

INSPECTION REPORT

Harrow Gate Primary School
Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique Reference Number: 111643

Headteacher: Mr Jonathan Twidle

Reporting inspector: Mr Michael Barrand
17322

Dates of inspection: 11-14 October 1999

Under OFSTED contract number: 707083

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

© Crown Copyright 1999

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

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	County
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Piper Knowle Road Hardwick Stockton-on-Tees TS19 8DE
Telephone number:	01642 673984
Fax number:	01642 608945
Appropriate authority:	Governing body
Name of chair of governors:	Mr Sydney Thompson
Date of previous inspection:	June 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Barrand, Rgl	Science Physical education	Attainment and progress Attitudes, behaviour and personal development
Bill Walker, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mo Ashby	Religious education Music	Efficiency of the school Teaching Pupils' spiritual, moral, social and cultural development
Sue Chesters	Under fives Special educational needs English as an additional language Information and communication technology	Leadership and management
John Foster	Mathematics Geography	Staffing, accommodation and learning resources
John Williams	History English Art Design and technology	Curriculum and assessment

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cambs PE4 6QZ
Tel: 01733 570753

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1-5
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 6-23
- Attitudes, behaviour and personal development 24-30
- Attendance 31-32

Quality of education provided

- Teaching 33-44
- The curriculum and assessment 45-52
- Pupils' spiritual, moral, social and cultural development 53-57
- Support, guidance and pupils' welfare 58-61
- Partnership with parents and the community 62-65

The management and efficiency of the school

- Leadership and management 66-72
- Staffing, accommodation and learning resources 73-77
- The efficiency of the school 78-82

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 83-91

English, mathematics and science
Information technology and religious education 92-125

Other subjects or courses 126-166

PART C: INSPECTION DATA

Summary of inspection evidence 167

Data and indicators

Main findings

What the school does well

- .. It has high standards in reading and mathematics at Key Stage 1 and in science and art at both key stages.
- .. It has a high percentage of very good and good teaching.
- .. It has very good management and leadership and is a very efficiently run school.
- .. Pupils have very positive attitudes to work. Behaviour and relationships are excellent and their personal development is very good.
- .. The provision for pupils' spiritual, moral, social and cultural development overall is very good.
- .. It has a very effective partnership with parents and the community.
- .. It has good provision for pupils with special educational needs and they make good progress.

Where the school has weaknesses

- I. It has under-developed procedures for assessing the attainment levels of pupils when they come to the school at times other than at the start of a key stage.
- II. Not all teachers determine and evaluate for every lesson precisely what pupils are to learn and which pupils are to learn it.
- III. It has not enough planned opportunities for pupils to show initiative in their learning.
- IV. The governing body is not fully involved in all aspects of management and leadership.

The school has a number of significant strengths, which clearly outweigh its weaknesses. However, the weaknesses, of which the school is aware, will form the basis of the governors' action plan that the school will send to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has raised standards. It has successfully addressed all the issues raised in the last inspection. The school has put in place a more systematic and effective form of assessment and record keeping, which provides more useful information and supports planning efficiently. This school is now finding a mechanism to assess thoroughly pupils' levels of attainment whenever they start at the school. The school has fully implemented the Literacy and Numeracy Strategies and these affect positively standards. The school's participation in the independently funded Gatsby Mathematics Project has greatly improved the quality of the mathematics provision. The school has involved governors more in the day-to-day life of the school with joint training days and the 'adopt a governor' scheme. However, the school recognises that this is an area for further development. In 1997 the school was awarded the Charter Mark for excellence in the provision of public services giving due recognition to the school's successful improvements. The provision for information and communication technology in school is greatly improved with a very good input of updated resources and a new computer suite. The school uses this very well and this already has a considerable impact on improving standards.

Standards in subjects

This table shows the standards achieved by 11 year olds in [year] based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
English	C	A		
Mathematics	C	A	<i>below average</i>	D
Science	A	A*	<i>well below average</i>	E

Children's overall attainment on entry to the nursery is well below what is expected nationally. By the time they enter the National Curriculum at five years of age most achieve standards below nationally expected levels.

At Key Stage 1 in 1998 the percentage of seven year olds reaching the nationally expected Level 2 or above was above the national average in reading. In writing the percentage reaching the expected Level 2 or above was close to the national average. In mathematics the percentage of pupils who achieved Level 2 or above was above the national average. Thus pupils attain standards that compare well with the national picture in reading and in mathematics and suitably in writing. The more able pupils do at least as well as other more able pupils nationally.

The figures for 1999 at Key Stage 1 show a slight increase over the school's 1998 figures in the percentage of pupils who achieved the nationally expected Level 2 in reading, the same levels in writing and a decrease in the percentage in mathematics. The 1999 national comparisons are not yet available.

At the end of Key Stage 2 in 1998 the percentage of 11 year olds attaining the expected Level 4 or above in English was close to the national average. In mathematics the percentage reaching the expected Level 4 was close to the national average. In science the percentage of pupils reaching the expected Level 4 and above was well above the national average.

At the end of Key Stage 2 in 1999 the percentages of pupils achieving the expected Level 4 were up in English, down in mathematics and the same in science compared with the school's 1998 figures. The 1999 national comparisons are not yet available.

The 1998 figures indicate clear improvement in reading and mathematics for most pupils at Key Stage 1 with the more able making steady progress. At Key Stage 2 most pupils including the more able do very well in science. The school has a high and in some years a very high turnover of pupils, particularly at Key Stage 2, and this has a negative effect on the results at national testing.

The inspection evidence confirms a similar position for this academic year in respect of the percentage of pupils achieving the nationally expected levels. The high percentage of pupils with special educational needs, especially at the end of Key Stage 2, depresses the picture somewhat, even though these pupils make good progress and the provision is good. At the end of Key Stage 1 pupils' attainment in reading, mathematics and science is above national expectations and in writing it is what is expected nationally. At the end of Key Stage 2

attainment is in line with national expectations in English and mathematics and above in science. The school has good standards in mathematics at Key Stage 1 and in science and art at both key stages. There are satisfactory standards with several good elements in all other subjects. This is particularly significant in view of the low levels of attainment the vast majority of pupils have when they enter the school.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Good	Good	Good
Information technology	-	Good	Good
Religious education	-	Good	Good
Other subjects	-	Good	Good

- V. The quality of teaching is good overall throughout the school. Teaching is very good in approximately 23 per cent of lessons. It is good in 53 per cent and satisfactory in 24 per cent of lessons seen. There was no unsatisfactory teaching seen during the inspection.
- VI. The quality of teaching of the children under five was very good in 27 per cent of lessons seen. It was good in 64 per cent and satisfactory in 9 per cent of lessons seen
- VII. At Key Stage 1 the quality of teaching was very good in 23 per cent of lessons seen. It was good in 47 per cent and satisfactory in 30 per cent of lessons.
- VIII. At Key Stage 2 the quality of teaching was very good in 22 per cent of lessons seen. It was good in 54 per cent and satisfactory in 24 per cent of lessons.
- IX. The quality of teaching of the under fives is particularly good. Very good lessons were seen in science at Key Stage 1 and in science and art at Key Stage 2. Good teaching was consistently seen in mathematics at Key Stage 1 and in English, mathematics and information technology at Key Stage 2.

Overall, teachers have very good relationships with colleagues and with pupils, based on mutual trust. They have high expectations of pupils' behaviour and attitude to work. All teachers have good questioning and explanation techniques with good class management and control. There are some inconsistencies in the procedures for and use of day-to-day assessment and not all teachers regularly make the best use of classroom support staff. The use and management of the time allocated for lessons are very occasionally insufficiently tight. A few teachers do not build regularly on the overall good practice in identifying clearly what pupils are to learn in specific lessons and how well they have learned it.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

· **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils' behaviour is excellent in and out of the classroom and is a strength of the school.
Attendance	Attendance compares satisfactorily with other schools nationally. Most pupils arrive in good time to enable teachers to make a prompt start to the day and to lessons.
Ethos*	The school has a vision that is committed to raising standards and providing a high-quality environment in which pupils learn successfully and grow as citizens.
Leadership and management	The acting headteacher gives very good leadership and manages the school very well. A dedicated staff and a

committed chair of governors support him very successfully.

Curriculum	The school provides pupils with an effective curriculum which is broadly based and well-balanced. It successfully implements the literacy and numeracy strategies.
Pupils with special educational needs	Provision for special educational needs is good. Teachers are skilled in the planning of clear and appropriate targets and pupils on the register of special educational needs make good progress.
Spiritual, moral, social & cultural development	The school makes very good provision for pupils' spiritual, moral and social development. Provision for cultural development is good.
Staffing, resources and accommodation	Staffing, accommodation and learning resources are good. The school has a good level of suitably qualified teachers to teach the subjects of the National Curriculum. There is good accommodation and the school uses it effectively for teaching and learning.
Value for money	The school gives very good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

The registered inspector held a meeting attended by five parents shortly before the inspection. The team also considered the responses that parents made in 80 questionnaires.

What most parents like about the school

- x. They find the school very approachable and feel it encourages their involvement.
- xi. They are happy with the way the school handles complaints.
- xii. They consider themselves well informed about what is taught and about their children's progress.
- xiii. The school engenders positive values and attitudes.
- xiv. The school encourages good behaviour.
- xv. Their children like school.

What some parents are not happy about

- xvi. They think that the school does not give
- xvii. They do not feel comfortable coming
- xviii. Parents at Key Stage 1 would like to see more extra-curricular activities in the playground.
- xix. They would like to see more extra-

The inspectors agree with the positive comments from parents. The inspectors consider that the recent introduction of a homework policy will resolve parental concerns about homework. They recognise that there are few extra-curricular activities but there is no requirement for the school to provide such facilities. They consider that the school's policy on parents entering school at the start of the day is appropriate.

Key issues for action

In order to improve the very good quality of education provided and to raise standards further the headteacher, staff and governors should work together to:

1. develop further the recent procedures for assessing the attainment levels in English and mathematics of pupils when they come to the school at times other than at the start of a key stage and particularly at Key Stage 2, using the information to plan more specifically for their immediate needs;
(*paragraphs: 11, 13, 15, 22, 23, 52, 99, 107, 117*)
2. ensure that the current good practice whereby most teachers identify clearly what it is they want pupils to learn and how well they have learned it, is consistently applied in all lessons;
(*paragraphs: 18, 37, 38, 113, 125, 152, 166*)
3. build on the recent improvements made in the involvement of governors in the life of the school to ensure that the governing body fulfils its essential role as a critical friend in guiding the school forward in the next stage of its development;
(*paragraphs: 66, 79*)
4. provide further structured opportunities for pupils to show initiative in their learning, giving them greater ownership of their school and the positive vision of its future.
(*paragraphs: 29, 37, 113, 120, 124, 125, 136, 157, 165*)

In addition to the key issue, the following less important but related areas should be considered for inclusion in the action plan:

- Focus further on writing and handwriting activities, particularly for the boys;
(*paragraphs: 13, 25, 95, 101*)
- ensure consistently sufficiently challenging work for more able pupils;
(*paragraphs: 18, 22*)
- continue to ensure that parents know the importance of regular attendance and punctuality;
(*paragraph: 32*)
- monitor the teachers' use of classroom support staff more thoroughly and use of time in lessons;
(*paragraphs: 42, 43, 104, 166*);
- endeavour to develop more extra-curricular activities;
(*paragraph: 50*)
- develop further pupils' multi-cultural awareness;
(*paragraph: 57*)
- examine further ways of improving the library facilities;
(*paragraph: 77*)
- monitor the choice of reading texts, particularly for more able pupils at Key Stage 1;
(*paragraph: 100*)
- develop three-dimensional work in art;
(*paragraph: 142*)
- sustain the good music provision.
(*paragraphs: 155, 158*)

· **Introduction**

1. This is a very good school that provides a caring and supportive learning environment in which pupils flourish in their academic, social and personal development.

1. **Characteristics of the school**

2. The school is situated in the north west outskirts of Stockton-on-Tees. It was part of the Mile House ward in April 1991 when the most recent census of population took place. The majority of pupils live in the immediate area of the school which serves a large council housing estate whose nature, character and image have changed significantly in the last five years. Unemployment in the area is above the national average. The percentage of people who are long-term unemployed is also high. The school has also an application pending as part of an Educational Action Zone. In January 1998 in the last full academic year the school was much bigger than other primary schools (499 pupils compared with the average size nationally of 242 pupils). Currently the number of pupils on roll including those in nursery is 434 (217 boys and 217 girls). This is a clear decrease on the last reporting year and numbers on roll are falling year by year. There is a high turn over in the number of pupils in some years and classes.

3. Children enter the nursery after their third birthday. The school admits children into the reception classes in September and January of the year in which they are five years of age. There are at present 93 children in the nursery and reception who are under five. Children arrive at nursery with attainment levels well below those expected of children of this age and by the time they enter the National Curriculum at the age of five standards are below national expectations. In January 1998 the percentage (1.1 per cent) of pupils with English as an additional language was slightly higher than in most schools. There are currently four pupils (0.2 per cent) in this category. The percentage of pupils identified as having special educational needs (26.1 per cent) was above the national average and the percentage (0.6 per cent) of pupils with statements of special educational needs was below the national average. The percentage (50.9 per cent) in January 1998 of pupils of statutory school age eligible for free school meals was well above the national average. The current figure is 47 per cent but this changes frequently.

