

# **INSPECTION REPORT**

**Eastlea First School**

Cramlington

LEA area: Northumberland

Unique Reference Number: 122191

Headteacher: Ms Claire Braint

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**Reporting inspector: Ms Kathryn Forsyth**

**Dates of inspection: 20<sup>th</sup> – 23<sup>rd</sup> September 1999**

Under OFSTED contract number: 707675

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First School
Type of control:	Community
Age range of pupils:	5 to 9 years
Gender of pupils:	Mixed
School address:	Bowmont Drive Eastfield Grange Cramlington Northumberland NE23 2SN
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs D. Oliver
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Sue Boyle, Lay Inspector	Equal Opportunities	Attitudes, Behaviour & Personal Development Attendance Spiritual, Moral, Social & Cultural Development Support, Guidance & Pupils' Welfare Partnership with Parents & the Community
Madeline Campbell	Areas of Learning for Children Under Five Mathematics Design & Technology History Music	Staffing, Accommodation & Learning Resources
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## 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' view of the school

### KEY ISSUES FOR ACTION

#### INTRODUCTION

1 - 9

- Characteristics of the school
- Key indicators

#### PART A: ASPECTS OF THE SCHOOL

##### Educational standards achieved by pupils at the school

10 - 32

- Attainment and progress
- Attitudes, behaviour and personal development
- Attendance

##### Quality of education provided

33 - 61

- Teaching
- The curriculum and assessment
- Pupils' spiritual, moral, social and cultural development
- Support, guidance and pupils' welfare
- Partnership with parents and the community

##### The management and efficiency of the school

62 - 80

- Leadership and management
- Staffing, accommodation and learning resources
- The efficiency of the school

#### PART B: CURRICULUM AREAS AND SUBJECTS

##### Areas of learning for children under five

81 – 88

##### English, mathematics and science

89 – 115

##### Other subjects or courses

116 – 168

#### PART C: INSPECTION DATA

##### Summary of inspection evidence

169 – 173

##### Data and indicators

174 - 181

## **MAIN FINDINGS**

### **What the school does well**

Nursery provision is good.

Pupils make good progress in nursery and throughout Key Stage 1.

The teaching is at least good, and occasionally outstanding, in slightly more than one half of all lessons at Key Stage 1. It is satisfactory in all other lessons.

Pupils with special educational needs make good progress.

The school has an effective strategy for teaching literacy.

The school is effective in targeting aspects of reading and writing to improve the attainment of pupils.

The senior management team and governors are committed to high standards and school improvement.

The school is welcoming and values pupils as individuals.

The school has strong support from parents.

### **Where the school has weaknesses**

At the end of Key Stage 1 and by the time pupils leave the school, standards in information technology are below expectations.

Standards in English and mathematics, of the current Year 4 pupils, are below expectations.

There are insufficient opportunities for pupils to apply their knowledge, skills and understanding in mathematics and science.

There is fifteen per cent of unsatisfactory teaching at Key Stage 2.

The school's provision for pupils' cultural development is still unsatisfactory, even though this was identified as an area of weakness when the school was last inspected.

**The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.**

### **How the school has improved since the last inspection**

The school has improved in most, but not all, of the areas indicated in the last inspection report. Improvements have been made in the written reports to parents so that all statutory requirements are now met in full. An effective school improvement plan is in place, which sets out a clear educational direction for the school, based upon a commitment to high standards. The school has implemented an effective system for monitoring standards and the quality of teaching. This information, together with analysis of test data, has supported the school in targeting underachievement. Provision for pupils with special educational needs has improved and is now good. Limited progress has been made in developing multicultural education.

### **Standards in subjects**

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with	Compared with	Key
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Reading	E	E
Writing	E	E
Mathematics	E	E

<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

An analysis of the National Curriculum test and assessment data for 1999 indicates that there has been a significant improvement on the 1998 results, although national comparisons are not yet available. Inspection evidence supports this view. The results of 1998 show that attainment was well below average in reading, writing and mathematics when compared with all school and with schools with the same characteristics as Eastlea First School. Standards in science, based on teacher assessments, were also well below average. These low results were due to a high proportion of pupils with special educational needs and few higher attaining pupils in the year group who sat the tests. Targeted support has improved standards and, at the end of Key Stage 1, standards are now in line with expectations for reading, writing, mathematics, science and all other subjects except information technology, where standards are below expectations.

The majority of pupils start school with standards below those expected for their age. Good progress is made in nursery and throughout Key Stage 1 in all subjects except information technology where progress is unsatisfactory. Progress throughout Key Stage 2 is satisfactory for all subjects except information technology, where progress is unsatisfactory due to the lack of subject knowledge and confidence of some teachers in teaching information technology, and the low level of tasks set for pupils. Standards achieved by the present Year 4 pupils are below expectations in English, mathematics and information technology, and in line for all other subjects. The current Year 4 pupils are the same group of pupils who completed the SATs in 1998.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 9 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science		Good	Satisfactory
Information technology		Satisfactory	Unsatisfactory
Religious education		No judgement possible	No judgement possible
Other subjects	Good	Good	Satisfactory

Teaching is good overall for the pupils under five and in Key Stage 1. In eight out of ten lessons teaching is good in the nursery. In Key Stage 1, the teaching is at least good, and occasionally outstanding, in slightly more than half of all lessons. In all other lessons teaching is satisfactory. When teaching is good, the teachers have high expectations of the level and pace of work, and good use is made of language development. In those lessons judged to be very good or outstanding, lessons are exciting, purposeful and pupils make very good progress in their learning.

At Key Stage 2, 85 per cent of teaching is satisfactory or better, with 15 per cent unsatisfactory. Where teaching is unsatisfactory, teachers have low expectations for the level, presentation and pace of work, and tasks set do not promote learning. In the teaching of information technology there is evidence of some teachers having insufficient subject knowledge



*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**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Good overall. Generally, pupils behave well in lessons and in the dining hall and playground. A small minority of pupils behave inappropriately at Key Stage 2.
Attendance	Good. Pupils are punctual and lessons start on time.
Ethos*	Good. The school provides a secure, warm and caring atmosphere where individuals are valued. Relationships are good.
Leadership and management	Good. The headteacher, senior management team and governors are committed to high standards and school improvement. Their leadership provides clear educational direction for the work of the school.
Curriculum	Satisfactory, broad and balanced curriculum. Limited opportunities for investigative science and applications of mathematics. Good use is made of school visits to enrich the curriculum.
Pupils with special educational needs	Good quality provision throughout the school. Support staff and teachers work well together to ensure pupils make good progress.
Spiritual, moral, social & cultural development	Spiritual and social development is satisfactory. Provision for moral development is good. Pupils know and understand school rules. Provision for cultural education is unsatisfactory. Pupils have opportunities to listen to and enjoy their own culture through music and live theatre. However, provision for multicultural education is limited.
Staffing, resources and accommodation	Good overall. School is clean and attractive. Resources are adequate in most subjects with the exception of religious education, geography and design and technology where resources are unsatisfactory.
Value for money	Satisfactory.

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

**The parents' views of the school**

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
The staff at the school are very approachable. Parents are well informed about their child(ren)'s progress. The values and attitudes promoted by the school have a positive effect on children. Children like going to school.	There were no issues about which a ppy.

Inspectors' judgements support parents' positive views.

## KEY ISSUES FOR ACTION

In order to build on the development already taking place, the headteacher, governors and staff need to:

1. Improve pupils' attainment in information technology by:-

Implementing the recently adopted scheme of work;  
Providing in-service training to develop greater teacher expertise and confidence;  
Improving assessment procedures to ensure tasks set for pupils match the level of their ability;  
Developing the use of information technology across all subjects.  
*(paragraphs 19, 36, 42, 117, 119, 120 & 121 refer)*

2. Further raise pupils' attainment in mathematics and science by:-

Providing more investigative work in order for pupils to apply their subject knowledge, skills and understanding.  
*(paragraphs 16, 17, 40, 106, 113 & 114 refer)*

3. Address the issue of unsatisfactory teaching in Key Stage 2 by:-

Improving teacher knowledge in information technology;  
Ensuring the unacceptable behaviour of a minority of pupils is addressed quickly in lessons;  
Raising teachers' expectations of level and rate of pupils' work;  
Ensuring tasks set by the teachers are appropriate and promote or consolidate learning.  
*(paragraphs 36, 96, 113 & 119 refer)*

4. Improve provision for multicultural education.

*(paragraph 49)*

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:-

Continue the improvement of attainment in English for Year 4 pupils; extend opportunities for speaking and listening *(paras 40 & 96)*;

Improve assessment procedures in religious education and non-core subjects *(paras 42, 129, 136, 143, 148, 163 & 168)*;

Extend monitoring activities *(paras 66, 114, 122, 143, 148, 154 & 163)*;

Develop the role of curriculum co-ordinators *(paras 65, 114, 122, 136, 143, 148, 154 & 168)*;

Improve resources in religious education, geography and design and technology *(paras 73, 130, 143 & 148)*;

Ensure staff receive appropriate training in child protection procedures and risk assessment *(paras 53 & 54)*;

Improve pupils' presentation of work *(paras 95 & 105)*;

Further improve information to parents *(para 57)*.

## **INTRODUCTION**

### **Characteristics of the school**

Eastlea First School is situated in the north-east sector of Cramlington and is maintained by Northumberland Local Education Authority. The school admits pupils between the ages of three and nine years. Housing in the area is a mixture of local authority and privately owned property.

The school was last inspected in May 1996. There have been a number of significant changes to the school since the previous inspection. The percentage of pupils known to be eligible for free school meals has increased and is now above the national average. The deputy headteacher has been promoted to headteacher and five full time teachers and one part time teacher have been appointed during the last two years. This is due to staff retiring, obtaining promotion and additional staff appointments to support special educational needs.

The school roll has reduced over the past three years. This is due to a decline in the number of pupils of first school age in the area. There are 182 pupils on roll. There are eight classes in school. These are: nursery, reception, Year 1, two Year 2 classes and three mixed Year 3 and Year 4 classes. The percentage of pupils with statements of special educational needs is in line with the national average.

