

INSPECTION REPORT

**Ropery Walk Primary School
Seaham**

LEA area: Durham

**Unique Reference Number: 113993
Inspection Number: 185748**

Headteacher: Mr A Coates

Reporting inspector: Dr D Dodds

Dates of inspection: 27 - 30 September 1999

Under OFSTED contract number: 707238

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

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Ropery Walk Primary School - 3

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ropery Walk Seaham County Durham SR7 7JZ
Telephone number:	0191-5813959
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr W E Gustard
Date of previous inspection:	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Dr D Dodds, RgI	Mathematics Information technology Art Physical education	Attainment and progress Teaching Leadership and management Efficiency
Mrs P English	Under-fives English Religious education Special educational needs	Attitudes, behaviour and personal development
Dr J N Collings	Science Design and technology History Geography Equal opportunities	Curriculum and assessment Staffing, accommodation, learning resources
Mrs P Edwards, Lay Inspector		Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community

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MAIN FINDINGS

What the school does well

- The school makes very good provision for pupils' moral development, and good provision for their social development.
- Pupils' attitudes to learning are very good.
- Pupils' behaviour in and around the school is of a very high standard.
- Procedures for monitoring and promoting good behaviour are effective.
- Relationships throughout the school are very good.
- Links with the local community are very effective.

Where the school has weaknesses

- I. The school lacks clear educational direction; the roles of all senior managers, including the headteacher, are not defined clearly in relation to the school's current identified needs, and their responsibilities are not co-ordinated effectively.
- II. There is no shared vision of how the school will operate at its best, which means that planning for the school's longer-term development is poor.
- III. The support and monitoring of teaching, and the development of the curriculum, are unsatisfactory.
- IV. Aspects of the school's financial planning are weak. The use of additional staff to teach music and help the newly qualified teacher, is inefficient and ineffective.
- V. Standards in science are below average.
- VI. The school's use of assessment to inform curriculum planning is not developed to a satisfactory standard.
- VII. Teachers are not appraised regularly, although law requires this.
- VIII. Pupils are not taught to swim.
- IX. Registers are not completed at the beginning of every session.

Overall, the school has slightly more strengths than weaknesses. The headteacher and deputy headteacher have produced carefully documented and appropriate plans, which they have started to use to address the first three points listed above in the section 'Where the school has weaknesses'. However, at the time of the inspection, there were still significant weaknesses in the leadership and management of the school. All of the points which are indicated above, and a significant number of minor points that are identified in the main report, will form the basis of the governors' action plan, a copy of which will be sent to all parents.

How the school has improved since the last inspection

The headteacher, staff and governors have overcome most, although not all, of the issues identified for improvement at the last inspection. There are strengths, but also weaknesses. Teachers have worked hard to successfully review their curriculum plans. There is now more progression as pupils move through the school, which has helped to raise the quality of teaching. Continuity and progression in design and technology have improved; pupils' progress throughout the school is now satisfactory and standards are what are normally expected of pupils of these ages. The quality of documentation to support the learning of pupils with special educational needs has improved to at least satisfactory levels. The introduction of the new literacy and numeracy strategies has helped to improve the match of work to pupils' abilities, but this has not yet been applied successfully to all areas of the curriculum. The school has not provided a sufficient number of opportunities for independent and challenging learning, which means that pupils with the potential for higher attainment are not always provided with work which is matched with their needs. Arrangements for the appraisal of teachers have not been brought up

have recently appointed an effective deputy headteacher and promoted some existing members of staff to senior management positions within the school. Their responsibilities, including those of the headteacher, are not linked securely with the school's current needs. Furthermore, as teachers are still not appraised, as is required by law, opportunities for their systematic professional development are limited. The headteacher and deputy headteacher are aware of these weaknesses. They have made detailed plans to address this situation including matching the responsibilities of senior management to the current school development plan, and identifying targets against which progress can be measured. Even when taking into account the satisfactory overall improvement since the previous inspection, the school now lacks overall educational direction, which limits its capacity for further improvement.

· **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1998, based on the National Curriculum tests:

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

The results show that at Key Stage 2, in English, pupils' results were broadly in line with the national average and also when compared with those in similar schools. In mathematics, pupils' results were below the national average when compared with those in all schools, and broadly in line when compared with those in similar schools. In science, pupils' results were well below the national average when compared with all schools, and below average when compared with similar schools. In all three subjects the percentage of pupils who achieved the higher Level 5 was below average. The results of the 1999 national tests and assessments indicate that standards fell when compared with those in 1998. However, closer examination reveals that out of the 1999 cohort, 12 pupils were on the school's register of special educational needs, and four of those pupils had Statements of Special Educational Need. An examination of the school's records of national test results shows that those pupils who left Ropery Walk in 1999 made satisfactory progress throughout their time at school. The findings of the inspection indicate that the current cohort of Key Stage 2 pupils is on target to reach broadly average levels, except in science at the end of Key Stage 2, which is on target to be below expectations.

