

INSPECTION REPORT

TIMOTHY HACKWORTH PRIMARY SCHOOL

Sildon

LEA area: Durham

Unique reference number: 114113

Acting Headteacher: Mrs S C Chambers

Lead inspector: Mr A J Dobell

Dates of inspection: 20th - 22nd June 2005

Inspection number: 268133

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 444 |
| School address: | Byerley Road Shildon County Durham |
| Postcode: | DL4 1HN |
| Telephone number: | (01388) 772 959 |
| Fax number: | (01388) 772 959 |
| E-mail: | timothyhackworth@durhamlea.org.uk |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr J Laverick |
| Date of previous inspection: | June 1999 |

CHARACTERISTICS OF THE SCHOOL

This large primary school draws its pupils from Shildon and the surrounding area. Pupils come from a range of social backgrounds with some from privately owned homes but most from council and other rented accommodation. Overall, their socio-economic backgrounds are well below average with a significant number experiencing high levels of deprivation. Children's levels of understanding and learning skills are also well below average when they enter the Nursery, with particular weaknesses in language and literacy, mathematical awareness and knowledge and understanding of the world. Virtually all pupils are from white, western European backgrounds. Only one speaks English as an additional language and this has no adverse effect on learning. Twelve pupils currently attend the school's Resource Base for pupils with speech and language disorders.

The school has 444 pupils on roll. Of these, 52 attend the Nursery on a part-time basis, giving a full time equivalent of 418. There are 126 pupils on the school's register of special educational needs and, at 30 per cent, this proportion is well above average. Eighteen pupils have statements of special educational needs including the 12 pupils in the Resource Base. Again, this proportion is well above average. The range of special educational needs includes moderate and severe learning difficulties, social, emotional and behavioural difficulties, speech and communication difficulties, physical difficulties, and general learning difficulties. The proportion of pupils joining and leaving the school during the course of the year is below average and does not have an adverse effect on standards. Over the last two years, the school has gained a School Achievement Award, an 'Eco' Award, and an International School Award in recognition of its links with schools in India. The school has a major partnership with the University of Durham in the area of initial teacher training.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|---|
| 10373 | Mr A J Dobell | Lead inspector | Music Physical education |
| 19374 | Mrs W Sheehan | Lay inspector | Personal, social and health education and citizenship |
| 22452 | Mrs M Farman | Team inspector | The Foundation Stage Mathematics Art and design Design and technology |
| 28009 | Mrs R Allen | Team inspector | English Religious education |
| 30075 | Mr M Duggan | Team inspector | Science Information and communication technology |
| 16227 | Mr J Phillips | Team inspector | Special educational needs Geography History The Resource Base for pupils with speech and language difficulties |

The inspection contractor was:

Tribal Education
1 - 4 Portland Square
Bristol
BS2 8RR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** giving good value for money. Pupils achieve well because they are well taught although they do not attain average standards. The acting headteacher, with the full support of her colleagues, has led the school well through a period of rapid change.

The school's main strengths and weaknesses are:

- Pupils achieve well and make good progress overall because they are well taught.
- The provisions for children in the Foundation Stage and for pupils identified as having special educational needs, including those in the Speech and Language Resources Base, are strengths.
- Effective leadership from the acting headteacher, fully supported by her deputy and colleagues, has enabled the school to cope well with a period of rapid change.
- Standards in English, particularly in writing, are not high enough.
- Most pupils have good attitudes and enjoy their learning because effective care helps them to develop self-confidence and a positive self-image.
- The use of marking to help pupils to improve their standards is inconsistent.
- While the school manages behaviour well, there are a small number of pupils with severe emotional and behavioural difficulties for whom the school finds it difficult to provide effectively.
- The role of subject leaders is insufficiently developed.
- There are good links with parents, other schools and the community.

The school's improvement since its previous inspection has been satisfactory and the key issues from that inspection have been addressed successfully. There have been good improvements in the Foundation Stage and in the provision for information and communication technology. Personal, social and health education and citizenship have improved well. However, standards have fallen by the time that pupils leave the school, largely because the proportion of pupils with special educational needs has increased.

STANDARDS ACHIEVED

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

*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.*

Achievement is now good. Children enter the Nursery with levels of understanding that are well below average overall. They achieve well and make good progress in the Foundation Stage, and make very good progress in personal, social and emotional development, in which they will reach the expected standards by the end of the Reception Year. Standards in the other early learning goals are likely to be below expectations. Pupils continue to achieve well in Years 1 and 2, although, by the end of Year 2, standards remain below average in reading and writing and science, but are average in mathematics, and match expectations in information and communication technology, geography, history and religious education. By the end of Year 6, standards are below average in English and mathematics and average in science. Standards are at the expected level in information and communication technology, geography, history and religious education. Pupils with

special educational needs achieve well, but the high proportion of pupils identified as having special educational needs in different year groups depresses standards. For example, in the current Year 2, 65 per cent of the year group are identified as having special educational needs. Pupils in the Speech and Language Resource Base achieve well and make good progress.

Pupils' personal qualities are good as is their spiritual, moral, social and cultural development. They behave well overall in and out of lessons and have good attitudes to learning. However, a minority have severe emotional and behavioural problems. As a result, eight boys were excluded for a fixed period on 18 occasions during the last school year. Attendance is average and punctuality is good.

QUALITY OF EDUCATION

The school provides an education of good quality. Teaching and learning are good with about four lessons in ten being very good. Teaching and learning are unsatisfactory in only three per cent of lessons. Teaching in the Foundation Stage and the Speech and Language Resource Base is consistently very good. Assessment is satisfactory overall because it is only fully effective in English and mathematics at this stage.

The quality of the curriculum is good and provision is very good for children in the Foundation Stage and for all pupils identified as having special educational needs. There are good opportunities for enrichment in activities outside lessons. Pupils benefit from good support and guidance and satisfactory care, and there are good arrangements for consulting pupils and acting on their views. Good relationships promote good attitudes to learning. There are good links with parents, other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The acting headteacher has led the school effectively during a period of change and uncertainty. She is well supported by the acting deputy headteacher and her colleagues who are all committed to providing pupils with a stimulating environment in which to learn. Pupils are valued for what they can offer. The continual professional development of staff is given a high priority and good progress has been made in reforming working practices. However, the role of subject leaders is not sufficiently developed. Teaching assistants are valued and are deployed effectively. Governors have a good understanding of the school's strengths and potential for development and ensure that it meets legal requirements. Finances are managed efficiently and the principles of best value are applied well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views of the school although a minority have concerns about behaviour and bullying. The school acknowledges that behaviour at play in Years 3 to 6 can be very boisterous. Inspectors do not believe that parents' concerns about information about their children's progress, seeking parents' views and the availability of interesting activities are justified. Parents are concerned about the large mixed age classes in Years 3 and 4 and inspectors accept that there is some justification for this because higher attaining pupils are not sufficiently challenged and marking does not consistently identify how pupils can improve the standard of their work. Inspectors support parents' and pupils' positive views.

IMPROVEMENTS NEEDED

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

- Improve standards in English, especially in writing, by the time that pupils leave the school.
- Use the marking of pupils' work consistently to help them to improve their standards.
- Develop further strategies for managing the behaviour of pupils with severe emotional and behavioural problems.
- Enable subject leaders to manage their subjects effectively.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school but do not reach average standards in English and mathematics by the time that they leave the school. This is because their levels of understanding are well below average when they join the school.

Main strengths and weaknesses

- Achievement is good overall.
- Standards are not high enough, particularly in English.
- The overuse of worksheets in some classes and mundane learning activities such as colouring in, are slowing progress and depressing standards.
- Very good provision in the Foundation Stage and for pupils with special educational needs, including those in the Speech and Language Resource Base, enables these pupils to make good progress.
- Information and communication technology is taught very well, enabling pupils to reach the standards expected at the end of Years 2 and 6.