The school has an agreed set of aims which are to provide for its pupils to be literate, numerate and have the necessary social, aesthetic and academic skills in order to benefit from the next stage in their education. In order to achieve these aims, the school has monitored the quality of provision, and recognised areas in literacy and numeracy for development. Appropriate and realistic targets have been set for the improvement of standards.

Since the last inspection, school development work has taken place in strategic planning, reporting to parents and the implementation of the literacy and numeracy strategies. Future development work is planned for information technology through the National Grid for Learning.

## 6. Key indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1998	22	23	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	14	13	15
	Girls	16	16	17
	Total	30	29	32
Percentage at NC Level 2 or above	School	67 (87)	64 (91)	71 (89)
	National	80 (80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or above	Boys	12	14	12
	Girls	17	19	15
	Total	29	33	27
Percentage at NC Level 2 or above	School	64 (89)	73 (89)	60 (93)
	National	81 (80)	85 (84)	86 (85)

## 7. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.3
	National comparative data	5.2
Unauthorised Absence	School	0
	National comparative data	0.5

## 8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

## 9. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	10.6
Satisfactory or better	93.6

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

In 1998, the last year for which national comparisons are available, the percentage of pupils who attained the expected Level 2 or above in reading, writing and mathematics was well below the national average, and well below the average for schools that have similar characteristics to Eastlea School. Teacher assessments in science were also well below average. However, out of the 1998 cohort nearly one third of all pupils were recognised as having special educational needs, and there were very few higher attaining pupils. Although national comparisons are not yet available, the 1999 results for seven year olds show a significant improvement upon the previous year's results. A higher percentage of pupils achieved the expected levels and the higher Level 3 in all core subjects. Inspection evidence indicates that the present cohort of pupils is on target to achieve average standards by the end of Key Stage 1. Standards of attainment in the current Year 4, in the core subjects of English and mathematics, are below average, and in line for science. This cohort of pupils is the same group, which sat the national tests in 1998. By the time pupils leave the school, standards of attainment in information technology are below expectations, and in religious education are in line with the requirements of the Northumberland Locally Agreed Syllabus.

The previous inspection report judged pupils' attainment in both key stages to be average overall with some high standards in reading, speaking and listening, design and technology and information technology. Test results show a slight drop in standards over the three years from 1996 to 1998, with the greatest decline occurring in 1998. Evidence from inspection indicates that current levels of attainment for seven year olds are back to average levels, with the exception of speaking and listening and information technology. Data obtained from the school suggests pupils' attainment on entry to school is lower than at the time of the last inspection. The school has identified a significant decline in standards of speaking and listening when pupils begin school.

Children receive a good start to their education in the nursery and they make good progress in all aspects of learning. Children enter the reception class in the year in which they become five. By the time they begin compulsory education at the age of five years, most children attain levels that are below the levels expected for their age in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development. Children attain expected levels in physical development.

Standards of speaking and listening are slightly below average throughout the school and pupils of all abilities make satisfactory progress. As pupils progress through Key Stage 1 they are becoming increasingly confident in talking to adults and to each other. By the time they reach the end of the key stage, some pupils demonstrate awareness of their audience and the need to give appropriate detail. Many pupils, however, have to be prompted by their teacher in order to give sufficient detail when discussing work. By the time they reach Year 4, many pupils are starting to adapt speech to the needs of listeners using a range of vocabulary and detail. Pupils'

others, but they are often simply waiting to speak and make little or no connection to the class discussion.

Standards of attainment in reading by the end of Key Stage 1 are average, and below average for the current Year 4 pupils. Few of the older pupils achieve the higher levels. Throughout Years 1 and 2, pupils make good progress in their use of a range of strategies to understand the meaning of text they read. Most pupils read words by sounding out and blending separate parts. In Year 4, pupils' attainment in reading is below expectation but progress is satisfactory overall. The school has recognised the need to target the basic mechanics of reading with this cohort of pupils, and this strategy has been successful in raising low attainment to below average attainment. Pupils use phonic and spelling knowledge successfully to decode unfamiliar text and they are able to use knowledge of the alphabet to locate information in the library. Pupils are generally less confident in using text to justify views, and only a few pupils talk with enthusiasm about favourite authors or interesting books they have read.

Standards of attainment in writing are average at the end of Key Stage 1, and below average for the current Year 4 pupils. Pupils of all abilities make good progress in spelling, grammar and punctuation throughout Key Stage 1. Higher attaining pupils make very good progress in the basic use of speech punctuation. Generally, pupils make good progress in their writing skills. Pupils of all abilities are able to write for a range of purposes. There is limited evidence of pupils writing their own poetry and reviewing and redrafting their work. As the pupils progress through the school, they continue to make good progress in their spelling, grammar and punctuation, and for all pupils except the higher attaining pupils, satisfactory progress is made in writing. The higher attaining pupils continue to make good progress with their writing becoming more varied and good use is made of adjectives to describe story settings effectively. The school has recognised the need to focus teaching on vocabulary extension work for many pupils. Whilst this has been necessary, the pupils are lacking the ability to write more extended stories. Literacy skills are promoted across all subjects. Some teachers are highly effective in promoting the technical language of subjects.

The attainment of pupils in Year 4 in mathematics is still below the level expected for pupils of this age. Pupils make good progress throughout Key Stage 1 and, by the end of the key stage, take an active part in mental maths sessions and are beginning to expand their mathematical vocabulary with terms such as partition, digit, more than and less than. Progress is satisfactory overall throughout Key Stage 2. By the end of Year 4, pupils have basic numeracy skills and their mathematical knowledge and understanding are increasing. Pupils are less secure in the application of their mathematical knowledge, skills and understanding. Numeracy skills are not always promoted through other subjects.

In science, standards in the current Year 4 are in line with expectations for pupils of this age. By the end of Key Stage 1, most pupils know that they need a balance of different foods to stay healthy and suggest foodstuffs they are familiar with. Both higher attaining and average attaining pupils can classify materials into groups and know how to make a car go faster in an experiment on forces. They record the results of their experiments in the form of bar charts. Progress in investigative science is more limited because of the limited opportunities to undertake investigations in the curriculum. In Key Stage 2, pupils use specialist terms with greater accuracy and precision, such as dissolve, molars and incisors. They increase their knowledge and understanding of different aspects of science in the

because of a lack of opportunity, and also because some the tasks they are set do not place enough demands on them.

In religious education, pupils' attainment at the end of Key Stage 1 and by the end of Year 4 is in line with the age-related expectations of the locally agreed syllabus. Pupils of all abilities, in both key stages, make satisfactory progress. By the end of Key Stage 1, pupils recognise that the behaviour and attitudes of Christians are based on the teachings of Jesus. They know stories told by Jesus and relate the values illustrated in them to their own lives. By the end of Year 4, pupils demonstrate some understanding of Christian responses to personal and social issues, and recognise the importance of their own personal values and attitudes within school and the wider community. They show awareness of the importance of worship in religious life, and demonstrate some limited knowledge and understanding of worship in world faiths.

In information technology, most pupils do not attain the average levels expected by the age of seven and nine. Pupils make unsatisfactory progress overall in both key stages. By the end of Key Stage 1, most pupils are able to operate control devices with confidence and can devise their own program for the Roamer. However, their level of basic skill in operating the computer effectively, and in communicating information, is below what one would expect for the majority of pupils by the age of seven. By the end of Year 4, most pupils use a data-handling package. However, the level of basic skills which most pupils have in relation to using a computer independently and communicating information is below what would normally be expected by the end of Year 4. Information technology is used in some classes to support literacy and science. However, the use of information technology skills across the curriculum is generally limited.

Pupils on the school's register of special needs make good progress, in most subjects throughout the school, in relation to their previous levels of attainment. Targets identified in their individual education plans are appropriate and well written and give clear direction to support staff who work with the pupils.

Starting from below average levels of attainment when they enter school, all pupils, including those with special educational needs, make good progress in all subjects, except information technology, in Key Stage 1. Progress in Key Stage 2 is satisfactory in all subjects except information technology. Pupils with special educational needs, in both key stages, make good progress in all subjects except information technology. These pupils benefit from good support in the classroom and when withdrawn in small groups.

### **Attitudes, behaviour and personal development**

Pupils' attitudes, behaviour and personal development are good overall.

Throughout the school, pupils have good attitudes to work. The attitudes of children under five are very good. They are keen to work, interested in what they are doing and sustain their concentration to stay with an activity. At Key Stage 1, pupils have good attitudes; they want to learn, work hard and are interested in what their teachers have to say. Generally, most pupils listen and concentrate well, and are keen to participate in lessons by answering questions. However, a minority of pupils do not concentrate well at times. They fidget and chat amongst themselves when they



listening to a well-told story.

At Key Stage 2, pupils' attitudes are satisfactory. Most pupils are keen to learn and are very positive about their lessons. However, they sometimes chat quietly to a neighbour when they should be listening and are not always keen to answer questions. In one class, pupils' attitudes are consistently good, but in another class the attitudes of the majority of pupils are at times unsatisfactory. In the class where attitudes are good, pupils are enthusiastic, keen to get on with their work and eager to share their ideas. In the class where attitudes are sometimes unsatisfactory, pupils are reluctant to settle to work, do not concentrate well, and are easily distracted.

Pupils are given the opportunity to write comments on their annual reports and through this they are learning to think about their work and how they could improve it.

Behaviour is good overall. In the dining room and in the playground pupils are well behaved and do as they are told. They are careful not to break school rules. For example, children in the Key Stage 1 playground know that they must not cross the red playground markings. They are careful not to do so, and are quick to tell others if they inadvertently transgress the rules. They are polite, for example, in opening doors for adults and standing back to let them pass.

In lessons, children under five behave very well and want to please their teachers. At Key Stage 1, behaviour is good. Pupils know what their teachers expect from them and respond well. At Key Stage 2, pupils' behaviour is mostly satisfactory, but there is a significant minority of pupils whose behaviour is unsatisfactory at times. They do not always behave sensibly, and their teachers have to spend a great deal of time reminding them about appropriate behaviour. In one class, behaviour is consistently good. In another class, even though pupils' attitudes to work are at times unsatisfactory, the pupils remain compliant and so their behaviour is satisfactory.