4. The school has detailed aims but principally it aims to:

- give every pupil the opportunity to achieve his or her full potential;
- provide support, care and guidance for each child's development;
- share with parents the responsibility for the child's spiritual, moral and social welfare;
- create an attractive, stimulating and safe learning environment.

1. The school identified priorities and targets for the year 1998/1999, most of which were met in part or entirely. New priorities have been established in addition to completing earlier targets. The school has agreed with the local education authority suitable attainment targets at the end of both key stages for the next three years.

5. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	28	41	69

5. **National Curriculum Test/Task Results**

		Reading	Writing	Mathematics
Number of pupils	Boys	19	18	23
at NC Level 2 or above	Girls	39	38	41
	Total	58	58	64
Percentage at NC Level 2 or above	School	84(89)	81(91)	93(100)
	National	80(80)	81(80)	85(84)

5. **Teacher Assessments**

		English	Mathematics	Science
Number of pupils	Boys	19	23	26
at NC Level 2 or above	Girls	39	41	40
	Total	58	64	66
Percentage at NC Level 2 or above	School	84(90)	93(100)	96(90)
	National	81(80)	85(84)	86(85)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1998	26	31	57

¹ Percentages in parentheses refer to the year before the latest reporting year

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	15	13	26
at NC Level 4 or	Girls	21	20	27
above	Total	36	33	53
Percentage at NC	School	63(63)	58(63)	93(87)
Level 4 or above	National	65(63)	58(62)	69(69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	16	17	24
at NC Level 4 or	Girls	22	23	27
above	Total	38	40	51
Percentage at NC	School	67(56)	70(58)	89(73)
Level 4 or above	National	63(63)	64(64)	69(69)

5. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	6 . 4
	Absence	National comparative data	5 . 7
	Unauthorised	School	0 . 0
	Absence	National comparative data	0 . 5

5.

5.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

5. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	22
	Satisfactory or better	100
	Less than satisfactory	0

5. **PART A: ASPECTS OF THE SCHOOL**

5. **Educational standards achieved by pupils at the school**

5. **Attainment and progress**

2. Children's overall attainment on entry to the nursery is well below what is expected of children rising five years of age. They have particularly poor language skills which affects all areas of learning. The children make good progress towards the expectations of the Desirable Learning Outcomes. Nevertheless, by the time they enter the reception class when they are coming up to five years of age most children have levels of attainment still well below national expectation. They make good progress in the reception class and by the time they are five years of age a minority achieve the targets. However, for the clear majority, attainment is still below the nationally expected levels in all areas of learning by the time they start the National Curriculum at Key Stage 1.
3. At the end of Key Stage 1 on the basis of the national tests/tasks (1998) the percentage (84 per cent) of seven-year-olds reaching the nationally expected Level 2 or above was above the national average in reading. The percentage (26 per cent) reaching the higher Level 3 was close to the national average. In writing 81 per cent reached the expected Level 2 or above and this was close to the national average. The percentage (6 per cent) reaching the higher levels was also close to the national average. In mathematics 93 per cent of pupils achieved Level 2 or above and this was above the national average. The percentage (22 per cent) reaching the higher Level 3 and above was close to the national average. The high performance in mathematics is a result of the Gatsby Project (an externally funded initiative aimed at promoting standards in this subject). The results in English reflect the benefits of the National Literacy Strategy and the effective teaching of it.
4. The figures for 1999 at Key Stage 1 show that 87 per cent of pupils achieved the nationally expected Level 2 in reading, 81 per cent in writing and 86 per cent in mathematics. The 1999 national comparisons are not yet available. Thus, there was a slight increase over the school's 1998 figures in the percentage of pupils achieving the nationally expected Level 2 in reading. Pupils achieved similar levels in writing and there was a decrease in the percentage in mathematics.
5. At the end of Key Stage 2 based on the national tests in 1998 the percentage (63 per cent) of 11 year olds attaining the expected Level 4 or above in English was close to the national average. The percentage (11 per cent) attaining the higher Level 5 was below the national average. In mathematics the percentage (58 per cent) reaching the expected Level 4 was close to the national average. The percentage (11 per cent) reaching the higher Level 5 and above was below the national average. In science 93 per cent of pupils reached the expected Level 4 and above and 30 per cent reached the higher Level 5 or above. Both these percentages in science were well above the national averages.
6. At the end of Key Stage 2 in 1999 the percentages of pupils achieving the expected Level 4 was 68 per cent in English, 52 per cent in mathematics and 84 per cent in science. The 1999 national comparisons are not yet available. However, comparing the school figures for both years shows further improvement in English. The percentage of pupils achieving national expectations in mathematics and science was smaller.

7. The 1998 figures indicate clear improvement in reading and mathematics for most pupils at Key Stage 1 with the more able making steady progress. At Key Stage 2 most pupils, including the more able, do very well in science. The school has a high and in some years a very high turn over of pupils particularly at Key Stage 2 and this has a negative effect on the results at national testing. Further, the school also has rapidly falling rolls and the number of pupils on free school meals is well above the national average. The provision for pupils with special educational needs is good and this helps to sustain the overall satisfactory standards.
8. Standards in mathematics are still in line with national expectation by the time pupils leave school although with a slight decrease in numbers achieving these levels. The principal reasons for any perceived decline recently are in the changing nature of the cohorts and some loss of novelty about initiatives such as the Gatsby Project. It is clear that were it not for effective teaching these reductions would be more marked. The school has successfully implemented the national initiative to raise standards in English and the results show this. The continuing high standards in science are a result of an emphasis on practical investigative work although there is even more that could be done in this area.
9. Taking the three years 1996 to 1998 together the figures for Key Stage 1 show that the performance of pupils in mathematics is well above, in reading it is above and in writing it is close to the national average. Over time the girls do better than the boys in reading and in writing but the boys match the girls' performance in mathematics. The biggest gap is in writing where the girls do much better than the boys who over time have not reached the national average in overall performance, showing some under-achievement. However, there is a recent improvement in this with a narrowing of the gap. The figures for Key Stage 2 over the three years show that the performance of pupils in English is below, in mathematics it is close to and in science it is well above, the national average. There is little difference between the comparable standards achieved by boys and girls in English and science with English at below the national average and science well above. There is clearly some under achievement in English over time but external factors go some way towards explaining this with low language skills of pupils entering the school at unconventional times and several more able pupils leaving the school. In mathematics the girls do better than the boys over time with the boys not reaching the national average.
10. In comparison with all pupils from all schools in 1998 the performances of the school's pupils in the tests in reading and writing at the end of Key Stage 1 were in line with the national averages and in mathematics it was above the national average. This means that the performances of pupils from the school compared with pupils in all schools were at least satisfactory. Taking into account the low levels of attainment at entry this is commendable and is a result of good quality teaching and subject initiatives. Compared with pupils from similar background pupils at the school did very well in all areas. At the end of Key Stage 2 the performances of the school's pupils in the three subjects tested nationally were in line with the national averages in English and mathematics and were well above in science compared with those of all pupils in all schools. The same factors influenced these results as for Key Stage 1 with the added benefit of effective practical work in science. In the comparison with pupils from similar backgrounds they performed very well in English and mathematics and exceptionally well in science.
11. The inspection evidence confirms a similar position for this academic year in respect of the percentage of pupils achieving the nationally expected levels. The high percentage of pupils with special educational needs, especially at the end of Key Stage 2,

depresses the picture somewhat even though these pupils make good progress and the provision is good. At the end of Key Stage 1 pupils' attainment in reading, mathematics and science is above national expectations and in writing it is what is expected nationally. At the end of Key Stage 2 attainment is in line with national expectations in English and mathematics and above in science. It is clear that over time there is improvement in most areas as a result of national and local initiatives. Nevertheless, despite the overall satisfactory picture and in some subjects good and very good attainment levels, the number of pupils reaching the national expected levels in some areas is reducing. The school is aware of this and is taking steps to try to address the problems caused by factors largely outside its control.

12. Standards in information and communication technology are in line with national expectations at both key stages. The school has had a recent influx of quality resources with a planned program of usage across the curriculum. Standards in religious education at the end of both key stages are in line with those in the locally agreed syllabus.
13. The provision for pupils with special educational needs is good and makes a beneficial impact on overall standards although numbers on the register of pupils with special educational needs are very high in some year groups. The provision for pupils with English as an additional language is satisfactory and these pupils achieve according to their level of language acquisition. The numbers are small and as such do not influence the overall standards in the school.
14. The school has agreed with the local education authority suitable long-term targets in English and mathematics for the ends of key stages. Some pupils of higher ability do not consistently achieve appropriate levels of achievement. A contributory factor to this is that some teachers do not have sufficiently clear targets of what it is they want pupils to learn and how they are to evaluate pupils' learning.
15. Throughout the school pupils use their developing literacy and numeracy skills suitably to support learning in other subjects. Overall standards in literacy are in line with national expectations at both key stages. Standards in numeracy at Key Stage 1 are good and at Key Stage 2 they are satisfactory.
16. Overall in lessons children under five make good progress in nursery and reception classes. At both key stages pupils make good progress in English, mathematics, science, art, design and technology and information technology. They make good progress in physical education at Key Stage 1 and satisfactory progress at Key Stage 2. Pupils make satisfactory progress in geography, history, music and religious education.
17. Over time the rate of progress for most pupils at Key Stage 1 is good in reading and in mathematics. It is satisfactory in writing, particularly recently. Progress in science is good with well-developed practical work. At Key Stage 2 progress over time in English is at least consistently satisfactory with slightly better progress in mathematics and clearly good progress in science. The good progress at both key stages is primarily a result of good quality teaching and well focused subject strategies.
18. Most pupils practise and develop their knowledge, skills and understanding suitably. There are clear indications that new initiatives such as the National Literacy Strategy and the focus on numeracy, as well as mathematics through the Gatsby Project, have increased the rates of progress over time in English and particularly in mathematics as

well as other subjects of the National Curriculum. However, the rates of progress have slowed a little recently. Changes in the school population and local environment have an important influence on the overall rates of progress. Most pupils show levels of attainment in all year groups that are commensurate with making at least satisfactory progress from their starting point in the school. Pupils with special educational needs make good progress against targets in their individual education plans. Pupils with English as an additional language make satisfactory progress in the acquisition of language skills. A few pupils with high prior attainment do not consistently make good progress.

19. Standards at the last inspection were at least satisfactory and were good in several areas. The school has made good attempts to sustain and improve standards with overall success. Issues about standards, particularly at Key Stage 2, are to do mostly with the changing nature of the school population.
23. **Attitudes, behaviour and personal development**
20. The school has maintained its very good standards in this area since the last inspection. Children under five years of age respond well to school. They feel safe and secure in nursery and the reception class and settle happily to the activities there. The children are confident, interested and involved. They listen well and join in lessons enthusiastically. They concentrate for reasonable lengths of time and enjoy their work.
21. Pupils at both key stages enjoy school. They show high levels of interest in their work, settling well to tasks and activities. Most pupils are eager to learn and enthusiastic about their lessons, particularly in the practical work such as in science investigations and mathematics. In literacy lessons pupils show a commitment to learning and are excited and interested in books and words but less so about writing. They enjoy the challenge, pace and variety in these lessons. They have good motivation and are keen to contribute, particularly orally. In numeracy lessons pupils settle to work quickly, learn effectively from their mistakes and take a great pride in the presentation of their work. They work hard and thoroughly, relishing number work. Pupils concentrate and co-operate well with a sense of purpose and perseverance. All pupils take great care in the use of resources
22. Behaviour throughout the school is excellent. Children under five years of age behave very well when moving around the school. Pupils at both key stages behave very well in and out of the classrooms. Lunch times and outside play times are customarily harmonious, relaxed, orderly and positive social occasions. No bullying was in evidence and there were no exclusions in the last reporting year. Most parents feel that the behaviour of children is very good. Pupils know the difference between right and wrong and are not afraid to own up when they make mistakes. They clearly understand what the school expects of them and do their best to live up to these expectations. Noise levels in a few lessons are a bit high but this usually results from pupils' involvement in their work and the nature of the tasks set. Pupils participate in the making of school rules and readily accept their responsibilities in observing them. The members of staff have to spend minimal time in enforcing discipline and order.
23. There are excellent relationships between pupils and between pupils and adults. The personal development of pupils, including children under five, is very good. Most children under five are sociable with each other and share equipment and games successfully. They help each other and enjoy celebrating their own and other children's

success. Pupils at both key stages grow in confidence and independence as they progress through the school. They have some knowledge and awareness of other cultures, values and beliefs. They respond well to the opportunities to meet and share with members of the local community and involvement is good. Pupils work together positively and productively. They respect other views and beliefs in discussion, for example, about other religions. Most pupils make good use of the opportunities given them for reflection.

