspect of their development, especially in using larger muscles and control, which in turn benefits the use of their hands and fine movements.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's creative work is valued.
- Children enjoy imaginative and creative play.
- There are good opportunities for musical activities.

Commentary

36. The enthusiastic approach to the children's learning inspires them in their creative work, their efforts are valued and they enjoy a good range of imaginative activities, developing their ideas through play situations. The staff participate well with the children, teaching and learning are good and the children achieve well as a result. Role-play is encouraged; there is good access to resources in the Reception class to enable the children to select these in their creative work using paint and other media. The selection in the Nursery is appropriate, but not as easily accessible to the children. The children are developing a good sense of rhythm; they sing quite tunefully and respond well to the good range of sensory experiences they are offered. There is a music area and musical activities are well planned, music is played regularly, and used effectively to support the children's learning in other areas of the curriculum.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Overall, pupils attain below the average in English by the end of Year 6 from a well below starting point when they enter school. The school has maintained similar standards since the last inspection.
- The school tracks the progress of its pupils satisfactorily, identifies their needs early and puts appropriate programmes of support into place for them.
- Writing has been the weaker element in English, which the school identified as its priority for improvement and as a consequence of the actions taken it has improved this year. The action taken by the school, including the setting of pupil targets has resulted in improvements. Handwriting and presentation, however, remain in need of improvement. A more complete audit of writing opportunities in other subjects could contribute to an improvement in standards in writing still further.
- The subject is well led and managed.

Commentary

37. The 2003 National test results showed that by the end of Year 6 standards in English were overall, well below the average standards nationally and when compared to similar schools. However, the high proportion of pupils with special educational needs accounted for this result. Furthermore, in terms of individual progress, all pupils, other than the pupils with a statement of educational needs, made the progress expected of pupils between Years 2 and 6. At the end of Year 2, pupils attained well below the national average in reading and below in writing compared to national results and those in similar schools. A high proportion of these pupils had special educational needs and two pupils, who narrowly missed the expected level 2, did so by only one or two marks. Furthermore, the lower results in reading compared to writing, were predicted on entry to the school. Attainment is similar to that achieved in the last inspection.
38. Achievement is satisfactory in English overall, including writing, because pupils enter school with broadly below or well below average attainment and by the time they leave they are just below average, depending on their respective ability. On the current performance of pupils in Year 6, the school is likely to attain similar results to last year. This is due to satisfactory teaching and satisfactory systems for tracking pupil progress. Crucially, the setting of individual literacy targets for pupils to reach, which teachers refer to in their marking, has been instrumental in pupils' satisfactory improvement.
39. The pupils make satisfactory progress because of satisfactory lesson planning, which usually takes into account the different abilities of pupils and the current good development of language and literacy skills in the recently organised Early Years Unit, which covers the Foundation Stage children. This was well exemplified in a good Year 2 and Year 3 lesson, when average and higher attaining pupils understood the context of the 'setting' and 'script' of a play and were familiar with the conventions of 'who', 'what', 'when'. Pupils came up with useful alternatives to 'said', offering 'whisper', 'cried' and even 'cackled'. In this lesson, most pupils understood the function of speech marks but were less adept at using them in practice. Overall, while pupils make satisfactory progress, handwriting and presentation need improvement. Furthermore, pupils were over-reliant on 'sounding-out' words to guide their spelling, although when they did so they made reasonable approximations, such as 'cwick' for 'quick'. In a good Year 4 and Year 5 lesson, pupils had a good understanding of the key features of an explanatory text because of the teacher's carefully constructed lesson and consolidating activities for pupils.