Pupils look after their school well, and although most pupils have snacks at playtime, they are careful to use the litterbins. Parents are satisfied with the standards of behaviour. The school has never excluded a pupil.

Relationships in the school are good. Pupils get on well with each other. In the playground, they enjoy playing with each other and disputes are rare. Children under five share well and mostly co-operate well in groups, for example, using the sand tray. Pupils at both the key stages work well together when given the opportunity, but such opportunities are limited.

Pupils' personal development is satisfactory. Pupils are open and friendly and confident to talk to adults. They are mostly willing to listen to other people's ideas, for example, in a Year 3/4 geography lesson, when pupils shared their ideas about how they could improve their school grounds. Pupils carry out classroom tasks sensibly, and older pupils have jobs as monitors, that involve them in, for example, keeping the library in order. However, the nature of the tasks gives pupils little scope to take responsibility and use their initiative. Children under five are encouraged to be independent in their learning and to organise themselves, but this is not developed in a systematic way to give pupils increased responsibility and opportunities to use their initiative as they move up through the school.

Pupils' recognition and understanding of other people's beliefs and cultures is limited by the lack of multicultural education.

## **Attendance**

Attendance at the school is good. Pupils arrive promptly at the start of the day and lessons begin on time.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

The quality of teaching throughout the school is predominantly satisfactory with many examples of good, and occasionally very good, teaching. One lesson was judged to be outstanding. In the forty-seven lessons, or parts of lessons, observed during the inspection, the quality of teaching was within the range of unsatisfactory to outstanding. Teaching is at least satisfactory in almost all lessons. It is good in nearly one lesson in three and very good in one lesson in five. Teaching is unsatisfactory in a small minority of lessons overall. The most consistently good teaching is found in the under fives, Key Stage 1 and in one class at Key Stage 2. The good and very good teaching is found in two out of five lessons in the under fives, three out of five lessons at Key Stage 1 and in one out of five lessons at Key Stage 2. While pupils' attainment is below average in Year 4 the good quality teaching is beginning to raise standards in the school particularly in certain subjects, for example, in English and mathematics. There is fifteen percent of unsatisfactory teaching at Key Stage 2. The teaching of information technology at Key Stage 2 is unsatisfactory

The quality of teaching of pupils under five is good overall. Teachers plan well to ensure coverage of the desirable learning outcomes for children of this age. Generally, good use is made of assessments in order to plan appropriate activities for children. Teachers recognise that children's language skills are below average and they work hard to promote language development. Children with special educational needs are identified at an early stage and well supported to ensure they make good progress. Planning for the higher attaining pupils in the reception class is less secure. Activities for these children can lack challenge. Teachers and support staff know their children well. Children are always listened to and their contributions are valued. The nursery teacher has high expectations in relation to behaviour and work. Classroom organisation and management are good in the nursery, and satisfactory in reception.

The good quality teaching in the school has a number of common factors. Teachers have good subject knowledge for most subjects, and a clear understanding of what their pupils need to learn in order to make progress. Lessons are well planned and appropriate resources are well used to support learning. In a history lesson, good use was made of artefacts, such as a poss-stick, in order to explain how people used to live and to bring history to life. Teachers are professional in their approach. Teaching is seen as important and expectations for behaviour, level of work and work rate are high. In one class, good use was made of 'thinking time' in mathematics in order for pupils to think about their learning and to help prepare them to contribute to the class discussion. Classrooms and work set are purposeful and meaningful to pupils. In the very good and outstanding lessons, the teacher is extremely enthusiastic and creates a sense of excitement in learning. This was best seen in the sharing of stories in one class and in the discussion about the different

and displays a high level of ability to pick up pupils' misconceptions quickly and teach accordingly.

Where teaching is unsatisfactory, teachers have low expectations for the level and rate of work, and unsatisfactory behaviour is not always addressed as it arises. In some cases, the tasks set do not promote or consolidate learning and are simply time filling activities. In one lesson, the unsatisfactory teaching was due to the teacher having insufficient knowledge of information technology.

Teachers' planning is generally good at all levels. Planning for English and mathematics follows the national guidelines, although the teachers have modified literacy planning so that it is more effective for their situation. All classrooms are well organised and managed. Support for pupils with special educational needs is always good. Support staff and class teachers work well together. Staff meet regularly to discuss pupils' progress and to suggest ways of making the support even more effective. Clearly written individual education plans give good direction to support staff. Marking is always up to date, and some teachers write helpful comments that explain to pupils how to improve their work. Although teaching is satisfactory overall, in some lessons there are insufficient opportunities for pupils to develop their speaking, listening and investigative skills. In some lessons, teacher expectations in relation to presentation of work are too low which results in untidy exercise books.

Homework is given in all classes, although the quantity varies throughout the school. When set, homework it is well used by teachers and followed up in class. Teachers, parents and pupils find the home/school contact book, for reading homework, useful.

### **The curriculum and assessment**

The school provides a satisfactorily broad and balanced curriculum for its pupils, although there are some weaknesses in the breadth of curriculum provided in English, mathematics and science. Curriculum provision for the under fives is good and builds upon the desirable learning outcomes for children of this age and takes account of the language needs of the children in the school. All National Curriculum subjects and religious education are included. Long-term planning for each subject in each class ensures coverage of the curriculum, in order to provide breadth and balance. The school has recognised the implications of the strategies for literacy and numeracy, and is endeavouring to provide a balanced curriculum in a number of other curriculum areas.

The curriculum promotes pupils' intellectual, physical and personal development satisfactorily, and is accessible to all pupils. The level of challenge within the curriculum is appropriate for most pupils. In mathematics and science too few opportunities exist for pupils to apply their knowledge and carry out investigations independently or collaboratively. In some classes, opportunities for pupils to discuss work are not fully exploited. Limited use is made of information technology to support and enhance subjects across the curriculum, although the school has plans in place to improve this aspect of the curriculum. The effectiveness of the school's strategy for literacy is very good, and for numeracy sound. Teachers are beginning to provide pupils with greater opportunities to apply basic skills of numeracy and literacy across a number of different curriculum areas. The curriculum meets statutory requirements in all subjects, including provision for sex and health education, which are delivered mainly through science and circle time. Pupils with

A long-term overview of the curriculum has been developed in each class to provide a framework within which to plan work in the medium-term. Schemes of work have been implemented in most subject areas and provide an effective base from which to plan work on a termly and half-termly basis. Teachers produce thorough and useful plans for the medium-term which are monitored by the headteacher, who also monitors teachers' weekly plans. Teachers' weekly and day-to-day planning is effective. This provides a sound basis from which teachers match the needs of different groups of pupils to the demands of the curriculum, especially in numeracy and literacy. These strategies ensure that the school provided a satisfactory level of continuity and progression of pupils' learning.

There are some good procedures in place for managing assessment across the school. There is an effective system of formal testing in English and mathematics. Pupils are assessed in their reception year, and standardised assessments in reading and mathematics are used in different parts of the school. Optional tests in English and mathematics are used in Years 3 and 4. The school has developed effective systems for teacher assessment in the core subjects, through regular tasks and assessment of pupils' on-going work. Standardised portfolios of levelled work in the core subjects help to guarantee the consistency of teachers' assessments. Assessment in non-core subjects is managed mainly through the use of information from on-going assessment to record pupils' progress against National Curriculum criteria in their records. There are no formal procedures in place for the assessment of pupils' progress in information technology and religious education.

The use of assessment information to plan for pupils' next steps in learning, from both national tests and school-based assessments, is sound. Information gained from on-going assessment forms the basis of planning for next steps of learning in literacy and numeracy. The results of tests and assessments are analysed to give an on-going picture of pupils' strengths and weaknesses, and the likely performance of cohorts of pupils. The school has identified mathematical vocabulary and reading comprehension as areas for development. The school does not yet set individual targets for pupils to work towards across the whole school, but has plans in place to develop precise target setting.

Extra-curricular activities are limited. A computer club is the only organised extra-curricular activity that pupils have the opportunity to participate in. However, through the use of visits within the curriculum, the school does make some provision to enrich the quality of the curriculum provided to its pupils.

### **Pupils' spiritual, moral, social and cultural development**

The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall.

Pupils' spiritual development is satisfactory. Teachers value pupils' contributions, and this helps pupils towards feelings of self-worth. Relationships in the school are good and suggest that pupils are developing a sense of self-knowledge leading to an awareness and sensitivity to the needs of others. Collective worship encourages pupils to think about others and how they relate to them and to reflect on the natural world. However, although the school is aware of the importance of opportunities for reflection, this is not always developed as well as it might be. This occurs because.

celebrations in world faiths and the seasons, is flexible and allows the school to take advantage of topical events, it does mean that sometimes the potential of these experiences is not fully explored. Good opportunities to marvel at the splendour of the natural world are provided by the nature area.

Provision for pupils' moral development is good. Pupils know and understand about rules; for example, at Key Stage 1, pupils know that they must not cross the red playground markings. Teachers frequently remind pupils about classroom rules and the conduct of most pupils indicates that they fully understand what is acceptable and what is unacceptable behaviour.

Provision for social development is satisfactory. The school has not developed a structured and consistent approach to personal and social education, and provision is mainly through collective worship, the daily life of the school and through religious education. Pupils have a sound understanding of group rules and are mostly willing to share and co-operate with each other, but opportunities for this in lessons are limited. Older pupils have responsibilities, such as being school monitors, but these jobs are fairly routine and do not encourage independence and self-reliance. Support staff working with special educational needs pupils are effective in encouraging pupils to take responsibility and to try things out for themselves, for example, when spelling difficult words. In some classes there is an emphasis on relationships and inter-personal issues and a good example of this is the friendship tree in Year 1. Adults set good examples of respect and of effective relationships in their dealings with pupils.

Provision for pupils' cultural education is unsatisfactory. Pupils have opportunities to listen to and enjoy their own culture through music and live theatre. However, provision for multicultural education is limited. This was an issue at the previous inspection and, although the school is keen to develop this thoughtfully and sensitively to help pupils gain insight and understanding, as yet, progress has been slow and provision remains unsatisfactory.