24. Pupils take good advantage of opportunities to assume responsibility and show initiative, such as door duty to monitor access and behaviour. They help with the normal routines of school, for example delivering registers each morning and lunchtime, distributing newsletters to classes and assisting in the dining room at lunchtimes.
25. Many pupils, particularly older pupils, take their duties seriously such as voluntarily helping the younger children in the nursery at lunch times. However, the school does not have a systematic approach to monitoring personal development whereby all pupils consistently develop appropriate qualities of independence as they proceed through the school. Young and older pupils play happily together respecting each other's worth. They show sympathy, care and understanding of the needs of others. Pupils see what needs to be done and do it. Pupils respond very well to the curriculum the school provides and to the good quality teaching. Although most pupils work effectively on their own and in small groups on set tasks there is room for building on the good opportunities in some lessons and in some subjects, such as science, for them to develop the skills for taking charge of their own learning.
26. The pupils speak very warmly of their school, particularly their headteacher and all the school staff, and there is a good sense of community. Parents feel their children have good attitudes to work and that the members of staff, parents and pupils share common positive values. The school prepares pupils very well for the next stage in their education.
30. **Attendance**
27. The attendance rate at the school compares satisfactorily with that for similar schools nationally. Pupils enjoy coming to school and the great majority of them arrive in good time. The teachers call the register promptly and properly and pupils make a good start to the day and to lessons. There is some unpunctuality but the members of staff handle this well with minimal disruption to routines.
28. Levels of unauthorised absence are low. There is a significant level of avoidable absence because of the practice of some families taking holidays during term time. This has an adverse effect on the attainment and progress of their children who miss school. It also has an impact on the education of other pupils in the class as teachers have to divert time to compensate for missed lessons.

32. **Quality of education provided**

32. **Teaching**

29. The quality of teaching is good overall throughout the school. Teaching is very good in approximately 23 per cent of the lessons seen. It is good in 53 per cent and satisfactory

in 24 per cent of the lessons. There was no unsatisfactory teaching observed during the inspection. This is an improvement on the last inspection where inspectors found that teaching was sound overall with some good features.

30. The quality of teaching of the children under five is very good in 27 per cent of lessons seen. It is good in 62 per cent and satisfactory in 9 per cent of lessons. At Key Stage 1 the quality of teaching is very good in 23 per cent of lessons. It is good in 47 per cent and satisfactory in 30 per cent of lessons. At Key Stage 2 the quality of teaching is very good in 22 per cent of lessons. It is good in 54 per cent and satisfactory in 24 per cent of lessons. The quality of teaching of the children under five in reception is particularly good. Very good lessons were seen in science at both key stages and in art at Key Stage 2.
31. Members of staff steadily integrate the children under five into the welcoming atmosphere of school and they respond with great enthusiasm to the stimulating routine. Members of staff provide a range of activities that give good support for the areas of learning for children under five. There are good opportunities for children to make choices and play at their own pace. Classrooms are colourful and stimulating, providing a good learning environment and a warm, purposeful ethos in which children flourish and learn comfortably.
32. At both key stages all teachers have good knowledge of the subjects in the curriculum. Teaching throughout the school reflects the whole school approach. The very good relationships between teachers and pupils which are based on mutual trust underpins every lesson and enables pupils to make progress. Teachers use their expertise to widen pupils' knowledge by asking effective questions that draw on what the pupils already know. They are particularly good at explaining tasks thoroughly but succinctly and this gives pupils confidence to try their best. The quality of teaching of pupils with special educational needs is good overall. The teaching of the small number of pupils with English as an additional language is satisfactory and helps them suitably in the acquisition of language skills.
33. Teachers have high expectations for pupils to behave well and to have a positive attitude to their work. They use very effective praise and reward strategies to achieve this. Teachers provide some opportunities for pupils to take initiative and undertake further investigation on their own but there is some way to go in this area. The teachers set specific homework sometimes to enhance this. Work is usually well matched overall to pupils' prior attainment through careful assessment at set times in the term. However, although there is some improvement in this area since the last inspection the overall procedures and use of day-to-day assessment are inconsistent across both key stages. The use of information technology in teaching and learning has improved considerably.
34. There is a satisfactory system in use for planning daily lessons. The majority of teachers use this effectively to focus their teaching and to ensure that the targets for pupils' learning are met. This makes a significant contribution to the progress pupils make. For example, in one very good lesson the teacher had the aims of the lesson for each group pinned on the wall for pupils to see. In a few other lessons individual daily plans did not support teaching sufficiently.
35. The school has put considerable thought into ensuring that during the course of a week pupils work individually, in pairs or collaboratively in groups. This is successful. Pupils work equally effectively in mixed-ability groups and in ability groups based on prior attainment as suited to the nature of the lessons.

36. The methods and organisation of pupils into ability classes to teach literacy and numeracy enable staff to teach a curriculum structured for the needs of specific groups of pupils. This motivates pupils to achieve good standards at both key stages.
37. The teaching of pupils with special educational needs is good. There is an effective co-ordinator with good expertise which is well deployed across the school. This facilitates the good systems in place. There is effective linking with external agencies and parents as necessary. Teachers use the information in pupils' individual education plans well.
38. Support staff are at ease in the classrooms and usually make a sound contribution to the lessons. A good example of this was in Year 2 when during an information and technology lesson the teacher and support staff worked well as a team. Teachers sometimes overlook opportunities for effective deployment of the support staff allocated to their lessons as in a literacy hour when support staff were not utilised, for example, to focus the lower-attaining pupils during the class reading session.
39. Teachers mostly use time and resources effectively as in the majority of literacy, numeracy and physical education lessons. The teachers use the time well at the end of most lessons to evaluate pupils' learning. In addition to this teachers circulate round their classes effectively offering guidance and support to individual pupils as the lessons proceed. On occasions teachers do not manage time well, sometimes because their explanations go on for too long. More often, however, it is because the task, enabling the pupils to record their ideas or to learn for themselves through practical experience, takes longer than expected. This occasionally results in the activity not taking place because time has run out.
40. Teachers carry out assessment as pupils complete work. There is a good marking policy to ensure consistency across the school with a code to point out certain errors, for example, spelling errors. The code also identifies comments that set new targets or praise the work done. All the teachers regularly use this and marking is usually of a good standard. Informal assessment often takes place in the plenary sessions.
44. **The curriculum and assessment**
41. The school has maintained the good standards of curriculum provision noted in the last inspection report and has improved its systems of assessing pupils and the use of assessment information.
42. The curriculum is well balanced and broadly based, providing well for its pupils intellectually and preparing them thoroughly for the next stage of education. It covers all subjects of the National Curriculum and religious education. The school has recently modified its overall curriculum plan in order to meet the requirements of the Literacy Strategy and the Numeracy Hour. The school has taken care to ensure that it teaches all subjects of the National Curriculum and that the curriculum successfully promotes the intellectual, physical and personal development of the pupils. Teachers provide a series of lessons in sex education by means of a carefully planned programme. The school has recently revised its scheme of work for the education of the pupils in the harmful effects of the misuse of drugs. The school has modified its allocations of time to each subject in order to incorporate the National Literacy and Numeracy Strategies.
43. The curriculum for all children under five is good and members of staff make effective links in reception class between the Desirable Learning Outcomes and the National

Curriculum programmes of study. There is a high focus on language acquisition aimed at raising standards of literacy and subsequently standards across all areas of learning. However, because attainment remains below average in reception the main focus in planning for the whole year is on the areas of learning for Desirable Learning Outcomes. Teachers in nursery and reception classes plan together thus ensuring continuity of learning for all children.

44. The curriculum provides well for the needs of all pupils at the school taking into account their age, gender, attainment and background. There is effective equality of access to the curriculum and opportunity for all pupils. Teachers' medium-and long-term planning take account of the differing abilities of groups of pupils with activities carefully matched to their needs. The school gives pupils with special educational needs and those with English as an additional language full access to a broad and well-balanced curriculum. The school's register of pupils with special educational needs is compiled carefully in accordance with the recommendations set out in the Code of Practice. The school has good procedures for the identification, recording, monitoring and assessment of pupils with special educational needs suitably focused on meeting the needs of individual pupils. All members of staff understand these procedures. The documentation of pupils' progress is good. The school has developed detailed individual education plans. These contain clear and precise targets for improvement, which are sharply focused. Teachers follow them in classes and they contribute well to the good progress made by these pupils.
45. Teachers take care when planning the work of their classes to ensure that all pupils have access to a broad balanced curriculum. There are schemes of work and policies in place for all subjects of the National Curriculum and for religious education. The school's curriculum is based on the National Curriculum programmes of study. Religious education relates closely to the locally agreed syllabus. All subjects, programmes of study and attainment targets within the National Curriculum are covered throughout each school year by adhering to the school's carefully drawn up curriculum plan. Teachers plan their work together in year groups and in key stages when appropriate in order to ensure continuity of provision. Working parties made up of teachers from the whole age range carry out regular curriculum reviews in all subjects. Classwork is organised by each teacher planning effective themes, often involving more than one subject. Subject co-ordinators regularly monitor their subjects in order to ensure continuity of learning although at the time of the inspection staffing difficulties made this problematic. Teachers ask pupils to complete homework tasks and the school's newly introduced homework policy and a system of home-school agreements ensures good support for the curriculum provision.
46. The school provides a very small number of out of school clubs and these are mainly sporting. There are no regular opportunities for pupils to participate in musical or cultural activities. Sports teams compete against other schools. The school has built up a reputation for staging musical events in which a large number of pupils take part. A number of visitors attend the school to help to enrich the curriculum and teachers arrange visits to a wide variety of locations such as museums, churches and other places of interest to broaden the pupils' experiences and to support the work of the school. The school also offers older pupils the opportunity to participate in a residential visit in Year 5 in order to broaden their horizons.
47. Since the last inspection, the school has also improved both its systems for assessing pupils and the way that teachers use the information gained to help plan the curriculum. The procedures the school employs for assessing its pupils' progress are very good in

English and mathematics and good in science. A programme of regular assessments provides teachers with standardised information about what their pupils know compared with other pupils nationally as well as a clear idea about how successful their teaching is in individual topics. The school carefully analyses the information gained from national tests in order to gain information about how to improve its teaching, to modify its curriculum and to set targets for improvement by individuals and groups. It shares these targets with both the pupils and their parents. Teachers use the information gained from various assessments particularly well in planning their lessons, providing suitable work for pupils of differing abilities. Teachers monitor the progress of individual pupils in all areas of the curriculum and keep records. Procedures for assessing pupils' progress in the other subjects of the National Curriculum are informal and ongoing.

48. National Curriculum assessment requirements at the end of Key Stage 2 are fully met and the school has started to administer optional national tests in Years 3, 4 and 5. The school sends home to parents on a regular basis reports of their children's progress. Parents visit school regularly to discuss their children's progress with teachers. The teachers pass assessment information on from year to year and then on to the local secondary schools with which there are strong links to promote continuity of learning. There is a need to develop further the assessment of attainment in mathematics and English of all pupils at their point of entry to the school and to use this information more specifically when planning the curriculum.

52. **Pupils' spiritual, moral, social and cultural development**

49. The school makes very good provision for the spiritual, moral and social development of pupils and children under five. It provides good opportunities to extend their cultural development. It has clear aims ensuring very good opportunities in all aspects of school life to extend pupils' knowledge and to give them insight into values and beliefs. The school encourages pupils of all ages to reflect quietly and to come to understand themselves, the wider world and their place in it. The school teaches right from wrong and encourages pupils to form positive relationships with each other and with the members of staff. There are good opportunities for pupils to develop a sense of belonging to their community and to value their own culture and traditions. The school provides through its curriculum several opportunities for pupils to learn about other cultures.

50. The provision for pupils' spiritual development is very good. Pupils show a capacity for reflection, curiosity, awe and wonder that usually finds acknowledgement or expression. Teachers explore the experiences significantly, enabling pupils to respond positively to the spiritual dimension through lessons in religious education, science, art, literature and in assemblies. Pupils learn about Christianity and other faiths. They empathise with characters from the Bible and have time to express their feelings or ideas freely to enrich further their development. The school celebrates harvest, Easter and Christmas as a community. There are also sharing assemblies weekly when awards are given for qualities such as being helpful and kind as well as for achievement. During assemblies pupils have opportunities for prayer, consideration of values and beliefs and for reflection.

51. There is very good provision for pupils' moral development. The school teaches the principals of honesty, truth, justice, fairness and caring for others. There is a very good range of procedures in place which ensures that pupils' moral development is very good. For example, pupils are aware of their own targets and have some responsibility towards reaching them. Examples of pupils' work on rules for the class and school show

that pupils of all ages and abilities have a clear understanding of acceptable behaviour and the difference between right and wrong. Pupils also sign their class rules to say they will comply with them. The school has good guidelines for behaviour and teachers have a consistently fair approach to these. Home-school agreements are in place. In addition to these strategies there are sharing circles in class to encourage pupils to share worries. There is a peer mediation group where pupils who are having difficulties seek support. There is a system of support peers at Key Stage 2 when pupils who have some behaviour problems mentor younger pupils. These systems together with an excellent drugs misuse education policy and the involvement of some pupils in local community initiatives with police, councillors and parents effectively raise moral standards.

