

INSPECTION REPORT

HETTON PRIMARY SCHOOL

Hetton-le-Hole

LEA area: Sunderland

Unique reference number: 108803

Headteacher: Miss A M Burns

Lead inspector: Mr P Martin

Dates of inspection: 16th – 17th May 2005

Inspection number: 267004

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	124
School address:	Moorsley Road Hetton-le-Hole Houghton Le Spring Tyne and Wear
Postcode:	DH5 9ND
Telephone number:	0191 553 6750
Fax number:	0191 553 6754
Appropriate authority:	The governing body
Name of chair of governors:	Mr F Holmes
Date of previous inspection:	8 th March 1999

CHARACTERISTICS OF THE SCHOOL

- Hetton Primary School is a small primary school catering for 124 boys and girls aged between 4 and 11 years of age.
- Nearly all pupils come from a white British background.
- The remainder come from another white background.
- The percentage of pupils with special educational needs, about 16 per cent, is about average.
- Less than one per cent of pupils have statements of special educational needs. This is about average.
- The percentage of pupils who take free school meals, nearly 32 per cent, is high in comparison with the national average.
- Pupils' socio-economic backgrounds are below average.
- Attainment on entry is below average overall, but well below average in communication, language and literacy.
- The number of pupils leaving and joining the school at other than the usual times last year was higher than average.
- The school received an Activemark, an award that rewards a school for its commitment to promoting the benefits of physical activity, in 2004 and a Schools Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23262	P Martin	<i>Lead inspector</i>	English as an Additional Language; Science; Information and Communication Technology; Music; Physical Education.
9736	J Brasier	<i>Lay inspector</i>	
8316	J M O'Hare	<i>Team inspector</i>	Special Educational Needs; English; Art and Design; Design and Technology; Personal, Social and Health Education.
27477	J F Mitchell	<i>Team inspector</i>	Foundation Stage; Mathematics; Geography; History; Religious Education.

The inspection contractor was:

VT Education Ltd
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and improving school. Pupils start school with below average standards, and because of good teaching they all learn and achieve well. Very good leadership, effective management by the headteacher and good governance have helped to secure good improvement in the quality of education and in standards since the previous inspection. In view of the good level of achievement and the below average expenditure per pupil, the school provides very good value for money.

The school's main strengths and weaknesses are:

- Good teaching results in good learning and good levels of achievement.
- Pupils achieve well and reach average standards in English and mathematics by the end of Year 6.
- The school's emphasis on improving pupils' speaking and listening skills has a positive impact on achievement.
- In science, the skills of scientific enquiry are not taught consistently well enough and, because of this, higher attaining pupils do not achieve as well as they should.
- Children in the Reception Year are prepared well for the next stages of their education.
- Pupils are supported and cared for very well, and they develop very good attitudes to school, which are reflected in their very good behaviour.
- The headteacher provides very good leadership, leading to a reflective and analytical school which evaluates its strengths and weaknesses frankly and takes steps to make further improvements.
- The school has very good links with parents and with other schools, and these links enhance the quality of education.
- Pupils do not know enough about world faiths other than Christianity.

The school has improved well since the previous inspection and has successfully dealt with the key issues which arose. The curriculum and resources for children under five years of age are now good. All lessons have clear targets, and teachers have a good knowledge of the subjects they teach. Teaching strategies effectively support pupils at each stage of lessons. There are now good procedures for gauging pupils' achievements and progress. The minor weaknesses reported at the previous inspection have also been dealt with; the school now has satisfactory resources for teaching geography and control technology. The other minor issue concerning the use of extra resources for teaching literacy is no longer relevant, as the particular project finished some years ago. The quality of teaching is good and is much better now than it was at the time of the previous inspection. There is a healthy proportion of very good teaching. Teachers have a continual focus on helping pupils to improve speaking and listening skills. This has a positive impact on learning and achievement.

STANDARDS ACHIEVED

Achievement is **good**. Children start in the Reception class with below average attainment overall. Their communications skills are, on average, well below those expected from children at their age. By the time they start Year 1, they reach average standards in personal and social development, mathematical understanding, creative development and physical development. However, although children achieve well, standards in communications, language and literacy and in knowledge and understanding of the world are below those expected. By the end of Year 2, boys and girls reach average standards in mathematics and reading. Standards in writing and science, on the other hand, are below average. Boys and girls achieve well through Years 3 to 6, and by the time they leave school they reach average standards in English and mathematics. However, although most are likely to reach the expected levels in scientific knowledge by this time, their understanding of

scientific enquiry is below average. Standards in information and communication technology (ICT) are about what they should be at the end of Year 2 and Year 6, and pupils increasingly use their skills in other subjects. Standards in religious education are satisfactory. However, although pupils have a good knowledge of Christianity, they do not know enough about other world faiths. The school has maintained the good standards in art noted at the time of the previous inspection. The very few pupils who are at an early stage of learning English achieve well.

Year 6 results

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

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

There is some variation from year to year in results. Year groups are relatively small and such variations might be expected.

The school promotes positive attitudes and values very well. Pupils' personal development is **very good**. Pupils enjoy being in school, and this results in good attendance and very good punctuality. Their very good attitudes and behaviour, and their enthusiasm for all aspects of school life, have a positive impact on their learning.

QUALITY OF EDUCATION

The quality of education is **good**. **Good** teaching throughout the school helps to ensure good learning and achievement. The school has good procedures for measuring pupils' progress and using the outcomes in planning tasks that match their abilities. However, occasionally, work in science for higher attaining pupils does not offer enough challenge. The curriculum meets the needs of pupils well, and covers the National Curriculum with a breadth and depth that are important factors in raising standards of achievement. There is a good range of enrichment activities in lessons and out of normal school hours, and a particularly good range of sporting activities. Very good links with parents, with other schools and with the local community have a positive impact on pupils' learning. Provision for ensuring pupils' care, welfare, health and safety is also very good, and means that pupils' welfare is safeguarded and that positive attitudes and values are fostered very well.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher provides very good leadership; she promotes a clear and aspirational vision for the school's further improvement and for what pupils can achieve, which is shared by the staff and the governing body. Management and governance are good. The headteacher, staff and governors have created very effective teams and developed a very good ethos, leading to good achievement and a very inclusive school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very happy with the school. Parents expressed very few concerns either at the parents' meeting held before the inspection or in response to the parents' questionnaires. Nearly all are very happy with their children's accomplishments and with the way in which the school looks after them.