### **Support, guidance and pupils' welfare**

The school provides appropriate support and guidance for pupils, and is concerned for their welfare. Parents feel that teachers are caring and approachable. Teachers know pupils and their families well and this enables them to give appropriate support to pupils. The school secretary contributes well to the overall support provided by the school, by being a sympathetic ear for families with problems. The formal monitoring of pupils' academic progress through regular testing and procedures is satisfactory. The monitoring of progress of pupils with special educational needs is good. Support staff meet with the co-ordinator for special educational needs and discuss pupils' progress and provision. The monitoring and promoting of pupils' personal development and attendance, through the personal knowledge that class teachers have about pupils, are sound.

The school has recently revised its behaviour policy, which has been distributed to all staff and parents. The policy works well in practice. The school, with support from the local education authority adviser, is in the process of developing a bullying policy document. The school has appropriate procedures for dealing with bullying and parents are satisfied that any bullying is dealt with well. Pupils get on well with each other and the climate for good relationships, which is apparent in the school, make

Support from outside agencies is mostly sound. The school nurse offers good support for the curriculum and for parents through a “drop in” session when they can come for advice about managing behaviour and to discuss health related matters. The midday supervisory staff offer a good level of care. Some have had training in behaviour management and playground provision and they meet regularly with the headteacher to discuss issues. They are clear about the behaviour policy and procedures if a pupil has an accident. The care and concern book is an effective way of ensuring that class teachers have information about incidents that occur during the lunch time period.

The headteacher is the designated person in the school for child protection. She has applied for, but not as yet had training. However, the school follows local guidelines and satisfactory arrangements are in place.

Arrangements for health and safety are sound. The school has adopted the local authority health and safety policy. However, the headteacher, who is the person with responsibility for health and safety, has not been trained in risk assessment. There is appropriate concern for pupils’ welfare, and the school has produced guidance for staff.

The playgrounds, although of a good size, do not have anywhere for pupils to sit and there is disparity in the provision. Playground equipment for Key Stage 2 pupils is damaged or lost, and Key Stage 1 pupils do not have the benefit of playground markings.

### **Partnership with parents and the community**

The school has a sound partnership with parents and the community. Parents are welcomed in school and are very supportive of the work the school is doing.

The quality of information for parents in the prospectus, the governors’ annual report and pupils’ annual reports, is mostly sound. The prospectus accurately reflects the school but is fairly basic, with scant information about the curriculum. The school has identified this as an area for review. Pupils’ annual reports have improved since the last inspection and now contain information about the progress children have made in the core subjects of English, mathematics and science. They have targets so that children and their parents know what they need to do next to improve their work. Pupils themselves have to evaluate their work and say how they could improve it. These are all good features of the reports. The school recognises that information about other areas of the curriculum focuses too much on work covered and attitudes to work, and there is too little information about attainment and progress. The quality of information given to parents of pupils with special educational needs is good. Parents are appropriately involved in reviews and in consultations regarding individual educational plans.

Parents’ involvement with the school and with children’s work at home is good. The school is open and welcoming and most parents bring their children into the classroom at the start of the day. This provides a good start for children and gives parents an opportunity to see what is happening in classrooms. The school has recognised the need to involve parents more in their children’s learning, and has recently instituted some effective initiatives. The workshop in numeracy for parents in the reception

consulted about the behaviour policy and the home/school contract and have been sent a copy of the policy. Through the parent notice boards and termly newsletters, parents are kept well informed about the topics their children will be doing and forthcoming events. The school is in the process of developing booklets about English and mathematics designed to enable parents to help with learning. Many parents listen to their children read at home and there is effective communication between teachers and parents through children's reading diaries.

A large number of parents help in classrooms and the library and their support is encouraged and valued.

The school has sound links with the community which support pupils' personal development and enhance the curriculum. The school has benefited from working with the Cramlington Organisation for Nature and the Environment, which has given good support for school initiatives such as the nature area. Local services, such as the police, are regular visitors with advice for pupils about safety. Visits by pupils to local churches give more meaning to the work done in religious education. The school is a member of the local partnership of schools, which looks at pastoral and curricular issues.

Since the last inspection, parents have been offered more opportunities to be involved in their children's learning.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

The previous inspection reported some areas of weaknesses in the strategic planning of development work, reporting to parents, and in the monitoring of provision throughout the school. This situation has improved and the strengths of the school's leadership and management outweigh its weaknesses.

The school improvement plan has improved significantly since the last inspection. Good use has been made of data to identify school needs. The plan clearly identifies school priorities based on improving educational outcomes and sets out criteria by which the school can measure its success. This plan has helped the governing body and members of the school community develop an appropriate strategic view of school development. The school has improved its reporting to parents as a result of the last inspection. Information technology is now reported as a discrete subject and pupils' progress is reported more effectively. The school now meets all statutory obligations.

The governing body shows a high level of commitment to their school and they know the school well. They understand their roles and fulfil their responsibilities for strategic planning and for the quality of education. The headteacher and senior management team provide positive leadership which gives a firm steer to the school's work. There is a commitment to high standards from all members of the management team.

The co-ordinators for English, mathematics and information technology are particularly effective in their work. They all have a good understanding of the development needs of the subject and have appropriate strategies in place for improvement. Other co-ordinators recognise that their subjects are not a priority and, consequently, are not actively engaged in management activities. There are few opportunities for co-ordinators to work together and consider aspects of literacy.

The school has put in place effective monitoring strategies for literacy. Evaluations of observed literacy hours have helped inform future development work. As a result of this, training has been provided and advice for guided reading and writing produced. This has improved the quality of teaching. This good practice is not used across all subjects.

The school has an agreed set of aims, values and policies that influence the work of all staff. The senior management team are particularly effective in leading by example. They are professional in their manner and maintain high standards in their classrooms and in their dealings with others. The management of a number of newly appointed staff to the school has been effective. The school has recently achieved 'The Investors in People Award' for the effective management of personnel.

The school is welcoming and pupils are happy to come to school. Relationships are good. Parents are welcomed into school and issues are dealt with promptly and effectively. The school provides a good environment for learning. Pupils of all abilities are valued and cared for. Provision for pupils with special educational needs is very well managed. Parents are well informed and involved from an early stage.

### **Staffing, accommodation and learning resources**

The number of teachers and their range of qualifications and expertise satisfactorily match the requirements of the curriculum. Staff have high levels of professionalism, dedication and commitment. Support staff throughout the school are suitably trained and qualified and nursery support staff have undertaken further professional qualifications. All are committed to the aims of the school and make a significant contribution to the standards attained, especially those working with pupils with special educational needs. During the past three years there have been a number of new appointments. All staff have received appropriate induction and support. There is excellent administrative support provided for the school.

There is a good staff development policy that identifies areas for training and supports the implementation of the school improvement plan. All staff participate in an annual staff development review which raises issues for individual teachers and whole school needs. Teacher appraisal meets requirements. The headteacher is the mentor for the newly qualified teacher. Appropriate procedures are in place for the induction of newly qualified teachers.

The school provides good accommodation that allows for the effective delivery of the curriculum. The school environment, inside and out, is maintained to a high standard. The installation of security fencing, and work of the conscientious caretaker, has resulted in the amount of vandalism and graffiti diminishing. The learning environment is bright and stimulating and is enhanced by attractive displays of pupils' work. The nursery and reception classes are spacious and allow for the delivery of an appropriate curriculum. The secure outside play area adjacent to the nursery gives good provision for outdoor play.

A pond and small garden area has been developed in the middle of the school buildings and is used enthusiastically by pupils to support their learning.

Resource provision in mathematics, English and science is good and satisfactory in



and technology and geography is unsatisfactory. These are limited in range and quality, and effective teaching has been dependant on provision by individual teachers. The school library is well stocked and is a bright and attractive room. It is attractively decorated with displays about books and authors. Parent helpers supervise library sessions for all classes, and pupils have responsibility for ensuring the library is tidy. There is clear guidance displayed about how to use the library.

Effective use is made of resources outside the school to support learning. Young pupils visit the old part of the local village during their history and geography topic work, and visit the coast to make comparisons with their local environment. Older pupils make day visits to local Roman sites to support their historical knowledge and understanding. They also visit a local factory which has developed an environmental education site. Visiting theatre and music groups enhance the performing arts provision.

### **The efficiency of the school**

The governing body fulfils its strategic responsibility for planning for the effective use of resources. There is a good school improvement plan that identifies school priorities based on improving educational outcomes and relates all available expenditure to these priorities. Financial planning is based on appropriate current data and sound projections.

Teachers are deployed well and good use is made of teacher expertise. The co-ordinator for English is highly effective in promoting good practice in literacy by working in other teachers' classrooms. Additional teaching staff, and support staff for pupils with special educational needs, are particularly well used to ensure these pupils make good progress in their learning. The headteacher leads regular meetings with support staff to discuss the needs of individual pupils and to ensure the effective use of support.

The school makes good use of funds to invest in resources for the teaching of literacy. Learning resources are used effectively by teachers and used appropriately by pupils. The school has made good use of space to provide an inviting library and music room. Careful consideration has been given to the management and organisation of these areas. Both areas are used well by pupils and teachers.

The school has been successful in bidding for additional Standards Funding. This money has been used to good effect to target improvement in literacy skills for underachieving pupils in Key Stage 2.

The school has sound procedures for financial control. Secure systems of budget control and expenditure are in place. Governors receive regular financial reports that are used to monitor expenditure and consider future needs. Good use is made of governor expertise to support financial management. Routine administration and financial procedures are carried out very efficiently by the headteacher and school secretary.

Pupils enter school with standards below average. They make good progress at Key Stage 1, and by the time pupils leave the key stage, standards are average. Pupils make satisfactory progress in Years 3 and 4. Standards in the current Year 4 are below average. The overall quality of education is satisfactory. Overall, the school



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

Children enter nursery with a wide range of skills. Provision for the under fives is good and most children make good progress. At the time of the inspection all but two children in nursery and reception were under five. Children are on target to reach the desirable learning outcomes in physical development by the time they reach the age of five years. However, only a few children are on target to reach the desirable learning outcomes in all other areas of learning. By the age of five years, most pupils achieve levels below expectations in language and literacy, personal and social education, mathematics, knowledge and understanding of the world, and in creative development. Children's skills in speaking and listening are well below expectations.

