

# INSPECTION REPORT

**OUR LADY STAR OF THE SEA ROMAN CATHOLIC  
PRIMARY SCHOOL**

Peterlee, County Durham

LEA area: Durham

Unique reference number: 114281

Headteacher: Mr M Carter

Lead inspector: L A Furness

Dates of inspection: 16-18 May 2005

Inspection number: 269549

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant and Junior                                  |
| School category:             | Voluntary Aided                                    |
| Age range of pupils:         | 4-11   |
| Gender of pupils:            | Mixed  |
| Number on roll:              | 123  |
| School address:              | Thorpe Road<br>Horden<br>Peterlee<br>County Durham |
| Postcode:                    | SR8 4AB  |
| Telephone number:            | 0191 5863 895                                      |
| Fax number:                  | 0191 5873 174                                      |
| Appropriate authority:       | The Governing Body                                 |
| Name of chair of governors:  | Mr Julian Hunt                                     |
| Date of previous inspection: | 7-8 March 2000                                     |

## CHARACTERISTICS OF THE SCHOOL

Our Lady Star of the Sea is a smaller than average Roman Catholic voluntary aided primary school for boys and girls between the ages of four and eleven years. Currently, 123 pupils (64 boys and 59 girls) attend the school which indicates a fall in roll since the previous inspection. This is mainly due to a change in local transport arrangements which meant that children from a nearby village are no longer able to easily attend this school. There are five classes, all of which have pupils from more than one year group. The number of pupils identified as having special educational needs is above the national average but there are no pupils with a statement of special educational need. The number of pupils known to be eligible for free school meals is above the national average. Almost all pupils come from a white British background, and all speak English as their first language. Although there is a wide range of attainment on entry to the school in reception, the majority of children have skills that are mainly below those expected for their age. The attainment on entry information indicates a decline over recent years. In 2003, the school attained the Active Mark gold, Healthy Schools' status and the Investors in People award. The school is involved with a local Excellence Cluster and a government initiative – The Primary Leadership Strategy. At the time of the inspection the headteacher and reception class teacher were absent. A headteacher (associate headteacher) and a reception teacher from other schools were brought in by the Local Education Authority to support the school during these absences.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |             |                | Subject responsibilities   |
|--------------------------------|-------------|----------------|--|
| 8245                           | L A Furness | Lead inspector | Foundation Stage<br>Special Educational Needs<br>English as an Additional Language<br>Mathematics<br>Information and Communication Technology<br>Personal, Social and Health Education including Citizenship |
| 9572                           | K Anderson  | Lay inspector  |  |
| 32618                          | E Elvidge   | Team inspector | Science<br>Art and Design<br>Design and Technology<br>Music<br>Physical Education  |
| 19226                          | S Flood     | Team inspector | English<br>Geography<br>History  |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a satisfactory level of education for the pupils but there are serious weaknesses in aspects of leadership and management. At the end of Year 6 pupils attain standards in English, mathematics and science that mainly match those expected for their age and achievement is satisfactory. Teaching is satisfactory overall and the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Key management systems, including monitoring and evaluation, are ineffective
- Although standards are now improving and achievement is satisfactory, it is evident that over time more able pupils have not achieved as well as they should
- The use of assessment information is unsatisfactory and target setting procedures and the tracking of pupils' progress have not been sufficiently rigorous
- Very good relationships between adults and pupils at the school make a strong contribution to the positive attitudes that pupils have towards the school and their learning
- The very good links with the community and with other schools help to enrich the curriculum
- Provision for physical education is very good
- Pupils are not being provided with enough information about what they need to do to improve their work

Improvement since the last inspection in March 2000 is unsatisfactory because standards attained and the quality of leadership and management have declined. The issues raised by the previous inspection have not been fully resolved. The curriculum for children of Reception age is now more appropriate but planning shows that the use of an outside area as a resource for learning is limited. The costings for the school improvement plan still cover only one year and the school was unable to supply any information about a longer term strategic plan.

### STANDARDS ACHIEVED

Achievement overall is satisfactory although overtime there is evidence of unsatisfactory achievement, particularly of more able pupils. This is because tracking and target setting systems have been ineffective and teachers have not had precise enough information about what pupils were capable of achieving. In 2004, Year 6 pupils' performance in the National Curriculum tests was well below the national average in English and science and below the national average in mathematics. Their performance was the same in comparison with similar schools.

| 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    | E               |
| Mathematics   | C           | C    | D    | D               |
| Science   | C           | E    | E    | E               |

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

However because of more targeted support and more effective use of assessment information pupils currently in Year 6 are attaining standards that mainly match those expected nationally for their age in English, mathematics and science. Year 2 pupils in 2004 attained standards that were below the national average in writing and mathematics and well below in reading. Standards matched those of similar schools in writing and mathematics but were below in reading. Pupils currently in Year 2 are attaining standards that are below those expected in reading and writing but

match those expected in mathematics and science. When children first start in the reception, they display personal and academic skills that are below those expected for their age. Good progress and achievement in the Reception class leads to most children attaining the expected learning goals in personal, social and emotional development. However, few are on course to attain the goals in communication language and literacy and mathematical development. There was insufficient evidence to make judgements on attainment or achievement in knowledge and understanding of the world, physical and creative development. Pupils with special educational needs make satisfactory progress.

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

## **QUALITY OF EDUCATION**

**The overall quality of education is satisfactory, as is the overall quality of teaching and learning.** There are some weaknesses in the teaching of more able pupils throughout the school which is a result of teachers not having sufficient information about pupils' prior attainment. Teachers use ICT very well to engage pupils' interest in lessons. Support staff make a good contribution to pupils' learning, particularly for pupils with special educational needs. The school provides a satisfactory curriculum, enhanced well by a wide variety of additional opportunities outside of the normal school day. Opportunities for pupils' physical development are very good. Good attention is paid to pupils' care, welfare and safety and there are good links with parents. The links with the community and other schools are very good. The school values all of its pupils and has good strategies provision for seeking and acting on their views.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are unsatisfactory.** Although the associate headteacher is providing good leadership, serious weaknesses in management have led to a decline in standards over time. The leadership of key staff is satisfactory as is the governance of the school. The governing body ensures that the school fulfills most of its statutory duties.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have positive opinions of the school. They have no significant concerns. Discussions with pupils showed that they are also very happy with their school.