IMPROVEMENTS NEEDED

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

- Ensure that scientific enquiry skills are progressively and consistently taught and learned throughout the school.
- Make sure that pupils learn about the required range of world religions.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Boys and girls of all ability levels and ages achieve **well**. At the end of Year 2, attainment in English and science is below average, but it is average in mathematics. By the end of Year 6, standards in English and mathematics are average, but attainment in science is below average. Over the three years between 2002 and 2004, girls have appeared to perform better than boys in the National Curriculum tests at the end of Year 6. However, no significant differences in attainment were noted during the inspection. Pupils who have special educational needs (SEN) also achieve well. There are very few pupils for whom English is an additional language. These pupils achieve as well as their classmates.

Main strengths and weaknesses

- Pupils achieve well in English and mathematics.
- Children in the Reception Year are prepared well for the next stages of their education.
- The school's work to improve pupils' communication skills is having a positive impact on standards and achievement.
- Although achievement in science is satisfactory overall, not enough pupils reach higher levels.
- Pupils do not know enough about world religions other than Christianity.

Commentary

Foundation Stage

1. Children start in the Reception Year with below average attainment overall; their skills in communication, language and literacy are well below average. Because of the good quality of education, they achieve well in all of the Early Learning Goals¹. By the time they start Year 1, most children reach the expected level in personal and social development, mathematical development, physical development and creative development. However, although they achieve well, their communication, language and literacy skills, and their knowledge and understanding of the world, are below those expected from pupils of this age.

Key Stage 1

2. The results of National Curriculum tests at the end of Year 2 in 2004² show that pupils' performance, compared with all schools nationally, was:

- * well below average in reading;
- * very low in writing;
- * below average in mathematics.

3. When compared with schools in similar contexts, pupils' performance was:

- * below average in reading;
- * very low in writing;
- * average in mathematics.

¹ Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. There are many goals for each area of learning. For example, in language and literacy children should be able to write their own name and other things such as labels and begin to write simple sentences.

² Results of the National Curriculum tests for pupils at the end of Year 2 and Year 6 were not available at the time of the inspection.

4. Teachers judged that the proportion of pupils reaching the expected level in science was well below average, although the proportion reaching the higher level was above average.
5. The trend of improvement is below that of schools nationally, but this masks an improving trend in reading and, to some extent, mathematics. The school recognises that a large proportion of pupils are starting school with very low levels of communication skills and is working hard to help all pupils to develop these skills. The school's success is reflected in the improvement in reading performance in the National Curriculum tests at the end of Year 2.
6. Because of good teaching and pupils' positive attitudes to learning, pupils achieve well. Standards in speaking and listening, and in reading, are about average at the end of Year 2. Standards in writing are well below average. The school's focus on developing pupils' language skills is having a positive impact, but because of the low starting points of many pupils the impact on writing has not been as great. Similarly, pupils' recording skills restrict their ability to record and display their findings in science, which means that the proportion reaching the expected level is below average. However, pupils show satisfactory levels of understanding of science in discussion. Pupils achieve well in mathematics and reach average standards because of good teaching and pupils' positive attitudes, both of which enhance their learning.

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

Standards in:	School results	National results
reading	14.6 (13.9)	15.8 (15.7)
writing	10.9 (12.4)	14.6 (14.6)
mathematics	15.4 (14.7)	16.2 (16.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

7. Results of the National Curriculum tests at the end of Year 6 in 2004 showed that pupils' performance was average in English and science but below average in mathematics, when compared to all schools nationally. When compared with schools with similar levels of prior attainment, standards were above average in English and science, and average in mathematics. This underlines the good achievement of pupils. The trend in the school's performance in all core subjects was similar to the national trend.

8. Inspection findings agree with the National Curriculum test results in English. However, inspection judgements are that standards in mathematics are average but standards in science are below average. In mathematics, the good quality of teaching helps pupils to achieve well and reach the expected standards. In science, however, too few pupils reach higher levels. This is because pupils are not sufficiently independent learners, so their experience of scientific enquiry is limited. Moreover, although pupils can describe their observations and have a good enough recall of facts, they find it difficult to explain their observations in scientific terms.

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

Standards in:	School results	National results
English	27.3 (26.1)	26.9 (26.8)
mathematics	26.7 (29.2)	27.0 (26.8)
science	29.0 (29.2)	28.6 (28.6)

There were 18 pupils in the year group. Figures in brackets are for the previous year

9. By the end of Year 2 and Year 6, standards in ICT are as expected from pupils at these stages. Pupils achieve well to reach these standards. Standards and achievement in religious education broadly match those expected of pupils of this age, though pupils' knowledge of religions other than Christianity is too limited. Good teaching and a broad curriculum have helped to ensure that standards in art are above average by the end of Year 6, as they were at the time of the previous inspection.

10. Pupils with SEN achieve well relative to their abilities, because the school is committed to inclusion and has organised an effective programme of support for them. The very few pupils for whom English is an additional language also receive a good level of support, and they achieve well as a result. The school has recently identified gifted and talented pupils. Provision for them is good, because pupils are provided with consistently challenging work to meet their specific needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their attendance is **good**, and punctuality is **very good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

Main strengths and weaknesses

- Pupils' enthusiasm and their interest in lessons provide a very good foundation for learning.
- High standards of behaviour are expected and achieved.
- Pupils are particularly keen to take on responsibilities, which they do well.
- Pupils have good opportunities to think more deeply about issues, but their awareness of other religions and of aspects of our multicultural society are not well developed.
- Pupils' moral and social development is very good.
- Pupils' very good attitudes to school help to ensure a good level of attendance.

Commentary

11. Pupils are keen to answer questions and to contribute their own ideas to lessons. They listen with respect to others' viewpoints and show pleasure in the achievements of others. Pupils say that nearly everyone works hard. Older pupils are mature and respond well to the many opportunities to take responsibility, such as rewarding good behaviour at lunchtime and the award of certificates for this in assembly. Pupils work especially well together in pairs and groups, as exemplified in a lesson in which textiles were being stencilled; pupils' own steadiness and cleanliness and those of their partners were crucial to success.