Children begin school with below-average standards. They make good progress throughout the early years. Pupils make satisfactory progress during Key Stage 1, and are on target to reach broadly average standards in English, mathematics and science by the end of the key stage. The current Key Stage 2 pupils are making generally sound progress throughout Years 3 and 4. Their progress is more accelerated in Years 5 and 6, and progress is good in these two years. However, a temporary teacher taught pupils in the current Year 6 last year; much work was not covered to a satisfactory level, and this hindered their progress. However, these pupils are on target to reach broadly average standards in English and mathematics. Standards in science are expected to be just below average. Pupils make satisfactory progress in information technology throughout both key stages and attain standards in line with national expectations. In religious education they make similarly satisfactory progress and attain standards in line with the locally agreed syllabus. Standards are as expected for pupils of these ages in all other subjects, and most pupils make satisfactory progress throughout the school. Pupils who have special educational needs make similarly satisfactory progress. Progress is slower for pupils with the potential for higher attainment because work is not always matched with their individual needs.

- **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science		Unsatisfactory	Good
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Insufficient evidence	Satisfactory
Other subjects		Satisfactory	Satisfactory

The overall quality of teaching is at least satisfactory in almost all lessons. This means that pupils make broadly satisfactory progress as they move through the school. Teaching is satisfactory in approximately half of all lessons, and good in about one lesson out of every four. Teaching is very good in slightly more than one lesson out of every ten, and unsatisfactory in a very small minority of lessons.

The overall quality of teaching for children under five, is satisfactory but with features of very good teaching. At Key Stage 1, teaching is satisfactory in about two lessons out of every three and either very good or unsatisfactory in a small proportion of lessons. At Key Stage 2, teaching is good in approximately three lessons out of every five, and very good in a small minority of lessons. The best teaching was seen in Years 5 and 6 where teaching was judged to be good in almost one half of all lessons, and very good in about one out of every three.

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

- **Other aspects of the school**

Aspect	Comment
Behaviour	Consistently very good throughout the school. Pupils know what is expected of them and respond well.
Attendance	Attendance overall is unsatisfactory.
Ethos*	The school has a sound ethos for learning. Pupils work purposefully; relationships are very good; most pupils are eager to learn. However, the ethos is not characterised by a commitment to high levels of attainment for all pupils.
Leadership and management	Unsatisfactory overall. Governors, headteacher and staff work well together, but they have not developed a shared vision of how the school will operate at its best. The school implements its shared aims, values and policies in a satisfactory way; shorter-term planning is secure, but planning for the school's longer-term development has not been developed to a satisfactory level. Monitoring of the curriculum, and implementing strategies to judge the effectiveness of the school's work, is at a very early stage of development.
Curriculum	Sound overall. There are strengths but also some weaknesses. For example, the curriculum is broad, balanced and relevant at Key Stages 1 and 2. Planning to ensure that all pupils make progress is satisfactory. Not everyone has equal access to the curriculum because a number of pupils are withdrawn from literacy and numeracy lessons to do other subjects. The overall number of lesson hours is below recommendations in Key Stages 1 and 2.

Pupils with special educational needs	Provision is satisfactory overall.
Spiritual, moral, social & cultural development	Good overall. Pupils have sufficient opportunities to reflect on matters of importance. Moral development is provided for very well through clear and strong guidance. Social development is good with effective links with other schools and very effective links with the community. Cultural development is sound overall.
Staffing, resources and accommodation	Satisfactory overall. The match of teachers and learning support staff to the demands of the curriculum is satisfactory. The quality of the school's accommodation is satisfactory; learning resources are adequate and developing. Arrangements for the professional development of staff are unsatisfactory; teachers are still not being appraised although this is a legal requirement.
Value for money	When taking all of the necessary factors into account, including the significant weaknesses in the school's leadership and management, the school still provides satisfactory value for money.

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

The parents' views of the school

What most parents like about the school

- X. Parents find it easy to approach the school with questions or problems to do with their child(ren).
- XI. The school handles complaints from parents well.
- XII. The school gives parents a clear understanding of what is taught and keeps them well informed about their child(ren)'s progress.
- XIII. The school enables their child(ren) to achieve a good standard of work.
- XIV. The school encourages children to get involved in more than just their daily lessons.
- XV. They are satisfied with the work that their child(ren) is/are expected to do at home.
- XVI. The school's values and attitudes have a positive effect on their child(ren).
- XVII. Their child(ren) like(s) school.

What some parents are not happy about

The above points are those where no parent expressed concern in the questionnaires. In other areas of the questionnaire there were no significant numbers of parents expressing concern. Inspectors agree with the parents' positive comments.

KEY ISSUES FOR ACTION

To raise the standards of pupils' work, and the quality of educational provision, and to build upon the existing positive features of the school, the headteacher, staff and governors need to:

1. Continue to implement the school's current plans to give positive educational leadership and direction to the school by:

XVIII. having clearly defined management roles and responsibilities for the headteacher, based on the school's identified needs, and ensuring that

XIX. he is supported in his role by senior managers whose responsibilities are similarly clearly defined in the light of the needs of the school;

XX. the efforts of the headteacher and senior managers are co-ordinated, and progress towards identified targets is kept under review;

[all referenced in paragraphs 63 and 64]

2. Raise standards in science at the end of both key stages by:

XXI. increasing teachers' subject knowledge and expertise, particularly at Key Stage 1;

[referenced in paragraph 123]

XXII. further developing the scheme of work so that tasks are more appropriately matched to the abilities of all pupils, particularly those with the potential for higher attainment;

[referenced in paragraph 124]

XXIII. giving more attention to how pupils investigate and apply their scientific knowledge.

[referenced in paragraph 118]

3. Clarify what pupils should know, understand and do, by the end of a session of planned work. Ensure that current procedures for assessment are used consistently to inform teachers' planning, particularly to challenge pupils with the potential for higher attainment.