## **IMPROVEMENTS NEEDED**

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

- Establish rigorous and thorough monitoring and evaluation procedures for all of the school's work
- Complete the work on developing tracking and target setting systems and use the information effectively to improve the achievement of all pupils, including the more able
- Give pupils the information they need to be able to evaluate and improve their work

and, to meet statutory requirements:

- Ensure that all aspects of performance management are securely in place

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement is satisfactory overall and by Year 6 the majority of pupils are attaining the standards expected nationally for their age in English, mathematics and science. The progress and achievement of more able pupils is unsatisfactory.

#### **Main strengths and weaknesses**

- By the end of Reception, children attain the early learning goals expected for the children's age in personal, social and emotional development and this shows good achievement
- Effective strategies are being used to improve standards in English throughout the school
- Too few pupils attain the higher levels in English, mathematics and science by Year 6
- Pupils with special educational needs are supported well by teaching assistants

#### **Commentary**

1. On entry to school in Reception, children's attainment is below that normally seen for their age. Language skills are particularly weak. Their personal, social and emotional development is given high priority and ongoing assessment information shows that the majority of children will have met the goals expected for the end of the Reception year (the early learning goals) in this aspect of their learning. Achievement is good. Attainment is below that expected in communication language and literacy and mathematical development. However, this represents satisfactory achievement given their low starting point. There was insufficient evidence available to make judgements on attainment or achievement in knowledge and understanding of the world, physical and creative development.
2. In 2004, Year 2 pupils' performance in the National Curriculum tests was below the national average in writing and mathematics and well below in reading. In comparison with similar schools, standards matched in writing and mathematics and were below in reading. As can be seen from the table below however, this performance is an improvement from 2003 when results were the lowest ever. The school was particularly successful with pupils attaining the higher level in mathematics but in reading and writing there was limited evidence of higher attainment. Strategies such as 'talking partners' are now being used to improve pupils' language skills. These, and a programme called 'Literacy gone Madd', are effective in encouraging pupils to use their literacy skills in many other curriculum areas. This is improving achievement. Pupils currently in Year 2 are attaining standards that are below those expected in reading and writing but match those expected in mathematics, science, information and communication technology (ICT), geography and history. Achievement is satisfactory overall but good in ICT.

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

| <b>Standards in:</b> | <b>School results</b> | <b>National results</b> |
|----------------------|-----------------------|-------------------------|
| Reading              | 14.6 ( 13.9)          | 15.8 (15.7)             |
| Writing              | 14.2 (12.8)           | 14.6 (14.6)             |
| Mathematics          | 15.8 (14.0)           | 16.2 (16.3 )            |

*There were 15 pupils in the year group. Figures in brackets are for the previous year*

3. In 2004, Year 6 pupils' performance in the National Curriculum tests was well below the national average and the performance of similar schools in English and science and below

the national average and the performance of similar schools in mathematics. Although the school has a relatively small cohort of pupils taking the tests each year, which means that the attainment of individual pupils has a large effect on the overall picture, standards have been declining over the last three years. The school recognised that the reason for this decline in standards was that too few pupils attained the higher level (Level 5). In English, no pupils attained the higher level. Also pupils, who attained Level 3 in Year 2, were not attaining the higher level in Year 6, which indicated unsatisfactory progress over time. Although strategies were put into place they were not effective in halting this decline. However, this year through taking part in a national initiative (The Primary Leadership Strategy), assessment data has been more effectively analysed and a more rigorous tracking and target setting system put into place. As yet however, this has not had time to impact fully on standards and achievement throughout the school.

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

| <b>Standards in:</b> | <b>School results</b> | <b>National results</b> |
|----------------------|-----------------------|-------------------------|
| English              | 25.0 (25.6)           | 26.9 (26.8)             |
| mathematics          | 26.0 (27.0)           | 27.0 (26.8)             |
| science              | 27.3 (27.5)           | 28.6 (28.6)             |

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

4. Pupils currently in Year 6 are attaining standards that mainly match those expected nationally for their age in all aspects of English, mathematics and science. Achievement is satisfactory although more able pupils are not consistently challenged in their work. However, as a result of more specific information being available to teachers about what pupils need to learn to make appropriate progress, achievement is improving. In ICT, standards are below those expected nationally for pupils' age but this represents satisfactory achievement in relation to their prior attainment. In history and geography standards match those expected and achievement is satisfactory. There was insufficient evidence to make a judgement on standards or achievement in art and design, design and technology, music and physical education.
5. Pupils with special educational needs make satisfactory progress and their achievement is satisfactory. This is because of the good support that these pupils receive from teaching assistants who ensure that they are fully included in lessons. There are no differences between boys and girls attainment and the school did not meet the targets set for 2004. Pupils have good opportunities to practice their use of literacy and numeracy skills in other subjects. For example, literacy skills are encouraged in aspects of art and design and music and numeracy skills are used well when recording scientific investigations.

#### **Pupils' attitudes, values and other personal qualities**

Pupils have good attitudes to learning and their behaviour is good. They benefit from the good provision that is made for their personal development including their spiritual, moral, social and cultural development. Attendance is satisfactory and punctuality is good.

#### **Main strengths and weaknesses**

- Pupils are happy and enjoy school life
- Very good relationships are evident throughout the school
- The school is successful in helping pupils to become caring, mature and responsible members of the school community
- Attendance is adversely affected by holidays taken during term time

## Commentary

6. Pupils enjoy school life and take part in activities with interest and enthusiasm. They eagerly speak to visitors about their work and play. The Reception aged children are also well settled and happy in school, despite the change of teachers over the past few weeks. As found in the previous inspection, behaviour in lessons is mainly good. The majority of pupils settle quickly to their work and follow their teachers' instructions carefully. They approach tasks willingly and work well in groups, pairs or on their own. In most classes, all pupils take a full part in the lesson although a few younger boys are self-conscious when participating in drama sessions. Staff actively involve all pupils in the life and work of the school and treat them with respect. Consequently pupils with special educational needs enjoy coming to school where they feel secure and valued and show their appreciation of the school's additional educational provision by behaving well and working hard. Pupils are keen to answer questions and listen quietly whilst others are speaking. There have been three fixed term exclusions in the recent past.