12. Pupils' good personal development is readily apparent in the very polite and pleasant way in which they receive visitors. They are proud of their school and keen to tell you about it. Pupils are encouraged to think more deeply about issues, for instance the tragic circumstances of the street children in Colombia. Older pupils behave maturely, taking it upon themselves to raise money for charity and responding well to the challenge of membership of the school council. There is a good awareness of the cultural traditions of Western Europe, and enthusiasm for them, though pupils are not familiar with other religions. However, they gain an awareness of other cultures through music and art, and this represents an improvement since the previous inspection.

13. Pupils with SEN have very good attitudes to their learning, and they show great interest and enjoyment. This is the direct result of the very good skills of teachers and support assistants, and their encouraging manner.

Attendance in 2003/2004 (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.0
National data	5.1	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year. Up-to-date comparative figures were not available for the academic year 2004/2005 at the time of writing. The school's rate of authorised absence last year was 4.9 per cent.

14. Attendance has increased from 94.3 per cent in the year 2003/2004 to 95.1 per cent in the current year. Key factors in this are the contribution of parents and the fact that pupils very much want to attend. The school has good procedures to improve attendance, and a scheme for 'phoning home on the first day of absence if no notification has been received is about to be launched. A

local travel agent is offering a ten per cent discount on holidays taken in the school holidays to discourage the practice of taking holidays during term-time.

15. There were no exclusions in the previous or this school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. The **good** quality of teaching leads to **good** learning. The curriculum is **good**. The school cares for, guides, and supports its pupils **very well**. Links with parents and with other schools are **very good**. Links with the community are **good**.

Teaching and learning

Teaching and learning are **good** throughout the school. The use of assessment procedures to raise standards and improve achievement is **good**.

Main strengths and weaknesses

- Teachers' planning is very effective and results in interesting and engaging lessons, thus aiding pupils' learning.
- Teachers help to ensure that pupils take advantage of the very good opportunities they are given to develop speaking and listening skills.
- Pupils do not become sufficiently independent in their learning of science.
- Teachers have a good knowledge of how well pupils are learning, and use this effectively.

16. The quality of teaching is good at all stages and has some very good features. It has a good impact on pupils' learning and has improved well since the last inspection. At that time, 13 per cent of the teaching was unsatisfactory. No unsatisfactory teaching was observed during this inspection and just over a third of lessons seen were taught very well. The teaching in just under one-third of lessons was satisfactory and the remainder was good. The previous inspection report noted that the focus of lessons was sometimes unclear and that group work sometimes lacked pace. The school has successfully dealt with these issues. Teachers now plan and teach lessons with clear objectives, and usefully share these with pupils at the start of the lesson.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	11	6	0	0	0

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

17. Teachers' planning is very good. They prepare lessons with clear learning objectives, which are shared with the pupils. This helps to provide a framework for their learning. Teachers use questioning well, encouraging pupils to discuss their ideas and to answer questions fully, thus helping them to develop their speaking and listening skills. In the Year 1 and 2 class, the teacher promoted speaking and listening skills well when leading a discussion about seaside holidays. Lessons move along at a good pace, as for example when Year 5 pupils made perceptible gains in their understanding of ratio because of effective methods and very good use of resources. The previous report noted that in a few lessons the teacher's subject knowledge was lacking. There is no evidence that this is now the case. Pupils work hard and achieve well in lessons, because they find lessons interesting. Pupils' behaviour is very good, and this enhances learning. On the very few occasions when one or two pupils do not behave as well as expected, teachers deal with this effectively, so that such incidents do not interrupt the flow of lessons. Teachers usually match work

to pupils' ability, so that all are challenged, particularly in English and mathematics. However, in science, pupils do not have enough opportunities to develop independence or to show initiative, for example in asking questions and finding answers. The quality of marking is satisfactory overall, and there are pockets of good practice, particularly in English.

18. The teaching of pupils with SEN is good. Teachers provide appropriately modified and consistently challenging programmes to meet pupils' needs. They plan methods and activities to ensure that pupils meet the targets set for them. Teachers' systematic assessments are used well to plan the next steps in pupils' learning.

19. Procedures for gauging pupils' achievement and standards are good overall. Those in English and mathematics are effective, and they are used well to identify where improvements are needed and to plan work for individuals and groups. Assessment procedures and their use have improved since the previous inspection, when assessment procedures in other subjects were limited. Now, as well as effective procedures in English and mathematics, there are at least satisfactory procedures in all other subjects.

The curriculum

Curriculum provision is **good**, and it is well enriched through extra-curricular provision and learning outside the school day. The school's accommodation is **satisfactory** and resources are **good**.

Main strengths and weaknesses

- The curriculum supports all pupils' learning well.
- There are very good opportunities for participation in sporting activities.
- Pupils are very well prepared for later stages of education.
- There are not enough opportunities for pupils to learn about world faiths.

20. There has been a good improvement in the curriculum since the previous inspection, particularly in that for children in the Reception Class. Their curriculum is now firmly based on the government's recommended curriculum for children of their age. This provision is usefully extended to the younger children in Year 1, who are, as a result, very well prepared for learning when they start in Year 2. The curriculum for older pupils meets all statutory requirements. A key factor in pupils' good achievement lies in the attention the school pays to developing speaking and listening skills in all subjects. The school works hard to make links between subjects. This is exemplified in the very good links between art and ICT, and by the creation of the post of creative arts co-ordinator. The religious education curriculum, although satisfactory overall, does not pay enough attention to world faiths other than Christianity. Although pupils' understanding of the latter is good, they do not have enough understanding of the former. The curriculum for pupils' personal, social and health education is good, and includes attention to substance misuse and sex education. The curriculum is enhanced by a good range of visits and visitors. For example, a visiting specialist enhances music provision, and visits to a local museum provide opportunities to develop pupils' scientific knowledge. They take part in a very good range of adventurous activities during a residential visit. This visit also makes a positive contribution to their social skills. Pupils of all ages enjoy a wide range of well attended after-school clubs in a range of areas. In particular, the wide range of sporting activities, including inter-school activities, makes a very good contribution to pupils' physical and social development. Through an effective curriculum, pupils are prepared well for education at their next school.

21. The curriculum for pupils with SEN is good, because it is appropriately adapted to meet their needs by means of individual educational plans. Pupils are set relevant targets, and all staff are effective in helping them to have access to all areas of the curriculum. Consequently, all pupils are part of the shared enterprise in learning which is successfully promoted by the school.