[referenced in paragraph 48]

4. Raise the quality of planning for the school's future development by:

XXIV. having a clear vision for its development which is agreed by governors, senior managers and staff;

XXV. planning for school improvement beyond a 12 month period, and

XXVI. targeting the school's resources towards school improvement more effectively, particularly staff time and funding for curriculum and staff development;

XXVII. the school's senior managers and governing body monitoring progress towards identified targets.

[all referenced in paragraph 70]

5. Know the quality of provision in classrooms by implementing the school's current plans and:

XXVIII. create strategies for monitoring the effectiveness of the curriculum,

XXIX. the headteacher and senior managers using these strategies to develop systems for judging the effectiveness of pupils' progress and levels of attainment.

[referenced in paragraph 66]

6. Improve the efficiency of the school by:

- XXX. being clear about its priorities for spending in the short and longer-term;
 - XXXI. matching priorities with the identified needs of the school;
 - XXXII. involving staff with management responsibilities in financial planning;
 - XXXIII. deploying additional teaching staff effectively in accordance with the school's management plan;
 - XXXIV. ensuring that these initiatives are monitored and documented.
- [referenced in paragraphs 76, 77 and 79]

7. Ensure that statutory requirements are met by:

- XXXV. implementing fully the appraisal system for teachers;
 - XXXVI. providing pupils with the opportunity to learn to swim.
- [referenced in paragraphs 42 and 73]

8. Ensure that registers are completed at the beginning of every session in accordance with the regulations issued by the Department for Education and Employment.

[referenced in paragraph 27]

Minor weakness which the governors may wish to address and which will become part of the school's action plan are to ensure that:

1. pupils are not withdrawn from English, mathematics and science lessons unless the activity is directly related to those subjects;
[referenced in paragraph 45]
2. children are not withdrawn from acts of collective worship unless at the request of parents;
[referenced in paragraph 42]
3. the organisation and use of the school's library are improved and library skills are taught systematically throughout the school;
[referenced in paragraphs 75 and 102]
4. all statutory information is given in the school's prospectus;
[referenced in paragraph 60]
5. opportunities for the least mature children under the age of five years to consolidate their understanding and skills through structured play activities are further developed.
[referenced in paragraph 89]

5. INTRODUCTION

5. Characteristics of the school

6. Ropery Walk Primary School is an average-sized primary school, situated in the township of Seaham Harbour in County Durham, an area where unemployment is above average. The area around the school is subject to substantial change as nearby warehouses are dismantled and relocated. A local company is shortly to relocate its offices to occupy a site on the school's field.
7. The school caters for 235 pupils between the ages of four and 11 years. There are 111 girls and 124 boys on the school's roll. Pupils come from a wide range of backgrounds, but when children enter the school, at the age of four, their overall levels of attainment are below what is normally found in children of this age. There are very few pupils from minority ethnic backgrounds and all pupils speak English as their first language.

8. Twenty seven per cent of pupils are eligible for free school meals, which is above the national average. Twenty four per cent of pupils are currently on the school's register of special educational needs; this too, is above the national average. Two pupils have full Statements of Special Educational Need. Seven pupils are at Stage 1 of the school's register of special educational need. Twenty four pupils are at Stage 2, and have individual education plans. Twenty one pupils are currently involved with outside specialists, and three pupils are currently awaiting an assessment.
9. There are eight classes within the range of reception to Year 6. All classes are of mixed ability, and most are composed of pupils of similar age. This is the first year that a small minority of classes have been organised into mixed age groups. The average size of each class is 29. At the time of the inspection 30 children were under the age of five.
10. The school has a statement of aims which are similar to these found in most primary schools. It aims to provide a happy and secure environment in which children can explore and investigate, listen and discuss in order to acquire the basic skills which will allow them to make good progress in all aspects of the school's curriculum.
11. The school's development plan identifies its main priorities for 1999-2000 as developing recent national initiatives in mathematics, and developing further, the school's curriculum for information technology.
12. The school was last inspected in November 1995. Two teachers have left the school, and three teachers, including the deputy headteacher, have been appointed within the last two years.

7. **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	24	12	36

7. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	21	17	22
	Girls	11	11	11
	Total	32	28	33
Percentage at NC Level 2 or above	School	89	78	92
	National	80	81	84

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	23	24
	Girls	12	12	12
	Total	33	35	36
Percentage at NC Level 2 or above	School	92	97	100
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	16	17	33

7. National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or Above	Boys	9	10	9
	Girls	14	10	12
	Total	23	20	21
Percentage at NC Level 4 or above	School	70	61	64
	National	65	59	69

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	8	9
	Girls	10	11	11
	Total	17	19	20
Percentage at NC Level 4 or above	School	52	58	61
	National	65	65	72

7. Attendance

Percentage of half days (sessions) missed			%
through absence for the latest complete reporting year:	Authorised	School	6.0
	Absence	National comparative data	5.7
	Unauthorised	School	0.8

Absence	National comparative data	0.5
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7.