52. There is very good provision for pupils' social development. All staff, including non-teaching staff, make a strong contribution to the pupils' very good social development which the school promotes throughout, based on mutual trust between pupils and staff. It develops the self-esteem and confidence of all groups in the community. Members of staff act as very good role models in their behaviour and in the manner by which they treat each other and the pupils. Adults talk constructively with pupils in school both formally and informally. Through example and through the curriculum the school consistently reinforces positive, reflective and caring attitudes. Pupils take on responsibilities. Older pupils have opportunity to undertake a variety of tasks to help the school to run smoothly. The school encourages pupils to take responsibility for their own actions and face up to them. The school expects children in reception class to leave their parents at the school gates and to enter school on their own. The stated intention is to encourage them to become confident and self-reliant. House teams encourage pupils to try their best in order to gain points for their team. Pupils sing for the senior citizens at Christmas and through a variety of charity projects have chance to gain a good understanding of citizenship.
53. The school provides good opportunities to extend pupils' knowledge and to give them experience of their own cultural traditions. Visits to museums and art galleries and excursions in support of topic work enrich these. The school establishes pupils' own cultural traditions through exploration of the wider environment on residential educational visits. Visitors such as artists and musicians come into school regularly. Outstanding displays value pupils' own work and celebrate their art, writing and poetry. The displays make an important contribution. The school develops a satisfactory understanding of other cultures through the curriculum. However, there are insufficient opportunities to raise pupils' awareness of the richness and diversity of other cultures to equip them fully for growing up in a multi-ethnic society.
57. **Support, guidance and pupils' welfare**
54. The excellent relationships that characterise the school community contribute very positively to the quality of support and guidance provided for pupils. Teachers are very sensitive to the needs of those in their charge. They know them well and work very hard to ensure their welfare. Careful monitoring of academic progress and personal development enables teachers to build confidence in the pupils and give them the skills needed to cope with everyday life. The school liaises effectively with the support agencies to ensure that those with special educational needs receive good provision. All pupils with special educational needs have precise individual education plans and teachers match work sensitively to these plans. This is of considerable benefit to pupils. Education welfare officers work closely with the school to encourage regular attendance and investigate any absence. Pupils themselves have made a valuable contribution to

the very effective behaviour policy which they respect and which the staff consistently implement. There are no concerns about bullying or oppressive behaviour.

55. The school complies properly with local child protection procedures. All members of staff have received appropriate training and guidance. Teachers use the curriculum, including input from visiting speakers and agencies, to raise awareness amongst pupils of the dangers of abuse.
56. The governors have a responsible attitude to health and safety. There is a clear written policy and good procedures for routine risk assessment. The school submits reports each term to the full governing body. There were no health and safety irregularities identified during the inspection.
57. Parents indicate that they are very happy with the quality of help and guidance provided for the pupils.
61. **Partnership with parents and the community**
58. The acting headteacher has worked very hard to establish a working partnership with parents. Their response indicates a strong measure of appreciation for his efforts and support for his leadership.
59. Information given to parents is of high quality. The prospectus is very well presented and the school realises in practice the message which it conveys, that of a warm welcome and a family atmosphere. Teachers are approachable and accessible on a daily basis. Parents receive information about their children's progress through the annual report. Recently, the introduction of termly reports giving a clear indication of skills and achievements has greatly enhanced the quality of the information. The reports also set realistic targets for higher achievement. Frequent newsletters help to ensure that parents are fully acquainted with events and developments in the day-to-day life of the school.
60. The school encourages parents to learn more about the curriculum to enable them to support more effectively their children's work at home. Members of staff in the last year made valuable presentations to parents on the Literacy Hour, the end of key stage national tests and shared reading. A few parents assist teachers in lessons and some have enrolled for structured courses leading to formal qualifications for classroom support. The recently approved policies on homework and home school liaison show evidence of the school's commitment to parental partnership. The school involves most parents of children with special educational needs in the reviews and updating of their child's individual education plan.
61. The strong sense of sharing and common purpose found within the school is also apparent in its relationship with the wider community. The school welcomes parents, friends and local workers into it to share in celebrations or to contribute to the curriculum by talking to pupils. The school uses very effectively visits to nearby museums, environmental centres or places of varied educational interest to enrich its provision. Some productive links with industry, notably in science and information technology, are of particular value in staff development and in broadening the curriculum. The good personal and professional contact teachers enjoy with the staff of the schools concerned help a smooth and efficient transfer to high school. All these links with the local community have a positive effect on pupils' attainment, progress and personal development.

65. **The management and efficiency of the school**

65. **Leadership and management**

62. The qualities of leadership and management of the school are very good. At the time of the previous inspection, the leadership and management of the school provided clear, effective leadership. The school has maintained the good systems and practice in place and there is now some improvement in the involvement of governors in school. Nevertheless, there is more to be done in this area so that all governors have opportunities to fulfil their responsibilities in the management and leadership of the school.
63. The acting headteacher has many excellent qualities and uses these to lead the school very well, providing very committed, open-minded leadership and very effective day-to-day management. He commands the respect, affection and commitment of staff, pupils and parents. The hard working, dedicated and conscientious staff competently and enthusiastically supports him. In a short space of time he has successfully built on the outstanding work of the previous headteacher, introducing effectively a number of new and important initiatives. This has added greatly to the well being and self-esteem of everyone in the school community. The role of the senior management team whilst currently very effective is at a point of change. Co-ordinators effectively monitor their subject areas and give advice and support to colleagues when necessary. The staff has successfully implemented the Literacy and Numeracy Strategies. The involvement of the whole staff in the Gatsby Mathematics Project has contributed significantly to the improvement in this subject's standards over the last two years. The monitoring of teaching and learning is good and systems are in place to develop this further.
64. The school has committed and supportive governors that meet regularly as a group. The governing body has an appropriate structure which includes committees for finance, staffing and personnel and health and safety. These sub-committees do not all meet on a regular basis. The governing body agrees both the school's budget and its improvement plan. The newly appointed chair of governors has a good understanding of the community that the school serves. He has a passionate vision for the future of the school and high expectations for its greater success.
65. The school development plan is a good working document. It shows clear action plans of intention for the years 1999 and 2000. This is appropriate considering the school has a newly appointed headteacher from next term with further pending changes in senior management by the completion of this plan. Each area of development prioritised has a useful action plan and identifies responsibilities and costs. It sets success criteria and completion dates. It presently makes good progress in raising further pupils' standards in literacy and numeracy.
66. The governing body meets statutory requirements regarding special educational needs. There is a good policy for special educational needs which fully meets the requirements of the Code of Practice. The annual governors' report to parents includes a clear statement on the special educational needs provision in the school. There is a detailed up-to-date register of pupils with special educational needs, which includes information about their areas of difficulty and guidance to staff on dealing with them. The provision for special educational needs permeates the school's curricular structures. It is an

integral part of planning and provision. The school makes good use of all outside agencies to fulfil its special educational needs provision.

67. The school complies fully with legal requirements for equal opportunities. Through its policy, which is both comprehensive and explicit, governors show a commitment to the promotion of both equality of opportunity and high achievements for all pupils. The headteacher monitors practice in the classroom and the implementation of school policies to ensure consistency. The overall provision is very good.
68. The school has a purposeful, positive ethos fundamental to which are the excellent relationships between pupils, staff and parents. It provides a stimulating environment and is an orderly community in which pupils feel comfortable and secure. Members of staff show great commitment to raising standards. Parents support the school and appreciate its caring ethos. The school directs much of its work at school improvement and the raising of standards.
72. **Staffing, accommodation and learning resources**
69. The school has a good level of well qualified staff to teach the subjects of the National Curriculum, religious education and children under the age of five. The teachers have a wide range of experience. Some are recently qualified whilst others have over twenty years experience. The acting headteacher and acting deputy headteacher have fixed term contracts which expire upon the appointment of the new headteacher in January 2000. All subjects of the National Curriculum and religious education have experienced co-ordinators who lead their subjects effectively. The arrangements for teaching pupils with special educational needs are good. The special educational needs co-ordinator is suitably qualified and experienced to co-ordinate the work and is well supported in this by the school management team. The level and experience of classroom support staff are satisfactory and they are appropriately trained for their work, usually providing good support in classes. The considerate and well organised supervisory staff at play times and lunchtimes supports effectively pupils' personal and social development. The level of administrative staff is about average for the size of the school.
70. The arrangements for the induction of newly qualified and newly appointed teachers are good. There is a good quality staff handbook giving clear guidelines to all staff. The level of professional development of staff is very good. Priorities for staff development stem from identification of needs within the school improvement plan, from the appraisal process and from personal interest. Some members of staff have recently had specialist training for information technology, religious education and for the Gatsby Mathematics Project.
71. The level of accommodation is good. Most classrooms are of sufficient size for the age and number of pupils. Though a few classrooms are small this does not impinge on the quality of education provided for the pupils. The school is in a good state of repair and the very high quality of cleanliness is a credit to the caretaker and the cleaning staff. The school development plan clearly identifies a refurbishment programme for the buildings. The school has extensive grounds including grassed areas that are well maintained and used effectively. The report from the last inspection identified the poor drainage of the field and raised manhole covers as issues which restricted the effective use of the facilities. Since that time the school has taken appropriate steps to remedy the difficulties identified.
72. Whilst the school is situated in two separate buildings this does not create problems with

continuity in learning. The members of staff meet regularly using one staff room only. The main strength of the separate building for each key stage is the two high quality halls which the school uses effectively for physical education and music.

73. The resources overall are good. Resources for children under five are of good quality and well used. There are satisfactory resources for religious education, music and physical education and good resources for all other National Curriculum subjects, including those for pupils with special educational needs and for pupils with English as an additional language. The school improvement plan clearly identifies the development of resource provision for the current and future years. The school has very effectively overcome the key issues identified in the report from the last inspection relating to the provision for information technology throughout the school. The school has recently established a computer suite and purchased suitable software to enhance learning. The overall library provision in the school is inadequate for its current and future planned needs. At Key Stage 1 there is a promising new development with the library in the resources room. However, the space is small and is currently under used. At Key Stage 2 the library provision is inappropriate for the level and number of pupils. The school uses external resources very effectively. It makes effective use of museums and art galleries as resources to enhance learning. Pupils in Year 5 make residential visits to Carlton whilst day visits are made, for example, to 'Nature's World'.

77. **The efficiency of the school**

74. Financial management of the school's budget is very good. The acting headteacher, supported very effectively by the school administrator, has a clear perception of the funding available to the school. This includes the monies made available to support pupils with special educational needs and specific grants such as funding for improving standards. Working with the governing body the headteacher has related expenditure closely to priorities identified in the school improvement plan. The school is faced with the particularly challenging and largely external situation of continually falling rolls. Taking advantage of all the data available from the local education authority the acting headteacher has prepared for the consequential drop in income by identifying a contingency fund to subsidise staffing costs in the short term. He has also reviewed overall staffing commitments to ensure that longer-term costs are met within the school's predictable budget.

75. Changes in several key personnel, including the chair of governors and the chair of the finance committee, have inevitably affected the role of the governing body in planning the use of resources. Members currently in post show much commitment and great concern for the future well being of the school. However, they have had little opportunity so far to become fully involved in fulfilling their strategic responsibilities.

76. The deployment of teachers is efficient. The school makes good use of support staff particularly to assist pupils with special educational needs. Effective site management has resulted in the provision of an attractive, stimulating and secure environment. The efficient use of suitable and accessible learning resources contributes well to the good quality of the teaching.

77. Day-to-day financial management has the approval of the auditors and is very good. The administrator and the clerical assistant provide very efficient but unobtrusive support in the day-to-day routines of the school. They make a positive contribution to the very good school ethos and the good progress made by pupils.

78. Unit costs in the school are about average. Taking account of the low attainment of pupils on entry; the overall good quality of the teaching; pupils' good progress as they move through the school; their satisfactory level of attainment when they leave; the very good quality of provision for spiritual, social, moral and cultural education and the excellent behaviour and relationships found, the school gives very good value for money.

82.

82. **PART B: CURRICULUM AREAS AND SUBJECTS**

82. **Areas of learning for children under five**

79. The provision for the children under five is good. The school admits children to the nursery class in the September or January term of the year in which they are three. They attend the nursery part time for either a morning or afternoon session. Children enter the nursery with levels of attainment well below those expected for this age group. Their language skills are particularly poor and this impinges on all areas of learning. They make good progress towards the Desirable Learning Outcomes and transfer easily to reception. However, as they start their reception year in the autumn or spring term in which they are five their levels of attainment are still well below average for the age group. They continue to make good progress and by five some have reached the goals for Desirable Learning Outcomes. Although a minority of children do reach these Desirable Learning Outcomes by the age of five the majority of children still have levels of attainment below average as they start the Key Stage 1 programmes of study.