40. In all lessons, questions were distributed well around the class to encourage wide participation, including lower attaining pupils and appropriate questions for the different year groups. Furthermore, the questions were designed not only to draw out knowledge from the pupils but also to develop their inferential and reasoning skills. Good summary sessions, in a number of lessons, drew together the main teaching points based on feedback from the pupils.
41. Teachers have a satisfactory subject expertise as a result of the National Literacy Strategy but their expectations of what pupils can do could be raised. Teachers encourage and insist on the best behaviour but need more often to push pupils' to attain more highly, particularly in handwriting and presentation. Marking is satisfactory and improving as it is more consistently applied. Pupils with special educational needs and usually, higher attaining pupils, make similar progress to their classmates. This is achieved by early identification of their needs and the effective help given by class teachers.
42. Pupils speaking and listening skills are usually well below the average when they enter school. The Early years Unit successfully develops their skills in this respect and the school generally, by building pupils' confidence in speaking in public through opportunities to take part in assemblies, performances and presentations in class. This could be usefully further developed. The vast majority of pupils can hold a conversation satisfactorily, responding appropriately, although with average and below average pupils, reasoned explanations tend to be brief and rudimentary. However, because of the good working atmosphere and interest in lessons, pupils learn a lot by listening to each other and sharing ideas.
43. Year 2 pupils understand how books are organised in the library and can find the appropriate information readily. Literacy hours are used well to improve the pupils' reading skills. Nearly all pupils read their own and other pupils' writing reasonably well by the end of Year 6 and can use dictionaries and thesauruses effectively to improve the quality of their work. The use and development of reading in other subjects is satisfactory and contributes well to the progress the school is making in improving reading. In geography and history, for example, pupils use a good range of reference books and sources to gather and select information. They make good use of computers to draft work, develop their literacy skills through English programs and, for older pupils, to produce presentations, for example in the history lessons on the Ancient Greeks.
44. All lessons were at least satisfactory. Teachers implement the literacy strategy well and flexibly but also have the skills, enthusiasm and confidence to use direct whole class teaching very effectively. This is one of the main reasons for pupils' satisfactory achievement. Other important strengths of teaching are: good relationships, which encourage pupils of all levels of attainment and backgrounds to contribute well to learning in class, good preparation, organisation and management of learning. Areas for future improvement include; improvement in handwriting and presentation, develop pupils' spelling skills and insist on joined script.
45. Good leadership and management of the subject have also contributed to satisfactory progress and achievement. This is because of good teamwork, thoughtful exploration of needs and priorities and immediate responses to them.

Language and literacy across the curriculum

46. **The development of literacy skills in other subjects is satisfactory.** There are many opportunities for pupils to develop their literacy skills in other subject areas. Teachers, for example, encourage pupils to provide feedback orally on the work they have been doing, which help pupils improve their speaking skills. Pupils are given many opportunities to give oral presentations to the whole school in assemblies, performances and in the School Council, when they learn the value of listening and building on what their peers say.

47. Pupils are required to read in most subjects from a variety of formats. They too, have a good number of experiences of writing in a variety of styles, for example, when they write an account of an experiment in science or produce a piece of persuasive writing in geography on their likes and dislikes in their environment. In history too, they are required to read and understand a range of source material and record their findings in pieces of analytical and discursive writing, for example, when they discuss the legacy of the Ancient Greeks. This strategy could be extended by making a formal audit of potential opportunities in other subjects.

MATHEMATICS

The provision for mathematics is **satisfactory** overall.

Main strengths and weaknesses

- There is good progress from Years 3 to 6.
- There are examples of good teaching, when tasks are well-matched to the range of abilities.
- Not enough challenge sometimes in activities for higher achieving pupils, especially in Year 2.