7. **Exclusions**

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

7. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12.5
	Satisfactory or better	79.0
	Less than satisfactory	8.5

PART A: ASPECTS OF THE SCHOOL

7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7. Attainment and progress

13. The last year when comparative results were available was 1998. At that time, National Curriculum and assessment tests results indicated that when pupils left the school at the age of 11, attainment was broadly in line with the national average in English, and below average in mathematics. Attainment was well below average in science. When compared with those in similar schools, pupils' results were broadly in line with the national average in English and mathematics, and below average in science. In all three subjects the percentage of pupils who achieved the higher Level 5¹ was below average. Taking all of the core subjects together at the end of Key Stage 2, the school operated at levels above those expected nationally between 1996 and 1997, but standards fell in all subjects in 1998.
14. Although national comparative data were not available at the time of the inspection, the 1999 results indicate that, at Key Stage 2, a lower percentage of pupils achieved the average and higher levels in all three subjects, than in previous years. This gives the impression that standards are falling. However, close examination of this cohort of pupils indicates that almost one out of every three was on the school's register of special educational needs. Four pupils had Statements of Special Educational Need. Furthermore, an analysis of assessments of this cohort's entry to the school at the age of four, to the point at which they left the school in July 1999, indicates that the majority of pupils made broadly satisfactory progress as they passed through the school.
15. Inspection evidence indicates that children enter the reception classes at Roper Walk Primary School, at the age of four, with a wide range of abilities, although their overall standards of attainment are below those normally found in children of this age. Pupils who are in Year 6 are on target to achieve broadly average levels in English, and mathematics, and slightly below average levels in science, when they leave the school. Taking into consideration the below average level of attainment on entry to the school, inspectors confirm that progress throughout the school is satisfactory.
16. Children enter the reception classes in the year in which they will become five, by which time most of them have had experience of being in a nursery. Nursery records, and assessments by staff, indicate that children demonstrate the full range of ability, but their overall attainment across all of the nationally recommended areas of learning for children under five is slightly below average. Most children make good progress, so that by the time they reach statutory school age, their levels of attainment are broadly in line with those expected for children entering Key Stage 1². Pupils with special educational needs make satisfactory progress.

¹ On levels: By the end of Key stage 1, pupils are expected to attain Level 2 in all subjects of the National Curriculum. Those who achieve Level 3 are therefore attaining above nationally expected levels. By the end of Key Stage 2, pupils are expected to attain Level 4 in all subjects of the National Curriculum. Those who achieve Level 5 are therefore attaining above nationally expected levels.

² Desirable Learning Outcomes: QCA (Qualifications and Curriculum Authority) formally SCAA (School Curriculum and Assessment Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical

17. At Key Stage 1 pupils build on this good start, and progress in English is satisfactory. Most pupils reach the nationally expected standards by the end of the key stage. By the end of Key Stage 2, pupils' attain similarly average standards in English and their satisfactory progress has been maintained in all aspects of the subject.
18. By the end of Key Stage 1, in reading, most pupils have a suitable range of strategies for tackling unfamiliar words. They enjoy reading, but most of them do not use the school's library enough to improve further their reading skills. By the end of Year 6, most pupils effectively read a range of texts, and although most of them understand basic library organisation, their reading skills are underdeveloped. At the end of Key Stage 1, standards of writing are average overall, and most pupils present their work in well-formed print script. Most pupils organise their ideas into sentences, and use basic punctuation appropriately. In Year 6, pupils' skills in handwriting are very well developed and they take great care with the presentation of their work. Many pupils use appropriate structure and grammar when writing for a suitable range of purposes. At the end of both key stages speaking and listening skills are in line with age related expectations.
19. The school is meeting the targets it has set for literacy. Across the school, pupils' skills in literacy are given appropriate emphasis. For example, in English, pupils' skills in writing are used quite well; sufficient opportunities are taken to write at length and for different purposes. Likewise, there are sufficient opportunities for reading for information. However, pupils' learning is not enhanced by opportunities presented to them to use their research skills. Pupils use subject specific language in English, mathematics, science, information technology, religious education, design and technology, and history. Their skills of literacy are used well in mathematics and in the plenary sessions of the literacy hour. In physical education they effectively evaluate their own performances. All of these features are improvements since the last inspection.
20. Pupils make satisfactory progress throughout Key Stage 1 in developing their mathematical skills. At the end of the key stage, their levels of attainment are in line with the national averages. All pupils make good progress in number. This is due to the careful attention which teachers pay to the National Numeracy Strategy. Pupils' knowledge and understanding of money are developing well. At the end of Key Stage 1, most pupils can group large numbers into sets of ten and count in twos, threes, fours and fives from small numbers to at least 50. They can round up, or down, to the nearest ten. All pupils understand money and most use coins in number tasks up to 50 pence and beyond. Pupils make similarly satisfactory progress throughout Key Stage 2. [Jen1]As they progress through the key stage they develop appropriate mathematical language, reasoning and skills. At the end of Key Stage 2, pupils have a sound understanding of fractions. They accurately measure graphs, and many pupils comment upon and interpret their findings when data handling. Many pupils have good skills in number and can carry out mental calculations quickly and with accuracy.
21. Pupils' standards in numeracy are about average at the end of both key stages. The school is meeting the targets it has set. Most pupils use numbers well and recall number facts in work across the curriculum; generally their skills in numeracy are well developed. Across the school quite a large number of pupils use their mathematical skills appropriately to support their learning in other subjects such as science and design and technology.[Jen2]
22. In science, by the end of Key Stage 1 standards are below average. Most pupils are aware that dark is the absence of light but work is superficial with little understanding or application of ideas. They make unsatisfactory progress throughout the key stage. By Year 6, standards are still below average and progress throughout the key stage is unsatisfactory. This is because most of the aspects of science are not covered in sufficient depth, particularly experimental and

effect on pupils' standards and their rates of progress throughout this key stage.