83. **Personal and social development**

80. Most children enter the nursery with poor personal skills. Through good teaching children make very good progress at the start of their time in the nursery. They quickly develop an understanding of right and wrong and learn to care about those around them. Children continue to make good progress throughout the nursery and reception classes and by the age of five many share equipment and play and work happily together. Most children make good gains in independence and develop very good relationships with each other and their teachers. Children enjoy their work and take part in activities with enthusiasm. They take pride in what they achieve. For example, in the nursery children are eager to show how well they have painted a picture and in reception class they enjoy talking about their work to show visitors how much they have learned. Children behave well and respond quickly to instructions such as requests to tidy equipment away.

Language and literacy

81. Most children start nursery with poor concentration and poorly developed speaking and listening skills. They make good progress and by the age of five most children have improved their language skills. However, for the majority of children attainment is still below what is expected for this age. Adults place a high focus on language in both nursery and reception classes, encouraging children to speak in sentences and to use correct vocabulary. The firm structures and strong routines enable children to develop confidence in speaking and provide a good environment for them to improve their listening skills. Regular conversations with adults encourage them to use newly acquired language skills and effectively support the good progress they make in both speaking and listening. They build an appropriate vocabulary and have opportunities to experiment with language through role-play in the variety of home, office and play corners available to them. For example, children try out new language acquired in 'sorting laundry' games in the laundry corner.

82. Children enjoy listening to and sharing stories and join in eagerly as the words become familiar to them. They make good progress in acquiring pre-reading skills and an enjoyment of books. In reception they put their newly acquired learning to good use in the well structured literacy lessons. For example, children use their knowledge of books to identify the title of a story and their skills of deduction to predict what the story will be about using front cover pictures. The recently introduced phonic work has a positive

impact on standards and children begin to recognise letter sounds and identify them at the start of words. As their language skills develop the children build up a bank of words that they recognise. They begin to read known words and to write letters correctly formed. For example, in reception class children learn the sound 'a', point it out in words in text and write it. They practise writing it correctly on white boards and in their writing books.

Mathematics

83. Good teaching and the provision of a range of experiences ensure that children make good progress in their mathematical development. However, by the age of five attainment is still below expectations. Many children count, sort, match, order and sequence numbers and objects. Some children recognise and use numbers to 10 and beyond. Some understand number operations, such as simple addition and subtraction. They use a variety of objects for comparison of size and weight. They learn about shapes and colours. For example, they sort two-dimensional shapes according to properties of numbers of corners and sides or by colour. However, for many this knowledge is not secure and children do not always retain it for other occasions.

87. Knowledge and understanding of the world

84. Children learn to explore the world around them in a scientific way and they make good progress. By the age of five a minority of children achieve the Desirable Learning Outcomes for this area. Whilst children are for the most part on target for the Desirable Learning Outcomes attainment levels, the majority remain below that expected for five-year-olds. Through good teaching and activities such as growing seeds and studying plants and leaves they learn about living things. Through play they experiment with sand and water and learn about the malleable properties of playdough. Children learn how things work, for example, they use wheels in construction kits. They use computers to reinforce their learning. Children in reception class work in the computer suite and learn effectively to use the mouse to move the cursor on screen and make 'Smart Alex' produce a variety of different sounds. Children look at photographs of themselves as babies and compare them accurately with how they look today. They can study simple maps and find where they live.

88. Creative development

85. The quality of teaching is good and children make good progress, although, by the age of five they still attain at levels lower than expected for the age group in this area of development. Children use opportunities well to create pictures and objects from a variety of media and tools. For instance, in the nursery they produce interesting and imaginative 'vehicles' using wood and a selection of materials of their own choice. They mix their own colours for colour charts and paint in a variety of styles. Children enjoy singing and know many songs and rhymes which they use well to support their number and language work. They join in action songs readily and several children are sufficiently confident to perform solos of their favourite songs. They discuss and explore different ways of making music with their bodies. For example, children in the reception class click their fingers, clap their hands and stamp their feet to provide accompaniment for a song.

Physical development

86. By the age of five children make good progress from their low starting point and most achieve the Desirable Learning Outcomes in explorative and experimental outdoor play on large apparatus. However, they do not develop so well in activities requiring more dexterity and finer control of movement. Skills in these areas remain below what is

expected of children at five years of age. There is a good secure outdoor play area for the nursery. The reception class has its own play area which is also secure. Children use these areas well for physical development. They handle a variety of equipment outside such as pedal toys, balls and climbing frames and this together with physical education lessons in the hall helps them to develop an awareness of space and a control of their bodies. Children satisfactorily make models with construction kits and use tools properly in activities such as cutting and gluing. They learn how to use pencils and paintbrushes correctly and practise these skills regularly in painting and drawing activities.

87. The quality of teaching for the children under the age of five is good in all areas of learning. There was no unsatisfactory teaching during the inspection. Approximately 91 per cent of lessons seen were good and 27 per cent of those were very good. There is good teamwork by all staff in the nursery and reception classes. They approach the children with sensitivity and consistency. Relationships are very good between the whole under fives community. Teachers plan well and use day-to-day assessment effectively to prepare activities suited to the needs of all children. This helps the children to make constantly good progress. Teachers place great importance on the use of good correctly structured vocabulary and they encourage children to speak well at all times. This enables good progress to take place in language and literacy activities and reflects positively across all other areas of learning. Teachers question children well to draw out previously learned knowledge and to move their learning forward. They intervene effectively to explain to children what is required to improve their skills and their understanding of their work.

91. **English, mathematics, science, information technology and religious education**

91. **English**

88. In the 1998 tests for seven-year-olds the percentage (84 per cent) of pupils attaining or exceeding the national standard in reading was above the national average. The percentage of pupils attaining the higher Level 3 or above was 26 per cent and this was in line with the national average. These school figures were consolidated in the 1999 tests when 87 per cent of pupils achieved Level 2 and above and 27 per cent reached Level 3 but the national comparisons are not yet available. Attainment in writing was close to the national average in 1998 with 81 per cent of pupils attaining or exceeding the national expectation and 6 per cent attaining Level 3 or above. These levels of attainment in reading and writing were very high in comparison with pupils from similar backgrounds. The school figures for the 1999 writing tests were approximately the same as the previous year with 81 per cent of pupils achieving Level 2 or above and five per cent Level 3.
89. In the 1998 national tests for 11 year-olds the percentage of pupils attaining the expected level (63 per cent) was close to the national average. However, the number of pupils exceeding the national requirement and attaining Level 5 or above (11 per cent) was below the national average. These levels of attainment are average when compared with the performance of pupils nationally but very high in comparison with similar schools. The 1999 tests show a slight improvement with 68 per cent of pupils attaining at Level 4 or above but with fewer pupils (10 per cent) attaining the higher Level 5. This indicates a measure of under achievement in the national tests of some of

the more able pupils.

90. Inspection findings confirm these levels of attainment. Attainment at the end of Key Stage 1 is in line with national expectations, except in reading where it is above. Overall, attainment at the end of Key Stage 2 is in line with national expectations. Whilst overall attainment at the end of Key Stage 2 is in line with expectations a significant minority of pupils, particularly those with special educational needs, attain at below nationally expected levels. The end of Key Stage 2 year group contains a larger than usual number of pupils with special educational needs. These levels of attainment indicate that the school has maintained the standards noted in the last inspection report.
91. The school has successfully implemented the National Literacy Strategy. This is having a beneficial effect on pupils' progress, especially at Key Stage 1. In writing pupils demonstrate an improving command of skills such as punctuation and sentence structure. In reading pupils benefit from experiencing a widening range of reading material. They read more accurately and with greater confidence. Improvements are also evident in speaking and listening skills where the emphasis in the strategy on the development of oral skills has a good effect. As teachers become more experienced in applying the scheme they begin to see the need for flexibility and adaptability to suit the particular needs of their pupils and this has a beneficial effect on their progress. For instance, several teachers acknowledged that there is too little time allocated for pupils to write at length. The school has responded to this need by allocating extra timetable time for writing. Similarly, a few less able and many younger pupils find it difficult to maintain concentration during whole group sessions for lengthy periods. The teachers recognise these drawbacks and plan accordingly.
92. Throughout the school pupils with special educational needs and a significant number of lower attaining pupils make good progress. This is because they are set suitable tasks in reading and writing designed to help meet their specific needs. Higher attaining pupils make good progress particularly when they have sufficiently challenging work. Usually, therefore, these pupils achieve levels that are above average in all elements of the subject. Pupils with English as an additional language make satisfactory progress in the acquisition of language skills.
93. Standards of speaking and listening are in line with national expectations at the end of Key Stage 1. Whether discussing a story, analysing a text or giving opinions about a topic the majority of pupils demonstrate sound vocabulary skills. They speak satisfactorily and state their opinions clearly. Pupils come into school with below average speaking and listening skills. Throughout the key stage teachers work hard to provide their pupils with a wide range of imaginative tasks to help broaden their experience and increase their confidence and thus their levels of attainment. The youngest pupils role-play such activities as 'shops'. Older pupils act out plays, perform in assemblies and at the end of lessons report back to their classmates on what they have learned. By the time pupils leave the school at the end of Key Stage 2 standards in speaking and listening overall are in line with national expectations. Most pupils speak with increasing confidence to a range of listeners. They ask and answer questions readily, respond enthusiastically to literature and express themselves clearly. They learn to present information they have gathered from a variety of sources. Most literacy sessions end with a discussion about what pupils have learned during the lesson. Some pupils read out completed work and this reinforces learning and increases confidence. Year 4 pupils, for instance, delightedly read out newspaper reports they had compiled about Middlesborough Football Club beating Manchester United 6-0!

94. The majority of pupils make good progress in speaking and listening. Teachers take care to use appropriate vocabulary and terminology in lessons in other subjects such as science and art. Throughout the school pupils make good progress in the acquisition of speaking and listening skills. At Key Stage 1 pupils acquire and use new vocabulary such as 'edition', 'appeared' and 'instructions.' Younger pupils talk about 'author' and 'illustrator' and answer questions about story content. At Key Stage 2 pupils build upon the skills of speaking and listening and take advantage of opportunities for constructive talk in pairs and in groups. Pupils in Year 4 discuss newspaper headlines and the effect they produce whilst Year 6 pupils discuss knowledgeably the differences between the text and video versions of 'Babe'.
95. At the end of Key Stage 1 standards in reading are above national expectations. The majority of pupils read fluently and with considerable accuracy books presented at a suitable level for their age group. They read and follow written instructions for their work. They recall stories they have read and define the main points of texts. When sharing texts in literacy sessions pupils learn to combine a full range of reading cues which they use effectively when reading independently. At the end of Key Stage 2 pupils have reading standards in line with national expectations. Pupils read for pleasure and with considerable understanding. They comment confidently on the differences in style between books and use their skills of inference and deduction in their reading. Pupils use sources such as dictionaries, encyclopaedias and thesauruses to aid their understanding. However, there are some pupils, particularly in Year 6 where there are a large number of pupils with special educational needs, for whom attainment is below average. They experience great difficulty in understanding idiomatic and expressive language beyond the literal. Their problem is exacerbated by lack of support from home. The school is aware of this problem and attempts to build up a home-school reading partnership. However, this is inconsistent and in need of further development.
96. Pupils at Key Stage 1 make good progress in the acquisition of reading skills and at Key Stage 2 pupils make satisfactory progress. The strong focus on reading in the Literacy Hour enables pupils to make enhanced progress. Where parents support the school by hearing their children read at home pupils make better progress. However, at Key Stage 1 there are instances of pupils reading books which have insufficient challenge for them, with too rigid an adherence to reading scheme books.
97. At the end of Key Stage 1 pupils' attainment in writing is in line with national expectations. Pupils write in a range of forms including stories, poems, diaries, factual accounts and instructions. Standards of spelling and punctuation are those expected of seven-year-old pupils. There are some good examples of writing in which pupils use a wide range of punctuation marks including inverted commas. In literacy sessions pupils demonstrate their knowledge of the sound and spelling system which they use to read and write in other subjects. Standards of handwriting are satisfactory. However, pupils do not always use their best handwriting skills, acquired consistently in handwriting lessons, when working in other subjects. By the age of 11 writing standards are in line with what is expected nationally. Pupils write in a range of styles for a variety of purposes, including stories, poems, scripts and reports. There are some good examples of extended writing in English. Pupils develop, organise and communicate ideas, for example, in their book reviews. A significant number of pupils write in linking paragraphs. Pupils' spelling of regular and irregular words is usually correct and they use a wide variety of punctuation marks suitably. Standards of handwriting and presentation at Key Stage 2 are variable. While most pupils use neat, joined writing this is not consistent in all classes in all subjects.