### **Ethnic background of pupils**

### **Exclusions in the last school year**

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White - British                             | 122                  | 3                                 | 0                              |
| Mixed – White and Black Caribbean           | 1                    | 0                                 | 0                              |

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

7. Relationships are very good. Buddies and mediators, as well as staff, are available when occasionally relationships breakdown. Generally, however, pupils work and play very well together. Isolated incidents of unkindness are taken seriously by staff and are usually resolved effectively. Play times are friendly and safe and lunchtimes are sociable events. Pupils willingly follow established routines. They sit together very well at the table, use knives and forks correctly and speak happily with their friends and visitors. They very enthusiastically carry out many responsibilities in school. Their work plays a valuable part in maintaining a happy and orderly community. The work of the school council successfully enables pupils to make suggestions about how to improve provision, and they know their views are valued and, where possible, acted upon.
8. The spiritual, moral, social and cultural development of pupils is good. The positive ethos that pervades the school helps pupils to feel good about themselves, and to learn to respect others. During circle time (whole class discussion sessions), all have the chance to express their own thoughts and ask questions. Strong links with the Catholic Church and regular attendance at services offers pupils opportunities to explore their own faith. They demonstrate sensitivity to the needs of those less fortunate than themselves by raising money for a number of different charities. Pupils help to devise the school rules and review these at regular intervals. They know how they are expected to behave and almost always do so. Cultural development is well provided for. This is an improvement since the last inspection. Through the 'Here I Am' programme of work, pupils learn about the beliefs and traditions of others. During 'Faith Week' each class studies one major world religion. Visitors are invited to talk to the children about the jobs they do and pupils have visited local supermarkets and sewerage works. An artist has helped with willow weaving in the school grounds and currently a Japanese Akito class is running each week in the school hall. As a result pupils gain a good understanding of the diversity of the world in which they live.
9. The vast majority of pupils come to school regularly. However, because a significant number of parents take their children on holiday during the school term, the overall attendance rates are only satisfactory. However, attendance has improved since the last inspection. The school ensures that reasons for non-attendance are obtained and so no

unauthorised absences have been recorded. Most pupils arrive at school on time and the school day starts promptly.

**Attendance in the latest complete reporting year 2003-2004 (95.9%)**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 5.4 | 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.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is satisfactory as is the quality of teaching and learning. The curriculum is satisfactory and the attention to pupils’ care, welfare and safety including partnership with parents is good. The links with the community and other schools are very good. Assessment systems however, are unsatisfactory.

**Teaching and learning**

The quality of teaching and learning is satisfactory overall. Assessment is unsatisfactory.

**Main strengths and weaknesses**

- Challenge for more able pupils is inconsistent
- Teachers use resources and strategies well to engage pupils’ interest in lessons
- Very good relationships between adults and pupils promote pupils’ good attitudes to learning
- Marking does not ensure that pupils know why their work is good and how they should improve the quality of their work
- The use of assessment information in planning is unsatisfactory

**Commentary**

10. Although the quality of teaching observed during the inspection was at least good, the standards pupils attain and their satisfactory achievement supports the judgement that over time, teaching and learning are no better than satisfactory. A concern noted during the inspection was the lack of consistent challenge for more able pupils and this is substantiated by how few pupils attain the higher levels in the national tests for English, mathematics and science. Teaching was very good in the Foundation Stage during the inspection, but the children were not being taught by their normal teacher. Overall, there was insufficient evidence to make a judgement on the quality of teaching and learning over time in the Foundation Stage.

**Summary of teaching observed during the inspection in 16 lessons**

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 4         | 12   | 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.*

11. Strengths in teaching include good subject knowledge in the majority of subjects and the way that teachers use ICT to engage pupils’ interest and enhance their learning across a range of subjects. Interactive whiteboards are used effectively during introductions to lessons and teachers confidently use this resource to illustrate learning points. This was seen in a good science lesson when the teacher used ICT to further develop pupils’ understanding of fair testing Learning intentions are shared well at the start of lessons so

pupils are clear about what is expected of them. Good strategies are used to involve pupils during introductions. These include the use of personal whiteboards, as was seen in English and mathematics, and the use of 'talking partners' so that all pupils are able to express their ideas and take an active part in question and answer sessions. In the lessons seen, teaching and learning in mathematics were good overall. Teachers deploy teaching assistants well so they ensure that less able pupils and pupils with special educational needs are fully included in lessons. Very good relationships between adults and pupils at the school make a strong contribution to the positive attitudes that pupils have towards their learning. In most lessons pupils are productive and teachers plan good opportunities for pupils to work both independently and co-operatively.

12. Although teachers mark pupils' work conscientiously, marking does not always inform pupils of what the good aspects of their work are and what they need to do to improve. The use of assessment information is not rigorous enough and teachers do not have sufficient information about what pupils need to learn next. Consequently activities planned are not always appropriate to all pupils' needs and more able pupils in particular have not made the progress that they are capable of. Although this is improving with the recently introduced tracking and target setting systems, teachers still do not have enough guidance to help them plan activities to match the range of attainment within the class. Homework provision is satisfactory.

## **The curriculum**

The curriculum is satisfactory and opportunities for enrichment are good. The quality of the accommodation and resources is satisfactory.