22. The school's accommodation is satisfactory overall and has some good features. The outdoor area for the children under five years of age is at an early stage of development. It is large enough, and provides a safe and secure area for outdoor activities. The school has firm plans for its development, and the next stage of these is due to start in the summer holidays. Because of the lack of a storage area, there are currently no large toys for outdoor play. The playing fields provide a very good resource for physical education and an outdoor play area for the rest of the school. Resources and accommodation for physical education are also enhanced by the use of the neighbouring secondary schools' sports hall and equipment.

23. Although the hard-surfaced playground is small, it is used well, due in part to the work of the school council. Through allocating different areas for different activities, and an effective system of loaning play equipment, the playground helps to develop pupils' social skills, as well as providing a pleasant leisure area.

24. The school has a good level of resources to meet the demands of the curriculum. The resources for teaching and learning in geography and control technology have improved since the last inspection. The computer suite is a useful resource, although pupils themselves would like to have readier access to computers in their own classrooms. However, the school benefits from being able to use the facilities at the neighbouring school and is carefully considering ways to supplement its already satisfactory level of resources.

Care, guidance and support

Provision for pupils' support, care and guidance is **very good**. The school provides for pupils' care, welfare, health and safety **very well** and this is backed up by **good** procedures for tracking individual pupil's academic performance and personal development. Pupils are involved well in the school's work and development through an effective school council in which they can share their ideas about how to improve the school.

Main strengths and weaknesses

- Very good, trusting and caring relationships with teachers, nursery nurses and the teaching assistant create a climate for very good pastoral support and guidance.
- The academic progress of pupils is tracked well.
- The school's procedures for ensuring that pupils are kept safe and well cared for are very good.
- Arrangements for transfer from the local nursery schools and the induction of new pupils are good.
- The school council is democratically run and has some achievements to its credit.

Commentary

25. Pupils told inspectors how happy they are in the school, and parents confirmed this. A positive attitude and evident enjoyment represent a very good foundation for pupils' work in school and demonstrates the quality of the pastoral guidance and of the education they experience.

26. Pupils have individual targets, which are recorded on their reports and shared with parents every term. Standardised tests are carried out at the end of each year, and the results are used to track the attainment of individual pupils. Health and safety has a high profile in the school, and all the expected safety practices are in place. However, the results of routine checks are recorded only occasionally. Pupils with SEN have very good, trusting relationships with all staff. They are well cared for by teachers and support staff. As a result, pupils thrive and grow in confidence.

27. Child protection is the responsibility of the headteacher, who is well trained for this and has organised refresher training for all staff, including midday supervisors. The headteacher knows the local agencies and procedures well. Any pupils who are in council care or deemed by social services to be at risk are well supported by the school.

28. There is a good exchange of information between the school and the two local nurseries. Children have the opportunity to visit the school before starting, and are eased gently and sensitively into full-time education.

29. The school council has been in place for one term and is currently riding on a wave of enthusiasm. It has already helped to ensure that playtimes are more enjoyable and currently has a challenging agenda for further developments. The democratic procedures by which delegates are elected have made a very good contribution to pupils' social development and their understanding of citizenship.

Partnership with parents, other schools and the community

Links with parents and with other educational institutions are **very good**. The links with the community are **good**.

Main strengths and weaknesses

- The information provided for parents is very good.
- Parents make good contributions to pupils' learning.
- Concerns and complaints are dealt with very well.
- The school consults parents through questionnaires.
- Local schools work very well together, and this benefits the quality of education.

Commentary

30. The school provides a very good range of information that keeps parents very well informed about their children's standards and progress. This is a good improvement since the previous inspection. Unusually, the school issues written reports to parents every term rather than every year. The required information is included, including targets for English and mathematics. Parents' meetings are very well attended. Consequently, parents get frequent and useful information about their children's progress. Regular and informative newsletters give very good information about events and the life of the school. The prospectus is full of good information. Parents of pupils with SEN are kept well informed of their children's progress and are very pleased with the provision for their children.

31. Parents are very welcome in the school, and teachers are free with their support and advice. Parents help with homework, but only about 70 per cent of homework is handed in on time. Three parents help in school and a nucleus helps with fund raising events, although there is no parent-teacher association. Parents help to enhance the quality of education through their enthusiastic support of events in which their children are taking part and they help with after-school clubs. Pupils are adept at fund raising to help local communities. The police, fire service, water authorities and cycling proficiency agency work well with the school. The choir sing to the elderly and there are good links with two Christian organisations. Pupils write articles published in the local newspaper.

32. The links with other educational institutions consist of friendly links with nurseries, and with a very active cluster of local primary and a secondary school; there are strengths in training, games and sports, playground design and school improvement studies. There are also very good links with Hetton School, for science, ICT, sport and other subjects, with a very good induction programme for pupils when they transfer. The school's participation in a scheme for promoting physical education in partnership with the local secondary school has a positive impact on provision for physical education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very effective leadership and the leadership of the school improvement team is good.

Main strengths and weaknesses

- The headteacher's very good leadership helps the members of the school improvement team to fulfil their roles effectively.
- There are very effective systems in place for the school to monitor and improve performance.
- Systematic monitoring has helped to improve teaching since the last inspection.
- The professional development of staff and the creation of effective teams are given a very high priority, resulting in a very good level of self-evaluation.
- The governing body has a good appreciation of the school's strengths and weaknesses.
- Approaches to financial management are very good.

Commentary

33. The headteacher provides very good and caring leadership. This leadership is a key factor in raising standards and has led to good improvement since the previous inspection, notably in pupils' achievement and teaching. The headteacher has been particularly successful in building effective teams and establishing a very good climate for further improvements. The school improvement team plays a valuable role in the leadership and management of the school, because it shares and supports the headteacher's vision and direction. As a result, there is a unity of purpose among her colleagues which is focused upon giving all pupils every chance to achieve well and to develop into confident and caring young people. This contributes strongly to the very good ethos and climate for learning. Parents say that the school is very well led. The inspection team fully agree with this opinion.

34. The school has established very good systems to monitor and improve its performance. Developmental planning is strong. The school improvement plan is an effective working document created after wide-ranging discussions and consultations. The achievements of the previous plans are taken into account before planning new targets. The school's clear analysis of how well pupils are achieving in different subjects plays a central part in this. The current plan has rightly placed a high priority on improving standards in writing. This, and the work to bring about further improvements in speaking and listening, is paying dividends. The result has been good improvement in the school's effectiveness since the previous inspection.