98. In writing pupils make sound progress at Key Stage 1 and good progress at Key Stage 2. There is evidence that pupils' progress has improved significantly with the implementation of the Literacy Hour. As they move through Key Stage 2 their progress is accelerated through suitably challenging tasks. Pupils learn to adapt their writing for different audiences whether responding imaginatively to a poem about a monster, composing a newspaper article or writing about 'A Midsummer Night's Dream'. Pupils increasingly use the skills of planning, drafting, revising and proof reading before producing a final clear copy of their work. Pupils become increasingly competent in spelling and grammar. They use these improving writing skills in other subjects of the curriculum, particularly in science, religious education, history and geography. Pupils use well their developing information technology skills to edit and draft their work and, for example, to format and save their addresses.
99. Pupils respond well in lessons. They listen carefully to their teachers and try hard to answer their questions. They are keen and eager to make contributions and to extend their knowledge. Aided by the very good example set by their teachers they listen to and value the contributions made by their classmates. They work particularly well in pairs and groups, sharing ideas and equipment profitably. They concentrate well for lengthy periods and take a pride in finishing their work on time. Many pupils show a real pleasure in language and the effects it produces. Pupils are proud of their work and show it eagerly to visitors. Pupils with special educational needs respond well to the activities provided for them in reading and writing and contribute to the discussions well.
100. The quality of teaching overall is good or better in two thirds of lessons with the remainder satisfactory. In 20 per cent of lessons the teaching is very good. Where teaching is very good lessons are characterised by a brisk pace, challenging tasks, high expectations of pupils' work and behaviour and infectious enthusiasm. In these lessons pupils make good and sometimes very good progress. Teachers have good knowledge and understanding of the subject and so link together the skills of oracy and literacy systematically. They teach the appropriate programmes of study effectively and help to extend pupils' skills in subjects across the curriculum. Where teaching is less effective teachers do not always manage time efficiently and the effectiveness of the plenary session of literacy lessons is lost. The use of support assistants is not consistent. In some lessons when they are deployed efficiently they make a major contribution to pupils' progress. In others, however, they are under-used and their skills wasted. The school has maintained and extended its good quality teaching from the last inspection. This together with the implementation of the National Literacy Strategy has contributed to maintaining standards, particularly at Key Stage 1. This effective consistency is in the context of falling rolls, the high turn over of pupils and the high number of pupils with special educational needs, particularly at Key Stage 2.
104. **Mathematics**
101. In the 1998 national tests at the end of Key Stage 1 the percentage of pupils attaining the expected Level 2 and above (93 per cent) and the percentage achieving the higher Level 3 and above (26 per cent) were above the national averages. The results of all pupils in the school at the age of seven indicate that pupils' attainment is above the national average when compared to the results of pupils from all schools and well above the national average when comparison is made to the results of pupils in similar schools.
102. In the national tests (1998) at the end of Key Stage 2 the percentage of pupils reaching

the expected Level 4 and above was close to the national average. The percentage reaching Level 5 and above was below the national average. The results of all 11 year-olds in the school indicate that pupils attain levels that are close to the national average in relation to all schools and well above average when compared to similar schools.

103. The results over the three-year period from 1996 to 1998 show that at the end of Key Stage 1 pupils' levels of attainment are well above the national average and at the end of Key Stage 2 pupils' attainment over the same period is close to the national average. Between the years 1996 and 1997 pupils' levels of attainment rose significantly at both key stages though in 1998 they dropped slightly. This is explained by the changes in cohorts due to a high turnover in pupil numbers in the area and falling rolls. Most pupils who left the area attained appropriate levels at Key Stage 1 whilst a high percentage of pupils coming into the school have special educational needs.
104. Inspection findings indicate that at the end of Key Stage 1 pupils' attainment is above national expectations. At the end of Key Stage 2 attainment is in line with what is expected nationally.
105. At the end of Key Stage 1 pupils have a good grasp of number and use effective mental strategies for calculating by addition, subtraction, multiplication and division. They count on in tens from any two-digit number and higher attaining pupils add 11 to three-digit numbers by adding 10 and then adding another unit. Pupils confidently use, with secure knowledge of, number bonds to 20. They record their calculations carefully when adding two-digit numbers, including when they use carrying figures. Pupils have good knowledge of two-dimensional shapes and classify them according to their properties. They know, for example, that both squares and rectangles have four sides, four edges, four corners and one face. They successfully explain, however, they are different because the square has sides of equal length and the rectangle has two sets of sides of differing lengths. Pupils use bar graphs well to display data and use Venn diagrams to show similarities and differences.
106. At the end of Key Stage 2 pupils have well developed numeracy skills. They use appropriate mental strategies to calculate, for example, 14 multiplied by 15. They change the figures to 7 times 30 and finish with 7 times 3 times ten to arrive at the correct answer. Pupils display clear understanding of fractions and link fractions to percentages and decimals. They calculate equivalent fractions using multiplication. The higher attaining pupils understand that if both the numerator and denominator in a fraction are factors of the same number then there has to be an equivalent fraction in lower terms. Pupils display good knowledge of two-dimensional and three-dimensional shapes and describe the properties of these accurately. They identify different types of triangle, namely 'isosceles', 'scalene' and 'equilateral'. They know that an angle is a degree of turn and measure and draw them accurately.
107. Pupils, including those with special educational needs and those with English as an additional language, make good progress overall at both key stages. In Year 1 pupils become more confident in using number and in mental calculations they work with increasingly higher numbers. They begin to record their results with a greater degree of accuracy. In Year 2 pupils gain greater knowledge about identifying the properties of a wider range of two-dimensional shapes. They increase their knowledge of addition and subtraction of number from adding two-digit numbers to addition and subtraction of hundreds, tens and units. During their time in Year 3 pupils gain understanding of number patterns linked to multiplication tables. They learn, for example, their two, three and five times tables. They begin work on reflective symmetry, identifying accurately

lines of symmetry in patterns and shape. They learn how to tell the time using half and quarter hours to and from the hour. In Year 4 pupils develop mental techniques for doubling and halving numbers up to 99. They record data with increasing accuracy using bar charts and line graphs. They learn the meaning of 'frequency' and the importance of the correct labelling for graphs and diagrams. Pupils in Year 5 gain greater understanding of fractions and begin to use and recognise improper fractions and mixed numbers. They learn how to calculate three quarters of a number by first finding one quarter and multiplying the answer by three. Year 6 pupils gain increased knowledge of shape, measures and number. They draw patterns using rotational symmetry and calculate accurately the areas of regular shapes. They learn about averages, means and medians and have increased knowledge of multiplication and division processes using long multiplication and division in their calculations. They subtract two four-digit numbers using decomposition methods. Pupils use decimals and fractions very confidently. They use their developing numeracy skills well in other subjects, particularly in subjects such as science and design and technology. In these areas pupils employ effectively, for example, their measuring and data presentation skills to carry out their set tasks. The use of information technology across the mathematics curriculum is developing satisfactorily with room for further work in this aspect. Pupils' good command of the language of mathematics contributes well to their developing literacy skills.

108. Pupils' responses are good. Pupils behave well in most lessons and very well in many. They sit quietly on the floor in mental and class sessions and are keen to contribute to lessons. In most classes pupils put up their hands to answer and ask questions. When asked to do so by their teachers pupils move very sensibly to their desks for individual or group work. They settle down quickly and work with concentration for long periods of time. The quality of presentation in most pupils' books is of a high standard.
109. The quality of teaching overall is good and over time has contributed significantly to improving pupils' standards. Teaching is good or better in 85 per cent of lessons. It is very good in 25 per cent and is never less than satisfactory. The highest-quality teaching occurs when teachers have a clear understanding of what it is they wish pupils to know and learn. They attain their objectives through a very fast pace to lessons, very effective questioning skills and very good utilisation of well-prepared resources. Teachers in these lessons have very high expectations of pupils' behaviour and levels of work. In lessons where the quality of teaching is good, teachers' questions offer appropriate challenges to pupils and the teachers give good support to groups and individuals in their learning. The effective use of plenary sessions at the conclusion of numeracy lessons successfully consolidates learning undertaken during the lesson. Minor points identified as weaknesses in the quality of teaching include unclear explanations, a lack of sufficiently specific learning objectives in some teachers' planning and when teachers occasionally miss opportunities to intervene in pupils' learning to make it more effective. Opportunities for independent learning are also rather under-developed.
110. The introduction of the Gatsby Project has had a very positive effect on developing standards in the subject. The school has successfully implemented the National Numeracy Strategy and, linked to the Gatsby Project, this has had a very positive effect on pupils' learning. The school has successfully built on the standards identified in the last report. The quality of teaching has improved and pupils continue to display the same positive attitudes to their work.

114. **Science**

111. In 1998 in the national assessments carried out by teachers at the end of Key Stage 1 the percentage of pupils reaching the expected Level 2 or above was above the national average. The percentage reaching the higher Level 3 or above was in line with the national average. The inspection findings reflect the 1998 position. Attainment by the time pupils are seven years of age is above national expectations for most pupils. This is a clear improvement since the last inspection. The reasons for the improvement are found in the consistently good teaching and a well thought out curriculum with a structured programme of practical investigative work. These factors stimulate pupils to try their best.
112. The results of the 1998 end of Key Stage 2 statutory tasks and tests taken by 11 year-olds show the percentage of pupils reaching the expected Level 4 or above was well above the national average, as was the percentage reaching the higher Level 5 or above. This is a significant improvement since the last inspection. The inspection findings confirm this position overall in that at the end of Key Stage 2 attainment is above national expectations for a majority of pupils, although in the current Year 6 there is a high percentage of pupils with special educational needs. Thus at Key Stage 2 pupils build on the good progress made at Key Stage 1 with a high level of good quality teaching, an interesting and lively curriculum and further developed practical work.
113. The schools results in 1999 at Key Stage 2 compared with its results in 1998 show a slight reduction in the number achieving the expected levels. The national comparisons are not yet available. However, factors such as a high pupil turnover particularly at Key Stage 2 in recent years and the high percentage of pupils with special education needs go some way to explaining this.
114. The good standards in science result from a strong effort by the school over a number of years to improve pupils' achievements. This is all the more commendable at a time when the principal emphasis in the school is on literacy and numeracy which currently occupies much of the school's focus. There is clear evidence of the mutual benefits of these national strategies in the work pupils carry out in science, for example, in the recording of observations and in writing up experiments. The variety of ways in which teachers and pupils tackle the curriculum in science allows less able pupils and those with special education needs to achieve success. This influences the overall position in respect of standards.
115. In comparison with the results of pupils from all schools in the 1998 tests pupils from the school performed well above the national average at the end of Key Stage 2. In comparison with the results of pupils from similar backgrounds the results of the pupils from the school were very high. Nevertheless, there is room for further development.
116. With the establishment of sound literacy and numeracy strategies in the school, opportunity now exists for a refocus on science, particularly concerning the external features affecting the school and the ways in which to take the school forward. Whereas the quality of the practical investigative work is good and in some cases very good the teachers firmly direct much of the work. The very constructive atmosphere in the school towards work brought about by teachers and pupils co-operating well gives a very good foundation for more fully independent work in which pupils regularly plan, prepare and carry out their own experiments and take even more responsibility for their own learning. This particularly applies to the reducing number of more able pupils of whom some do not consistently achieve as high as they might.

117. At Key Stage 1 pupils' understand the need for a fair test and know how to construct one. They write down and test their predictions. Pupils write their results and draw conclusions from them. They know that a circuit has to be closed in order to work and understand that metal conducts electricity. Pupils use an appropriate and accurate technical vocabulary, for example, 'circuit' and 'battery'. Younger pupils at the key stage know that all animals, including humans, grow and change. They also identify and label correctly the organs associated with the five senses.
118. At Key Stage 2 pupils understand and use an appropriate technical vocabulary, for example, 'filter' and 'drainage', when conducting an experiment to see what happens when adding water to soil. After clear instructions from the teachers pupils take some responsibility for planning, organising and setting up experiments. They devise and carry out fair tests, discuss findings and record observations accurately using a variety of methods of presentation. Pupils understand and explain experiments to discover the different properties of materials, for example, to find the amount of stretch in fabrics and the absorbency of paper towels. They take care to ensure their experiments are as accurate as possible. Pupils collect data and some use the computer confidently to collate, analyse and present their findings. They recall previous work well, for example, work on solids and gases, applying their knowledge to everyday situations and producing a poster to show the uses of different gases. They use accurate scientific language such as 'particle', 'helium' and 'carbon dioxide'. At the end of the key stage pupils use keys to identify and classify with reasonable accuracy mini beasts. They also know the functions of different types of roots. Pupils have a good understanding of scientific skills and concepts and make accurate predictions about the outcomes of their practical investigations. Their ability to record their findings in writing neatly and accurately is above what is expected for pupils of this age.
119. Progress throughout the school is good for most pupils, including those with special educational needs and those with English as an additional language. Pupils make good progress at Key Stage 1 and a few make very good progress. This progress is built on and most pupils make good progress and several make very good progress by the end of Key Stage 2. The pupils' level of attainment reflects this. As they move through the school pupils gain a very good understanding of scientific skills and concepts. They show good gains in their ability to plan, organise and carry out scientific investigations. Pupils apply their knowledge to other areas of the curriculum, for example, when using the computer and when discussing temperature in geography. This accelerates progress in these subjects. They also make good progress in their understanding and use of appropriate scientific vocabulary which contributes well to the development of literacy skills.
120. Pupils in all classes show interest and enthusiasm. They have good attitudes to work, particularly older pupils at Key Stage 2. These contribute to their high level of attainment. Pupils have good motivation for work. They show high levels of concentration and take pride in their work. Behaviour, even in the less formal practical work, is very good indeed. Pupils work well together, discuss ideas and many use a mature level of reasoning to work out ideas. Whilst the investigative work they undertake usually excites them pupils listen carefully, follow instructions, behave in a responsible and sensible manner and share tasks fairly. They pay suitable attention to safety issues. Not many pupils show real curiosity about scientific matters and this is a result of under-developed independent learning techniques.
121. The quality of teaching is good throughout the school. There is very good teaching at

both key stages. Teachers have high levels of intervention, questioning and discussion that challenge pupils' thinking. These feature in the very good teaching observed. All pupils have opportunities to discuss their findings. The pace of lessons is good. The very good relationships between teachers and pupils ensures a good level of commitment by pupils. Lessons are well structured and expectations are high. This enables pupils to make the progress and achievements expected of them by their teachers. The teachers expect their pupils to complete their work within lessons and make the criteria for work clear. The careful planning and skilful teaching ensures that class routines and control and discipline are firmly yet subtly managed. Individual lesson planning is good in quality and content. Teachers usually match very well the activities to the needs and abilities of pupils. Most teachers have good subject knowledge and understanding and make good use of resources. They are enthusiastic about their teaching. In lessons teachers' planning has clear learning objectives but these sometimes lack detail. Occasionally teachers do not prepare sufficiently demanding and different extension activities for pupils that are more able. Pupils have insufficient opportunities provided for them to engage in their own research and to plan and carry out their own investigations.