### **Main strengths and weaknesses**

- Pupils are given very good access to a wide range of sporting opportunities
- The focus on health and citizenship successfully promotes pupils' personal development
- Visits and visitors to school contribute effectively to the enrichment of the curriculum

### **Commentary**

13. The school meets the statutory requirements for the National Curriculum and religious education and the National Strategies for literacy and numeracy are fully implemented. The Foundation Stage curriculum is satisfactory. Scrutiny of planning indicates that although activities for all six areas of learning are planned for, the opportunities for outdoor learning are not maximized. Provision for pupils with special educational needs is satisfactory. These pupils have individual action plans that identify the steps in their learning needed for them to achieve satisfactorily. They are reviewed regularly and teaching assistants support pupils' special educational needs well in class.
14. A notable strength of the curriculum is the range of opportunities for pupils' physical development. The school works very closely with a group of other local schools ensuring that pupils have access to a wide range of sports both during and after the school day. Pupils greatly appreciate this and are enthusiastic and interested in sporting activities. This interest was seen in an after-school martial arts club. The school was awarded the Active Mark Gold in 2003. Provision for personal, social and health education is good. The importance of becoming a good citizen is enhanced by the mediator and buddy systems and the school's hard work was rewarded with the Healthy Schools' Award in 2003.
15. Good use is made of visits and visitors to support learning. For example, pupils visit a variety of locations which have supported learning, for example, in history and geography. The recent visits of a local artist enhanced opportunities in art and design as pupils worked with the artist to create willow structures in the school grounds. The pupils are rightly very proud of these structures.

16. The accommodation is satisfactory as are resources. The caretaker maintains a good standard of cleanliness throughout the building and interesting displays create a bright learning environment. However, the interactive whiteboards in some classrooms are badly positioned. Glare from windows restricts viewing unless blinds are fully closed. This means that often rooms are dark and restricts pupils being able to use other media when whiteboards are being used.

### **Care, guidance and support**

Overall pupils' care, welfare, health and safety are good but guidance based on effective monitoring is unsatisfactory. The involvement of pupils through seeking and valuing their views is good.

### **Main strengths and weaknesses**

- Systems to ensure the care, welfare and health and safety of pupils are good
- The very good trusting relationships between adults and pupils make a strong contribution to the good attitudes pupils have towards their learning
- The use of assessment is unsatisfactory
- Induction arrangements are good

### **Commentary**

17. The provision for the care, health and welfare of pupils is good. The school's procedures for child protection are satisfactory and all staff are aware of the school's policy. Teaching assistants have received training in child protection at the local college. All staff have had first aid training and records indicate that pupils receive appropriate attention, support and treatment. The school and grounds are well supervised by adults during playtimes and all staff have clear understanding of their supervisory responsibilities. Risk assessments are carried out regularly and the school's caretaker is particularly conscientious in ensuring the safety of pupils within the school environment. Circle times and the Diocesan scheme for Religious Education provide pupils with a range of learning experiences that successfully promote their personal and social development. Pupils enjoy very good trusting relationships with adults working at the school and these make a very positive contribution towards the good attitudes pupils have towards their learning.
18. Whilst the pastoral care of pupils at the school is good the systems for guiding pupils' learning are unsatisfactory. The school's systems for assessment and record keeping do not effectively inform pupils' learning and teacher planning. Records passed on by teachers from year group to year group are inadequate and do not support accurate tracking and target setting for pupils. In particular, this hinders the progress of the more able pupils. However, the school has new systems that are in the process of being implemented. The systems are good but as yet they have not had time to impact on pupils' progress and achievement.
19. Good induction procedures and information to parents and carers help children in the Foundation Stage to settle quickly into school routines. Pupils who join the school at a later stage are warmly welcomed by staff and pupils, enabling them to settle quickly into their new environment. The transition arrangements for pupils to move on to the next phase of education are good. The school has established good links with the local secondary school. Year 5 pupils visit the school for an introductory day and Year 6 pupils enjoy further visits prior to moving on. The head of Year 7 visits the primary school and discusses the secondary phase with pupils. The secondary special educational needs co-ordinator also visits pupils in the primary school and this ensures a smooth transition for pupils with special educational needs.
20. The school council meets each half term and Year 6 pupils are enthusiastic about the council's achievements. Pupils are aware that their views are respected and as a result, they

are confident to express themselves. The council, working with the Governing Body, has initiated a breakfast club, equipment for playtimes, seated areas in the playgrounds and is currently promoting a healthy tuck shop project. Pupils are also provided with a good range of opportunities to exercise responsibility. They readily support the 'buddy' system and older pupils help to supervise and develop the play of the younger pupils. The pupils from Years 5 and 6 act as mediators to solve any disagreements. During discussion these mediators reported that there are very few disagreements to solve and bullying was a very rare occurrence at the school.

## **Partnership with parents, other schools and the community**

The school has good links with parents and very good links with the community and other schools and colleges.

### **Main strengths and weaknesses**

- The partnership with parents is good
- Parents receive good general information from the school
- The school has very good links with the local and wider community
- There is a very good partnership with other schools

### **Commentary**

21. Parents have good opinions of the school and work well with it to improve provision. The Parent Teacher Association is very active in organising events such as Christmas and Spring Fayres and parents enthusiastically support the charitable fund raising activities. Some of the support staff now working in the school originally began their involvement by taking advantage of the family learning classes that the school organises. A number of parents help in school on a regular basis and are very willing to help with visits. Attendance at productions, meetings and sporting events is very good. Through the school brochure, the annual governor's report and frequent newsletters, parents receive good information about what is going on in school. As many parents come into school at the beginning and end of the day there are many opportunities for them to voice concerns, express views and exchange information. Parents are regularly asked for their views, and feel confident to approach teachers when necessary. Although some of the older pupils have homework diaries, these are not used consistently and so their usefulness as a link between home and school is limited. The parents of pupils with special educational needs are kept satisfactorily informed about the progress of their children and their attendance at review meetings is good.
22. The school plays an important role in the local community and has been successful in establishing very good links with it. Pupils particularly benefit from very close links with the church. They regularly attend services there and the priest is a frequent visitor to school. The community is used well to enhance the curriculum and effectively extends pupils' learning. Pupils make visits to Castle Eden Dene, Bede's World and local farms. A good range of visitors, such as the community nurse, police and people from St John's Ambulance talk to pupils about their work. All of these experiences increase pupils' knowledge of the wider community and enhance their personal and academic development. The curriculum has been considerably enriched through the school's involvement in the Educational Action Zone, which resulted in the provision of interactive whiteboards throughout the school, and Easington Council which has provided quality artefacts for history.
23. Because links with other schools are well established; staff from all the local schools meet together on a regular basis to exchange views and share ideas. Very good transfer arrangements are in place with the high school. Pupils take part in a very wide range of interschool sporting activities and they benefit from involvement in a sports co-ordinator

partnership. As a result pupils are learning to socialise well and are growing in their understanding of the lives of others.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are unsatisfactory. The associate headteacher provides good leadership but key management systems are unsatisfactory. However, the leadership role of key staff is improving and is now satisfactory and governance is also satisfactory.