Commentary

1. In the national tests at the end of Year 2 in 2004, standards were below average in reading, writing and mathematics. Teacher assessments judged standards in science to be below average. When compared with schools which draw their pupils from similar backgrounds, standards were average in each subject. Over the last five years, the rate of improvement in the standards in the school up to the end of Year 2 has exceeded the national trend. Since children enter the Nursery with levels of understanding and learning skills that are well below average overall, these pupils achieved well and made good progress in the Foundation Stage and Years 1 and 2.
2. In the national tests at the end of Year 6 in 2004, standards were well below average in English, average in mathematics and below average in science. However, when compared with schools in which pupils attained similar results at the end of Year 2 in 2000, standards were average in English, well above average in mathematics and above average in science. Overall, these pupils had made better progress than pupils in similar schools in Years 3 to 6. In both these year groups, over one third of pupils were identified as having special educational needs, with almost two-thirds of pupils in this category in Year 2.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 14.8 (15.3) | 15.8 (15.7) |
| writing | 13.5 (14.3) | 14.6 (14.6) |
| mathematics | 15.4 (16.4) | 16.2 (16.3) |

There were 54 pupils in the year group. Figures in brackets are for the previous year.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 25.0 (26.1) | 26.9 (26.8) |
| mathematics | 27.0 (26.0) | 27.0 (26.8) |
| science | 27.8 (27.1) | 28.6 (28.6) |

There were 63 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils are now achieving well overall because they are well taught with a good proportion of very good teaching, particularly in the Foundation Stage, the Speech and Language Resource Base, information and communication technology, and Years 5 and 6. In these lessons, teaching is stimulating and challenging so that pupils work with good enthusiasm and concentration. As a result, their achievement is high. In satisfactory lessons, the pace is less brisk so that pupils do not work with the same level of concentration and achievement is satisfactory. In one of the two unsatisfactory lessons, the behaviour of a minority adversely affected the learning of others, while, in the second, tasks were not sufficiently challenging so that higher achieving pupils made unsatisfactory progress. There are examples of high attaining pupils being given work which is too easy for them so that they do not make sufficient progress or reach high enough standards.
4. This is a major reason why standards are below average in Year 6 in English and mathematics. The school's predictions for the national tests in 2005 at the end of Year 6 are that standards in English and mathematics will be well below average. Evidence from the inspection supports this view. The school predicts that the proportion of pupils gaining the higher than expected Level 5 will be well below the national average. This is because higher achieving pupils are not challenged sufficiently throughout Years 3 to 6. In too many classes, there is an over-reliance on undemanding worksheets, which do not give pupils opportunities to work things out for themselves and to make connections between what they have learned previously and what they are learning now. Further, during the inspection there were too many examples of mundane learning activities such as colouring in outlines. These tasks do not give pupils opportunities to develop the skills of reading critically and of writing clear and logical explanations. This not only adversely affects standards in English, but also in mathematics, where pupils have difficulties when interpreting problems expressed in words.
5. In the national tests at the end of Year 2 in 2005, the school predicts that standards in reading and writing will be well below average, while, in mathematics, they will be above average. Again, evidence from the inspection supports these predictions. These predictions also reflect the fact that pupils enter the Nursery with levels of understanding and learning skills that are well below average overall. There are particular weaknesses in their language skills, mathematical skills and knowledge and understanding of the world. The predictions for reading and writing reflect these weaknesses, while the prediction for mathematics is evidence of highly impressive achievement. This achievement is rooted in consistently very good teaching in the Foundation Stage. This enables children to settle quickly into the school, gain in confidence and learn effectively. This very good grounding enables them to go on to achieve well in Years 1 and 2. However, there is too great a backlog of low attainment to enable them to attain average standards in reading and writing.
6. These predictions need to be considered in the context of the school's levels of special educational needs, which are well above average. In Year 2, for example, 65 per cent of the pupils are identified as having special educational needs while, in Year 6, this proportion is 39 per cent. Provision for these pupils is very well managed so that they achieve well in relation to the targets in their individual education plans. Effective teaching and support increases their confidence and self-esteem so that they develop positive attitudes to learning and concentrate increasingly well in lessons as they get older. Pupils who attend the Speech and Language

Resource Base make very good progress in their understanding and use of language and their communication skills improve very well. They also make very good progress in understanding basic mathematical concepts. Even so, this heavy concentration in the school of pupils with special educational needs inevitably depresses overall standards.

7. Information and communication technology is now taught very well in the school and, as a result, standards in Years 2 and 6 are at the nationally expected level. Information and communication technology is used well to support learning in other subjects. Pupils in Years 2 and 6 also reach the standards expected nationally in geography, history and religious education. This represents good achievement. By the end of the Reception Year, children have achieved very well in their personal, social and emotional development and are likely to reach the standards expected nationally in the early learning goals. In the other areas of learning, they have achieved well and make good progress, but are unlikely to reach the standards expected nationally.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to learning and behaviour are mostly good. Their spiritual, moral, social and cultural development is good overall. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Most pupils' behaviour and attitudes to learning are good and this helps to create a purposeful climate for learning, however, a minority of pupils have severe emotional and behavioural difficulties.
- The school actively encourages positive attitudes to attendance and punctuality.
- The provision for pupils' personal development is good overall.
- Children in the Foundation Stage develop very good attitudes to school, as do pupils identified as having special educational needs and those in the Speech and Language Resource Base.

Commentary

8. The large majority of pupils of all abilities, including those with special educational needs, have good attitudes to learning. The majority of pupils grow in confidence from the Nursery onwards, and are keen to learn. However, in some classes, a small minority of pupils, usually boys, are slow to settle to work, have short concentration spans, and do not always listen to teachers or other pupils. The ongoing, persistent challenging behaviour of the minority of pupils with severe emotional and behavioural difficulties has an adverse effect on the learning of others in some lessons despite the school's good procedures, which work well for most pupils. There is insufficient multi-disciplinary support to help these pupils to come to terms with their difficulties.
9. Most pupils respond willingly to questions and enjoy opportunities to take responsibility, whether for their learning or when carrying out jobs around the school. Pupils usually work effectively either independently, in pairs, or in small groups, and help each other to complete tasks. For example, in a Year 2 science lesson, pupils worked very well in pairs when measuring each other, and supported each other well when anyone found this difficult. Pupils who have special educational needs, including those in the Speech and Language Resource Base, are given very good support; they feel confident and valued so that they, too, have good attitudes in lessons. These positive attitudes for the majority ensure that pupils' learning opportunities are good.
10. Some parents who responded to the questionnaire circulated before the inspection had concerns about behaviour and bullying in school. Most pupils' behaviour is good throughout the school day, and playtimes, especially in Foundation Stage and Years 1 and 2, are generally friendly, social occasions. Playtimes in Year 3 to 6 are often boisterous and, at lunchtimes, can feel intimidating for younger pupils in Years 3 and 4. However, the school, in

conjunction with the school council, is exploring ways of improving playtimes. In lessons, consistent, whole school assertive behaviour management strategies are generally effective, resulting in the good behaviour of the majority. In spite of this, some pupils, particularly some with special educational needs due to behavioural problems, are sometimes disruptive and this can adversely affect the learning of others. Procedures to monitor and record any instances of bullying are fully in place and parents have received leaflets informing them about the school's policy. Exclusions during this school year have been at a slightly lower level than in the previous year, and are used as a final sanction where pupils' actions may affect the learning or safety of others. The school works closely with parents to ensure that there are clear guidelines for the reintegration of these pupils.

11. The school has very good procedures to monitor and promote good attendance. The autumn term showed a decline in attendance and, as a result, the school improved its systems to promote attendance. These included rewarding classes for their attendance and punctuality as well as telephoning parents on the first day of absence. As a result, attendance has steadily improved during the year, and is now in line with national averages. The majority of pupils arrive on time so that learning starts smoothly and promptly.
12. There is good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is adequately supported by the opportunities taken in assemblies to raise their self-awareness. Pupils' work and behaviour is rewarded well through points and certificates, 'pupil of the week' awards and positive praise. This helps to raise pupils' self-esteem and their confidence in learning. In the Foundation Stage, very good opportunities exist for children to 'wonder' at the world around them. For example, a mini-habitat of small insects created excitement and amazement in children. "Look at these baby spiders", they exclaimed. Most pupils have a secure understanding of the difference between right and wrong and a clear appreciation of the possible impact that their behaviour might have on others. Pupils raise funds for charities, enabling them to reflect on the needs of others. Good opportunities exist for older pupils to have responsibilities around the school, for example as 'Buddies'. Social skills are developed effectively so that relationships between pupils and between adults and pupils are good. Pupils have a good appreciation of their own and other cultural traditions, particularly through art and design work, the many visitors into school, and the school's work on 'global citizenship'. However, pupils' understanding of Britain as a multi-faith and multicultural society is limited.
13. Children in the Foundation Stage have very positive attitudes to work and learning and to each other and all adults. They are eager and enthusiastic learners in lessons. They are very happy in their surroundings; they listen very well, concentrate for suitable periods and greatly enjoy the range of activities offered. By the end of the Reception Year, they are likely to reach the standards expected nationally in personal, social and emotional development. Similarly, pupils identified as having special educational needs are supported very effectively and so have good attitudes to learning. Pupils in the Speech and Language Resource Base are very well supported both in sessions within the base and in lessons in the main school so that they, too, have good attitudes to learning and achieve well.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.8 | 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.

Exclusions

Ethnic background of pupils

| |
|---|
| Categories used in the Annual School Census |
| White – British |

Exclusions in the last school year

| | | |
|--------------------------|-----------------------------------|--------------------------------|
| Number of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
| 444 | 18 | 0 |

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an education of good quality. Pupils achieve well because they are taught well and feel valued for what they can offer. The provision for children in the Foundation Stage and pupils identified as having special educational needs, including those in the Speech and Language Resource Base, is very good. The curriculum is of good quality and there are good opportunities for enrichment outside lessons. Pupils are given good support and guidance and are cared for satisfactorily. They are involved well in the day-to-day running of the school. Links with parents, the community and other schools are good.