Commentary

49. From lessons observed and samples of work, the pupil's attainment at the end of Year 6 and Year 2 is at the expected level for these age groups. Compared to national averages, Year 6 pupils are in line with expectations. Overall at Year 2, standards are below the national average, although the majority of pupils achieve appropriately, only a few achieve higher levels of attainment in this year group. From work seen the pupils make satisfactory progress from Year 1 to Year 2 and overall progress increases from Year 3 to Year 6, with good progress being maintained. This is also the case for pupils with special educational needs. The attitudes towards mathematics and behaviour in lessons are generally good, with some very positive responses, for example in a Year 2/3 lesson the pupils participate well, due to the good encouragement and motivation they usually receive. Achievement is therefore good overall, with satisfactory achievement for the pupils from when they first start in Year 1 until they transfer to Year 3.
50. Teaching and learning in mathematics are satisfactory, with examples of good teaching in a lesson for pupils in Years 2 and 3. This lesson was good, with a good match of tasks to the range of abilities and the two different year groups in the class. The pupils were learning how to use 'doubles', such as 10+10 to aid their calculations and to solve simple problems using the correct number operation. However, there is sometimes not enough challenge in Year 1 and 2 class activities for higher achieving pupils, especially in Year 2. In Year 6, the pupils are learning about equivalent fractions and how to use mathematical language appropriately, although some find this difficult, for example, using 'denominator and numerator' to describe fractions. They are also able to work out and put fractions with a different denominator in order in the correct ascending or descending sequence.
51. The curriculum is appropriate, with planning reflecting the national strategy for teaching numeracy. There is good emphasis on teaching number operations and recording these, such as addition and subtraction. Solving problems involving money is also covered, but sometimes younger pupils are less secure in this area of learning. Work also covers shape and measurement, but from samples of work seen, there is less emphasis on recording this work. Assessment opportunities are sometimes missed in lessons, when for instance teaching assistants could note the observations of pupil's responses during the introductory part of a lesson. However, the staff know the pupil's abilities well, and their levels of attainment with targets and areas for development are identified. Procedures for assessment are good, with clear systems to assess the pupil's progress and inform future teaching, although this is not always used sufficiently to ensure higher achieving pupils are extended in

their achievement. There is good use of targets in mathematics, but sometimes marking is not effective in pointing out how pupils can improve the accuracy of their work and their presentation. Pupils have satisfactory opportunities to use computers to develop their numeracy skills.

52. Leadership and management of the provision for mathematics in the school are satisfactory overall. There is monitoring of planning, observation of teaching and the standards the pupils achieve, but not enough rigorous analysis of standards when compared to national expectations to prioritise what needs to be done next to ensure improvement.

Mathematics across the curriculum

53. Satisfactory opportunities are found in other areas of the curriculum to develop pupils' numeracy skills. Mathematical skills are used in science when data is presented in the form of bar charts and graphs. Pupils use their measuring skills in design and technology, and in geography they carry out surveys, analysis of data and using co-ordinates in map work.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are broadly average at the end of Year 2 and Year 6 and pupils achieve satisfactorily.
- There is an appropriate focus on scientific enquiry, investigation and practical experiment and this enthuses pupils, giving good support to their understanding whilst enhancing their thinking skills. Occasionally, insufficient attention is paid to discussing the science that underpins the experiments, but they understand the conditions which govern a 'fair' test.
- The careful analysis of test results has enabled the school to determine weak areas in teaching and to focus on improving them.
- The school does not set individual targets for pupils in science.

Commentary

54. Inspection evidence shows that pupils in Year 6 are continuing the improvement in science attainment shown over the previous two years and standards have been broadly maintained since the last inspection. However, results in National Tests are affected by the high proportion of pupils with special educational needs and in the 2003 year group, three out of the ten pupils had special educational needs, including one pupil with a statement. After the National Tests a further pupil from the year group was identified as having special educational needs. They have a satisfactory knowledge and understanding of all the main strands of the subject and have a sound understanding of planning a fair test, using scientific equipment and recording findings in a variety of ways.
55. This is the culmination of satisfactory teaching throughout the school. Teachers have satisfactory expectations of their pupils, although occasionally more could have been demanded regarding the principles that underpinned their investigations, for example when a class of Year 5 and 6 pupils tested sound proofing materials. They match pupils appropriately to the task but there was an occasion when Year 2 and Year 3 pupils were given the same task to explore the characteristics of particular materials. Teachers have a good rapport with their pupils and target good quality questions to encourage pupils of different abilities to respond. In a particularly good example in a class of mixed Year 4 and Year 5 pupils, they were well motivated by the teacher and tackled the experiment in electricity with great relish, exploring a whole range of materials to discover the best conductors. Teachers create an atmosphere in which pupils may make mistakes without embarrassment. As a result, pupils are learning to think scientifically and can apply their knowledge and skills to new

ideas and concepts. Pupils have opportunities to record their investigations by using the computer.