### **Main strengths and weaknesses**

- There are serious weaknesses in the leadership and management of the school
- The effectiveness of key staff is improving as a result of training and support
- Unsatisfactory strategies for monitoring and self-evaluation in recent years have reduced the impact of management on the school's development and improvement
- Committed and supportive governors have been decisive in taking action to improve their role
- Subject leadership is satisfactory but management is unsatisfactory

### **Commentary**

24. The headteacher who is also the special educational needs co-ordinator was absent during the inspection and an associate headteacher (appointed by the Local Education Authority) had been in post for approximately four weeks. The associate headteacher provides good leadership and has a clear vision for school improvement. He has the confidence of teachers, staff and governors.
25. The quality of leadership and management of the school has declined since the previous inspection and is unsatisfactory. Relations between senior managers have been an issue of concern over a long period of time and the long term absence of a senior member of staff has affected school development. Key management systems, for example, rigorous monitoring and evaluation procedures, are not securely in place. The analysis of assessment data and the action required to tackle the weaknesses identified from it, are unsatisfactory. This has meant that teachers did not have secure information on which to base their planning in order to ensure that pupils achieved to the best of their capability. The school improvement plan does not provide clear direction for school improvement. Although the headteacher correctly identified that standards in Years 3 to 6 were in need of improvement, and that higher attaining pupils were not making sufficient progress, the actions identified in the plan are not focused enough of what needs to be done to address these issues.
26. From September 2004, the school took a new direction and the headteacher and senior management team have been involved in a national initiative known as the Primary Leadership Strategy. This has been effective in improving staff morale and in developing a clearer understanding of how to raise standards. As a result, since February, more focused action has been taken. Key staff are enthusiastic and the literacy and numeracy subject leaders are very clear about what it is necessary to do to improve. The associate headteacher is very supportive of the staff and has already enabled them to implement successfully some of their ideas. However, although good new systems have been introduced, they have not yet had time to impact on provision for all pupils throughout the school. An effective tracking and target setting system is in the process of being introduced, which informs staff of what pupils should achieve by the end of each year. Staff are very enthusiastic about this system and have already begun to use it to support their planning. Although the roles of subject leaders are clearly defined, some staff do not have the skills or the time to monitor and review their subjects and support colleagues. Documentation implies that the leadership of special educational needs is at least satisfactory as is that of the Foundation Stage.

27. For some time governors have been aware that the situation was unsatisfactory but were unsure about how to resolve it. Governors know they have too readily and without question accepted information given to them in the past. Recent training has helped them to understand better their roles and responsibilities, and they have acted as decisively as it is possible to do so in the circumstances in which they have found themselves. Led by a caring and strong chair, the governing body is united in its acceptance of the need to support the associate headteacher and staff in the new direction now being taken by the school. Governors ensure that the school fulfils most of its statutory duties with the exception of ensuring that performance management is up to date for all staff. Currently, procedures do not meet statutory requirements.
28. Financial management is satisfactory. The school finances are managed prudently and this has ensured a satisfactory balance between maintaining staffing levels and refurbishing the building. The governors receive a satisfactory quality of information to guide financial planning and to ensure best value. The long serving school secretary, who is also a governor, provides a very effective point of contact for visitors to the school. She carries out her daily administrative duties efficiently, which enables other staff to carry out their work without interruption.

***Financial information for the year April 2003 to March 2004***

| Income and expenditure (£) |        |
|----------------------------|--------|
| Total income               | 401118 |
| Total expenditure          | 397981 |
| Expenditure per pupil      | 2 970  |

| Balances (£)                        |       |
|-------------------------------------|-------|
| Balance from previous year          | 14320 |
| Balance carried forward to the next | 3137  |

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

29. During the inspection the teacher of the Reception age children was absent. The class was taken by a teacher from another school, who had been appointed by the Local Education Authority to support the school during the week of inspection. There was insufficient evidence to make a judgement on overall provision or on teaching and learning over time, although during the inspection week both were very good. Planning documentation shows activities planned for all six areas of learning, although there is limited evidence of the use of an outside area as a resource for learning. However, this is because it is only in the weeks prior to the inspection has a designated secure area been made available for Reception use. Overall, however, the weaknesses identified at the last inspection have been satisfactorily addressed.
30. Children start school with attainment below that normally seen at their age. Ongoing assessment information shows that the majority of children will have met the goals expected nationally for the end of the Reception year (the early learning goals) in personal, social and emotional development but will be below that expected in communication language and literacy and mathematical development. This represents good achievement in personal, social and emotional development and satisfactory achievement in the other areas of learning. There was insufficient evidence to make judgements on provision, attainment or achievement in knowledge and understanding of the world, physical and creative development. Wall displays consist of mainly teacher work and the assessment profiles have not been kept up to date for these areas of learning. However, in one outdoor lesson during the inspection it was evident that children loved working outdoors. They played excitedly with balls, running, jumping and skipping. Their physical attainment in this lesson matched that expected for their age. The school works closely with parents to ensure that the Reception children have a smooth start to their education and induction procedures are good. Provision indicates that leadership and management of the Foundation Stage is at least satisfactory.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

No judgement is made on overall provision in personal, social and emotional development although overall during the inspection it was **very good**.

#### **Main strengths and weaknesses**

- Children are familiar with classroom routines and are confident within the classroom.
- Children form good relationships with adults and with each other
- Behaviour is good and children know what is expected of them

#### **Commentary**

31. Personal, social and emotional development is largely taught through other areas of learning. Once in school, the children soon learn regular routines. Relationships with adults are good and contribute positively to children's learning and the development of their confident manner in the classroom. Most children know that good behaviour is expected, and this is clearly reinforced by the adults. Children understand when they are responsible for making choices for themselves, and they should listen to an adult. All adults working with the children are calm and caring and spend time explaining why certain behaviour, such as shouting, is unacceptable. Children achieve satisfactorily because of the kind and patient teaching they receive. Activities suitably challenge children and they willingly take turns when playing with games, for example, catching fish in the water tank and sharing resources such as paints and crayons.