On entry to nursery, many pupils lack confidence and some children can be slow to establish relationships with other children and adults. Children take time and, in some cases, need a lot of support before they can concentrate on tasks given to them, and before they develop a sense of independence. Progress in nursery and reception is good. Some older children are able to take turns well and share resources when necessary, such as construction equipment. The role-play area is well used by boys and girls. All children collect their juice or milk and snack at a time which is convenient to them. The older children often support the newer, younger children without being asked. They all learn to treat the equipment in the classroom with respect and are good at clearing up, picking up books or bricks. In reception, the confidence acquired by the end of nursery is consolidated and many children are at ease with each other and other adults. When undertaking group activities, some reception children are able to organise themselves, making equipment and activity choices. They share activities well and were observed sharing stories in the reading area. Teachers and support staff take time to explain why some behaviours are acceptable and others not, praising positive behaviours. The quality of teaching in personal and social development is good.

Children's speaking and listening skills are well below expectations, although great effort is given to the continual promotion and development of these skills. Many children enter nursery with low levels of language and staff show dedication and patience in the development of children's speaking and listening skills. Few children display the confidence to carry out a discussion with adults. The nursery is a very literate environment and a few older children are able to identify their names and can identify some letters. Progress is good in all aspects of language and literacy. The children enjoy listening to stories, both told and read, and some are able to talk about what they have heard. They are encouraged to enjoy books, and some children have a working understanding and knowledge about how to handle books. Some children practise writing skills and letter formation both formally and informally. This writing is attractively displayed and children take pride in such work. Reception children continue to develop writing skills and regularly write a diary of their weekend activities. Overall, across the under fives, the quality of teaching in this area is good, teachers use effective questioning skills and deploy the nursery nurses well in this area. The nursery teacher is particularly effective in developing children's language skills.

Children's attainment in mathematics in the nursery and reception is below that expected of children of this age. Progress is good for most children. The younger children in the

Some older children are able to recognise numbers up to five and some are able to count to five and beyond. Some children are beginning to record numbers. Provision for mathematical learning is good. Staff take every opportunity to develop number with children, for example, counting the number of bottles of milk/juice and matching straws to bottles, counting the number of tyres used for balancing during an outside play session. In the reception class, children's mathematical knowledge is consolidated and, in some cases, is beginning to be extended. They are beginning to use simple mathematical language. A few children are recording numbers up to five and others can count and order up to ten. Number games and songs are well used to promote learning. For a few of the older, more able, children the mathematical experiences offered can lack challenge, and tasks set are too easy. Overall, the quality of teaching in this area is good. The support given by the nursery nurse and adult helpers is effective. All staff use correct mathematical language and encourage children to do the same. They use a variety of teaching strategies including direct teaching, group work and whole class mental maths activities.

Most children make satisfactory progress towards the desirable learning outcomes for knowledge and understanding of the world. Only a few children are on target to achieve levels appropriate to their age, with the majority of children attaining levels below average. In nursery, children have begun to study colour in their world. Children explore and investigate colour through various activities. Children investigate changing materials when undertaking baking activities. Nursery children also use construction toys for design and technology, and study the immediate local environment, starting with themselves and the school, for their historical and geographical experiences. All staff use children's existing knowledge by careful questioning, and children work at a variety of activities that are planned to meet their particular needs. In the reception class, the children's nursery experiences are used and extended. Scientific experiences include floating and sinking, although some children are confused with things that will float and things that will sink. Geographical activities are undertaken using very simple maps, and design and technology skills are introduced using a hacksaw to cut wood in a very controlled, safe situation. Children make puppets using a variety of materials and children also classify and try to join these different materials. Children have access to a computer with a range of software to support learning in literacy and numeracy work. Overall, the quality of teaching in this area of learning is good. Teaching and support staff give clear instructions and have a clear understanding of what they want the children to learn.

Children's physical development is in line with the expectations of the desirable learning outcomes, and progress is good. Most children move with control and show confidence and awareness of others and of space, moving about the classroom sensibly. Their handling of small tools, such as modelling tools and paintbrushes, enables children to develop well in this area. The equipment used and the support given enables the children to experience a wide variety of physical challenges including balancing on low beams and tyres, riding tricycles, seesaws and using pushing and pulling equipment. The quality of teaching in this area of learning is good.

By the age of five, children's attainment in creative development is below that expected for children of this age and progress is satisfactory. Children in the nursery and reception are offered a wide range of creative experiences. Nursery children paint with a brush. use a paint ball. finger-paint and spend time making music. In

of co-operative art activities, for example, 'Jack and the beanstalk' and 'Five green speckled frogs' friezes. There are a variety of high quality resources to support children's development in this area. The teaching in this area of learning is good.

Overall, the quality of teaching for children under five is good. All staff ensure that planning covers the areas of learning for the under fives. Generally planning takes account of assessments and builds upon what the children already know. However, the planning for the older children does not always take account of the needs of the higher attaining pupils, particularly in mathematics, and tasks set can lack challenge for these children. Children with special educational needs are identified in the nursery and are well supported by the nursery nurses and other staff. This early identification allows good progress to be made during nursery and reception years. All staff encourage children to take part in discussion work and children's contributions are always valued. Teachers and support staff work hard at getting to know the children. The nursery teacher has high expectations in relation to behaviour and work, that encourages the children to work well. Classroom organisation and management in the nursery is good, and satisfactory in reception. In the reception class, the organisation of activities does not always make the best use of teacher time.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

By the end of Key Stage 1, attainment overall is average. Pupils of all abilities make good progress throughout the key stage. The current group of Year 4 pupils are attaining standards below average, although Year 3 pupils are on target to achieve average standards.

Inspection evidence indicates that by the age of seven, the number of pupils achieving the expected level of attainment in speaking and listening, reading and writing is not significantly different from the national average. Although this reflects the previous report and the 1999 Standardised Assessment Test results, it does not reflect the results for 1998. In these tests, pupils at the end of Key Stage 1 were well below average in reading and writing when compared to all schools nationally and in comparison to similar schools. Few pupils achieved the higher Level 3 in reading or writing. It is significant that over one third of the cohort of pupils who sat the tests in 1998 had some identified special educational need and there are few higher attaining pupils.

Standards of speaking and listening are slightly below average throughout the school, and pupils of all abilities make satisfactory progress. On entry to Key Stage 1, pupils' skills in speaking and listening are below average. As pupils progress through Key Stage 1, they are becoming increasingly confident in talking to adults and to each other. Most pupils are able to discuss matters of immediate interest to a reasonable level. By the time they reach the end of the key stage, some pupils demonstrate awareness of their audience and the need to give appropriate detail. Many pupils, however, have to be prompted by their teacher in order to give sufficient detail to discussion work. A good example of this was in an information technology lesson, when pupils were offering one-word responses to questions relating to the use of technologies in the home. Satisfactory progress continues for Year 3 and 4 pupils.

some classes, only a few volunteer responses. Generally, pupils are starting to adapt speech to the needs of listeners with varying use of vocabulary and detail. Pupils' listening skills are less well developed. On some occasions, pupils appear to listen to others but they are often simply waiting to speak, and make little or no connection to the class discussion. In some classes, some pupils fidget quite a lot and this leads to time wasting and can distract other pupils.

Standards of attainment in reading by the end of Key Stage 1 are average, and below average for the current Year 4 pupils. Pupils' pre-reading skills are generally below average and, although many recognise that print and pictures carry meaning, only a few are familiar with letter shapes and sounds. Throughout Years 1 and 2, pupils make good progress in their use of a range of strategies to get at the meaning of text they read. They pay appropriate attention to how words sound and how they are spelt. Most pupils read words by sounding out and blending separate parts. In Year 3, pupils make satisfactory progress and they are on target to attain standards appropriate to their age. Most pupils read the identified high frequency words and segment words into phonemes in order to read unknown text. Pupils are generally confident in using a full range of strategies including self-correction. Whilst pupils can recount what a passage of text is about, they are less confident in offering an opinion or expressing preferences in what they read. In Year 4, pupils' attainment in reading is below expectation, but progress is satisfactory overall. Few pupils achieve the higher levels in reading. The school has recognised the need to target the basic mechanics of reading with this cohort of pupils, and this strategy has been successful in raising low attainment to below average attainment. Pupils use phonic and spelling knowledge successfully to decode unfamiliar text and they are able to use knowledge of the alphabet to locate information in the library. Pupils are generally less confident in using text to justify views, and only a few pupils talk with enthusiasm about favourite authors or interesting books they have read.

Standards of attainment in writing are average at the end of Key Stage 1, and below for the current Year 4 pupils. Pupils in reception practise writing skills and letter formation both formally and informally. However, only a few pupils have the writing skills appropriate for this age, most pupils are below average. Pupils of all abilities make good progress in spelling, grammar and punctuation throughout Key Stage 1. Higher attaining pupils make very good progress in the basic use of speech punctuation. A few pupils use the term 'speech marks' and use them in their own writing. In some cases, pupils use capital letters to mark the start of direct speech. Generally, pupils make good progress in their writing skills. Pupils of all abilities are able to write for a range of purposes: there is some effective instructional writing, some re-telling of stories in religious education workbooks, personal writing, for example, my favourite animals and good examples of collaborative writing as a result of guided writing. There is some evidence of pupils using poetry to analyse rhyme and alliteration, but there is less evidence of pupils writing their own poetry. Pupils use storyboards well to help them structure their story writing. There is, however, little evidence of pupils reviewing and redrafting their work. As the pupils progress through the school, they continue to make good progress in their spelling, grammar and punctuation but, for all pupils except the higher attaining pupils, satisfactory progress is made in writing. The higher attaining pupils continue to make good progress, with their writing becoming more varied and good use is made of adjectives to describe story settings effectively. The school has recognised the need to focus teaching on vocabulary extension work for many pupils. Whilst this has been necessary, the pupils are lacking in their ability to write more extended stories.

1. Pupils with special educational needs make generally good progress. Individual

Pupils make good progress in their reading, spelling, grammar and punctuation. Satisfactory progress is made in all other aspects of English.