56. As well as analysing test results, the subject leader monitors pupils' books and teachers' lesson plans. She manages the curriculum well and alerts other staff to areas she believes to be weak. As a result, the school is currently addressing the delivery of 'Materials and their properties' as an area for improvement in science. Although pupils' are assessed at the end of each unit of work, no system has yet been devised to build on the results by giving pupils individual targets to work towards.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **satisfactory** overall.

Main strengths and weaknesses

- Good expertise in teaching ICT, which is being used effectively to develop the pupil's skills.
- Pupils respond enthusiastically and they are developing confidence in their abilities.
- Lessons are not always well-planned to ensure time in the ICT suite is utilised to the full.

Commentary

57. The pupil's attainment at the end of Year 2 and Year 6 is at the expected level for these age groups. They make satisfactory progress, including pupils identified as having special educational needs. Progress has been improved in recent months due to support from a teaching assistant, who has specific expertise in ICT work and has worked with each year group on a weekly basis to develop the pupil's skills in using computers. The pupil's attitudes and behaviour are positive towards their work in lessons, they are keen to participate and work together co-operatively, sometimes supporting each other and sharing what they have learned.
58. Achievement is satisfactory overall, from when the children leave the Reception Year, with fairly secure skills and confidence in using computers independently. The teaching and learning in ICT in the school is satisfactory. In Year 2 the pupils are learning to use the keyboard and mouse, a few can manage this quite well, but several find it difficult to find their way about the keyboard. In a lesson for Years 2 and 3, the intention was to enable the pupils to use data bases and enter these on the computer data base. The lesson was satisfactory overall, but initially too much time was spent using a worksheet to prepare for the lesson, rather than using the computers. The school although relatively small, benefits from a fairly large and well-equipped ICT suite. It is not an effective use of this expensive resource if pupils are not quickly engaged in using the ICT available, rather than, for instance completing graphs using coloured pencils. However, by Year 6 the lessons are well-paced, with good practice in using the range of skills and techniques, which the pupils have acquired and these are used well to produce multi-media presentations. For example, the pupils created imaginative and attractive presentations of their work on the Greeks linked to a recent history topic.
59. Management of ICT is satisfactory overall, with some monitoring of planning and what the pupils can achieve. The curriculum is appropriate, but sometimes guidance for lessons is not secure and does not plan effectively to ensure the pupils use the computers for the maximum time available to them in the ICT suite. Also computers tend to be under used in classrooms to support learning across the curriculum. For example, during the inspection, ICT was not planned or used in mathematics to reinforce work and especially to provide additional challenge for those pupils who learn quickly. Assessment is carried out at the end of each unit of study, this is an aspect of the provision which the co-ordinator intends to develop further, to provide an individual record of each pupil's attainment, for example, in compiling

spreadsheets. Resources are adequate, software is good, there is the benefit of an ICT suite, but some computers need updating. Improvement since the previous inspection is good.

HUMANITIES

Provision in geography, history and religious education is **satisfactory**.

It was not possible to see any lessons in the humanities during the inspection week and therefore judgements are based on work seen in displays and in books.

Main strengths and weaknesses

- Standards in geography and history are below the average expected whereas in religious education they are broadly in line with the average expected in the locally agreed syllabus.
- There is an appropriate emphasis on teaching investigative and enquiry skills in geography and history and understanding in religious education as well as knowledge.