35. Since that inspection, the quality of teaching and learning has improved well. The management of teachers' performance is rigorous, with a clear focus on school improvement. This cycle of performance management is effective in ensuring that staff work towards the same goals. Professional development, including staff training, links very well into the performance management cycle.

36. The co-ordinator for SEN has been in the post for only a few months but, in consultation with staff, has made a very good start in updating the school's policy and pupils' individual education plans. These arrangements have led to a commitment to high standards of provision for and care of pupils, in keeping with the school's aims.

37. Governors are fully involved in monitoring the work of the school and contribute well to the planning cycle. Governors are an important part of the team. They are able to play a useful part in the school's strategic development and the management of its finances, because they have a good appreciation of the school's strengths and potential for development. Governors ensure that the school complies with all legal requirements.

38. The school finances are managed very well. The principles of 'best value' are applied effectively and the school considers its spending carefully, maintaining a good level of classroom resources.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	330,377.00	Balance from previous year	6,018.00
Total expenditure	316,821.00	Balance carried forward to next year	19,574.00
Expenditure per pupil	2,514.00		

This table provides financial information for the previous year. Final figures for the year April 2004 to March 2005 were not available at the time of the inspection. However, indications are that expenditure per pupil will be similar.

39. In view of the good achievement, pupils' very good personal development, the good quality of learning, the very good care for pupils and links with parents and other schools, coupled with below average expenditure per pupil, the school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE³

Provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- The Reception children achieve well in all areas of learning.⁴
- Teaching is good and sometimes very good.
- The well planned curriculum for the six areas of learning is firmly based on practical activities.
- Assessment procedures are effective in gauging children's achievements.
- Team work between the teacher and nursery nurse is good.
- The outside area is still being developed and therefore there are weaknesses in the provision of resources for outside activities.

Commentary

40. The Reception-aged children are taught alongside the younger Year 1 pupils. They start in the September of the school year in which they are five. Their attainment on entry is below average overall, with particular weaknesses in the area of communication, language and literacy. The curriculum has improved since the previous inspection and this, together with good teaching, results in children achieving well and making good progress towards the early learning goals. By the end of the Reception Year these goals are met in all areas except in communication and language and in knowledge and understanding of the world, in which some children do not reach the expected standard. The younger Year 1 children benefit from the Foundation Curriculum and their needs are met well. At the previous inspection, the curriculum was judged as unsatisfactory for children under five. The introduction of the Foundation Curriculum has brought about very good improvement. Teaching is now firmly based on a very good range of carefully planned and well supported practical activities. Children work with imaginative, high-quality resources within a calm atmosphere, so that their personal and social development is good and they become happy, confident learners.

41. Assessment throughout the year is good, with regular assessments covering all areas of learning. Reception children have their own enclosed, large play area which includes a hard surface, grass and trees. It has good potential and the next stage of development is due to take place this summer. At present there is no storage area, so there is a lack of outside toys.

42. In the area of **personal, social and emotional development** teaching is good and children achieve well. During whole class and group sessions, they are encouraged to listen carefully while other children contribute and answer questions. They respond when it is their turn, sometimes having been encouraged to do so. Children choose their own activities when they are working independently, and share equipment and toys. For example, a group of 'garden designers' worked industriously laying patio stones (cardboard shapes) outside. Children rarely interrupt adults if they are working with a group of other children, and routines are quickly learnt, so that there is an air of quiet industry in the classroom.

43. Children achieve well in **communication, language and literacy**, and the teaching is good. The teacher teaches children in small groups, at a level that matches their attainment well. She makes learning sound fun through imaginative tasks, such as fishing magnetic letters from a tank of

³ The Foundation Stage refers to those pupils who are not yet in Year 1.

⁴ Areas of learning – these are the areas that children in the Foundation Stage are expected to work within. They include personal and social development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

water and then matching them to a small toy starting with the same letter. More able children tried to make words from letters fished out of the tank. A child who dressed up as a character from a familiar story chose a favourite book but did not have the language skills to recall the story. Children enjoy copying their names from cards, but not all can write them independently. Although children chatter amongst themselves when they are playing, they find giving any kind of explanation difficult.

44. In terms of their **mathematical development**, children achieve well, and the teaching and learning are very good. The teacher makes good use of the different opportunities that present themselves to develop an understanding of numbers, for example by counting the number of children present or absent during registration. As with literacy, direct teaching takes place in small groups. This is effective in matching tasks to children's level of attainment. Once again, the teacher makes tasks interesting and enjoyable. For example, addition and doubling was made fun by buying packets of beans on offer as 'buy one get one free'. Mathematical language is carefully taught and children learn to write numerals, while Year 1 pupils start to record what they have done in their practical activities.

45. Children's **knowledge and understanding of the world** is satisfactorily developed through practical activities. A visit to a garden centre was an effective introduction to a theme of gardens and growing. Children remembered that the man at the garden centre told them to be careful not to over-water the plants they had bought. They knew that the beans they were planting were going to grow, but they had no suggestions about how the bean would change in appearance, and struggled to name the stem and the leaf on a seed that had started to sprout. Children are confident in using a painting program on the computer to draw. Visits to churches, museums and gardens make a good contribution to children's understanding of different places.

46. In the absence of outdoor equipment in their own play area the teacher makes good use of the hall for promoting children's **physical development**. Children use space well and move around to different stations to practise a variety of ball skills. The children are given clear guidance for each activity, so that skills develop well. Children have plenty of opportunities to practise and co-ordinate their manipulative skills by learning how to hold pencils correctly. They handle brushes and scissors well.

47. In the **creative** area of learning, teaching is good overall. Children have plenty of opportunities to paint and draw, and this represents very good improvement since the previous inspection. They mix their own powder paint and are proficient in making different colours using primary colours and white. The classroom provides rich opportunities for role play with high quality resources. Percy's shed has garden equipment, and also 'dressing up' clothes which hang up on children's labelled pegs, while the greenhouse and garden centre have good resources to promote imaginative play. Children benefit from the musical expertise of a visiting specialist. Sharing an hour long lesson with Year 1 and 2 pupils, they learnt a song very quickly and enjoyed playing a variety of instruments made from seed pods and other natural materials. They enjoyed hearing a range of instruments played by the teacher in a fast-moving session that captured their imagination for a sustained length of time.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have a good range of opportunities for speaking and listening.
- Teaching and learning are good, and as a result, pupils achieve well.
- Procedures for gauging pupils' progress, and the use of these procedures for target setting for pupils in Years 3 to 6, are very good.
- Pupils' enthusiasm and their willingness to work hard contribute greatly to their achievement.
- The very effective work of the subject co-ordinator has a positive impact on provision.