23. Pupils make satisfactory progress throughout Key Stage 1 in information technology, and by the end of the key stage, they attain standards which are in line with national expectations. They make similarly satisfactory progress throughout Key Stage 2. By the end of the key stage they are achieving standards in line with national expectations. These standards have been maintained since the previous inspection. Pupils use information technology effectively in other subjects such as in English, when they redraft their work, and in mathematics. They use computers to a lesser extent in science, when using programs to construct tables and graphs; and in art, when pupils make designs and use programs to generate pictures.
24. In religious education, most pupils make sound progress throughout both key stages and, by the time they leave the school, most pupils have reached the expectations of the locally agreed syllabus.
25. At the end of Key Stage 2, standards are what are normally expected of pupils of these ages in art, design and technology, geography, history, music and physical education. Pupils make satisfactory progress in all of these subjects.

26. The school does much to help pupils who find learning difficult. As a result, these pupils make satisfactory progress overall and reach standards which are generally in line with their abilities. The learning targets in their individual education plans are generally precise, which means that teachers are able to measure pupils' progress, mainly accurately. Progress is still not as high as it could be, in all subjects, for higher attaining pupils; this is because not all tasks consistently match pupils' abilities. This was also identified as a weakness at the last inspection, when it was reported that there was a lack of challenge for pupils with the potential for higher attainment.

[Jen3]

27. At the end of the key stage there are no significant differences between boys and girls in levels of attainment.

22. **Attitudes, behaviour and personal development**

28. Pupils' attitudes to learning are very good throughout the school and this has been maintained since the last inspection. These attitudes have a very positive effect on the attainment of all pupils and their progress throughout the school. The youngest children, after only a few weeks in school, already settle quickly to activities and are anxious to be included, for instance, in reading and counting together. At both key stages most pupils listen attentively to teachers, other adults who work with them, and to each other. They are eager to answer questions and contribute their ideas and opinions in discussions. Pupils are well motivated and settle promptly to individual and group learning activities with a good measure of independence and responsibility. From a young age pupils work industriously for relatively long periods. Most take care when presenting their finished work, and take pride in their achievements. Pupils seek out the resources they need with increasing confidence as they move through the school, and demonstrate a good level of responsibility when using them. However, older pupils' ability to initiate and carry through personal studies with the minimum of adult input is underdeveloped. Pupils with special educational needs are very well integrated into the life of the school. They demonstrate good attitudes, and work hard towards targets set for them. These very positive attitudes have been maintained since the previous inspection. Parents confirm that their children enjoy coming to school.
29. The behaviour of pupils is very good both in classrooms and around the school, regardless of the degree of adult supervision. This contributes significantly to their standards of attainment

know that how they behave has consequences for themselves and others. This is demonstrated well by their contribution to class rules, and to the high level of respect they have for the environment in which they work and play. Incidents of bullying are rare and no pupils have been excluded in the previous three years.

30. Relationships within the school are very good and are characterised by the high level of mutual respect between pupils, teachers and other adults who work and help in the school. Pupils relate well to unfamiliar adults they meet in school, offering them unaffected courtesy and politeness. From entry to school pupils quickly develop the ability to work and play constructively together.
31. Overall, pupils make appropriate progress in their personal development. They express their ideas with increasing confidence, and know that they will be valued. Similarly, they are able to cope with views and opinions that differ from their own. Pupils show sensitivity and concern for the feelings and values of others as, for instance, when they evaluate the effectiveness of each other's work in plenary sessions. Older pupils in the role of a miner trapped underground demonstrate a significant degree of empathy, when writing in a letter to their family, "I have a feeling chilled down in my bones that nobody will find me". Pupils of all ages readily undertake responsibilities for assisting in day-to-day routines that contribute to the smooth running of the school. They have a good awareness of their responsibilities as representatives of the school in a range of out-of-school activities, and contribute to the quality of life of the wider community through, for instance, musical events. However, throughout the school, there are few examples of activities which have been initiated by the pupils themselves.

Attendance

32. The level of attendance is still below average, as it was at the last inspection. Attendance is recorded accurately. However, not all registers contain records of pupils' addresses. Most absences are due to childhood illnesses. Most pupils are punctual in arriving for school, thereby allowing school assemblies to start on time and continue without interruption.