Teaching and learning

Teaching and learning are good overall and systems for assessing pupils' progress are satisfactory.

Main strengths and weaknesses

- The provision for children in the Foundation Stage is very good.
- The provision for pupils identified as having special educational needs, including those in the Speech and Language Resource Base, is very good.
- The teaching of information and communication technology by the subject leader is very good.
- Good teaching, with some very good teaching enables pupils to achieve well.
- Teaching assistants support learning well, and often very well.
- Good assessment systems are being developed but their effectiveness varies and marking is not used consistently to help pupils raise their standards.

Commentary

Summary of teaching observed during the inspection in 67 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%) | 28 (42%) | 25 (37%) | 12 (18%) | 2 (3%) | 0 (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.

14. The provision for children in the Foundation Stage is a strength of the school. The quality of teaching and learning is consistently very good and enables children to achieve well. They enter the Nursery with levels of understanding and learning skills that are well below average overall. Very good levels of care and challenge enable children to make very good progress in their personal, social and emotional development and good progress in other areas of learning. Teachers, nursery nurses and teaching assistants have a very good understanding of how young children learn and their highly effective teamwork enables all children to settle

quickly, to learn effectively and to achieve well. Very good assessment systems are in place in the Foundation Stage to enable staff to track children's progress and to plan their learning so that they can make further progress. They do not reach the standards expected nationally in the early learning goals by the end of the Reception Year, except in personal, social and emotional development. Even so, they have achieved well from a very low base, and are well prepared to begin their work on the National Curriculum.

15. The quality of teaching and learning for pupils identified as having special educational needs is very good and, as a result, they achieve well. Very effective use of individual education plans and skilful use of praise and encouragement motivate these pupils very effectively. Skilled specialist teachers and support assistants ensure that pupils with significant special educational needs are effectively taught, and supported sensitively but with rigour. Pupils with less significant needs are supported very well in class and so achieve well. A small but significant minority of pupils have emotional and behavioural problems. Overall, the school manages these well, but there are occasions when poor behaviour adversely affects the learning of others.
16. The quality of teaching and learning is also very good for pupils in the Speech and Language Resource Base. Lessons are very well planned to enable them to build up their knowledge, skills and understanding systematically. Good visual resources, for example, photographs and artefacts, are available to promote these pupils' use of language. They become increasingly confident in their speaking and listening skills and their writing because their learning is planned very effectively. Very effective use of tape recorders helps pupils with severe speech and language difficulties to achieve very well in their understanding of key words and their use. When these pupils join main school classes, they are very well supported by class teachers and teaching assistants so that they learn effectively, gain in confidence and make good progress.
17. The school has arranged for the subject leader in information and communication technology to teach the skills in this subject throughout the school. This is proving very effective and is enabling pupils to reach the expected standards in the subject in Years 2 and 6. This is a significant improvement since the previous inspection. Elements of control and monitoring are not yet taught in Year 6, but the subject leader is aware of this and has plans to correct it.
18. Pupils achieve well because teaching is good overall. Very good teaching is concentrated in the Foundation Stage and the Speech and Language Resource Base, but there are also examples of very good teaching in Years 1 and 2 and Years 5 and 6. Very good teaching is characterised by interesting learning activities which motivate pupils to concentrate well, good pace and use of resources, challenging questioning which tests and extends pupils' understanding, and very good relationships. In these lessons, pupils achieve very well and their learning is secure. In satisfactory lessons, the pace tends to be slower and learning activities do not challenge pupils as effectively. Two lessons were observed during the inspection in which teaching and learning were unsatisfactory. In one of these, the poor behaviour of some pupils adversely affected the learning of others so that they did not make sufficient progress. In the second, the learning activities did not provide sufficient challenge and, as a result, pupils, particularly higher attaining pupils, did not make sufficient progress. In some classes, an over-reliance on undemanding worksheets means that pupils are insufficiently challenged, and so do not make sufficient progress.
19. Teaching assistants are deployed well across the school. They spend much of their time with pupils identified as having special educational needs and support their learning very effectively. They are also very effective in the Foundation Stage. They are regarded as full members of the teaching team and are well briefed about the purpose of lessons so that they are able to take initiative in supporting pupils' learning. They help pupils to achieve well and make good progress.
20. The school has introduced good systems to assess pupils' standards and track their progress. The implementation of these systems has been delayed because they proved incompatible with the school's computer system. Because of this, they are effective only in English and

mathematics and are satisfactory in science. In other subjects, the use of assessment is underdeveloped. Overall, assessment is satisfactory, but it only helps pupils to make further systematic progress in English and mathematics. In general, pupils' work is marked conscientiously. However, marking does not consistently identify weaknesses in pupils' work so that they are not always given guidance on how to improve their standards and reach higher levels. The school is aware of this and has plans in place to make marking more consistently effective.

21. Since the previous inspection, the proportion of very good teaching has increased and this is a good improvement. The quality of teaching and learning in the Foundation Stage has improved markedly and the very good provision for pupils with special educational needs has been maintained. Teaching and learning in information and communication technology have improved significantly. The school accepts that there is a need to ensure that pupils are consistently challenged so that their learning enables them to build systematically on their existing levels of understanding.

The curriculum

The planning and content of the curriculum are good and there are good opportunities for enrichment activities out of class. Accommodation and resources for learning are good.

Main strengths and weaknesses

- The quality and range of learning experiences provided in the Foundation Stage are very good.
- The provision for pupils with special educational needs is very good.
- Equality of access and opportunity for all pupils is good.
- Information and communication technology is used widely in other subjects.
- Provision for personal, social and health education and citizenship is good.
- A wide range of extra-curricular activities adds to enrichment as do visits and visitors.
- The school's accommodation is of good quality.

Commentary

22. The curriculum is broad, balanced and relevant and is planned well for pupils to learn with continuity and progression. This good provision has been maintained since the previous inspection. Subject policies and schemes of work are detailed, and many of them incorporate opportunities for good links between subjects. The statutory requirements for the National Curriculum and the Code of Practice for pupils with special educational needs are met fully. The school uses the local education authority's agreed syllabus for religious education. Inclusion and equality, which are enshrined in the school's mission statement, ensure that all pupils have equal access to the curriculum, including extra-curricular activities. A number of examples of policy being practised effectively were observed during the inspection, for example, in the enjoyment pupils derived from the Eco and chess clubs.
23. The Foundation Stage curriculum adds depth and quality to learning experiences with a wide range of well-planned activities which emphasise skills, knowledge and understanding. This results from the very good management and teamwork in this department. Very good provision for children in the Nursery and Reception classes enables them to achieve well. Pupils identified as having special educational needs are fully included in the school's range of activities. There is also a good range of learning activities for pupils attending the Speech and Language Resource Base. Their curriculum is enhanced by their very effective integration into main school lessons when they are ready for this. The school has recently developed some opportunities for gifted and talented pupils. For example, some higher attaining pupils have successfully entered local competitions in mathematics, and pupils with a talent for writing have produced some very good poetry. However, there is as yet no register of such pupils and there is no significant programme for developing and enhancing their talents outside school.

24. The provision for personal, social and health education and citizenship, including the use and misuse of drugs and sex and relationships education, is good. Outside agencies, for example, the school nurse and police, are involved extensively in the drugs and sex and relationships education programmes. Another good feature is the positive impact of information and communication technology on the teaching of other subjects. This is a significant improvement since the previous inspection. The inconsistent use of homework, which was also reported then, has been remedied, and is now satisfactory. The provision for extra-curricular activities is good. In sport, clubs include football, cross-country and dance. Participation in the arts includes recorder, choir and dance groups, while attention to the environment is enhanced through the Eco club. The school takes part regularly in football and cross-country competitions with varying degrees of success.
25. Educational outings are valued highly and pupils have access to a wide range of visits including museums, theatres and places of historical and geographical interest such as Durham Cathedral, Eden Camp, Richmond Castle and Escomb Saxon Church. Notable highlights of the year are the annual residential weeks in Kingswood and Picardy in France. These contribute positively to pupils' social and personal development, while team-building activities improve their self-esteem. In addition, visitors to the school such as theatre groups, musicians, African drummers, Indian dancers and artists add a further dimension to pupils' education. A good example observed during the inspection was the positive contribution of an actor in period costume impersonating Samuel Pepys during a Year 2 history lesson. Regular communication between some staff and pupils with a primary school in Udaipur, India, increases awareness of global citizenship, while weekly French lessons in Year 6 are a further curricular enhancement. These programmes increase pupils' enthusiasm for learning.
26. Very good links between the Foundation Stage and primary department ensure a smooth transition between the phases. Transfer arrangements between the school and receiving secondary schools, which include pupil visits, are good.
27. The school is divided between two buildings and has three halls and spacious grounds. The quality of its accommodation is good. There is a dedicated information and communication technology suite, which is well equipped and supplemented by wireless laptop computers. These help pupils to achieve well in information and communication technology. Due to building work, there is currently no dedicated outdoor play area for children in the Reception classes and this restricts opportunities for them to use the outdoor environment in their learning. There are enough teachers to teach the National Curriculum and religious education effectively, and teaching assistants make a good contribution to learning. Resources for most subjects are satisfactory, but for religious education they are unsatisfactory.