Commentary

48. Standards in English at the end of Year 2 are below average, but by the end of Year 6 they are average. Writing is the weakest area for the younger pupils, but the school has made it a priority for improvement for all year groups. Most children start from a very low level when they enter the Reception class, but all pupils, irrespective of their background, gender and ability, achieve well. The very strong focus on development of speaking and listening throughout the school is helping to raise standards. Pupils with SEN and those who are more able achieve as well as their classmates. The school has made good improvement in the provision of English through the implementation of effective programmes to improve standards. The good improvement since the previous inspection is also due to better teaching and sharper assessment, particularly for older pupils. The very few pupils for whom English is an additional language also achieve well. During the inspection, no difference was noted between boys' and girls' achievement.

49. The quality of teaching and learning is good, and as a result, pupils achieve well. Assessment procedures are good and they are used well. Information about pupils' progress in speaking and listening, reading and writing is carefully gathered and forms the basis of effective planning of the next steps in pupils' learning. In addition, assessment information is used to set targets for improvement, which is another factor in good achievement. However, assessment in Year 2 is not sufficiently accurate to reflect pupils' standards in English. This results in an over-estimation of levels achieved in writing by some pupils.

50. The school promotes speaking and listening skills very well in all classes and across all subjects. Teachers place considerable emphasis on building pupils' confidence and skills in this aspect of English, recognising it as the basis of all learning. Role-play, drama and presentations to the class are used very effectively to provide a wide range of different learning experiences. In a very good lesson in Year 6, pupils took the roles of interviewer and interviewee, based on such diverse personalities as Nelson Mandela and Jamie Oliver. The teacher very effectively enabled pupils to refine their interview techniques. She did this by guiding them to focus on researching their subjects and asking open-ended questions, and by practising in pairs to achieve the objective. This is also an example of the ways in which teachers link speaking and listening skills with those of reading and writing.

51. The standard of reading is average throughout the school. Guided reading sessions are used purposefully and help to raise standards. Teachers successfully foster a love of books. For example, more able pupils in Year 6 reach above average standards. They select books by authors such as C.S. Lewis or A. Horowitz and read sophisticated texts with obvious enjoyment and understanding.

52. Standards in writing are below average in the current Year 2. However, achievement is satisfactory, because pupils start Year 1 with lower than average standards in writing. By Year 6,

however, standards are average and this represents good achievement. The school's strong emphasis on the development of writing skills results in improvements in writing, both in English and in other subjects. Teachers give pupils many exciting opportunities for writing creatively, and they make learning interesting and relevant.

53. The very good relationships between pupils and adults help to promote a very good climate for learning. Pupils are enthusiastic and show a high level of concentration in lessons. Their very good behaviour and attitudes contribute very well to their learning. All pupils, including those with SEN and those who are more able, answer questions and participate in discussions readily.

54. The subject co-ordinator leads and manages the subject very well. She is aware of the strengths and areas for development in provision, and is fully committed to improving the subject still further. The school carefully analyses national test results and other assessment data, and formulates and puts into practice useful action plans to deal with identified weaknesses. Resources are good and are used well by both pupils and staff. Information and communication technology (ICT) is satisfactorily used, for example in displaying and presenting information and in developing dialogue.

Language and literacy across the curriculum

55. There is evidence in every year group of effective cross-curricular links. Speaking and listening skills are developed well in lessons. In a very good mathematics lesson in Year 5, for example, pupils offered well-considered responses when discussing ratio. In history, pupils in the mixed Year 3 and 4 class recorded their findings when researching why Henry VIII married six times. Year 1 pupils write labels for different parts of plants in science.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Teaching is good and mixed aged classes are managed well.
- All pupils, including those with barriers to learning, achieve well.
- The leadership of the subject coordinator helps to ensure that pupils achieve well.

Commentary

56. By the end of Year 2 and of Year 6, pupils reach average standards of attainment. As pupils start Year 1 with below average standards in mathematical development, this represents good progress. These findings correspond to the results of the National Curriculum tests for pupils at the end of Year 6 in 2004, and are better than indicated for pupils at the end of Year 2. However, good teaching and careful assessment help to ensure that all pupils, including those with special educational needs, achieve well. Standards at the time of the previous inspection were judged to be in line with those found nationally at the end of Year 2, but above the national average at the end of Year 6. Because of the small numbers in each year group, there can be variation in performance data from year to year. The inspection team found no evidence to indicate that there had been any fall in standards or in achievement.

57. Teaching is good and has some very good features. Teachers plan work well. Pupils in mixed aged classes are taught effectively in groups within the class, while whole class sessions are well managed to ensure that pupils of different ages and abilities are challenged. This is an improvement since the previous inspection, when some groups were insufficiently challenged. Groups of pupils in these classes work well independently, while other groups benefit from teachers' interventions. For example, in a very good lesson in Years 3 and 4, some pupils worked confidently on points of a compass, while other pupils used the interactive white board to calculate areas. The

needs of the Year 1 pupils who are taught alongside children in the Reception Year are met well through the practical approach to their work. Very good group teaching ensures that their knowledge and skills are developed so that they will be ready for Year 2 work by the end of the current year.

58. In the best lessons, teachers ensure that pupils know at the outset what they are expected to learn. At the end of these lessons, pupils evaluate their learning, which is reinforced as a result. In a Year 5 lesson to introduce ratio, the teacher's use of resources and skilful questioning resulted in pupils achieving very well in their understanding of this concept, which was demonstrated very well through their explanations and calculations.

59. Teachers have effective systems for gauging pupils' attainment and progress. Day-to-day assessment is good. Teachers use this to provide tasks that meet the needs of individual pupils, including those with SEN. They record and check pupils' progress regularly to ensure that they are achieving well.

60. Leadership and management of the subject are good. The co-ordinator has a very clear vision for the subject. She provides a good role model and ensures that staff have good resources to support teaching.