27. **QUALITY OF EDUCATION PROVIDED**

27. **Teaching**

33. Overall, the quality of teaching is satisfactory in the 49 lessons, or parts of lessons observed during the inspection, although it varies from unsatisfactory to very good. It is satisfactory in approximately one half of all lessons observed, and good in about one lesson out of every four. Teaching is very good in just over one lesson out of every ten, and unsatisfactory in a very small minority. This high proportion of sound and good teaching is having a positive effect on the progress of most pupils, and on their overall levels of attainment.
34. Teachers work hard and they all have very good relationships with their pupils. This has helped to increase pupils' self-confidence and self-esteem. Teachers have a sound knowledge of the National Curriculum, and a clear understanding of the needs of the pupils they teach. Most teachers' subject knowledge has developed well in the recent past, and especially in information technology. The needs of individual pupils are better catered for in literacy and numeracy, than when the school was last inspected, and because there are no issues of overcrowding in classrooms, and because work generally is more carefully matched with their individual needs. The teaching of pupils in small groups continues to be generally effective.
35. Teachers plan together. The quality of planning is satisfactory, and often good at Key Stage 2.

especially in numeracy and literacy lessons. Teachers mark pupils' work but the quality of marking varies considerably. Where it is good, teachers' comments indicate ways in which pupils can make progress. However, in a few classes pupils' work is merely acknowledged with a tick and pupils have no indication of what they need to do in order to improve. In addition, because teaching is not monitored systematically or effectively, teachers are not provided with points to improve further, the quality of their teaching. Nevertheless, when taken together, all of these positive features have had the effect of raising the overall quality of teaching from its previously satisfactory level.

36. The quality of teaching for children under the age of five years is satisfactory overall although there are some examples of very good teaching. Sometimes it is very good. This too, is an improvement since the last inspection. Teachers and support staff have high expectations of children's behaviour and attainment, and the children rise to these. The quality of the relationships between the teacher, support staff and pupils, and the careful structure of activities allows each pupil to develop well.
37. The overall quality of teaching at Key Stage 1 is satisfactory, although it varies from unsatisfactory to very good. It is good in approximately two lessons out of every five, and satisfactory in two lessons out of every three. Teaching is unsatisfactory in a very small minority of lessons. Teaching is sound overall in English, mathematics, and design and technology. The overall quality of teaching is unsatisfactory in science. Insufficient teaching was seen in information technology, religious education, art, geography and physical education for a judgement to be made.
38. The quality of teaching at Key Stage 2 is satisfactory, overall, although it varies from satisfactory to very good. It is good in slightly more than one lesson out of every four, and very good in a small minority of lessons. Teaching is satisfactory in approximately three lessons out of every five. The best teaching is seen in the upper phase of the key stage where inspectors observed much good, and some very good, teaching. This largely good quality teaching means that pupils make more accelerated progress at the upper phase of Key Stage 2. This is an improvement since the last inspection. Teaching is good overall in science and satisfactory in English, mathematics, religious education, art, design and technology, geography, history, and physical education. Insufficient teaching was observed for a judgement to be made in information technology and in music.
39. Throughout the school, the most successful lessons are based on good overall curriculum planning. This allows teachers to plan and prepare a coherent series of lessons in which they identify the progress in knowledge, skills and understanding which pupils are expected to achieve. Learning objectives are made clear and this leads to more effective teaching. For example, in the most successful lessons in English, mathematics and science, pupils appreciate precise learning objectives, so that teachers and pupils share a sense of purpose and a greater awareness of making progress. Good planning ensures that pupils are provided with tasks which are demanding, but the targets are attainable. When this happens, learning progresses as much as possible in the time available. For example, throughout the school, the most successful lessons consist of a blend of direct teaching to the whole class or to groups and individuals. This happens particularly in the literacy hour and in science and mathematics at Key Stage 2. In these lessons, teaching closely matches pupils' existing attainment and builds on it. The way pupils are grouped is also a significant feature of the most effective teaching. Whole-class teaching is used particularly well to develop enthusiasm and high expectations in the most successful lessons in English, mathematics and science. In these lessons pupils benefit from knowing what they are expected to learn by the end of the lesson, and from challenging questions. This also happens in aspects of other lessons such as engaging in mental mathematics and listening to explanations in science in the upper phase of Key Stage 2. Small

closely, practise skills or collaborate. This happens in the most successful science lessons.

40. Teaching was observed to be unsatisfactory in only a small minority of lessons. The only common factors are that work is not always matched to pupils' abilities, and teachers' planning does not provide for a sufficient range of teaching methods to ensure that pupils of all abilities are kept challenged. When this happens, not all pupils progress as well as expected.
41. The school has made a satisfactory start to the literacy hour. Teachers have a good understanding of its structure and purpose. Generally they develop their lessons well, and many effective sessions were observed. Care taken in the teaching of literacy means that the most effective lessons are well planned, they move at a brisk pace, and include much effective consolidation to reinforce the main focus of each lesson. Teachers make appropriate provision to develop pupils' skills of literacy at times other than English lessons, as for example, in science, mathematics, physical education and design and technology where special vocabulary is used, and in registration periods, circle time and assemblies.
42. The teaching of numeracy is at least satisfactory throughout the school; sometimes it is good. This is because teachers are developing confidence in the structure of the numeracy strategy, and are successfully matching work to the needs of individual pupils, including those with special educational needs, and those with the potential for higher attainment.
43. The teaching of pupils with special educational needs is sound. The special educational needs co-ordinator has carefully monitored pupils' progress. This sound level of support enables pupils to make satisfactory progress. The Code of Practice is fully implemented, and effective links with external agencies have a positive effect on pupils' attainment. The teaching of pupils with the potential for higher attainment is satisfactory in English and mathematics, but they are not challenged consistently in all subjects to ensure that they make satisfactory progress. [Jen4]
44. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and number work. Much of the homework set is effective, and parents appreciate this.