Commentary

Geography

60. Overall, standards are below what is expected of pupils in Years 1 and 2 and achievement is satisfactory. Standards are affected by generally lower levels of literacy. This is similar to the findings in the last inspection. Pupils with special educational needs make similar progress to others in the class. Satisfactory attention is paid to developing pupils' geographical skills as well as increasing their knowledge about places.
61. Pupils in Years 1 and 2 develop the skills of mapping the immediate area through guided walks. Average and higher attaining pupils can identify some principal features and explain their function. Most pupils understand the function of how these features are represented on a map and how symbols are used.
62. By the end of Year 6, pupils have extended their geographical knowledge and skills and have attained standards below the average for pupils of this age. Their achievement is satisfactory. Average and higher attaining pupils can identify some key features of contrasting localities through their study of the port of Hartlepool. They can express their likes and dislikes of particular environments and the average and higher attainers can provide reasoned explanations. However, all pupils are set the same work and there is a need to challenge the higher attaining pupils more.
63. Coordination of the subject is satisfactory. There is a good scheme of work in place and the coordinator monitors standards through sampling pieces of work and reviewing planning, but there is no overall view of standards in geography across the school.

History

64. Overall, standards are below that which is expected of pupils in Years 1 and 2 and at the end of Year 6 but achievement is satisfactory considering their low starting point when they enter school. Standards are affected by generally lower levels of literacy. This is similar to the findings in the last inspection. Pupils with special educational needs make similar progress to others in the class. Satisfactory attention is paid to developing pupils' historical skills as well as increasing their knowledge about events and people in the past.
65. In Years 1 and 2 pupils develop a satisfactory understanding of 'now' and 'then' through topics such as 'Seaside holidays long ago' and through examining the differences between Victorian photographs and those of today. In Year 2, pupils were able to identify the reasons for the

Great Fire of London spreading. Higher attaining pupils used good reasoning skills and identified most of them, although the same task was given to all pupils regardless of ability.

66. Pupils continue to develop their research skills as they progress through the school. In a class of Year 5 and Year 6 pupils, they appreciated that knowledge of events in the past are dependent upon the evidence that survives. All pupils could understand some of the differences between the Greek city-states of Sparta and Athens and higher attainers to explain something of the implications that arose from these differences. Most pupils were able to explain some of the legacies of the Ancient Greek world. Pupils' learning is enhanced by visits to places of historical interest such as Beamish museum and by visitors who describe some of the changes in their locality. School resources are well complemented by loans from the Museum Service.
67. The coordinator has fairly recently acquired the responsibility for history. Opportunities are provided for the coordinator to monitor planning and samples of work and she keeps a file of examples of the pupils' work. This would be further enhanced if there were means to identify standards of history across the school as areas for improvement could be more easily identified.

Religious Education

68. It was not possible to see any lessons, but through an analysis of work seen pupils' standards are broadly average with those expected in the locally Agreed Syllabus and pupils are achieving satisfactorily. This is a similar finding to the last inspection.
69. There is a good balance for pupils between acquiring knowledge of faiths, such as Islam, Judaism and Hinduism and their exploration and understanding of life experiences such as the need for rules to live by. For example, Year 6 pupils showed good understanding and explanations for the tenets of Islam and how this affects the lives of believers. They show good understanding of the range of role models in their lives and are alert to the dangers of stereotyping groups and individuals.
70. Assemblies too, play a useful role in developing pupils' understanding of the spiritual dimension to their lives, for example in a good assembly led by the headteacher, in which pupils were engrossed in the Aesop fable of cooperating together and appreciating the value of individuals. There is high participation of pupils on these occasions. Discussion time too, provides good opportunities for pupils to reflect on their lives and the responsibilities of living in a community.
71. The subject is satisfactorily led, but there is no formal method of determining standards of work in the subject, except through informal discussion with other teachers and a need for more artefacts.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision for music is **satisfactory**.

It was not possible to judge standards in music as only one lesson was observed, a brief music session with nursery pupils, in addition to pupils singing in assembly.