Care, guidance and support

Procedures to ensure that pupils work in a safe environment are satisfactory. Pupils' involvement in the school is good. Good opportunities are in place overall to promote and guide pupils' personal and academic progress.

Main strengths and weaknesses

- Induction arrangements to settle children into the school are very good.
- Strategies to take account of pupils' views are good.
- Pupils' academic and personal development is monitored carefully.
- Pupils identified as having special educational needs, including those in the Speech and Language Resource Base, receive very good support.

Commentary

28. The school ensures that children enjoy a very smooth transition into the Nursery class and very good opportunities are organised to help them to settle into the school. These include visits and talks with parents. The majority of questionnaires returned by parents show that they agree that procedures for induction are good. These help children to make very good progress in their learning as soon as they join the school.
29. Overall, the promotion of a healthy and safe environment is satisfactory. The school currently adopts many of the local education authority policies, including Health and Safety, Restraint of Pupils, and Child Protection. However, the school and governing body have yet to adapt these policies to ensure that the particular needs of this school are sufficiently well met, thus helping new staff to fully understand the school's procedures. Staff are aware of child protection procedures and the school is diligent in monitoring the welfare of its pupils. The school runs an Eco-council which helps to promote a safe environment, and is currently working towards a Healthy Schools Award through developing further a healthy lifestyle for all. The school is justifiably proud of achieving a National Clean Air Award.
30. Pupils' views are listened to carefully both in lessons and through the school council. The school council has been in place for less than a year and is now beginning to develop well. Members are particularly pleased with the improvements that they have made towards the displays in the entrance hall and the selection of play equipment.
31. Pupils are set targets in both mathematics and English to help them to know what they need to do next to improve their standards, and these are regularly reviewed. However, the quality of marking is inconsistent. In the best examples, in Years 5 and 6, marking shows clearly what pupils have done well and what they can do to improve. Teachers have good relationships with pupils, are aware of their personal circumstances, and react very quickly to any concerns. This helps to ensure that pupils receive effective guidance to promote their personal development.
32. Very good care, support and guidance are provided for pupils with special educational needs, including those in the Speech and Language Resource Base. The Code of Practice for pupils identified as having special educational needs is fully met. Individual education plans are updated termly so that pupils have targets which meet their current needs and enable them to make good progress. The special educational needs support teacher and teaching assistants are effective in supporting learning and generally manage behaviour well. Where necessary, the school can access outside agencies to support pupils with particular needs. However, the needs of the few pupils with severe emotional and behavioural difficulties are not adequately met by multi-disciplinary support. Pupils in the Speech and Language Resource Base are supported very well within the base. As they gain in confidence and skills, they are increasingly integrated into the main school and some make sufficient progress to be re-integrated into their local school. Very good support from speech therapists makes a significant contribution to these pupils' achievement.

Partnership with parents, other schools and the community

The school's partnerships with parents, other schools and the community are good.

Main strengths and weaknesses

- Parents' views of the school are generally positive.
- Information for parents is good.
- The school works in close partnership with the local and wider community.
- Links with the neighbouring secondary school and primary schools are effective.

- There are very good links with parents of pupils in the Speech and Language Resource Base.

Commentary

33. Parental views collected through the parents' meeting held before the inspection and questionnaires show that the majority are pleased with most aspects of the school. In particular, the overwhelming majority of parents feel that their children enjoy school, are expected to work hard, are treated fairly, and are encouraged to develop maturity and independence. Some parents had concerns about bullying. In discussion, pupils felt that bullying was minimal and that staff always listened when they had concerns. Procedures to monitor and log any instances of bullying are fully in place.
34. The quality of the documentation that the school provides for parents is good. Pupils' annual reports are of good quality and provide detailed information about their progress in all subjects, giving clear targets to help pupils to improve. The prospectus and governors' annual report to parents meet statutory reporting requirements and are written clearly in a formal and quite detailed style. Weekly newsletters are sent out and provide helpful information on visits and school procedures as well as celebrating pupils' successes. A minority of parents were concerned that the school does not seek their views sufficiently and did not address their concerns. Teachers are available to meet informally with parents before and after school. However, at present, the school does not yet seek parents' views and opinions on a more formal regular basis. The school has yet to implement a consistent approach to providing parents with regular curricular information so that they can help to support their children's learning. Overall, inspectors believe that the school's systems for consulting parents and meeting their concerns are satisfactory.
35. The school has developed good links with the community, which help to broaden pupils' learning experiences. A range of visits and visitors from the local community have enriched pupils' learning. For example, during the inspection, a visitor to the school enhanced the learning in history of pupils in Year 2 by his performance as Samuel Pepys. Through the 'Barclays New Futures' project, the school has worked closely with the local community to identify its information and communication technology needs. Further, a 'Surestart' funded community centre is to be built on the school's premises demonstrating its commitment towards community care and support. Strong links exist with the adjacent Timothy Hackworth Locomotion Museum. Additionally, the school has developed strong links with a school in India with reciprocal exchanges of staff and ideas.
36. Good links exist with the neighbouring secondary school to which most pupils transfer, including transition projects for pupils moving from Year 6 to Year 7, and a design and technology project for pupils in Year 5. In addition, good links exist with neighbouring primary schools with staff working together and pupils competing in sporting activities against them.
37. Very good partnerships have been established with parents of pupils attending the Speech and Language Resource Base. Very effective systems exist to introduce new pupils to the base in which parents are fully involved. Home-school books maintain very effective ongoing communication and parents contribute to the multi-disciplinary reviews of the pupils' statements of special educational needs. Termly reviews of individual education plans are shared with parents of pupils identified as having special educational needs, who are kept well informed.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The acting headteacher, well supported by her deputy and other colleagues has led the school well through a period of unexpected change. She is leading and managing the school well. Governance is good, and governors ensure that the school meets its legal requirements.

Main strengths and weaknesses

- The acting headteacher's effective leadership has enabled the school to deal successfully with a period of considerable change.
- The Foundation Stage, special educational needs and information and communication technology are managed very effectively.
- Subjects are managed well overall, but too many subject leaders do not have opportunities to monitor the quality of teaching and learning in their subjects.
- The school's commitment to international education and initial teacher training are strengths.
- Behaviour is managed well overall, but a few pupils have significant emotional and behavioural problems, which the school finds difficult to deal with effectively.
- Governors are effective and have a good understanding of the school's strengths and potential for development.
- Finances are managed well and the principles of best value are applied effectively.

Commentary

38. The school's deputy headteacher has been acting headteacher for the whole of this school year during the headteacher's secondment and subsequent resignation. This period of acting headship has coincided with a major building programme and a reorganisation of the school's class structure. The acting headteacher has led the school efficiently through this difficult period and ensured that pupils continue to achieve well. She has been effectively supported by the acting deputy headteacher and colleagues throughout the school. Her leadership has enabled the school to move forward in a number of areas, for example, assessment, which is ongoing, international citizenship, initial teacher training, personal, health and social education and citizenship, and ecological work. However, standards have fallen since the school's previous inspection because the proportion of pupils identified as having special educational needs has increased. Because standards have fallen, improvement since the school's previous inspection has been only satisfactory.
39. There are instances of very effective leadership and management by other key staff. For example, the acting deputy headteacher has joined the acting headteacher in improving the school's strategic planning. The school improvement plan is a pragmatic and practical document with appropriate priorities. However, the means to evaluate the effectiveness of initiatives are not consistently clear. Some areas of the school's work are managed very effectively. These include the Foundation Stage, special educational needs, the Speech and Language Resource Base, and information and communication technology. Subjects are generally managed satisfactorily by teachers who are keen to move their subjects forward. At this stage, however, subject leaders, with the exception of English and mathematics, do not routinely monitor the quality of teaching and learning in their subjects and so do not have a clear overview of the quality of provision across the school.
40. The school has been innovative in its commitment to international citizenship and to initial teacher training. Its links with a school in India and visits by the staff of both schools to each other's countries have increased understanding of global issues so that pupils have a clear appreciation of international issues and the interdependence of countries and peoples. The school also has a major partnership with the University of Durham to manage initial teacher training. As well as hosting teachers in training in the school, senior staff manage their deployment in other local schools and contribute to teacher education by lecturing and holding

seminars in the university. This benefits the school by contributing to teachers' professional development. The continuing professional development of all staff has a high priority and effectively underpins the school's work. For example, a number of teaching assistants have trained to support intervention programmes in English and mathematics, and others are obtaining higher qualifications with the support of the school. All these strands are improving the school's provision for its pupils.