39. **The curriculum and assessment**

45. The curriculum which is provided for children under five, at Key Stage 1, and at Key Stage 2 is satisfactory. The school provides a broad and balanced curriculum and prepares pupils appropriately for the next stage of education.
46. The curriculum for children under five is satisfactory overall. It is suitably broad and balanced. Children are provided with a variety of suitable individual and group tasks. Appropriate assessment procedures are in place, although the outcomes do not consistently inform longer-term planning.
47. At Key Stages 1 and 2, all subjects of the National Curriculum and religious education are taught appropriately, mainly as separate subjects. The time which is allocated to subjects is also broadly appropriate, and there is a suitable emphasis on the core subjects of English, mathematics and science. Sufficient time is allocated to teach the curriculum. Information technology is taught discretely and within other subjects. It is used increasingly to support other subjects but this is in the early stages of development. Religious education is taught in line with the locally agreed syllabus. Provision for pupils' physical development is unsatisfactory. Statutory requirements are not met, as the curriculum does not include swimming. The school has policies and schemes of work for all subjects. As a result of recent developments, some will be reviewed in the near future to reflect more closely the Qualifications

in the core subjects of English and mathematics with a particular emphasis on literacy. Pupils make sound progress and achieve average results in mathematics and English at the end of both key stages. The school is aware that its results in science are below those expected and is increasing its provision for the science curriculum through in-service training, more accurate assessment and clearer expectations across the full range of ability. The school has a policy for personal, social, health, and sex education. However, it does not identify time to include personal, social, and health education. In addition, the school's policy for sex education is not to teach it. Provision for religious education includes a range of opportunities for pupils to discuss their feelings, beliefs and understanding the basis of world religions. The right of parents to withdraw their children from collective worship is included in the school's prospectus, but not all parents are aware of their rights because prospectuses are not systematically circulated to all parents.

48. Since the last inspection the curriculum continues to be sound. Of the seven key issues most have been addressed. However, there is still a lack of opportunity for pupils' independent learning and appraisal arrangements are still not in place. The school is successfully implementing the National Literacy Project and is introducing the National Numeracy Project effectively.
49. Support for pupils with special educational needs is provided through pupils being withdrawn from lessons and appropriate support for them in classrooms. However, some pupils are withdrawn from assembly which affects their entitlement to be part of the school's collective worship. All pupils have appropriate individual education plans which are linked to pupils' needs. However, whilst satisfactory overall, some of the objectives in the individual education plans are not always sufficiently precise to ensure pupils' progress is measurable and clear for both pupil and parent. The school meets its statutory requirement and carries out regular revision of individual education plans in accordance with the Code of Practice. There are informal procedures for identifying pupils with learning difficulties. However the development of procedures to identify what pupils know, understand and can do, are in the early stages of development.
50. The provision for pupils equality of access to the curriculum is unsatisfactory. The school's policy for equality of opportunity for all pupils is very dated and has not been reviewed in the recent past. Not all pupils have equal access to the curriculum. This is because some of them are regularly withdrawn from core subjects to be taught material which is unrelated to the rest of the class. However, the grouping of any pupils is based on grounds of ability regardless of race, gender or background. The school monitors national test results to identify any significant differences in performance related to gender, and regularly compares the work of pupils in the same year in mixed aged classes.
51. Overall planning for progression and continuity is satisfactory. It is guided in mathematics and English by the National Literacy and Numeracy Projects. This ensures that the work in English and mathematics builds systematically on pupils' previous experience. Teachers identify objectives in their long, medium and shorter-term planning, through careful referencing of Programmes of Study of the National Curriculum and the National Literacy and Numeracy Strategies. The scheme of work for science is useful. It has been rewritten by the co-ordinator and is currently under review. Useful policies are in place for many of the non-core subjects, although there is nothing that clearly identifies what pupils should know, understand and do in each term and year. The school has plans to review schemes of work in the non-core subjects in the light of the of the new National Curriculum and the Qualifications and Curriculum Authority exemplars to ensure that pupils' learning progresses systematically from one year to the next.

football, netball, athletics and swimming. Approximately one third of the Key Stage 2 pupils take part and about a third of the staff.

53. Overall the procedures for assessing pupils' progress are satisfactory. The assessment policy identifies what is required and how assessments are to be recorded. This is generally well done by all teachers. Baseline assessment is used to judge pupils' needs on entry and to set individual targets. The assessment of pupils with special educational needs is also sound. The school uses external tests to effectively monitor its own internal procedures, as for example, when teachers use the Qualifications and Curriculum Authority³ tests in Years 3, 4 and 5 for mathematics and English. However, the school does not have moderated and annotated portfolios of pupils' work to which teachers can refer to enable them to make accurate assessments. Assessment in religious education and music is unsatisfactory. Whilst the procedures for the assessment of many of the remaining subjects are sufficiently detailed, they are not used consistently by all teachers to inform planning based on pupils' prior achievement. Consequently teachers do not make it sufficiently clear what pupils, particularly those with the potential for higher achievement, should know, understand and do by the end of a planned session of work.

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

54. Overall the school makes good provision for pupils' spiritual, moral, social and cultural development. This effective provision is in line with the findings of the previous inspection. The school encourages pupils with special educational needs to take a full part in the life of the school and in its activities.

55. Provision for pupils' spiritual development is satisfactory. Spiritual development is promoted through acts of collective worship and in religious education lessons. Local clergymen visit the school regularly and lead well-planned acts of worship. Pupils visit local churches as part of their religious education studies. Pupils are encouraged to be aware of God's presence in prayers and in the wonder of nature, as for example when considering an attractive display of the use of colours in nature in the Year 3 classroom. Through the religious education curriculum, there are opportunities for pupils to discuss their feelings and appreciate the needs and feeling of others.