## **COMMUNICATION, LANGUAGE AND LITERACY**

No judgement is made on overall provision in communication, language and literacy although overall during the inspection it was **very good**.

### **Main strengths and weaknesses**

- Emphasis is placed on developing children's speaking and listening skills
- Children learn to link letter sounds to letters
- Children enjoy stories, songs and rhymes

### **Commentary**

32. Children start school with speaking and listening skills which are below the expected levels and this affects their attainment in this area of learning. Good emphasis is placed on the development of speaking and listening skills in all activities but children are not confident and they speak mainly in very simple sentences. They are developing a satisfactory interest in books and stories. They enjoy looking at books and understand that print carries meaning. Two more able children recognised familiar words when reading and used their knowledge of letter sounds well to read words they do not know. The majority of children recognise their own name and make a reasonable attempt at writing it. When writing, most children form letters correctly and their work shows that they are beginning to link their learning of letter sounds to their writing. Children willingly join in writing activities and greatly enjoy carrying out signing activities which help them to remember letter sounds. Achievement in this area of learning is satisfactory.

## **MATHEMATICAL DEVELOPMENT**

No judgement is made on overall provision in mathematical development although overall during the inspection it was **very good**.

### **Main strengths and weaknesses**

- Children enjoy mental mathematics sessions
- Appropriate emphasis is given to all aspects of mathematics in children's written work

### **Commentary**

33. Children are happy to be involved in the mental starter of the daily numeracy lesson for Year 1 pupils. They count forward and backwards to ten with increasing accuracy and one more able child knows that 100 is the highest number on the number square. Children listen to the teacher and concentrate well on their tasks, answering questions with enthusiasm and interest. However, few are able to explain their strategies for solving number problems. In their books, the majority of children learn to write numbers to five and identify missing numbers correctly. They are beginning to understand how to find one or two more than number from one to ten. In other areas of mathematics, children learn to identify accurately objects which are 'longer' and 'shorter' and 'taller' and 'shorter'. They also know the names of shapes such as square and triangle. Overall achievement is satisfactory in this area of learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Standards in Year 6 are improving
- Teachers use a range of effective strategies to engage pupils' interest
- The very good relationships between adults and pupils make a strong contribution to the good attitudes that pupils have towards learning
- Pupils do not know sufficiently well how to improve their work
- The subject leader has a clear vision for the future development of the subject
- Systems for monitoring and evaluation are unsatisfactory, as is the use of assessment information.

#### Commentary

34. The standards attained by pupils currently in Year 2 are below those expected nationally for their age in reading and writing. Although the majority of pupils are hesitant readers and read with little expression, they do have appropriate strategies for reading new words and successfully use picture clues to help them. Their writing is sometimes punctuated correctly with capital letters and full stops but not consistently so. Speaking and listening skills are satisfactory. Pupils listen carefully and make suitable responses to the teacher's questions. Assessment information indicates that overall this represents satisfactory achievement in relation to pupils' prior attainment on entry to the school.
35. In Year 6, standards match those expected nationally for pupils' ages and this shows an improvement in standards when compared to the decline in recent years. Year 6 pupils have particularly good attitudes towards their reading. They speak with enthusiasm about books they have read, their favourite authors and how they have used their reading experiences to improve their writing. The majority read with expression, confidently discussing the styles of various authors and they know how to access information in the school library. They speak and listen well and have a suitable range of vocabulary to convey their ideas. Their writing is interesting and pupils develop their ideas well. Spelling is usually accurate and basic punctuation is used correctly. More able pupils use complex sentences and an imaginative range of vocabulary confidently in their writing. Pupils' workbooks are consistently neat and well presented. Achievement is satisfactory and is improving.
36. Teaching and learning over time are satisfactory. During the inspection, the lessons observed were consistently good. Lessons were delivered with confidence and enthusiasm derived from good subject knowledge. Teachers use a range of effective teaching methods that interest and engage their pupils. For example, the 'talking partners' strategy is successfully supporting the improvement of standards in speaking, listening and in writing this year. Pupils use personal whiteboards during question and discussion sessions. This ensures that all pupils are participating and thinking about questions raised. Information and communication technology is used well to engage pupils' interest and to promote literacy skills. Teachers and teaching assistants work well together to support pupils' learning. Teaching assistants are particularly successful in helping less able pupils to be included in lessons. As a result of this good level of support less able pupils and pupils with special educational needs feel confident with their learning and their achievement is satisfactory. The very good relationships between adults and pupils at the school make a strong contribution to the positive attitudes pupils have towards the school and their learning. In most lessons, teachers plan good opportunities for pupils to work both independently and co-operatively and as a result, pupils work productively and at a good pace. However, tasks set by the teachers lack additional challenge for more able pupils. Teachers conscientiously

mark pupils' work but marking does not effectively inform pupils, and especially the more able, about the next steps they need to take to improve their learning.

37. Leadership is satisfactory. The subject leader has a clear vision for future improvement and has a good awareness of the need to continue the recent improvement in standards. However, management is unsatisfactory as secure systems for monitoring and evaluating data and the quality of teaching and learning are not in place. Tracking records are inadequate and therefore teachers do not receive the information they need to base their planning on the prior attainment of the pupils. As a result, too few of the more able pupils reach the higher levels of which they are capable. New systems are being put in place but, as yet, have not had time to have an impact on standards.