41. Overall, behaviour is managed well throughout the school. However, a number of pupils have significant emotional and behavioural problems. In the main, these are managed so that they do not adversely affect the learning of others, but they are time consuming for staff, including the acting headteacher. The school does not have routine access to multi-disciplinary support services to meet the needs of these pupils effectively. The school has inclusion and equality of access to all that it provides as a key priority. Overall, this is achieved, but there are examples of higher attaining pupils not being effectively challenged so that they do not make progress at the rate of which they are capable.
42. Governors play an effective part in leading and managing the school. Via their committees and roles as governors responsible for different subjects, they have a good appreciation of the school's strengths and areas for development. They share the acting headteacher's concern to raise standards and her vision that pupils will have the opportunity to reach their potential academically while developing into caring and well-rounded citizens. Governors ensure that the school meets its legal responsibilities.
43. The finance committee of the governing body monitors the school's finances over the year and these are managed effectively on a day-to-day basis by the school bursar. The school's accounts were last audited in July 2004. The school's systems were found to be 'based on sound principles of financial control well operated in practice'. The one recommendation for updating systems to comply with current best practice has been implemented. The school runs efficiently on a daily basis and its routines are straightforward so that pupils move smoothly from one activity to the next. Staff and resources are deployed effectively and the school practises the principles of best value well.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|-----------|--|--------|
| Total income | 1,145,768 | Balance from previous year | 22,283 |
| Total expenditure | 1,145,799 | Balance carried forward to the next year | 22,252 |
| Expenditure per pupil | 2,628 | | |

44. Given pupils' good achievement and personal development, good teaching and learning, good leadership and management and slightly below average costs per pupils, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good and this is a good improvement since the previous inspection. Teaching is consistently very good in the Nursery and Reception classes. All adults have very high expectations and children achieve very well in their personal, social and emotional development. Children enter the Nursery with skills that are well below average overall in all areas of their learning. Standards are very low for many children in their communication and mathematical skills and in their knowledge and understanding of the world. All members of staff work very well together to plan learning which builds on what children already know. They consolidate knowledge and understanding, take children's learning forward, and meet individual needs well. This very good level of planning is essential because there is a high proportion of children identified as having special educational needs in the Foundation Stage.

The very good curriculum is enhanced for the nursery children by a very stimulating outside learning area. Children in the Reception classes also have access to an outdoor learning area. They could not use it during the inspection because delayed building work meant that this was a storage area for workmen's huts. This is restricting the children's development in their knowledge and understanding of the world and their physical skills.

Very good leadership of the Foundation Stage promotes very effective teamwork between all adults and close links with parents. It contributes very well to the very good relationships that exist throughout the Foundation Stage. The assessment of children's achievement and progress is very clear and systematic, and is a good improvement since the previous inspection. Staff use their findings very effectively to plan suitably demanding work and to inform parents and carers of their children's progress and future needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well in becoming independent because teaching is consistently very good.
- Very good relationships between adults give children very good examples to follow.

Commentary

45. Most children's skills in this area of learning are well below those expected when they enter the Nursery. All members of staff work very hard to increase children's independence and ability to relate well to each other. They create very good relationships with each child, and this develops children's self-confidence very well, helping them to become independent in choosing tasks and equipment. Staff intervene sensitively to ensure that children behave in an acceptable manner. They make their expectations for sharing and working together very clear. This and the very good relationships between adults ensure that children quickly learn to work co-operatively. Consistently very good teaching enables most children, including those identified as having special educational needs, to meet the requirements of the early learning goals by the end of the Reception Year. All children achieve very well in settling to tasks with the minimum of fuss and concentrating very well as they work. Children soon develop the confidence and security to ask for help because of the very supportive relationships they enjoy. Children's very good achievement and very good teaching and assessment are evidence of good improvement since the previous inspection.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children increase their language skills and achieve well throughout the Foundation Stage from a very low base.
- Consistently very good teaching and interesting work ensure that children develop very positive attitudes to learning.

Commentary

46. Many children enter the Nursery with very low skills in speaking with each other and with adults. All members of staff take every opportunity to increase children's ability to talk and to increase their vocabulary. Most children achieve well in developing their speaking and listening skills but many do not speak naturally in sentences. In spite of consistently very good teaching, the majority do not reach the expected levels in the early learning goals by the end of their Reception Year. There is a similar picture for children's reading and writing skills. Their low attainment on entry and the high number identified as having special educational needs mean that their standards on entry to Year 1 are below those expected. Achievement is, however, good because teaching by all adults is consistently very good. All staff give children interesting and stimulating work. This ensures that they find learning fun and develop very positive attitudes to work and learning. Very good relationships give children confidence to share and talk about books with adults. Work in children's books and examples of writing around the classrooms show below average skills in writing. Overall, the majority of children do not meet the expectations of the early learning goals in speaking, reading and writing by the time they leave the Reception classes. There has been good improvement since the previous inspection because teaching and achievement have improved.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well from a low base because consistently very good teaching ensures that they have stimulating work.
- Adults take every opportunity to increase children's awareness of number and shape.

Commentary

47. Teaching is consistently very good. All adults give children many varied and practical tasks to develop their knowledge of number and shape. This interesting and stimulating work enables children to achieve well in recognising and sequencing numbers. The Reception classes build very well on work done in the Nursery. This increases children's self-confidence and enables them to continue with their good achievement. Most children enter the Nursery with a very limited knowledge of numbers and shape. The Foundation Stage staff take every opportunity to increase children's mathematical understanding. Adults' very high expectations of children's achievement and the many practical investigations planned help children to enjoy their work. This gives them very positive attitudes to learning. Children's enjoyment is evident when they practise counting by chanting number rhymes. Higher attaining children in the Reception classes have a secure knowledge of numbers above 20. However, most children are not likely to achieve the expected standards by the time they enter Year 1. Children identified as having special educational needs achieve well. Improved achievement and teaching show that good progress has been made since the previous inspection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve very well in handling computers and caring for living things because teaching is very good.
- Children in the Nursery have immediate access to a stimulating outdoor learning area.
- The outdoor learning area for children in the Reception classes is currently not in use because it is full of builders' shelters.

Commentary

48. Very good specialist teaching in information and communication technology ensures that children, including those with special educational needs, achieve very well in this area of their learning. Learning activities match their developing needs and interests so that they learn very effectively. Teaching and learning are very good throughout the Nursery and Reception classes and children make very good progress. The very effective use of the outdoor learning area by children in the Nursery increases their understanding of the natural world very well. Children plant and care for seedlings and hunt carefully for small creatures, increasing their awareness of how to care for living things. Children in the Reception classes are currently not able to experience independence in working outside because their learning area contains builders' shelters and cannot be used. Adults compensate for this very well by using the school grounds in closely supervised activities. Most children are likely to meet expectations in their computer skills by the time they leave the Reception classes. However, their limited skills on entry mean that overall their standards are below those expected in this area of learning by the end of their Reception Year. There has been good improvement since the previous inspection because achievement and teaching are now very good.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children in the Nursery have very good opportunities to improve their physical skills indoors and outside.
- Children in the Reception classes currently cannot use their outside learning area for physical development.
- Very good teaching gives children ample opportunities to use and develop their skills in using tools.

Commentary

49. Very well-focused planning ensures that children achieve well in developing their physical skills. The Nursery staff ensure that children have many opportunities, inside and outside, to improve their balance and climbing skills, and their control over wheeled vehicles and over equipment such as footballs. All adults ensure that children in the Nursery use the outdoor learning area regularly. Children's skills in this area of their physical development meet expectations and they achieve very well. The Reception classes are not able to use their outdoor learning area, and this restricts their understanding of how to use the outside area to develop spatial awareness. The teachers are compensating by using the school hall for movement sessions. Children, including those with special educational needs, achieve well in developing control over equipment but this is restricted because there are classrooms around the hall. All adults ensure that children have plenty of chances to use tools such as scissors and pencils. Children enjoy using and experimenting with these but have below average skills

in using them with good control. This reflects their well below average skills on entry. Improvement since the previous inspection is good because children's good attitudes and the quality of teaching are now very good.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- All staff in the Nursery and Reception classes provide very good opportunities for children to develop their imaginations.
- Children achieve well and develop very positive attitudes because teaching is consistently very good.

Commentary

50. All adults plan very carefully for the development of children's imaginations. They provide very good quality resources and experiences to extend children's learning. Children take up different roles very confidently and thoroughly enjoy acting out their parts. For example, children use microphones to put on a 'show'. This improves their speaking skills as well as their confidence. Teaching is consistently very good in this area of the curriculum and ensures that children achieve well. There are many opportunities in the Nursery and Reception classes for children to develop their skills and techniques. Adults ensure that children have a wide range of different materials and expect them to choose their own resources. This increases children's independence and their ability to experiment with materials and media. Very good teaching and clear explanations ensure that children concentrate very well. They clearly enjoy their work and use paint and clay confidently. In spite of very good teaching, however, most children are not likely to reach the expected standards in this area of learning by the time they leave the Reception classes. This is because of their low skills on entry to the Nursery. Improvement since the previous inspection is good because children's attitudes and the quality of teaching are now very good.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in all year groups but achievement is good.
- There is some good teaching in Years 5 and 6 but teaching overall is satisfactory.
- The quality of assessment and target setting is good.
- Leadership and management of the subject are good.
- Literacy skills are insufficiently developed overall in written work in other subjects.