Mathematics across the curriculum

61. There are satisfactory links between mathematics and ICT, for example when Year 6 pupils learn about spreadsheets and construct and interpret bar charts. Pupils talk confidently about measurements they have made, using instruments to measure forces in science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is not enough emphasis on teaching scientific enquiry skills, so higher attaining pupils do not achieve as well as they should.
- The school's partnership with the secondary school has a positive impact on provision.

Commentary

62. By end of Year 2, standards are well below average. Nonetheless, pupils achieve satisfactorily in relation to their prior attainment, as a result of satisfactory teaching and learning. Too few pupils reach the expected level, Level 2. This agrees with teachers' assessments of pupils' performance in science at the end of Year 2 in 2004, the latest year for which comparisons are available. Pupils learn about a wide enough range of scientific facts, but recording of their ideas and findings is limited by the low level of their writing skills. The school is working hard to develop pupils' literacy skills to ensure that they can benefit fully from the work they do in science.

63. Standards at the end of Year 6 are average and achievement is satisfactory. Most pupils reach the expected level, but too few reach higher levels. Pupils learn a satisfactory/good range of scientific 'facts', but scientific enquiry skills are inconsistently taught. Older pupils, although able to explain what they observe and to recall facts, are not given enough challenge in being asked to explain *why* things happen. For example, although they understand that melting wax is a reversible change, Year 6 pupils were unable to provide an explanation about why the wax changes from a solid to a liquid. However, Year 5 pupils, who had just covered a similar topic, were able to explain why water evaporated in terms of its molecules and energy levels. Pupils' understanding of scientific enquiry, particularly in asking and answering their own questions, is too limited. Inspection findings agree with the results of last year's National Curriculum tests at the end of Year 6, in which,

although all pupils reached the expected level, the proportion reaching higher levels was below the national average.

64. Boys and girls achieve equally well, and pupils with SEN achieve as well as their classmates. The very few pupils who speak English as an additional language also make satisfactory progress.

65. Teaching and learning are satisfactory. Pupils are encouraged to look carefully at the world around them. While repotting seeds, Year 1 and 2 pupils noted how these had changed and grown. The teacher and the classroom assistant encouraged pupils to look at the different parts of the seed, using magnifying glasses, which promoted their observational skills. A key feature of the lesson was the encouragement of pupils by adults, so that there was much talk about the observations and about the functions of different parts. In a satisfactory Year 6 lesson about gases, pupils followed instructions when adding liquids such as vinegar and water to different solids, and recorded their observations. However, pupils followed prepared instructions and were provided with all the equipment, so there were too few opportunities to develop independent learning or enquiry skills. The quality of marking is inconsistent. At its best, it offers useful guidance to pupils about how well they have done and what they need to do to improve, as well as recording pupils' achievements. However, this type of marking is not apparent in all classes.

66. Leadership and management of the subject are satisfactory. The co-ordinator has had this responsibility for only a few months. He has identified where changes need to be made and offers a good level of informal support to colleagues. However, he has not yet had the opportunity to work alongside teachers to identify good practice or weaknesses, with a view to sharing the former and improving the latter. He has been usefully involved in developing partnerships with the local secondary school, which has a technology specialism. As a result, the school has been able to improve resources and use the specialist facilities of the secondary schools. Teachers use assessment procedures satisfactorily to gauge pupils' progress and to support their planning. Pupils use literacy and numeracy skills satisfactorily when recording their work, and have also used ICT in science, for example when using sensors. Improvement since the previous inspection has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The good quality of teaching promotes good achievement.
- Partnerships with the secondary school enhance provision.

Commentary

67. By the end of Year 2 and of Year 6, standards in ICT are at expected levels. This represents good achievement. Pupils use the technology for a sufficiently wide range of purposes. Younger pupils successfully experience a wide enough range of activities, often spending time usefully on practical tasks before moving on to computer work. This helps some to overcome the difficulties they have with writing. Older pupils use ICT for a range of purposes, including finding things out and presenting information.

68. The quality of teaching is good. Teachers plan effectively and use resources well. They have a good understanding of the subject and use effective teaching methods and ways of organising the classroom. Consequently, learning is good and pupils enjoy their work. The Year 2 teacher set pupils practical tasks that helped them to understand how to identify one another through formulating questions that could only be answered by 'yes' or 'no'. This technique was then extended to identifying different types of fruit. Year 3 pupils effectively developed literacy and word

processing skills when creating dialogue linked to their work in literacy. The teacher organised the class well and had prepared useful resources to support learning in both areas. Older pupils learn new skills in conjunction with the secondary school, for example in preparing spreadsheets using different formulae. The resources are satisfactory overall. They are enhanced by interactive whiteboards in two classrooms, and one will soon be installed in the computer suite.

69. Leadership and management of the subject are satisfactory. The co-ordinator has identified areas for improvement, which include refining assessment procedures so that they more closely identify the skills that individual pupils have learned. The school's partnership with the secondary school and other schools in the same cluster has proved useful, particularly in giving access to the more sophisticated facilities available. The school now has adequate resources for teaching control technology. There has been a satisfactory degree of improvement in provision since the previous inspection.

Information and communication technology across the curriculum

70. Information and communication technology is used satisfactorily across the curriculum. There are good links with art and design. Year 5 pupils have produced some very effective designs in the style of Rennie Mackintosh. There is a satisfactory range of work in mathematics, for example in creating and interpreting graphs, and in representing area and tessellations pictorially. Year 3 pupils develop writing skills as they learn to use word-processing programs.

HUMANITIES

71. History and geography were sampled, but not enough teaching was seen for judgements on provision to be made. No geography lessons were seen, and only one was seen in history. Pupils' work was examined and discussions were held with pupils and teachers.

72. Sampling of pupils' work shows that standards are at the expected level in both **history** and **geography** by the end of Year 2 and of Year 6, as they were at the previous inspection. Pupils enjoy both subjects, but their knowledge and understanding of history is more secure than that of geography. In geography, Year 6 pupils talked with understanding on what they have learned about rivers and the water cycle. They have a satisfactory knowledge of maps, and described how they used grid references on an orienteering course. In history, pupils explained confidently how first-hand findings were used to gain an understanding of life in Ancient Egypt and Ancient Greece. They are clearly fascinated by archaeological finds. Pupils in Year 2 enjoyed looking at old photographs of seaside holidays and were quick to identify the differences in clothing and transport illustrated. The photographs were effective in promoting discussion between pupils. However, pupils do not record much work in their exercise books, so opportunities to develop pupils' thinking and understanding through writing are lost. Both subjects are supported well by a good range of outside visits. Assessment procedures and their use are now satisfactory.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual and moral development.
- Knowledge of Christianity is good, but knowledge of other major religions is weak.