Main strengths and weaknesses

- The school has the advantage of a music specialist who teaches most of the music in the school.

Commentary

72. In addition to observing one lesson with pupils from a class of Year 5 and 6 pupils, one 15-minute session with nursery children, pupils singing in assembly, the work was discussed with the subject co-ordinator. Because of the small sample of music, it is not possible to make a secure judgement about standards but the work is planned effectively and there is a music specialist who teaches the lessons.
73. Children's exploration of musical instruments was well managed in the nursery class. They listened attentively to instructions and attempted to beat out a rhythm to recorded music on un-tuned percussion instruments. Their language skills could have been further developed by discussing words that described the sounds they made. Nevertheless, the children enjoyed the experience and the higher attaining children made a good effort to control the sounds they made.
74. In a class of Years 5 and 6, pupils composed pieces to represent characters in the story of Red Riding Hood. Although pupils took a while to focus on the task, they nonetheless produced good descriptive pieces by the end of lesson, for example, illustrating the stealth of the wolf stalking Red Riding Hood through the forest, the delicacy of Red Riding Hood herself, including the ringing of the bell at Grandma's house on her arrival!
75. Pupils sing well overall. They enjoy their singing and are aware of themselves and others as performers. In addition, pupils' instrumental skills in brass and strings are enhanced and encouraged through the work of the music specialist in school as well as visiting peripatetic music teachers.
76. A music specialist effectively manages the subject. There is a good scheme of work provided with clearly set out lesson plans for the non-specialist. Progress in music since the previous inspection is satisfactory but there is a need to determine overall standards in music in the school so that areas for improvement can be easily identified.

Art and design and design technology

Provision for art and design and design technology is **satisfactory**.

Main strengths and weaknesses

- Standards in design and technology in Year 2 are typical for their age.

Commentary

77. Work in the school in art and design, design technology (DT) was sampled but no lessons were observed.
78. From work seen, the standards in the school in Year 2 are about the expected level for this age group in art and design and DT. There was little evidence of the work the pupils have completed in Year 6 in art and design and DT, although there were samples of their attempts at sketching, designing and evaluating their work, no judgement has been made in standards in Year 6. The curriculum for art and design and DT is appropriate and the pupils learn a variety of techniques, for example in the Year 4/5 class there were good examples of good quality work designing and making containers using clay as a medium. Work in art and design and DT work is linked to other subjects, for example the work on history on the Greeks also involved close observational drawings of Greek vases.
79. Some monitoring of teaching has been undertaken in DT and this is to be re-introduced in art.

Physical Education

Main strengths and weaknesses

- Standards in Year 6 are in line with the average expected of their age.
- Planning in physical education indicates the essential elements of the PE curriculum.
- There is no monitoring of standards in physical education.

Commentary

80. Only one lesson was observed in PE in Year 2 and therefore it is not possible to come to a firm judgement on standards. However, from a lesson in Year 6 in PE, the pupil's skills are at the expected level for their age range. In PE the curriculum offered covers the expected elements, for example of gymnastics, games and swimming, and the school ensures all pupils from the Reception Year onwards have regular opportunities to learn to swim. Last year's Year 6 achieved well, as all pupils were able to swim 25 metres by the time they transferred to the secondary school. These subjects are appropriately led and managed in the school. It is intended to review the scheme of work in PE to ensure there is effective continuity and progression. Monitoring of teaching is yet to be developed in PE.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision is **satisfactory**.

81. The school's work in Personal, Social, and Health Education and Citizenship (PSHE&C) is good. There is a strong ethos within the school, which promotes this aspect of the pupil's learning successfully. There is a clear programme for health education covering in Year 6 sex and relationships education, and puberty and which also raises pupils' awareness of the dangers of drugs. This work is also linked to science throughout the school. The school council and friendship systems are used effectively to promote the pupils' sense of being part of a community, being responsible and making friends, especially with the younger children in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	4
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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