Generally, pupils have good attitudes to English throughout the school. Pupils behave well although there are a significant number of pupils who have difficulty in sitting still for the whole class work during the literacy hour. Most pupils enjoy the literacy hour, especially the shared text work. Some pupils, of varying abilities, suggest that they prefer to read during the literacy hour rather than read independently. In lessons, most pupils stay on task and persevere even when difficulties arise. In a few classes, some pupils are too reliant upon the teacher for the spelling of difficult words and little use is made of dictionaries or wordbooks. In some classes, pupils take pride in their work and presentation is of a high standard. However, in a few classes there is a high proportion of worksheets pasted into workbooks and evidence of pupils using felt tipped pens. This makes the books untidy and the presentation of written work is unsatisfactory.

Overall, the quality of teaching at Key Stage 1 is good, with some very good teaching in a quarter of all lessons seen. The teaching at Key Stage 2 is more variable, but is satisfactory overall. Two thirds of lessons seen were judged to be good, however, one lesson was unsatisfactory. Planning is generally good throughout the school. Learning intentions are clear and take account of prior learning. Teachers understand the rationale of the literacy hour. Shared text work is well planned and delivered and good use is made of the plenary sessions to re-emphasise teaching points and clarify pupils' understanding. In some classes at Key Stage 2, more support is required with guided reading activities. Classrooms are all well organised and managed to support learning. When the teaching is very good, the teacher is very skilful in questioning pupils to develop their thinking and in encouraging them to take an active role in the lesson. In these lessons teachers are quick to pick up on mistakes or misconceptions, as when some pupils misuse the blue writing guide lines in exercise books. Expectations of work rate, presentation and standard of work are high. Work is seen as important and exciting. The teacher enthuses about interesting vocabulary and creates a real sense of involvement in reading and encouraging pupils to produce their own text. Weaknesses occur when the tasks set are low level and do not promote the learning intentions, and the unacceptable behaviour of a minority of pupils is not dealt with quickly. In some classes, there are too few opportunities for pupils to develop their speaking and listening skills.

The co-ordinator for English is a strength of the school. She has an excellent understanding of the developmental needs of the school and she is able to talk confidently and competently about the standards in reading, writing and speaking and listening. Recently she has been involved in monitoring provision and has made good use of the information to provide effective guidance for teachers. This has led to the initiative of working alongside other teachers. Working in reception she captured the interest and imagination of many young children in sharing a big book. She has led the successful implementation of the literacy hour and designed a good programme of work for the literacy support assistant to work with Year 3 and 4 pupils in order to raise standards. Her leadership and management have been instrumental in raising standards.

Provision for pupils with special educational needs is good and ensures pupils makes good progress. Staff have a good understanding of pupils' individual needs and individual educational plans are well written to support learning.

National Literacy Framework. The recently refurbished library is a good resource.

## **Mathematics**

By the end of Key Stage 1 attainment is average. Pupils of all abilities make good progress. The current group of Year 4 pupils are attaining standards below average, although Year 3 pupils are on target to achieve average standards. The test results for 1998 indicate that standards at the end of Key Stage 1 are well below average when compared to schools nationally, and when compared to schools with similar characteristics to Eastlea First School. The test results for 1999 for Key Stage 1 show an improvement upon the results of 1998, although no national comparisons are available as yet. This improvement is due to fewer pupils with special educational needs taking the test, and the school recognising poor results and targeting teaching in order to improve basic numeracy and pupils' mathematical vocabulary.

By the end of Key Stage 1, many pupils can count up to 100 and some are able to partition two-digit numbers. Most pupils are able to identify odd and even numbers and can count up to 100 in fives and tens. Many pupils know the names of common shapes such as hexagon and pyramid. They have been introduced to simple fractions and are able to collect and record data using tables and block graphs. Pupils are able to tell the time using quarter and half-hours and are able to measure using 30cm rulers. Pupils in Year 1 count forwards and backwards using numbers up to twenty. Mental maths sessions are becoming familiar and teachers and pupils are gaining confidence in using the numeracy strategy. Pupils take an active part in mental maths sessions and are beginning to expand their mathematical vocabulary with terms such as partition, digit, more than and less than. Effective use of support for pupils with special educational needs helps these pupils make good progress in relation to prior learning.

Overall, pupils make satisfactory progress through Years 3 and 4. Pupils use 2,3,4,5 and 10 multiplication tables and some are beginning to know 6,7,8 and 9 tables. The three Key Stage 2 classes have set the pupils for numeracy, with the Year 3 and 4 high attainers being grouped together. Provision for these pupils is good. They are able to use inverse operations and 'function machines' with growing confidence. They have knowledge of negative numbers and know where on the 1000 number line to look to gain support. They are beginning to use symbolic representation for 'more than' and 'less than'. Pupils are less confident and secure in applying their mathematical knowledge, skills and understanding. Work is differentiated and pupils are targeted specifically and, consequently, their understanding is challenged and extended. These pupils are benefiting from the maths targeting being carried out in Key Stage 2.

The school has recently changed from a commercial maths scheme to the Numeracy Framework. The scheme used previously did not give cover basic numeracy skills in depth and the teachers recognise that, in order to work at the appropriate level of the numeracy strategy, much remedial work is to be done. The high attainers in Key Stage 2 are coping with this more challenging work. However, the average and lower attaining pupils are finding the work difficult and conceptual development is slower.

Support staff work in the classroom with special educational needs pupils and provide good



Overall, pupils' attitudes to learning are good. Most pupils are well behaved, eager to be actively involved in the lessons, and respond to their work positively. There is some restlessness amongst a minority of older pupils. However, this does not interfere with the learning of most pupils. The high attainers in the Key Stage 2 sets are confident about the subject matter when explaining strategies and seek advice if struggling. However, some pupils in this key stage are more reluctant to answer questions and noticeably do not seek support if needed. Key Stage 1 pupils are keener to be involved in mental maths activities and positively enjoy using the various new resources including pointing sticks, digit cards and number lines and charts. Presentation in exercise books, by many pupils, is unsatisfactory.

The quality of teaching across both key stages is satisfactory with some good teaching. In most lessons, teaching consolidates prior knowledge, skills and introduces elements of new learning. Planning is thorough and well structured as prescribed by the numeracy strategy. Staff are effective in encouraging pupils to use the appropriate mathematical vocabulary and in questioning pupils to clarify understanding. Teachers are beginning to encourage the children to explain their strategies for solving problems. In one class, pupils are given thinking time in order to formulate their answers. Where the teaching is good, teacher expectations for level and pace of work are high, activities challenge pupils' thinking and the lessons have good pace. These characteristics were observed in a Key Stage 1 lesson on partitioning two-digit numbers, where a teacher modified her planning when realising most pupils were experiencing difficulty with the concept. At Key Stage 2, higher attaining pupils were set differentiated tasks that gave pupils opportunity to practise what they knew. However, many pupils are given too few opportunities to apply their knowledge and understanding of mathematics.

There is very good management of the subject by the enthusiastic co-ordinator who works hard implementing the numeracy strategy throughout the school. The mathematics action plan is realistic and includes arranging parents' meetings about the numeracy strategy, acquiring resources to support homework and the development of information technology in mathematics. The co-ordinator has been effective in analysing data and in monitoring teachers' planning to highlight areas for development. She has successfully identified the appropriate use of mathematical vocabulary as an area for development.

Resources to support the implementation of the numeracy strategy are satisfactory. Every classroom has the necessary number charts and lines on display. These are used effectively to support pupils' learning.

## **Science**

Results of teachers' assessment for seven year olds in 1998 show that sixty per cent of pupils achieved Level 2 or above in science, with eleven per cent of pupils reaching a level above that expected for their age. These results are well below the national average. The findings of the inspection show that pupils' standards of attainment in science by the age of seven are in line with the national average. The variations in pupils' attainment are because of the different cohorts of pupils involved. On the evidence of the inspection, pupils in the current Year 2 are on target to attain national expectations by the end of Year 2. Standards of attainment for pupils in the current Year 4 are on target to achieve expectations for pupils aged nine by the time

overall in both key stages.

By the end of Key Stage 1, most pupils know that they need a balance of different foods to stay healthy and suggest foodstuffs they are familiar with. Both higher attaining and average attaining pupils can classify materials into groups and know how to make a car go faster in an experiment on forces. They record the results of their experiments in the form of bar charts. By the end of Year 4, most pupils understand that different types of teeth do different jobs, and know that humans have three different types of teeth. Higher attaining pupils understand the concept of an acid and predict correctly what will happen to solids when they are placed in vinegar. Most pupils are able to classify materials into groups of objects, according to their properties, and show knowledge of why electrical circuits will not work.

In making progress over time, pupils in Key Stage 1 deepen their knowledge and understanding of the effects of exercise on the body, and increase their ability to classify objects. Their progress in investigative science is more limited because too few opportunities exist to undertake investigative science in the curriculum. In Key Stage 2, pupils use specialist terms with greater accuracy and precision, such as dissolve, molars and incisors. They increase their knowledge and understanding of different aspects of science in the programmes of study, for example, knowledge of materials and their properties, and understanding of electricity and its uses. They make limited progress in investigative science mainly because of a lack of opportunity and also because, in a few cases, the tasks they are set do not place enough demands on them.

Pupils' attitudes to their work are satisfactory overall in both key stages. They behave satisfactorily and sensibly, handling resources with due care and attention. They are keen to offer their ideas and knowledge, and take part in discussions when given the opportunity. They work effectively with others and, on occasion, show good levels of responsibility in managing their own learning. They respond appropriately to their teachers and to one another.

The quality of teaching is satisfactory in both key stages. However, one lesson was judged to be unsatisfactory at Key Stage 2. The strengths of teaching are that teaching builds on pupils' prior knowledge and understanding, and the objectives of lessons are effectively shared with pupils. Teachers' subject knowledge is secure and subject specific language is used effectively. Resources are well organised, and the effective management of pupils' behaviour, in most classes, enables pupils to work independently on the tasks they are set. Where teaching is unsatisfactory, teachers' planning does not include investigative science, and there are low expectations of what pupils can attain, resulting in tasks that lack challenge. There is no difference in the tasks that pupils of different abilities are set.