Commentary

51. Standards in Years 2 and 6 are below average in speaking and listening and writing. Standards in reading are below average in Year 2 but average in Year 6. Pupils enter the school with well below average levels in their communication, language and literacy skills. This means that, although standards are still below average in Year 6, pupils have made good progress and achieved well in English. This is because there has been a high focus on teaching and learning and because good assessment procedures have been put into place. This is a good improvement since the previous inspection. Pupils who have been identified as having special educational needs achieve consistently well because of their very clear

individual education plans and the effective support that they receive in lessons. Pupils are placed in ability sets for their English lessons and this supports their achievement well.

52. Teachers work hard to develop pupils' speaking and listening skills. Pupils in all classes listen well in lessons but find it hard to give opinions and answer questions clearly and at length. Often they are reluctant to respond to questions despite the best efforts of the teachers. Adults use the guided reading sessions effectively in encouraging pupils to talk about the characters and events in books. In Year 2, for example, pupils are beginning to talk about the difference between riddles and tongue twisters. Pupils show a little more confidence as they get older. In Year 5, pupils discussed the value of using powerful language in their writing and, in Year 6, most pupils enjoyed discussing the main features of a myth.
53. Many pupils across the school lack confidence in their own reading skills. A significant number of pupils in Year 2 are still unable to recognise simple key words and sounds. Higher attaining readers in this year group enjoy choosing books and are beginning to read with some confidence. The guided reading sessions support pupils' early reading skills well. In Year 6, pupils have average levels of competence. Most pupils say that they enjoy reading both fiction and non-fiction books. They enjoy their guided reading sessions because these help them to understand more challenging vocabulary. They are beginning to understand how authors use language and different styles of writing to convey a message, for example, in 'The Iron Man' and 'Kensuke's Kingdom'. Lower attaining readers lack confidence in their own ability and say that they do not enjoy having to read in class.
54. Standards in writing are below average across the school. When pupils enter Year 1, their writing skills are still weak. Handwriting, spelling and grammatical skills are taught systematically in lessons but pupils are not being sufficiently encouraged to use these skills in their recorded work. As a result, pupils' handwriting by the end of Year 2 is still not clearly formed or organised and many pupils are not writing simple key words correctly. This weakness continues through Years 3 and 4 and is not consistently addressed in marking. Pupils' writing in Years 5 and 6 improves and there is a greater emphasis on how pupils present their work. Good opportunities are provided in all year groups for pupils to write for different purposes. For example, pupils in Year 5 have written a persuasive letter arguing the case for not killing whales; by Year 6 they have written a newspaper article about 'The Iron Man'.
55. The quality of teaching is satisfactory overall. Teaching is weaker in Years 3 and 4. Here, teachers' expectations of how pupils should present their work are unsatisfactory. Pupils' work is not marked consistently and poor handwriting and incorrect spellings are not identified and corrected. There is an overemphasis on the use of worksheets in Years 1 to 4 and pupils are not being given enough opportunities to develop their writing skills in exciting ways. An exception was a very good lesson observed in Year 1 where the teacher had high expectations for pupils to write key words correctly. By the end of Year 6, expectations are higher and more consistent. In good lessons seen in Years 5 and 6, teaching was challenging and rigorous and work was well matched to pupils' ability. Pupils made rapid progress, tried hard to succeed and were extending their learning. There are a few higher attaining pupils in these year groups who could still be challenged further, particularly in the provision of more extended writing opportunities. In a few lessons, a minority of pupils have limited concentration spans and maintaining their concentration slows the pace of the lesson so that the progress of others is adversely affected.
56. Good and consistent assessment procedures have been established in this subject. All pupils have individual targets to work towards and these are reviewed regularly. Pupils are clear about what they need to do to improve their work. The subject leader manages the subject very effectively. She monitors teaching and learning regularly and leads the staff well in moderating pupils' work. She has a clear vision of what needs to be done to raise standards and to improve achievement further.

Language and literacy across the curriculum

57. There is currently too little focus on how pupils use their knowledge of literacy skills in their writing in other subjects. As a result, written work in subjects such as religious education, science, history and geography is poor. There are examples of work being unfinished, unmarked and poorly presented. The provision for promoting literacy across the curriculum is not yet developed sufficiently well. The school is aware that there now needs to be a more structured approach to planning for this area in all subjects. There is some effective use of other subjects to develop literacy skills. For example, in art and design, pupils in Year 2 have written about the life of Van Gogh and, in Year 5, pupils have described the story behind the 'Praying Hands' painting. Information and communication technology is used effectively in Year 1 where pupils have written an account of their Victorian visit using digital photographs. Pupils in Year 5 have written good letters to their pen pals in an Indian school.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Very effective support for pupils with special educational needs ensures that their achievement is good.
- Teachers have good subject knowledge and plan work carefully to meet pupils' identified needs.
- Staff use the good quality assessment systems well, but marking does not always tell pupils what they need to do to improve their work.
- The strong focus on problem solving helps to develop pupils' numeracy skills well.
- Very good leadership and the effective monitoring of teaching and learning give a clear picture of progress across the school.

Commentary

58. Achievement is good throughout the school. Standards have risen well in Year 2 and the current Year 5 is already working at Year 6 levels. However, standards for the current Year 6 are below expectations. There are clear reasons for this. Attainment at the end of Year 2 in 2000 was poor for this year group and a high proportion of pupils have learning and behavioural difficulties. Pupils with special educational needs receive good support from classroom assistants and their teachers. This enables them to achieve as well as the rest of their classmates. There is no significant difference between the performance of girls and boys in lessons. The use of ability groupings makes good provision for pupils at different stages of learning and extends the skills of the small number of higher attaining pupils well. For example, a group of pupils won a mathematics puzzle competition organised by a local secondary school. Standards in Year 2 are average and these pupils have achieved well in the Foundation Stage and Years 1 and 2.
59. Teachers plan carefully for pupils with special educational needs. They use individual education plans well to give pupils suitably small steps for their learning. Teaching assistants give good quality additional help to these pupils. They tackle mathematics enthusiastically and behave well because staff make learning fun and celebrate their achievements.
60. Teaching is good overall and has a positive effect on pupils' standards and achievement. This is an improvement since the previous inspection. Planning is thorough and is based carefully on previous learning. Teachers use their subject knowledge effectively to produce lively and interesting whole class sessions. They manage challenging behaviour very well overall. This helps pupils to develop very positive attitudes to learning. This, too, is an improvement since the previous inspection. All teachers use assessment effectively to plan future work. They have a good understanding of individual needs and identify pupils across the full ability range

needing extra support. Opportunities are missed to help pupils to know what they need to do to improve their work. This is evident in the inconsistent quality of marking.

61. The current focus on problem solving in mathematics is improving pupils' skills well. They enjoy practical and relevant problems and are beginning to use their mathematical knowledge confidently. This has a positive effect on pupils' use of computers in their work.
62. The leadership and management of the subject leader are very good. She is very enthusiastic about the subject and has clear plans for its future development. Provision has improved well since the previous inspection.

Mathematics across the curriculum

63. The school develops the use of mathematics in other subjects well. This is particularly noticeable in information and communication technology, design and technology and geography. Pupils make accurate measurements to scale by Year 6, and use these to make, for example, moving toys and pencil cases. This makes them aware of how mathematics is used in everyday life and of its relevance to their needs.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well.
- Teaching assistants are deployed well.
- There are limited investigative opportunities in some classes.
- The outside environment is used well for research.
- An over-reliance on worksheets in some classes limits challenge and opportunities for pupils to develop reasoning processes.

Commentary

64. Standards are below average by the end of Year 2 and average by the end of Year 6. Average standards at the point at which pupils leave the school have been maintained since the previous inspection. Over the past five years, results in the national tests at the end of Year 6 have fluctuated from in line with, to below or well below the national average. During that time, boys have usually outperformed girls, but inspection evidence indicates no significant difference this year. Overall good and, sometimes, very good teaching, combined with the pupils' own willingness to learn, ensure that they, including those identified as having special educational needs, achieve well. Pupils with special educational needs are supported effectively by well-deployed teaching assistants.
65. An analysis of pupils' work and discussions with them show that there are limited opportunities for setting up and conducting investigations in some classes. However, higher-attaining and average ability pupils explain well when a test is 'fair' or not, as seen, for example in a good lesson in Years 3/4 where pupils observed the movements of woodlice in their habitats. A good feature in some classes, notably Year 5, is the opportunity for pupils to write up their investigations in a freely extended manner. This, together with teachers' high but realistic expectations, contributes significantly to extending their thinking. On the other hand, the over-reliance on worksheets in other classes often constrains learning and prevents pupils from deriving the full benefit of their investigative activities. This was evident, for example, in one Year 3/4 class in which some pupils underachieved, particularly those capable of reaching high levels. Routine work of this kind results in unsatisfactory behaviour if pupils become bored, and this means that other pupils do not make enough progress.