Commentary

73. As at the time of the previous inspection, standards are in line with the expectations of the agreed syllabus.

74. Discussion with Year 6 pupils showed that they had a good knowledge of the Bible. They recalled the major stories, and the main festivals and events in the Christian year. The links that the school has with two of the Christian churches are valued by the pupils; they particularly appreciate the Bible teaching led by a member of the church. Drama and other activities have a good impact on the pupils and enhances their learning. Pupils enjoyed acting out a wedding ceremony in a local church, and this increased their knowledge of customs and traditions of the Christian church, even though pupils talked about the 'posh' clothes and cars rather than the religious significance of the event. The school's links with a church in Colombia help them to see the impact that Christian communities can have on people's lives. Pupils' knowledge and understanding of other religions is weak. In discussions, pupils struggled even to name other faiths. A good level of artefacts and resources helps to overcome the weaknesses in teachers' knowledge of other faiths which was reported at the previous inspection. However, pupils do not gain enough first-hand experience from outside visits and visitors, and their knowledge tends to be too superficial.

75. Leadership and management of the subject are satisfactory. Since the previous inspection, staff have attended in-service training to overcome weaknesses in subjects knowledge. Firm plans are in hand to include visits to places of worship of faiths other than Christianity, so that pupils gain more first-hand experience of these.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Standards achieved by pupils are above average by the end of Year 6.
- There is a good range of curricular opportunities, including after-school activities.
- The subject makes a very good contribution to pupils' personal development.
- Subject leadership is good, with a clear view of areas for development.

Commentary

76. It was not possible to observe lessons in Years 1 and 2, but judgements are made on scrutiny of work and displays around the school, as well as lessons observed in Years 3 to 6. By the end of Year 6, standards are above those expected from pupils of that age, and achievement is good.

77. The quality of teaching is good, leading to a good quality of learning. Teachers plan lessons well, and make very good links with other subjects to deepen pupils' appreciation and understanding of art. In a Year 6 lesson, through encouragement and challenge, pupils showed

considerable creativity and imagination when using natural and man-made examples to enliven the quality of their designs. From an examination of pupils' art on display, it is evident that pupils have been taught to observe with accuracy, and to use specific artistic skills and techniques to good effect. In Year 5, for example, the pupils used sewing and collage techniques to create portraits of the six wives of Henry VIII. Throughout the school, there are good links with ICT, such as designs after the style of Charles Rennie Mackintosh, showing sensitive and effective replica images.

78. All pupils, including those with SEN and those who are more able, behave very well and have very good attitudes to their work. In the two lessons observed, the pupils were totally absorbed in their designs and concentrated deeply on creating images and patterns imaginatively. Their very good attitudes and behaviour contribute greatly to their overall achievements.

79. The newly appointed co-ordinator leads and manages the subject well. She is enthusiastic and has very clear view of how the subject should progress. The very good links with the secondary school to which most pupils transfer provide further expertise from which the pupils benefit. For example, pupils were delighted to use the art room at the school and to be taught by an art teacher there. Art clubs, taken by a regular visitor to the school, make a good contribution to the curriculum. These clubs are open to all pupils and are well supported. They provide pupils with good opportunities to mix socially and to follow an interest in the subject. During the inspection, the visitor took a group from Year 6 to teach the skills of calligraphy, in order to enhance writing and the display of written work. Art and design contributes very well to pupils' spiritual, moral, social and cultural development. Since the previous inspection the school has made good improvements in provision for the subject, and standards have been maintained.

Design and technology, music, physical education

80. The inspection team was not able to make judgements about provision in design and technology, music or physical education, because these subjects were only sampled. Two games lessons were seen and two music lessons, one of which was provided by a visiting specialist. Judgements are also based on discussions with pupils and teachers, an examination of samples of work, and photographs.

81. An exciting development is the creation of the post of a co-ordinator for all aspects of the performing arts in the school. This is at an early stage, although there is a firm action plan for development, beginning with an art exhibition towards the end of the summer term.

82. Samples of work in **design and technology** provided evidence of work in food technology and design and making skills. The subject co-ordinator, having been in role for only a few months, has started to maintain a file of photographs, which she uses to support assessment of teaching and learning in the subject. The co-ordinator has updated the policy for the subject, which now provides good guidance to the staff. She has also engaged the assistance of a secondary school to enrich provision.

83. The school makes good use of the expertise of a visiting teacher to extend and develop pupils' learning in **music**. In a very good lesson, he encouraged a good level of singing and demonstrated a range of musical instruments made from natural materials. His enthusiasm captured the pupils' interest. Older pupils achieved well when listening to and reproducing African drumming rhythms. Pupils listen to a wide range of music and talk enthusiastically about what they have heard. Music makes a greater contribution to pupils' knowledge of cultures other than their own than it did at the time of the previous inspection.

84. In **physical education**, pupils benefit from a good range of activities and experiences. Year 6 pupils showed a satisfactory level of skills in bowling and batting in a modified game of cricket. In a Year 3 and 4 lesson, the teacher coached these skills well and pupils put them into practice in lively and well-ordered games. Year 6 pupils talk enthusiastically about the activities they undertake, particularly the outdoor pursuits they take part in during their residential visit. Pupils benefit from a very wide range of physical activities in lessons and clubs for all ages. The school takes part in a scheme for promoting physical education in conjunction with the secondary school, and this has had a very positive impact on provision. The school makes good use of the secondary school's facilities, including expertise and the sports hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. The school places great emphasis on pupils' personal development. In lessons and assemblies, pupils thoughtfully discuss issues which are pertinent to them. The positive outcomes of the school's approach are clearly seen in the very good attitudes, behaviour, relationships and personal development of the pupils. In a very good lesson in Year 5, for example, pupils showed considerable maturity and depth of thought when offering alternative resolutions of dilemmas or when making choices in life. Pupils are consistently encouraged to think about what impact their actions have on others, to explain their choices, and to reflect on significant issues. The school's ethos of fairness and equality of opportunity underpins all learning. Consequently, pupils develop very good social skills and a clear understanding of their responsibilities of living in a community. This is a very good preparation for citizenship, as were the procedures for democratically electing members of the school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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