The school has recently introduced a new scheme of work which fully meets the requirements of the National Curriculum. However, whilst planning for the knowledge-based aspects of the science curriculum is effective and enhances pupils' progress, that for Attainment Target 1, experimental and investigative science, is not as well developed and is a weakness in the science curriculum. The subject co-ordinator is aware of the need to improve the breadth of the curriculum provided. Science assessments are regularly carried out. Assessment of investigative science is under-developed. As yet, the co-ordinator has not monitored the quality of teaching, although he does monitor teachers' planning. Pupils write accounts of their work. and use bar charts to represent the outcomes of their

Learning resources for science are good, with a good range of books and equipment for science topics. Since the last inspection the school has made satisfactory progress in maintaining pupils' rate of progress and their standards of attainment.

## **OTHER SUBJECTS OR COURSES**

### **Information Technology**

In information technology, most pupils do not attain the average level expected by the age of seven. Pupils make unsatisfactory progress overall in both key stages. By the end of Key Stage 1, most pupils are able to operate control devices with confidence and can devise their own program for the Roamer. They enter instructions independently, and draw a plan to represent the route they have followed. However, their level of basic skill in operating the computer effectively, and in communicating information, is below what one would expect for pupils by the age of seven. By the end of Year 4, most pupils use a data-handling package with confidence in undertaking surveys related to the classes' favourite foods. They independently enter data into a file and retrieve stored information, using bar charts and pie charts to represent their results. However, the level of basic skills that most pupils have in relation to using a computer independently and communicating information is below what would normally be expected by the end of Year 4.

Pupils' progress over time is unsatisfactory. They make satisfactory progress in controlling devices and in handling data. They also develop an understanding of the impact of information technology on people's everyday lives and in the home. However, their progress in developing basic computer skills and communicating information is limited. In Key Stage 2 particularly, pupils' progress is limited by tasks that lack challenge and are low level, and also by some teachers' lack of subject expertise and confidence in using information technology in the classroom.

Pupils show good attitudes to learning with computers. They handle resources sensibly and with care. They are keen to use computers. They work well either on their own or with a partner in carrying out a set task, for example, using a phonics package during literacy hour. They behave sensibly, and listen carefully to the teacher's instructions.

The quality of teaching is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Observation of pupils working on computers and scrutiny of their work also revealed weaknesses in teaching which affect pupils' progress and standards of attainment. Teachers' planning is generally clear with an appropriate sequence of work. Tasks are explained clearly, and expectations of what pupils can achieve are clear, and are shared effectively with pupils. Questioning is used well to develop pupils' ideas. Pupils are generally well managed and enabled to work independently in using the Roamer, and in developing class databases. Where teaching is unsatisfactory, teachers' subject knowledge and expertise are limited, and tasks set are low level and lack challenge.

The curriculum for information technology meets statutory requirements and has recently been reviewed to take account of changing requirements and the introduction of the National Grid for Learning in school. This resulted in the introduction of a new scheme of work, designed to improve standards and raise pupils' level of basic skills

provides a clear structure for teachers, and an outline of progression and continuity in the subject.

Limited use is currently made of information technology to support the different subjects of the curriculum, but this is already an identified area for development within school. During the inspection, examples of the use of information technology were observed in English and science. The assessment of pupils' attainment in information technology is under-developed at present, and there is no whole school system for assessing pupils' progress in the subject.

The subject co-ordinator is well qualified and provides good leadership of the subject area. She has a clear view of the direction in which the school needs to develop information technology and has provided support for teachers in developing their subject expertise and management of the subject in the classroom. The co-ordinator has developed detailed plans for the development of information technology in the curriculum. The role of the curriculum co-ordinator in monitoring the quality of teaching and learning in the subject is not fully developed. The co-ordinator sees teachers' planning and has undertaken some liaison with class teachers on subject development.

Good use is made of the strategy for literacy within information technology. Within literacy, younger pupils reinforce their understanding of initial sounds, and undertake phonics work using specific packages. Older pupils use word-processing packages. Learning resources and accommodation are adequate. There are sufficient computers for at least one machine per class. The capacity of machines is adequate to meet the full learning needs of the pupils. The school is using software that develops pupils' information technology capability in all aspects of the programmes of study, and this results in a broadly balanced curriculum for all pupils. Software to support curriculum enrichment through information technology on subjects of the curriculum is satisfactory. Since the last inspection, the school has made unsatisfactory progress in maintaining pupils' rates of progress and standards of attainment in the subject, but the issues within the subject are beginning to be satisfactorily addressed by good leadership from the subject co-ordinator.

## **Religious Education**

Pupils' attainment at the end of Key Stage 1, and by the end of Year 4, is in line with the age-related expectations of the locally agreed syllabus. Pupils of all abilities, in both key stages, make satisfactory progress.

By the end of Key Stage 1, pupils recognise that the behaviour and attitudes of Christians are based on the teachings of Jesus. They know stories told by Jesus and relate the values illustrated in them to their own lives. They recognise the importance of religious celebrations such as Christmas and Easter.

By the end of Year 4, pupils demonstrate some understanding of Christian responses to personal and social issues, and recognise the importance of their own personal values and attitudes within school and the wider community. In the one lesson observed, pupils were able to make connections between the implications of the Ten Commandments and the home/school contract. Most pupils are able to explain, in their own way, some of the things Christians believe about God. They show awareness of the importance of worship in religious life and demonstrate some

Pupils' attitudes to the subject are generally good. Pupils talk with enthusiasm about their visit to the local church. Many offer informative and emotive responses about items seen in the church. Whilst pupils appear to listen to their peers, few reflect and offer considered responses based on discussion. In some cases, pupils are merely waiting to speak for themselves rather than consider the opinions of others.

There was only one lesson observed during the inspection. It is, therefore, inappropriate to make an overall judgement on teaching. In the lesson observed, the teaching was judged to be satisfactory overall. The lesson was planned according to the syllabus, and the teacher led an interesting discussion that encouraged pupils to discuss the need for rules and values in their lives. Appropriate links were made to the home/school contract and the Ten Commandments. The task set following the discussion did not promote or consolidate understanding.

The curriculum and assessment procedures are in a transition period with the recent introduction of a new agreed syllabus. Plans are in place for the development of a detailed scheme of work to support the new framework.

The lack of suitable resources was highlighted in the previous report and little has been done to improve the situation. Resources to support teaching and learning are unsatisfactory. There are few artefacts and books to support the school's plan to teach Buddhism. Visits in and around the school locality are well used to promote learning.

## **Art**

At the end of Key Stage 1, and by the time they leave the school, pupils' work is as expected for their age. Pupils make good progress throughout Key Stage 1 and satisfactory progress in Years 3 and 4.

At Key Stage 1, the youngest pupils explore a range of materials and techniques. Colour mixing is used to good effect to produce some high quality portraits. In Year 1, pupils record detail and explore line, tone and colour. By the end of the key stage, pupils have developed sound skills in observation and a good understanding of colour mixing techniques.

Pupils in Year 3 and 4 use paint techniques to produce a satisfactory range of work, though the quality of this work is variable. Pupils identify similarities and differences in method and recognise how visual elements are used for different purposes. Where the standard is higher, pupils are encouraged to pay close attention to detail and give careful consideration to the technique chosen for their work.

Pupils' attitudes to art are good. Pupils enjoy their art lessons and a few take pride in their work. Behaviour in lessons is generally good. Pupils listen well for short periods of time and enjoy the activity of art. Tools and equipment are used sensibly. Only a few pupils engage in critical analysis of their work.

Teaching is good at Key Stage 1, and satisfactory at Key Stage 2. Pupils in Key Stage 1 make good progress due to the good teaching. In observational work, pupils are encouraged to look carefully at shape, tone and colour. In one lesson, the teacher makes good use of colour charts from a paint manufacturer in order to encourage

develop pupils' ability to control tools and techniques for painting, and to vary their use of colour within a limited range.

The co-ordinator for art has only recently been given the responsibility throughout the school and, as yet, has done little in relation to managing the subject. Resources are adequate. There are no formal procedures to assess pupils' progress in art.

## **Design & Technology**

Taking into account all the evidence available including the lesson observed, teachers' planning, displays and pupils' work from last year, standards at the end of Key Stage 1 and in Year 4 are judged to be in line with those expected for pupils of this age.

Pupils in Key Stage 1 consolidate and develop the skills and techniques introduced in nursery and reception. Pupils plan and make objects using a variety of tools and materials. Year 1 pupils design and make candle holders using salt dough. They use models and pictures to develop and communicate their designs and most pupils reflect on their ideas and suggest improvements. Pupils make good progress throughout Key Stage 1.

Satisfactory progress is made in Years 3 and 4. The design and technology observed was closely linked to the science topic of healthy living. By the time the children transfer to the middle school, pupils have made appropriate progress in their designing and making skills. Pupils' investigations of packaging and making food boxes are at an appropriate standard. Pupils are able to use a limited range of tools with accuracy and use simple finishing techniques to improve their products. Many pupils make realistic suggestions about how they can achieve their intentions. Pupils are able to draw up plan views of their design, make and evaluate the product.

Pupils with special educational needs make satisfactory progress in design and technology. Support staff give appropriate support to pupils during practical sessions.

Pupils' response to the subject is good. They undertake the practical activities sensibly and safely with respect for each other's work. Pupils answer questions well and are keen to talk about their work, both current and past. In the lessons observed, pupils were well behaved, although more care could have been taken with the presentation of recording.

In Key Stage 1, only one lesson was observed and the quality of teaching in this lesson was satisfactory. The teacher was well prepared with an effective lesson plan. The practical activities were well structured and appropriate. However, the recording expected from the pupils did not offer sufficient challenge, especially to the high attainers. No teaching was seen in the Key Stage 2 classes and, therefore, it is not possible to make a judgement on the quality of teaching.

The co-ordinator for design and technology has produced a comprehensive policy. This is effective in giving staff clear guidance on the teaching of design and technology. There are no formal procedures in place to assess pupils' progress in design and technology. Resources for the teaching of design and technology are very limited. The co-ordinator has access to planning but, as yet, has had no opportunity to monitor the quality of teaching and learning in design and technology provision throughout the school.