66. In Years 1 to 2, the range of development of pupils' skills, knowledge and understanding is sound. They know that light comes from a range of sources including the sun, and have set up simple electrical circuits using batteries, wires and bulbs. In their study of life processes and living things, they have used the outside environment well, for example in finding out the habits of mini-beasts. By the end of Year 6, higher attaining pupils have a good knowledge and understanding of scientific facts and processes, including how mixtures may be separated, why some changes are reversible and others not, how the gravitational attraction between them and the Earth works, and about the function of the heart and lungs. Lower attaining pupils' awareness of these facts and processes is far less secure. Pupils' difficulties with writing prevent them from writing accounts of their work consistently well and, particularly for lower attaining pupils, difficulties in comprehension make it difficult for them to interpret questions.
67. Teaching is good overall throughout the school, and, in two thirds of the lessons, it is very good. Nearly all teachers' subject knowledge is good and is used effectively to explain scientific processes, and, during the inspection, to provide opportunities for pupils to devise their own experiments. Very good examples were observed in two Year 3/4 classes of pupils making reliable observations about organisms, and in a good Year 5 lesson, where pupils investigated how to change pitch and loudness of sound, using a range of instruments. In these lessons, teachers paid particular attention to 'fair testing' and the acquisition of specific scientific terminology. An examination of pupils' work over time, however, does not show that these opportunities are routine. In nearly all lessons, the purposeful atmosphere created contributes greatly to raising pupils' self-esteem and nurturing their good attitudes.
68. The subject is led and managed satisfactorily. The conscientious subject leader, in post for less than a year, ensures that all aspects of the National Curriculum are covered and that planning includes opportunities for continuity and progression. Due to financial constraints, she has been unable to monitor teaching and learning, which she considers an important part of her professional development. Although the assessment system is satisfactory, its use to analyse data and set targets for the next stages of pupils' learning is not sufficiently rigorous. Resources are adequate, maintained well and easily accessible to teachers.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good uses made of ICT across the curriculum.
- The ICT co-ordinator provides very good leadership and management.
- Teaching, learning and achievement are very good overall.
- There is limited attention to control and monitoring.
- Resources for learning are good.

Commentary

69. Standards in ICT at the end of Years 2 and 6 are in line with national expectations. This is similar to the findings of the previous inspection, but considering the higher demands now being made in the curriculum, there has been a good improvement in standards. Pupils, including those identified as having special educational needs, make very good progress. They also achieve very well due to very effective teaching overall, aided by their own interest and very good attitudes.
70. All classes have twice-weekly access to an updated and fully networked computer suite, complete with a projector screen served by a laptop computer. Other computers, including 16 wireless laptops, are placed strategically and are used effectively in many lessons throughout the school to enhance pupils' ICT skills. A good feature of the provision is the good use of ICT

in other subjects. This is a significant improvement since the previous inspection when this aspect was a cause for concern. Good examples observed during the inspection included the use of a phonics and spelling program with a group of Year 3/4 pupils identified as having special educational needs, using the Internet for research in a Year 1 history lesson, and pupils in a Year 5 lesson handling a measuring program well to calculate angles. The coverage of the control and monitoring elements of the curriculum is less well developed.

71. Pupils in Years 1 and 2 use the mouse and keys successfully to log on, locate icons to change font, colour and size, and to save completed work. By the end of Year 6, pupils prepare multimedia presentations and identify patterns while devising spreadsheets. One very good example was observed in a Year 6 lesson where pupils used a program to organise, refine and present information about the Golden Temple at Amritsar, using text, graphics and sound.
72. Teaching and learning are very good overall. Nearly all teachers have had recent training in ICT. However, during the inspection, the management of learning in the computer suite was generally by the subject leader, who also taught most lessons. His expectations are consistently high. Teaching is vigorous and challenging, and, as a result, pupils are engaged positively and interest is maintained throughout lessons. Learning objectives are shared with pupils and are clearly defined, and the procedures pupils have to follow in each lesson are presented well. They therefore know what is expected and why. This was seen to good effect in a very good Year 2 lesson considering the similarities of life in Ghana and Durham, for example. Continuous assessment is used well as pupils are asked to evaluate their work and that of others.
73. The leadership and management of ICT are very good. The subject leader has managed the establishment of the suite effectively and has a very clear overview of strengths and weaknesses in the subject, and how the areas for development should be addressed. Assessment procedures are good but more use could be made of specific target setting for groups of pupils at different stages of learning. The subject leader is aware of this, as well as of the need for computer-driven whiteboards in classes and more attention to control and monitoring. He has plans to address all of these when funding is available.

Information and communication technology across the curriculum

74. The use of ICT to support pupils' work in other subjects is good overall. The weekly lessons in the computer suite are usually linked to class projects. For example, pupils in Year 6 have used different search engines to research the ancient Greeks, and visited the BBC and Canterbury Environment websites for their study of life processes and living things. In Year 3, pupils have used CD-ROMs to access information about organisms and then presented their findings in block graphs and pie charts. ICT is used well to support pupils identified as having special educational needs. This was illustrated in a Year 3/4 religious education lesson to help a dyslexic pupil to increase the speed of writing, and in a Year 2 class to enhance two pupils' knowledge and understanding of multiples.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Environmental education contributes significantly to pupils' geographical awareness.
- Very good international involvement of pupils and staff enhances pupils' knowledge and understanding of geographical issues.
- The programme of visits brings geography to life for pupils.
- Good attention is given to the use and development of pupils' skills in literacy and numeracy.
- The monitoring and evaluation of provision does not include observation of lessons.

Commentary

75. Standards in geography are in line with those expected of pupils in Years 2 and 6. Given the high numbers of pupils identified as having special educational needs, this represents good achievement. There is good development of pupils' key skills in numeracy and literacy during geography lessons through descriptive writing and when collecting, using and interpreting data about different geographical locations. For example, in a Year 3/4 lesson, pupils used imaginative language in recording their experiences and feelings in the form of poetry after visiting a seaside town. Pupils in Year 2 acquire a good knowledge of the climate in tropical countries and the types of crops that are grown there. They know about life in Ghana, for example, the kinds of food that people eat, and, through carrying out a tasting survey, they make comparisons to their own diet. By Year 6, pupils understand how people manage the use of land and that these uses can improve or damage the environment. For example, they have considered how the coastline is managed for purposes of tourism and protection from erosion.
76. The quality of teaching and learning is consistently good and this is an improvement since the previous inspection. The high level of involvement of many staff in international projects through visits to India, for example, significantly enhances their knowledge and expertise, and the range of resources for teaching pupils about global issues. Well-planned visits to study a range of locations enable pupils to learn from very good, real and meaningful experiences. Teachers use these experiences well to enable pupils to achieve a clear understanding of geographical elements such as human and physical features. Lessons are planned and prepared well, with very good use of illustrations, information and communication technology and artefacts, so that pupils' interest is captured and they are well motivated to learn about the places and topics being studied.
77. The curriculum has been improved significantly since the previous inspection. The school recently won a National Clean Air Award and an Eco Award for its very good environmental education programme. The Eco club involves many pupils in extra-curricular work including the recycling of waste materials, developing the school grounds and supporting the protection of endangered species. The International School Award was achieved for the school's partnership with, and support for, a school in India and this leads naturally and effectively to the development of pupils' appreciation of global issues. Environmental education is included across the curriculum through topics such as visits to an island, studying animals, plants and habitats, and environmental influences.
78. The leadership and management of the subject are good overall. An appropriate scheme of work is very well supplemented by educational packs developed by teachers about contrasting localities, locally and internationally, and by access to very good resources through available websites. A well-structured programme of topics and programmes of study has been established to ensure good progression and continuity in pupils' learning. A good

portfolio of examples of pupils' work illustrating the levels of attainment in the National Curriculum provides good guidance for the assessment of pupils' work. However, the monitoring of provision in geography by the subject leader is limited to checking teachers' planning and pupils' work. There are no opportunities for her to observe lessons and to monitor the quality of teaching and learning throughout the school.

History

Provision in history is **good**.

Main strengths and weaknesses

- Lessons are well planned and prepared with good use of resources.
- Very good displays of pupils' work and collected artefacts and illustrations help to capture pupils' interest.
- Pupils have opportunities to discover historical facts through research.
- The subject leader's monitoring and evaluation of provision does not include observing teaching and learning in lessons.