### **Language and literacy across the curriculum**

38. There are good opportunities for pupils to use their literacy skills in other subjects. A good programme of work called "Literacy goes Madd" has been very successful in creating a range of cross-curricular learning experiences that include art and design, drama, dance and music. This initiative is making a strong contribution to the improving speaking and listening skills of pupils and their writing skills. Design and technology projects introduced through the Educational Action Zone initiative give pupils a range of writing opportunities that develop their ability to write in logical and instructional steps.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**

### **Main strengths and weaknesses**

- Tracking and target setting systems have not been rigorous enough in the past to improve pupils' learning
- Pupils with special educational needs are supported well by teaching assistants
- The use of resources, including interactive whiteboards, is good
- Marking does not give pupils clear advice about why their work is good and how they might improve
- The subject leader provides a good model for teaching
- Monitoring and evaluation procedures, including the analysis of assessment data, are unsatisfactory

### **Commentary**

39. The standards attained of pupils currently in Years 2 and 6 match those expected nationally for their age. Achievement is satisfactory overall, although overtime there is evidence of unsatisfactory achievement, particularly that of the more able pupils. This is because, until recently, tracking and target setting systems have been ineffective, and teachers did not have sufficient information about what pupils were capable of achieving. Year 2 pupils have a satisfactory understanding of number, counting confidently in ones, fives and tens to fifty. However, there is limited evidence of higher attainment. By Year 6 pupils have a secure understanding of place value including work with fractions and decimals. Problem solving is a weaker aspect of their work. Pupils with special educational needs and those in lower ability groups achieve satisfactorily in relation to their abilities, because work is planned appropriately for them and they receive good support from the teaching assistants. The main teaching points of the lesson are reinforced well during group sessions and this helps to boost pupils' confidence.
40. The quality of teaching and learning are satisfactory throughout the school, although during the inspection good teaching was observed. This was because the work planned was more targeted to the range of attainment within the class. The use of interactive whiteboards by

teachers is good and ensures that pupils are effectively engaged in their learning. Teachers have high expectations of behaviour and lessons get off to a brisk start. Pupils enjoy the challenges they are set and are eager to participate in mental mathematics and other varied and interesting tasks. They are clear about what they are learning and work together well with their classmates. Good pace is sustained throughout the lesson and the final part of the lesson is used effectively to identify how well pupils have progressed. 'Talking partners' are used well to encourage pupils to share their ideas and to use mathematical vocabulary correctly. Marking is undertaken regularly but it does not always make it sufficiently clear to pupils how well they are doing and how they might improve in future.

41. Leadership is satisfactory. The subject leader knows what needs to be done to improve standards; she provides a good model for teaching and welcomes the opportunity to use assessment data more informatively. As the Year 6 teacher, she is very aware of the need for a rigorous tracking and target setting system to be in place to ensure that the progress of pupils from Year 2 is maximized. Management however is unsatisfactory. The systems necessary to enable the subject leader to check the quality of teaching and learning effectively are not securely in place. Therefore the subject leader is not in a good position to support her colleagues. It is only very recently that work and test results have been carefully monitored to see where improvements can be made.

### **Mathematics across the curriculum**

42. This is satisfactory. Pupils are given sound opportunities to use their mathematical knowledge and skills in other subjects. In science and geography, pupils collect data and produce graphs and charts. They use their measuring skills in design and technology. In English in Years 5 and 6, the pupils worked very successfully in pairs to grade sentences in order of excitement and personal emotional response. They then successfully plotted their responses on graphs and this represented a good use of numeracy skills. Information and communication technology could be used on more occasions to support learning in mathematics. Opportunities are not always identified for pupils to use programs to develop and extend their number skills.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The standards attained by pupils are improving
- Encouragement and engagement of pupils provides a good climate for learning
- Good use is made of interactive whiteboards to enhance learning
- Teachers do not appropriately challenge more able pupils
- Pupils are not sufficiently involved in evaluating their own learning and assessment and record keeping systems are unsatisfactory
- Monitoring and evaluation procedures are ineffective

### **Commentary**

43. The standards attained by pupils currently in Year 2 and in Year 6 match those expected nationally for their age and achievement is satisfactory. More able pupils do not do well enough, however, because teachers have not tracked their progress sufficiently to plan work at the right level for them. This is beginning to improve as a result of the start the school has made on analysing assessment data and tracking progress.
44. Teaching and learning are satisfactory overall, with some good teaching seen during the inspection. In a Year 5 and 6 lesson, for example, well-led discussions helped pupils to consolidate their learning about fair testing as they experimented with how many micro-

organisms would grow, under different conditions. Pupils clearly explained their thinking and had the confidence to attempt to expand their ideas. They used scientific vocabulary correctly and knew how to conduct a valid experiment. The strong trusting relationships in the classroom created a climate in which there was no fear of failure. What was to be learnt was also communicated clearly to pupils and appropriate resources were used as an aid. Good use is made of interactive whiteboards to enhance learning in science. Software, which allows pupils access to virtual experiments, is improving learning in the investigative aspects of science. When teaching assistants are available, they are used very effectively. This ensures that pupils with special educational needs are fully included in lessons. Marking is satisfactory but pupils are not always given information about how to improve the quality of their work.

45. No judgements are made on leadership and management as the subject leader was absent during the time of the inspection. However, from documentation and discussion with staff it is evident that the tracking of pupil progress and setting targets for improvement are only at an early stage of development and have been unsatisfactory in the past. There has been limited opportunity for the subject leader to monitor and evaluate the subject. Experimental and investigative science is a weakness but strategies such as improving thinking skills and extra support for pupils in Years 1 and 2 are beginning to improve this aspect of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are improving throughout the school
- The subject leader provides a good model for ICT teaching
- Monitoring and evaluation systems are unsatisfactory
- Interactive whiteboards are used well to support pupils' learning

### **Commentary**

46. Year 2 pupils attain standards that match those expected nationally for their age and achievement is good. Word processing is satisfactory and pupils use their skills independently to alter text according to style, colour and size. They use design packages adequately to create pictures to illustrate stories. In Year 6, standards are below those expected nationally. Achievement is satisfactory. All pupils have their own e-mail address and the majority use the Internet satisfactorily. They confidently set up simple multimedia presentations. The modeling aspect of ICT is weaker as the school has limited resources in this area. There is a strong sense of improvement in standards, mainly as a result of increased teacher confidence.
47. Teaching and learning in ICT are satisfactory overall. Teachers' subject knowledge is good, as was seen in a very good lesson when pupils in Years 4 and 5 were effectively motivated by the teacher's effective demonstration of how to select relevant information from a website. Pupils had very good attitudes and were confident when using ICT to support their learning. They worked well together, willingly sharing their ideas and resources. Teaching assistants provide good support, particularly for those pupils with special educational needs, ensuring they take a full part in all activities.
48. Leadership is satisfactory. The subject leader provides clear direction and she herself is a very confident and skilful user of ICT. She has good ideas but has had too little time to monitor and evaluate provision in ICT and therefore too little has been done to ensure that pupils make satisfactory progress in all areas of the ICT curriculum. The systems for assessing pupils' progress in ICT are developing but the subject leader wants to work with

staff on the moderation of pupils' work. The school benefits from the expertise of a technician to ensure that all hardware in the suite works correctly. Resources are good.