## **Geography**

During the inspection it was only possible to observe one lesson in Key Stage 1. However, from the scrutiny of work, teachers' plans, and discussions with both teachers and pupils, standards of attainment are as expected for pupils of their age and pupils make satisfactory progress. By the end of Key Stage 1, most pupils have developed an increasing ability to use geographical skills. They are able to draw a map of their route from home to school using symbols and a simple key, and show an appropriate understanding of a plan view. They develop an awareness that some features of their locality are attractive, whilst others are unattractive. They develop an increasing knowledge of geographical features in the local area of the school, and begin to understand that land is used in different ways.

In Key Stage 2, most pupils make satisfactory progress, and by the end of Year 4, most pupils have increased their ability to use geographical skills and do so with increasing accuracy. They use grid references correctly, and use a plan of the school grounds to represent where litter is deposited using symbols and a key. They are able to suggest ways in which the school environment can be improved, and are beginning to develop an understanding of how the environment can be both damaged and improved by human intervention.

Pupils' attitudes towards geography are good. They show interest in the activities, and are keen to be involved and share their ideas. They show good levels of responsibility when managing their own learning looking at photographs of the school locality. They behave sensibly on the environmental walks and work well collaboratively in looking at patterns of litter around the school grounds.

In the lesson observed, the quality of teaching was satisfactory overall. The lesson was effectively organised and structured to enable pupils to work independently. Planning was effective and tasks had appropriate levels of challenge for most pupils. Good use was made of questioning to draw out pupils' ideas, focus pupils on key learning points, and check their progress and understanding. Resources are used well, and pupils are managed effectively.

The scheme of work has recently been revised, and provides good breadth and balance of different aspects of the subject. There are no formal procedures in place to assess pupils' progress in geography. Class teachers manage assessment through the marking of pupils' work, and the information is used to report progress to parents through the annual report. The role of the co-ordinator in monitoring the quality of teaching in geography is under-developed, and consists of scrutiny of teachers' planning and informal sampling of pupils' work. Effective use is made of the strategy for literacy to support the development of geography. Pupils use geographical vocabulary to describe features of the local area, and apply numeracy skills to their understanding of grid references. The range of resources available for teaching and learning in geography is inadequate, and in need of development. The school has made satisfactory progress in developing the geography curriculum since the school was last inspected, and has maintained pupils' rates of progress.

## **History**

Due to the organisation of the timetable and a two-year cycle of topics in Key Stage 2, only

displays, pupils' books, teachers' planning and discussions with pupils and teachers revealed that standards of attainment are as expected for pupils of their age.

Pupils in Key Stage 1 look at aspects of the past and compare life styles and homes from long ago. They are able to compare and contrast domestic life using original artefacts and consider the impact electricity has had on their lives. Progress is good throughout Key Stage 1.

By the end of Year 4, when pupils transfer to middle school, they have undertaken an intensive study of the Romans as part of their coverage of 'Invaders and Settlers'. Pupils are knowledgeable about the Romans and can talk in depth about the Roman army, Roman legends, and homes and life styles. Progress throughout Key Stage 2 is satisfactory overall.

Pupils' response to the subject is good. In the lesson observed, they were actively involved throughout the session. They are eager to recall prior learning on the subject and offer suggestions to the form and function of artefacts. Pupils are keen to show previous recording and share their knowledge.

There was insufficient teaching observed throughout the school for an overall judgement to be made. In the lesson observed, the quality of teaching was very good. An enthusiastic and knowledgeable teacher used high quality artefacts to motivate the pupils and set tasks that challenged and extended the pupils' thinking and understanding of how we used to live.

Good use is made of available resources. The school is particularly effective in using the environment to support learning. Pupils in Key Stage 1 do a local study and excellent use is made of visits to the Roman Wall and local Roman sites. The co-ordinator has managed the subject for several years and is confident with the subject. All staff use the Qualification and Curriculum Authority documents for history and liaison has taken place with the local Middle School with regard to curriculum coverage. The co-ordinator scrutinises planning as part of her role but, as yet, has not monitored the delivery of history throughout the school.

## **Music**

Pupils' attainment in music matches the levels expected for their age. Pupils of all abilities, in both key stages, make satisfactory progress.

By the end of Key Stage 1, most pupils can confidently sing a range of songs and can listen carefully to sounds and pieces of music. They sing from memory using the dynamics of loud and soft. They are able to rhythmically clap their names and are beginning to compose music to represent different sounds and words.

By the end of Year 4, pupils perform confidently in small groups, whole class and key stage. They recognise high and low sounds, dynamics of loud and soft sounds as well as varying tempos. They understand the need to rehearse musical pieces in preparation for performance and, as well as musical presentations, pupils perform with confidence to others.

Pupils make satisfactory progress throughout the school. Singing is a strength of the school's music. Pupils sing with pleasure and enthusiasm. They are keen to



accompaniment to a story from their literacy hour using a variety of percussion instruments.

Pupils with special educational needs make satisfactory progress across both key stages. Effective use of support staff ensures these pupils have satisfactory provision.

Pupils' attitudes to music are good. Throughout the school, pupils' enjoyment of music is evident. Pupils behave well in assemblies and are eager to participate and listen. They respond positively to teaching and participate well.

The quality of teaching observed is satisfactory overall. One lesson observed was outstanding. In this lesson, the teacher's planning was thorough, previous teaching was revisited and developed, pupils were praised and encouraged, and the creative use of literacy to develop compositional and performance skills was of a very high quality. The teacher had high expectations of her pupils, she used the correct musical vocabulary throughout the lesson and the pupils responded very well. A pupil with special educational needs was fully involved in performance activities and pupils experimented with musical instruments with growing confidence, continually refining their performance skills. The quality of music teaching is also enhanced by peripatetic specialist teachers.

The curriculum offers pupils a wide range of music, and opportunities to ensure continuity and progression. Special musical events give the pupils opportunity to display their musical abilities. These include celebration of harvest, and Christmas productions in both key stages. Visits to school by theatre groups and musical groups enhance music provision.

The curriculum co-ordinator provides sound leadership of the subject. All teachers teach their own music. They use a scheme of work for guidance and the co-ordinator provides support if necessary. Teachers' planning is monitored by the co-ordinator, but procedures are not yet in place for the monitoring of teaching, or assessment of pupils' progress.

The staff and pupils make good use of the music room. The instruments provided are satisfactory, but there are limited instruments from other cultures. Pupils do listen to some music from other cultures, but the range of CDs for the purpose is also limited.

## **Physical Education**

At the end of Key Stage 1, and by the time pupils leave the school, pupils attain standards appropriate to their age and satisfactory progress is made throughout the school. By the end of Key Stage 1, most pupils have made effective progress in practising their movements to improve their performance, and are able to perform basic bend, stretching and curling actions. They begin to develop the ability to link different aspects of their movements together into a sequence. In Key Stage 2, pupils continue to practise their own performance in order to improve, and develop the ability to criticise their own performance and that of others. They begin to develop an understanding of the complexities of dance movements.

Pupils' attitudes to physical education are satisfactory overall. They behave appropriately, and most try hard to sustain their efforts. They respond positively to the teacher's interventions and instructions, and work together effectively in undertaking joint activities.

The quality of teaching is satisfactory overall. Lesson planning and structure are effective, and lessons have a brisk pace. Learning intentions are clear. Pupils are managed well, and their progress is monitored effectively by their teachers in order to help them to improve.

Pupils engage in the three aspects of the subject – gymnastics, dance and games, with swimming being offered to pupils in Years 3 and 4. The subject co-ordinator is recently in post, and has a qualification in the subject. She has undertaken an initial review of the curriculum in order to identify areas for development. There is no formal monitoring of the curriculum at present, and a lack of effective assessment of the quality of pupils' work in physical education. The school has made satisfactory progress in developing the curriculum for physical education since the school was last inspected.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

The inspection was carried out by a team of 4 inspectors. During the inspection all, or part, of 47 lessons were inspected, and a total of over 46 hours spent in classes, in discussion with pupils and teachers, and in evaluating work. A range of assemblies and registration sessions were also inspected.

Inspectors looked at the work of a wide range of pupils, including a sample of three pupils from each class. Informal discussions were held with many pupils and a sample was heard reading.

Planned discussions were held with the headteacher, other teachers and governors. Informal discussions were also held with members of the non-teaching staff.

A wide range of documentation provided by the school was analysed before and during the inspection.

Ten parents attended a meeting with the Registered Inspector to give their views on the school. The inspection team considered the 30 responses to a questionnaire sent to parents about the school, and the additional comments sent by some parents. Informal discussions were held with individual parents during the inspection.

## DATA AND INDICATORS

### 174. Pupil data

	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 – Y4	182	3	29	51
Nursery Unit/School	21	0	0	20

### Teachers and classes

#### 175. Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent):

9
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Number of pupils per qualified teacher:

22.8
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#### 176. Education support staff (YR – Y4)

Total number of education support staff:

5
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Total aggregate hours worked each week:

113
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#### 177. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):

1
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Number of pupils per qualified teacher:

21
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#### 178. Education support staff (Nursery school, classes or unit)

Total number of education support staff:

1
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Total aggregate hours worked each week:

32.5
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#### 179. Average class size in the school

Average class size:

26
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**180. Financial data**

Financial year:

1998 - 1999

	£
Total Income	342,655
Total Expenditure	334,999
Expenditure per pupil	1,744
Balance brought forward from previous year	1,653
Balance carried forward to next year	9,309

## 181. PARENTAL SURVEY

Number of questionnaires sent out:	180
Number of questionnaires returned:	30

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	40	56.7	3.3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	76.7	23.3	0	0	0
The school handles complaints from parents well	44.8	51.7	3.4	0	0
The school gives me a clear understanding of what is taught	30	63.3	0	6.7	0
The school keeps me well informed about my child(ren)'s progress	46.7	50	0	3.3	0
The school enables my child(ren) to achieve a good standard of work	50	46.7	3.3	0	0
The school encourages children to get involved in more than just their daily lessons	30	33.3	36.7	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	50	10	6.7	0
The school's values and attitudes have a positive effect on my child(ren)	46.7	50	0	3.3	0
The school achieves high standards of good behaviour	46.7	50	3.3	0	0
My child(ren) like(s) school	60	40	0	0	0