125. **Other subjects or courses**

125. **Information and control technology**

122. The provision for information and control technology is good. Since the last inspection the school has greatly improved its provision and the standards pupils achieve. The school has added a very good input of updated resources and a new computer suite to its school's facilities. This is very well used and already makes a considerable impact on improving standards. At the end of both key stages pupils attain levels in line with national expectations. Pupils at both key stages, including those with special educational needs and those with English as an additional language, make good progress.
123. At the end of Key Stage 1 pupils show a good level of skills in using computers. They use a mouse to order and move objects on a screen. They successfully log on and off the network and use passwords efficiently to access required programs. They save, edit and print their work with increasing skill. Pupils in Year 2 use brush and pen programs successfully and learn to 'flood', 'fill' and use 'spray can' to fill in outlines on screen.
124. At Key Stage 2, pupils continue effectively to build on the skills they have learned at Key Stage 1. In Year 4 pupils produce accurately their own address code. They change font size and highlight text as required. Pupils in Year 6 generate clear spreadsheets using data they collect in mathematics and science topics. They interrogate the database they build up and work in two fields to analyse and print out information for cross-curricular projects. Many accurately use formulae to total columns of figures on their spreadsheets and discuss their work using a good level of suitable technical vocabulary. For example, they use correct terminology such as 'monitor', 'tool bar', 'icon' and 'field' when describing their work.
125. Progress over time is good and some pupils make very good progress. Pupils build on previously learned skills and progressively extend their understanding of technology as they move through the school. They constantly make good gains in knowledge and understanding during lessons. Teachers' effective questioning techniques and timely

intervention supports and enhances progress, moving pupils' learning forward. For example, teachers work individually with pairs or small groups assessing pupils' knowledge by questioning them and moving them onto the next stage efficiently. This accelerates learning and enables pupils to acquire skills quickly. At both key stages the consistently good progress with at times the very good progress ensure continuously improving standards. Pupils with special educational needs and those with English as an additional language make good progress.

126. Pupils have positive attitudes to the subject. They are enthusiastic and show great interest. They become absorbed in their work and enjoy the chance to work with computers. The vast majority of pupils are confident. They are not afraid to make mistakes and ask teachers for guidance when required. They use sensibly the advice they receive to improve their work and are pleased with their results. Pupils take care with the resources and use equipment sensibly and with respect.
127. The quality of teaching is good. Since the last inspection teachers' confidence and subject knowledge has increased substantially. This results in the consistently good teaching and enables the pupils to make good and very good progress. In good lessons teachers plan and organise the time effectively. They have clear aims and convey these to the pupils at the beginning of the session. They use assessment well to plan activities which match the needs of individual pupils closely, presenting them with an appropriate challenge.
131. **Religious education**
128. At the end of both key stages standards of attainment are in line with those expected in the locally agreed syllabus. Standards have improved since the last inspection primarily because of the extension of the amount of good quality teaching and a somewhat sharper focus on the curriculum. Pupils have sound knowledge of the Christian religion. They develop a satisfactory knowledge of Islam and Sikhism as well as some aspects of Hinduism. Pupils of all abilities at both key stages, including those with special educational needs and those with English as an additional language, make satisfactory progress.
129. At Key Stage 1 pupils know about the life of Jesus and that information on this is in The Bible. They know some parables and begin to understand how to apply Christian values to their lives. Pupils demonstrate through their written prayers an empathy for and sympathy with people in need.
130. Pupils at Key Stage 2 understand the importance of the Bible in the Christian religion. They know and understand about some of the main aspects of worship and rites and about personal qualities and moral values in the Christian religion. They know some parables. All pupils at both key stages know some prayers including the 'Lord's Prayer' which they say by heart. They also know that the Bible is divided into the Old and New Testaments. Pupils of all abilities make satisfactory progress at both key stages when learning about world faiths. They name and give an account of the religions studied but have not yet built a fully coherent picture of each one.
131. Pupils respond well. At Key Stage 1 they listen intently to stories, becoming so engrossed that they exclaim aloud with delight or express indignation at wrong doings during the story session. At Key Stage 2 the majority of pupils are responsive and show interest in their lessons. They give appropriate answers to questions and begin to pose their own questions. Behaviour is often exemplary. Pupils handled old Bibles with great

care and respect. In their books they have completed some carefully presented work covering Christianity, Islam and Hinduism that includes written accounts, drawings and prayers.

132. The quality of teaching is good overall throughout the school. Pupils learn about religions and how to learn from them. A good example of this was seen in Year 3 when the pupils' responses indicated a sound understanding of the story of 'The Good Samaritan', with the teacher prompting them to think about the Christian values of caring, sharing and helping. Teachers have secure subject knowledge. They usually plan lessons well, using good questioning techniques and activities to develop pupils' skills of investigation, interpretation, reflection and empathy. They develop pupils' ability to debate and distinguish between opinion, fact and belief. There is a satisfactory range of methods used, for example, play reading, paired work and listening to stories. However, pupils carry out little independent study or research.

136. **Art**

133. Standards in art are good with many pupils exceeding expectations for their age. Pupils, including those with special educational needs and those with English as an additional language, make good progress throughout the age range. This represents an improvement since the last inspection when standards were said to be in line with national expectations and 'high in a substantial number of lessons'.

134. Attractive displays of pupils' high-quality artwork are a very impressive feature of the school. The school's policy for co-ordinated displays throughout each classroom and in corridors and other public areas ensures a rich and stimulating environment for its pupils.

135. The good progress made by pupils at Key Stage 1 is shown in the work produced in lessons and in the displays around the classrooms. The youngest pupils use their pencils and paints effectively in a range of pictures including an imaginative response to a piece of music. They know how to mix a range of shades using a primary colour and white powder paint. They learn quickly not to add too much water and produce a good range of shades quite competently. Throughout Key Stage 1 pupils build up their knowledge and understanding of a variety of media and techniques. They mix paint, learn to control their brush strokes and show an understanding of the use of colour in a variety of observational and imaginative art work opportunities. Pupils learn effectively the techniques of collage when working together, for instance, on pictures designed to illustrate 'Fire' and hot colours. By the age of seven pupils are aware of different styles of painting and work in pastels in the style of Kandinsky. They produce two-dimensional collage pictures of faces and they further their skills in observational drawing with good quality pictures of fruit and vegetables.

136. Early at Key Stage 2 pupils develop their skills in colour mixing with both paint and pastels and create pictures, for example, to illustrate changing climates and show a variety of weather conditions. They also paint portraits and develop their skills in using paint, chalk and charcoal as they explore 'Black and White'. As they progress through the school they further their observational drawing skills in a variety of opportunities. They learn effectively about the ways that a series of famous artists have depicted water and they study the representations of a variety of industrial landscapes. They work successfully to present stained glass and pursue an in-depth study of Islamic art. Pupils in Year 5 continue to develop their skills in painting and collage with pictures showing animals they might find in a rainforest. They have studied the work of Helen Croucher

and attempt to imitate her style effectively. They also develop their skills of art appreciation and critical appraisal with a study of Monet's 'Waterlilies'. Pupils produce good-quality pictures in imitation of his impressionist style. At the end of Key Stage 2 pupils continue to improve and refine these skills in sketching both imaginative and observational drawings. They study the work of famous contemporary artists and develop their skills and techniques with a variety of media such as paint, charcoal, pen, ink and pencil drawings. Teachers display art work imaginatively and skilfully and displays such as the very fine work in 'Heavenly Hydrangeas' and the wide ranging techniques observed in the 'Jewels of the Nile' display set high standards to which pupils aspire.

137. Pupils display very good attitudes to art. Their teachers' good subject knowledge and the progressive nature of the opportunities offered to them stimulate them. They work with obvious enjoyment, talk about their work with enthusiasm and show satisfaction with the outcome of their efforts. Throughout the school pupils listen attentively, work confidently and persevere well in all lessons. They use resources sensibly and share ideas with one another. Their behaviour is consistently very good.
138. The quality of teaching is good at Key Stage 1 where teachers establish a purposeful atmosphere and are very successful in motivating their pupils. The teachers have established good relationships with their pupils and use introductory sessions effectively to explain the techniques to be used. They are well aware of the learning needs of the different groups in their class and conduct lessons at a good pace. The quality of teaching at Key Stage 2 is very good overall. Teachers have very good subject knowledge and this together with the use of a wide range of teaching stratagems ensures that pupils make good and sometimes very good progress. They have very high expectations of their pupils and this results in a very high quality of work. Teachers make very good use of the work of famous artists and set high standards. They also use the pupils' work to show what is expected and to provide encouragement. However, they offer pupils too few opportunities to develop their expertise regularly in projects involving three-dimensional work. Lessons are very well structured and teachers use adult support very effectively. Throughout the school the teachers maintain very good standards of discipline and link art effectively to other subjects, particularly science and history. However, the school also insists that art is important as a subject in its own right and this together with the systematic and thorough development of artistic skills ensures the very high standards that are such a prominent feature of the school. The use of information technology is in its infancy. Pupils develop their literacy skills as they acquire and use effectively the technical vocabulary associated with the subject.
142. **Design and technology**
139. Timetabling difficulties and the operation of the school's curriculum cycle meant that it was not possible to see any design and technology lessons at Key Stage 1. However, it is evident from a close scrutiny of the school's documentation, teachers' curriculum planning and pieces of pupils' finished work, plus interviews with both teachers and pupils that pupils attain standards appropriate for their age at the end of both key stages. The school has maintained standards since the last inspection. Their work in textiles exceeds national expectations. The school provides its pupils with a range of appropriate tasks and assignments thus ensuring that all pupils, including those with special educational needs and those with English as an additional language, make good progress in developing appropriate techniques of design and technology.
140. Throughout the school pupils use a variety of methods to investigate develop and

communicate their design ideas. They do this competently. Through a range of focused practical tasks usually linked to a topic theme they become familiar with an increasing range of techniques. Younger pupils design and make a greetings card with moving parts and make an impressive range of puppets. Older pupils at Key Stage 1 develop appropriate cutting skills and learn how to strengthen the corners of their constructions. They know how to plan a simple balanced meal and about the importance of fruit and vegetables in the diet. Early at Key Stage 2 pupils develop their skills of measuring, cutting and joining in a project to manufacture moving monsters. Year 4 pupils meet well a challenge to design and make a bridge capable of supporting the weight of a person out of newspaper. They demonstrate considerable ingenuity in designing and making their models. Pupils show a depth of understanding when discussing how they would change their methods if given the opportunity to repeat the exercise.