### **Information and communication technology across the curriculum**

49. Information and communication technology is used well to support learning across the curriculum. For example, pupils in Years 1 and 2 use ICT well in English and mathematics whilst pupils in Years 3 and 4 use ICT satisfactorily to design wrapping paper for a design and technology project. The recent acquisition of interactive whiteboards enables effective class demonstrations and contributes well to pupils' application of ICT skills for learning in different subjects.

### **HUMANITIES**

50. **Geography** and **history** were sampled during the inspection. Scrutiny of pupils' work and discussions with the subject leaders and pupils, show that standards of work match those expected for their age by Years 2 and 6 and pupils' achievement is satisfactory.
51. In **geography** pupils in Year 6 identify correctly continents, the countries of the United Kingdom, capital cities, compass directions, local rivers, seas and oceans. They use co-ordinates correctly to find places on a map and are very enthusiastic about the rivers and mountains project. They speak enthusiastically about the opportunities they had to use ICT for research to extend their learning. In **history**, pupils in Year 6 refer accurately to a range of historical projects that have successfully extended their knowledge and understanding of life in the past. These include the Greeks, Romans, Tudors, Victorians and the swinging sixties. All pupils interviewed were enthusiastic about their learning and projects have successfully generated good attitudes to school.
52. The leadership of geography and history is satisfactory and the subject leaders provide good role models for other members of staff. They are enthusiastic and have good ideas for developing these areas of the curriculum. Projects are well resourced and a good range of artefacts are available for use. First hand experience and good links with the local council are used effectively to enhance learning. Drama is effectively used to re-enact life in past times and all projects have strong links to art and design. Information and communication technology is used well and pupils use multimedia presentations well to illustrate project findings. The management of the subjects is unsatisfactory. Systems for monitoring and evaluation are informal and assessment and record keeping systems, including marking, do not effectively inform teachers' planning or pupils' learning.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

53. **Art and design, design and technology, music** and **physical education** were sampled during the inspection. No lessons were seen and therefore no judgements are made about provision, standards or achievement. Leadership in all four subjects is satisfactory but management is unsatisfactory. Monitoring and evaluation systems are under-developed and assessment systems do not rigorously track individual pupils' progress. Resources are good. Pupils enjoy their work and all subjects make a positive contribution to pupils' spiritual, moral, social and cultural development.
54. Scrutiny of planning, displays and discussions with pupils indicate that a broad curriculum is available in **art and design, design and technology and music**. In **art and design**, pupils have good opportunities to use a wide range of techniques and materials. The subject leader is developing good links with the literacy curriculum through an innovative programme of work available to all classes. Pupils were particularly proud of the willow structures they had made with a visiting artist. They enjoy **design and technology**. All staff have received training on a skills-based scheme of work, which is well resourced. Scrutiny of workbooks provides evidence of the design, make and evaluation process. For example, the Year 2

pupils' work on making puppets follows a logical sequence in which the pupils investigate different types of puppets then move on to designing their own considering both the materials and processes that they will need to use. In **music** a good programme of work ensures continuity in learning throughout the school. In addition, the 'Literacy goes Madd' project incorporates aspects of music effectively, in an innovative and interesting way.

55. **Physical education** is a strength of the curriculum. Discussions with pupils and a very enthusiastic subject leader indicate that pupils have very good access to a wide range of sports both during the school day and as part of extra-curricular activities. Very good links with other schools through the school sports coordinator partnership have enhanced access to physical education activities for all pupils. The school was awarded the Active Mark Gold Award in 2003.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

56. Planning shows that this area is mainly taught through other subjects in the curriculum and no lessons were seen during the inspection. Consequently, no judgement is made about overall provision. However, it is obvious from other evidence that this aspect of learning is taught well and given good attention. The school has attained the Healthy Schools Award and careful attention is given to developing pupils' awareness of the value of a good diet. Sex and relationships and drugs education and personal health and safety are all adequately covered.
57. Pupils are given good opportunities to express their views, and this develops their confidence and sense of responsibility. The members of the school council take their responsibilities seriously and make positive suggestions about how to improve the school. These views are given close attention by the school and pupils are consequently developing a good awareness of the democratic process. Circle time sessions enable pupils to examine relationships and develop their awareness of the needs of others. Pupils are given the task of being mediators and buddies in order that individuals feeling insecure have support at playtimes. Pupils relate well to their peers and to teachers and relationships in the school are very good. The range of responsibilities presented to pupils is successful in developing their social awareness. They demonstrate mature approaches to life in school and are adequately prepared for life beyond school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### **Grade**

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b> |
| How inclusive the school is  | 4        |
| How the school's effectiveness has changed since its last inspection | 5        |
| Value for money provided by the school                               | 4        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>4</b> |
| Pupils' achievement               | 4        |

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

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>4</b> |
| The quality of teaching  | 4        |
| How well pupils learn  | 4        |
| The quality of assessment  | 5        |
| How well the curriculum meets pupils needs                       | 4        |
| Enrichment of the curriculum, including out-of-school activities | 3        |
| Accommodation and resources                                      | 4        |
| Pupils' care, welfare, health and safety                         | 3        |
| Support, advice and guidance for pupils                          | 5        |
| 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             | 2        |
| The school's links with other schools and colleges               | 2        |

|  |          |
|--|----------|
| <b>The leadership and management of the school</b> | <b>5</b> |
| The governance of the school                       | 4        |
| The leadership of the headteacher                  | 3        |
| The leadership of other key staff                  | 4        |
| The effectiveness of management                    | 5        |

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