Commentary

79. Throughout the school, pupils achieve well and reach expected standards in Years 2 and 6. By Year 2, they learn how to use books and information and communication technology to find out about the past. They achieve a good knowledge of local history, for example, the role of Timothy Hackworth in railway history. They develop a good understanding of historical changes from studying artefacts from the past and comparing them to modern items. They know that the past can be represented by pictures, photographs and what things were made of. They learn to question why? how? and what? Pupils in Years 3 and 4 gain a good knowledge of Tudor times and the way people lived, and understand why the quality of houses improved during the period. Older pupils in Years 5 and 6 understand the use of propaganda during World War II and the way life changed due to food shortages. They understand 'rationing' and the 'Dig for Victory' slogan and produce slogans of their own such as 'Dig down deep for food to keep'. By Year 6, pupils have a good understanding of the importance of primary and secondary sources in learning about the past.
80. The quality of teaching and learning is good. Lessons are well planned and prepared, with well-chosen resources, for example, ration books, recipes and guides on food conservation from World War II. There are effective partnerships between teachers and teaching assistants in involving all pupils, including those identified as having special educational needs, in lesson activities so that pupils learn to work together effectively in groups. Very good displays of illustrations, historical artefacts and pupils' work significantly enhance the quality of pupils' learning and give history a high prominence within the curriculum. Teachers make good use of books and information and communication technology for research.
81. The leadership and management of the subject are good. An appropriate scheme of work is in place with good improvements since the previous inspection. It provides good coverage of the programmes of study and progression and continuity in pupils' learning. Visiting historians, very well planned visits to museums, castles and places of historical interest, and pupils' involvement in the development locally of a new railway museum, create high levels of interest by bringing history to life. Good attention is given to the use and development of pupils' key literacy and numeracy skills in the delivery of history. The monitoring of teaching and learning is satisfactory through analyses of teachers' planning and pupils' work, but the subject leader does not observe teaching and learning to evaluate strengths and weaknesses in provision.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is some good teaching in the subject which enables pupils to learn well.
- There is a high emphasis on learning about faiths other than Christianity.
- Pupils have good attitudes towards their learning.
- Teachers' expectations of pupils' recorded work are too low and there is very little emphasis on the use of good literacy skills.
- There are limited systems for monitoring pupils' progress.

Commentary

82. Standards of attainment meet expectations by the end of Years 2 and 6 and are in line with the locally agreed syllabus. Pupils achieve well across the school. This is a similar picture to that found in the previous inspection. Pupils in Year 2 retell the Buddhist story of 'The Monkey King' and begin to relate the values and beliefs in that story to their own lives. In Year 5, pupils identify different emotions displayed through other faiths and write interesting and thoughtful recipes for 'a better world' for us to live in. Pupils in Year 6 identify the key features of the Gurdwara which show reverence, respect and equality. They discuss these features with interest and sensitivity and value each other's opinions and ideas. Lesson planning shows that there is a high emphasis on learning about faiths other than Christianity, although this is interspersed with aspects of Christianity. Pupils' social skills are supported well in lessons and in school assemblies. Pupils' attitudes in lessons are generally good. They listen with interest and particularly enjoy handling a range of artefacts associated with different faiths.
83. Teaching and learning are satisfactory overall. Where teaching is good in Years 5 and 6, pupils learn quickly and achieve well. This is because lessons move at a brisk pace and interesting resources are used to hold pupils' attention. Sensitive and reflective dialogue takes place involving all pupils and adults. An analysis of workbooks in Years 1 to 4 illustrates some unsatisfactory aspects of teaching. In all year groups there is an overemphasis on completing and often colouring in worksheets and teachers' expectations of how pupils should present their written work are too low. Pupils are not encouraged to use good literacy skills in their writing and there are examples of work being unfinished and unmarked. As a result, pupils' learning is too slow and often ineffective. The quality of pupils' written work in Years 5 and 6 is better because they are encouraged to present their work tidily and to use good literacy skills.
84. The leadership of the subject is satisfactory. Long-term and medium-term planning is extremely brief and is used transparently as an overview of coverage. The subject leader has little opportunity to monitor the subject in depth. As a result, some of the lessons observed bore little resemblance to the planning documents. Assessment procedures do not enable the school to monitor pupils' progress regularly and systematically. Resources match the planned curriculum adequately.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

Art and design

85. No lessons were seen in art and design during the inspection. It is, therefore, not possible to make a judgement on the quality of teaching and learning, and provision. The basis for judgements is the analysis of pupils' work in books and around the school, and discussion with the subject leader.

86. The work seen indicates that current standards exceed expectations for most pupils by Years 5 and 6. This is an improvement since the previous inspection. Work in sketchbooks shows that pupils develop their skills and techniques systematically as they move through the school. Pupils use a wide range of materials and media in their work and produce high quality artwork. Their sketches of praying hands, for example, are particularly effective and demonstrate a good level of maturity. Throughout the school, pupils' work provides good links with subjects such as history, and they use computers effectively to create pictures and patterns. Subject leadership is good and ensures that pupils experience a curriculum of good quality. This is enriched well by visiting artists and events such as the enjoyable recent art day.

Design and technology

87. No lessons in design and technology were seen during the inspection. It is, therefore, not possible to make a secure judgement on the quality of provision, teaching and learning. Judgements are based on the analysis of work in pupils' books, work around the school and discussion with the subject leader.
88. An analysis of pupils' work shows that they attain the expected standards in developing their skills and techniques by Years 2 and 6. This reflects the findings of the previous inspection. Pupils clearly take much care in carefully finishing their products and make accurate measurements. This helps them to realise the relevance of their learning to their work in mathematics. Pupils begin to make evaluations of their work from Year 1. They learn to suggest improvements and, by Year 6, write clear instructions for making their designed products. Good quality subject leadership ensures that teachers are confident in teaching the subject and that they make effective links with subjects such as science.

Music

89. No lessons were observed in music which means that it is not possible to comment on the quality of provision or teaching and learning. Whole school singing in assemblies is good in the Reception Year and Years 1 and 2, and satisfactory in Years 3 to 6. Pupils sing tunefully and have a reasonable awareness of the meaning of what they are singing. There are opportunities for pupils to learn the violin and brass instruments and some 20 pupils take advantage of this. The school provides good opportunities for pupils to gain experience of performing in public. The school also provides pupils with opportunities to learn the recorder. Recent examples include an international carol service in the local church, a music support services concert and participation in the local carnival. Visiting musicians have included a singer who worked with the choir, interactive workshops on the Tudors, a performance by 'Travelling by Tuba', and performances by string, brass and wind quintets. The subject is led and managed well and the subject leader ensures that the National Curriculum is covered. Music has a high profile in the school.

Physical education

90. No lessons were observed so no judgements are made on the quality of teaching and learning or overall provision. The subject is led and managed well and the subject leader ensures that pupils have a good range of experiences in physical education. Standards in swimming meet expectations and a high proportion of pupils swim at least 25 metres by the time that they leave the school. Pupils benefit from some external coaching, for example in soccer, dance and athletics, but opportunities for experiencing competitive sport are limited. Pupils in Years 3 and 4 have experienced orienteering, and pupils in Year 5 experience team-building activities and problem solving games during their residential visit. Pupils in Year 6 also experience some physical activities on their residential visit. Opportunities in swimming are currently restricted because the local pool is closed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHEC) and citizenship is **good**.

Main strengths and weaknesses

- Pupils are given good opportunities to develop their personal and social skills, self-awareness and understanding of citizenship.
- The quality of teaching and learning is good and the provision is well led and managed.
- The provision for learning about international citizenship is a strength.

Commentary

91. Personal, social and health education and citizenship is seen as an integral part of the curriculum. Regular personal, social and health education and citizenship lessons and whole class discussions are timetabled. Through a detailed audit of the school's provision for PSHEC, the subject leaders have a good knowledge of how and when the various elements of the subject are taught. Systems to formally monitor and evaluate the school's provision have yet to be fully developed. Planning appropriately includes the importance of relationships, and the dangers of drugs and other substances. The school is currently developing a subject action plan to support its bid for Healthy Schools Status.
92. Many activities take place in school to develop pupils' personal skills. For example, pupils are given responsibilities through 'Buddies' and the school Eco-councils. Various strategies are in place to promote pupils' self-esteem, including a merit system and the weekly class trophy winner. Citizenship is well promoted, for example, in a Year 6 lesson on the process of running an election, pupils were keen to suggest opinions for their own group's manifesto.
93. The quality of teaching and learning is good. The school's work in developing an understanding of international citizenship is a particular strength. Partnerships with the British Council and British Telecom have enabled some of the school's staff to visit India and, in the week before the inspection, Indian teachers had visited the school. This has resulted in a significant increase in understanding and has enabled pupils in Year 6 to pursue a topic focused on this link, while the school has promoted the idea of a school council in the school in India.
94. The school's provision for personal, health and social education and citizenship is a major factor in developing pupils' confidence and positive self-image. This is contributing effectively to their good achievement throughout the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

| | |
|--|----------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 3 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 4 |
| Pupils' achievement | 3 |

| | |
|---|----------|
| Pupils' attitudes, values and other personal qualities | 3 |
| Attendance | 4 |
| Attitudes | 3 |
| Behaviour, including the extent of exclusions | 3 |
| Pupils' spiritual, moral, social and cultural development | 3 |

| | |
|--|----------|
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 4 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 4 |
| Support, advice and guidance for pupils | 3 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |

| | |
|--|----------|
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 3 |
| 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).