141. Older pupils make musical instruments and cook biscuits. Those at the end of Key Stage 2 design and manufacture a vehicle. They have a challenge to make the car move using their knowledge of circuits with wire, switches and a battery. Pupils experiment successfully and show delight with their results. They move on to evaluate the strengths and weaknesses of their models and decide how to improve them. Throughout the school pupils also work progressively on projects involving textiles. They develop their experience of weaving systematically through a series of projects carefully devised to develop their skills progressively. The results of these activities are very skilfully shown around the school in outstandingly good displays, such as in tapestries depicting Seascapes Arctic scenes. There is a little use of information technology in the work of pupils but this is underdeveloped. Pupils employ well their developing numeracy skills particularly in the planning and designing stages. They acquire and use the technical language of the subject, thus extending their literacy competence.
142. Pupils of all ages are particularly enthusiastic about design and technology. They talk at length about their designs and how they produced them. Most regard the projects as a challenge and give clear reasons as to why they would amend their plans given another chance. They show good levels of co-operation even when discussing finished products and listen to the ideas of others appropriately.
143. Although no teaching was observed at Key Stage 1 it is evident that teachers plan the work that they ask pupils to do with care and in detail and that they have high expectations of their pupils. All the teaching observed at Key Stage 2 was good. Teachers have good knowledge of their subject and their planning is thorough. They have a clear idea of what they wish their pupils to achieve. They have high standards and good knowledge of the teaching strategies that will achieve them. Lessons have good pace and teachers challenge pupils with an interesting array of focused practical tasks.
147. **History and geography**
144. Pupils, including those with special educational needs and those with English as an additional language, attain standards appropriate to their age and make satisfactory progress in both subjects at both key stages. The school has maintained standards since the last inspection.
145. At the end of Key Stage 1 in history pupils become aware of the passage of time and identify artefacts as being 'modern' or 'old'. They realise how things have changed between Victorian times and now. They identify a modern iron commenting on the use

of electricity now, comparing it to the flat iron from past times. Pupils start to research and look for sources of information when making comparisons between their lives and the lives of people in the past. They look at books and posters to identify how their school differs from the Victorian schoolroom. At Key Stage 2 pupils gain a greater insight into different cultures from the past. They study the lives of famous people. They learn, for example, how Thomas Barnado began to look after waifs in Victorian London and how he gave them a better life. In their studies of history in other countries, for example, they learn about the Egyptians and begin to understand how their beliefs influenced their cultures. They learn, for example, how the Egyptians buried their Pharaohs in pyramids with things they would need for their journey to the afterlife.

146. At Key Stage 1 in geography pupils recognise details about their own surroundings and how they are represented in pictorial form in the shape of a map. They draw simple but accurate maps to show their routes from home to school or where they go to visit the shops. Pupils learn successfully about directions on maps, identifying north, south, east and west. At Key Stage 2 pupils study different areas of the world making appropriate comparisons with their own environment. In their studies about Brazil, for example, they draw good comparisons in temperature and rainfall between Manaus and London. They use simple but accurate graphs to display the data and interpret them, explaining how they show the differences. Pupils make effective comparisons between Stockton and different parts of the United Kingdom. Through their residential visit to Carlton and visits to 'Nature's World' they learn about village life and how the River Tees changes from source to estuary.
147. Pupils' response is good. They are very keen to learn and take an active part in lessons. They record dates on their graphs carefully and accurately. When they discuss modern and old artefacts they listen to the contributions of others well. They handle the artefacts carefully and sensibly, taking care not to cause damage.
148. The quality of teaching in both subjects is good overall. Teachers plan lessons carefully following the guidelines set out in the scheme of work. They offer good challenges to pupils and have high expectations of behaviour. Teachers make good use of resources to enhance pupils' learning. The assessment of pupils' work is satisfactory. Teachers assess what pupils know, understand and can do although there are no clear procedures for recording the information. There are closely identifiable links between the planning for the two subjects. For example, when pupils study the geography of Brazil they closely follow this by historical study of the Aztecs in the area. The teachers use information technology effectively in both subjects with a good range of appropriate computer programs extending both their knowledge and their access skills. The school also uses external resources very well for the subjects. Pupils study the local area through visits and undertake field trips, including a residential visit to Carlton in North Yorkshire. Pupils employ their developing numeracy and literacy skills well particularly when collecting, presenting and discussing data.
152. **Music**
149. Attainment in performing, composing and appraising music is what is expected of pupils at this age. Progress overall is satisfactory. Pupils with special educational needs and those with English as an additional language make satisfactory progress. In all year groups pupils build on known skills and improve on them as the lessons progress. Pupils play musical pieces and perform musical patterns by ear and by symbols representing notation. The school has maintained standards since the last inspection.

150. At Key Stage 1 pupils of all ages and abilities sing tunefully in unison showing a developing control of pitch and rhythm and group awareness. Younger pupils have a good memory for the songs and follow musical patterns using chime bars and untuned percussion. At the end of Key Stage 1 pupils give a performance with small groups playing instruments together, counting aloud to the beat and following rhythm patterns.
151. At Key Stage 2 pupils sing well together in unison although there was no singing in parts or rounds heard during the inspection. Pupils sing accurately from memory. They try hard with diction and demonstrate an understanding of musical elements. Pupils throughout the key stage clearly enjoy the songs related to the forthcoming harvest celebration. There was no taped work available and most pupils did not have sufficient experience at expressing ideas and opinions about the music they had composed or recorded.
152. Pupils' response is very good. They enjoy music and show enthusiasm for it from an early age. This positive attitude is evident in all year groups. Pupils listen attentively to the teacher and are keen to co-operate. Pupils' behaviour is excellent throughout all lessons. Pupils listen eagerly to the professional recordings. They give relevant criticism in their appraisals. They are very keen to have hands on experience with instruments and work hard to make a contribution to the group.
153. Teaching is of a satisfactory quality. Teachers plan all lessons well and include a variety of activities that keep pupils interested. Lesson organisation is good and activities match pupils' abilities and interests although there is overall a lack of new or more challenging work. This is partly because the music co-ordinator is not in school at the present time. There is no peripatetic teacher available.
154. Music makes a significant contribution to pupils' development. Pupils perform in a musical concert each year and invite their parents and governors to watch. The concerts have good attendance and involve all pupils. For example, at the end of the autumn term pupils performed 'Babushka' at Key Stage 1. The well-received performances at the Easter celebrations by pupils in Years 3 and 4 have included drama, music, singing and dance. Leavers' concert themes have included 'The Creation', 'The Millennium' and 'Fashion Through the Ages'. The sharing of resources across both key stages means that instruments are not always displayed attractively. The school misses some opportunities to promote music making in school and to raise pupils' awareness about the names and range of instruments available.

Physical education

155. The school has maintained its at least satisfactory standards since the last inspection. At both key stages pupils achieve standards commensurate with their age. All pupils cover the range of elements in the National Curriculum and during the inspection lessons were seen in gymnastics, dance and games skills.
156. At both key stages pupils attain suitable levels in basic skills, knowledge and understanding. They know the value of warming up and cooling down before and after exercise. They work hard during lessons and behaviour in the hall is very good. They show very good listening skills, following instructions with care and concentration. Pupils pay due regard to safety. When moving around the hall pupils find space well. They vary speed and direction with control and discipline. They find good pathways through the space and take care not to bump into others. Pupils are happy to demonstrate and do so with confidence. They show appreciation of the performance of others and make

constructive comments. All pupils use small apparatus safely and properly.

157. All pupils in Years 4 and 5 have swimming lessons and by the end of Year 4 most pupils swim 25 metres unaided. The few pupils who do not achieve this standard have further opportunities in Year 6. Pupils in Year 5 partake in residential visits, which support very effectively their physical and social development. There are only limited opportunities for regular extra-curricular sporting activities, although there is a popular football club after school and the school plays matches against other schools. However, the school does participate in various inter-school events such as 'Kwik Cricket' competitions. They hold a popular sports day.
158. At Key Stage 1 pupils respond well to music in their dance lessons. Many show very expressive movements such as flowing and stretching to good effect when responding to contrasting moods in the music. Pupils show good ball control skills; for example, they roll a ball accurately to a partner and stop and trap the ball using their feet properly. In gymnastics pupils demonstrate carefully a series of different steps and strides. They have and hold good starting and finishing positions. Most put together a varied sequence of movements that entails travelling across small apparatus such as benches and mats. The more able pupils skilfully break down the movement into component parts before practising and reassembling. They show poise, control, balance and good extension. Most pupils show good expression and imagination in their work.
159. At Key Stage 2 younger pupils discover effectively different means of balancing and travelling on hands and feet. They expound good levels of energy. Pupils transfer balance well and execute controlled and accurate 'cat' springs. Most carry out well a range of interesting and varied sequences, involving springs, jumps and balances. Older pupils show good technique for ascending and descending apparatus and a range of imaginative movements in their travelling sequences. Most pupils throw a ball accurately in competitive games and successfully strike a ball with a bat as required. At the end of the key stage pupils hop, jump and balance on one foot with ease and control. They show suppleness and extension when performing imaginative movements such as arching the back to show an angry cat. Pupils have good running skills and execute precise, accurate and safe forward rolls.
160. Pupils make good progress at Key Stage 1 and satisfactory progress at Key Stage 2 as they hone, develop and practise their skills acquiring new learning, for example, learning to hold a position and to take their time. The good teaching throughout the school ensures that several pupils make good progress at both key stages. Progress over time is satisfactory. Pupils demonstrate this regularly in the standard of their controlled and finished sequences. Pupils make good progress when, as a result of effective teaching and some teachers' good subject knowledge, they focus on improving specific elements in their skills. This is particularly evident in good lessons when comparing the level of pupils' skills at the beginning of the lesson with that at the end. Pupils' progress is also more rapid when they listen well and take the advice of their teachers about their skills. Most pupils do this often, particularly at Key Stage 1. Pupils with special educational needs and those with English as an additional language make satisfactory progress in physical education lessons with support from members of staff.
161. Pupils respond well at both key stages. They enjoy their lessons and behaviour is customarily very good indeed. Pupils show good concentration and co-operation skills, working hard during lessons. They listen very carefully to their teachers, demonstrate with confidence and stay interested throughout their lessons. There are several occasions when teachers allow pupils to work freely in developing their ideas but most

work is quite closely structured with at times insufficient flexibility for truly independent learning. Pupils show sensitivity towards others and readily appreciate others' successes. Relationships in class are exemplary.

162. The quality of teaching is good at both key stages with some very good teaching seen. Teachers prepare well and have clear but at times somewhat generalised targets for what it is they want their pupils to learn. Teachers recall prior work and explain new work very well with good questioning techniques. All teachers manage their classes and resources very effectively. Lessons usually have good pace and timing but very occasionally some teachers miscalculate the length of time it will take pupils to carry out tasks properly. Not all teachers are confident about teaching physical education nor do all teachers have good subject knowledge. However, this does not diminish their enthusiasm and competence in lessons or the encouragement they give their pupils. Teachers have high expectations of pupils' behaviour and attitude to work. Pupils work in a safe and secure environment. Assessment is ongoing and informal. Most teachers make lessons fun but purposeful for pupils.

166. **PART C: INSPECTION DATA**

166. **Summary of inspection evidence**

163. This inspection was carried out by a team of six inspectors including a lay inspector and took place over a period of four days in the week beginning 11 October 1999. The main evidence considered by the inspection team for the report was gathered from:
- .Ninety five lessons or parts of lessons covering the children under the age of five in nursery and reception classes and all classes at Key Stage 1 and Key Stage 2, including pupils identified as having special educational needs and those with English as an additional language;
 - .aspects of acts of worship and a range of other activities;
 - .listening to three pupils read from Year 2 and Year 6 classes, a number from other classes throughout the school and checking pre-reading and reading skills of the children under the age of five in the nursery and reception class;
 - .the literacy and numeracy hours for all classes;
 - .a range of previous and current samples of pupils' work from each year group;
 - .discussions with pupils about their work;
 - .discussions with the headteacher, staff, governors, parents and the link teacher with the secondary school;
 - .a scrutiny of a full range of documentation, including the school development plan, policy documents, schemes of work and other associated school documentation;
 - .an examination of attendance records, budget statements, teachers' planning, records of pupils' attainments and reports to parents;
 - .a meeting held by the registered inspector and attended by five parents shortly before the inspection. The team also considered the responses that parents made in 80 questionnaires.

· **DATA AND INDICATORS**

· **Pupil data**

July 1999	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	372	2	117	219
Nursery Unit/School	27	0	0	0

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	17
Number of pupils per qualified teacher:	22:1

· **Education support staff (YR – Y6)**

Total number of education support staff:	8
Total aggregate hours worked each week:	150

· **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	27:1

· **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	60

Average class size:	27
---------------------	----

· **Financial data**

Financial year:	1998/99
	£
Total Income	640,130
Total Expenditure	631,900
Expenditure per pupil	1,466.13
Balance brought forward from previous year	33,301
Balance carried forward to next year	41,531

PARENTAL SURVEY

Number of questionnaires sent out: 400

Number of questionnaires returned: 80

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	56	2	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	54	1	3	1
The school handles complaints from parents well	29	49	16	6	0
The school gives me a clear understanding of what is taught	46	41	8	5	0
The school keeps me well informed about my child(ren)'s progress	49	43	5	3	0
The school enables my child(ren) to achieve a good standard of work	61	35	3	1	0
The school encourages children to get involved in more than just their daily lessons	41	40	14	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	34	45	10	10	1
The school's values and attitudes have a positive effect on my child(ren)	50	43	7	0	0
The school achieves high standards of good behaviour	48	41	6	5	0
My child(ren) like(s) school	69	25	6	0	0

Other issues raised by parents

- .. The clear majority of parents express very positive support for the school. They clearly feel that the school promotes very good values and attitudes with a high standard of work and behaviour. However, a small number of parents feel that there is lack of extra-curricular activities and a few parents at Key Stage 1 would like to see their children into school instead of leaving them in the playground.