56. Provision for pupils' moral development is very good. Teaching and support staff promote a consistent and caring moral code that leads to pupils' very good moral development which is a strength of the school. All adults provide very good role models and make every effort to establish and promote good relationships and the pupils' feelings of self-worth. From the earliest years teachers ensure that pupils are fully aware of the difference between right and wrong. Throughout the school pupils are taught to be caring and responsible members of the community and how to respond appropriately to others.

57. Provision for pupils' social development is good. The school is a caring and welcoming community in which teachers show respect for pupils and value them as people. Older pupils take responsibility for looking after the younger children. Pupils with special educational needs are respected and accepted among their peers. Support for charities and visits to the local community further promote the pupils' social awareness.

58. Provision for pupils' cultural development is satisfactory. They are encouraged to appreciate their own cultural tradition in subjects such as history, geography and music. Visits which take place out of school enhance their awareness of events in the past, and man's impact on the

³ The Qualifications and Curriculum Authority (formally SCAA and NCVO) was established on 1 September

environment. For example, pupils from Year 6 visit Cragside in Northumberland, a place of outstanding natural beauty, and some pupils are provided with opportunities to take part in the procession to open the redeveloped sea front in the town. The pupils have opportunities to learn about other faiths such as Judaism, Hinduism and Buddhism, in religious education lessons. However, in general there is insufficient emphasis on understanding the cultural diversity of our society.

53. **Support, guidance and pupils' welfare**

59. The appropriate care which was given to pupils at the time of the last inspection has been maintained. These features make an appropriate contribution to pupils' overall standards of attainment.

60. Teachers know their pupils well. Parents are appreciative of the standard of care and support provided. They know that their children are treated with understanding and respect. Although assessment is regularly undertaken, the results obtained are not always used sufficiently well to offer appropriate challenge to meet the needs of all pupils. Identification of pupils with special educational needs is informal, but satisfactory. Outside agencies are effectively used by the school to support these pupils. Individual education plans are in place and are satisfactory overall, although some are insufficiently detailed to allow for learning to proceed by small steps.

61. The school's behaviour policy has been reviewed and all staff consistently and effectively use the procedures. Any reported incidences of bullying are dealt with swiftly and as a result it is not a significant problem in the school.

62. The school monitors levels of attendance regularly and the headteacher reminds parents of the need for good attendance in newsletters. Parents are clear about informing the school when their children are absent. However, class registers are not called at the beginning of the morning session as required by the Department of Education and Employment regulations.

63. The school follows the procedures of the local area child protection committee. There is a named member of staff with responsibility for child protection issues. All staff have undertaken recent training and the procedures are well known.

64. Matters relating to pupils' health, safety and well being are catered for effectively. There is a comprehensive health and safety policy, and risk assessment is regularly undertaken. The school has an agreed sex education policy, and teachers are considering their approach to drug awareness in the light of new guidelines. The procedures for administering first aid and informing parents are good. All relevant checks on fire appliances and electrical equipment are up-to-date.

59. **Partnership with parents and the community**

65. The satisfactory level of parental support found at the time of the previous inspection within the school and the local community has been maintained.

66. The quality of information provided for parents is unsatisfactory. However, most parents are happy with the information they receive from the school. There are regular newsletters and two parent-teacher consultations evenings each year. Nevertheless, the school prospectus does not contain information on the curriculum to be taught, on sex education, sporting aims or the school's procedures for complaints. Nor does it contain details of charging and the remission of charges. Annual progress reports are mainly descriptive and contain little information on areas

invited to reviews of their child's progress.

67. The homework policy has recently been reviewed, and when ratified by the governing body, will be made available for parents at a consultation evening. Parents feel that they are welcome in the school, and a small number of parents regularly help in school and with educational outings. The Parent Teachers' Association is active and raises considerable funds to boost the school's learning resources. Fund-raising events are well supported by the local community. Pupils take part in fund raising for charities such as Red Nose Day. They also visit the local home for the elderly and take part in carol singing in the local shopping centre. These activities allow them to develop an understanding of citizenship and life in the wider world. Pupils undertake visits to places of educational interest. The expertise of visitors to school, such as theatre groups, senior citizens and governors, who talk to pupils about the past and present life in Seaham, add to the quality of learning provided for pupils.

62.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

62. Leadership and management

68. The school's leadership and management have contributed appropriately towards overcoming many of the weaknesses identified at the last inspection. Resources and expertise have been directed mainly towards priorities related to raising standards of attainment. Following a period of instability in the recent past when the school operated without a deputy headteacher, a school management team has now been established, under the leadership of the headteacher and supported well by the new deputy headteacher. Plans for the development of the senior management team are useful, but they do not indicate in sufficient detail, the overall strategies necessary for the school to continue to improve. These plans have not had sufficient time to take effect which means that the school's educational direction is currently unsatisfactory. The link between job descriptions, staff appraisal, staff development and the school's decision making structure is not secure.
69. The headteacher sets a particularly good tone for relationships within the school and, through his own personal example, shows the effectiveness of valuing pupils and improving their own sense of worth. He is supported well by a newly appointed and effective deputy headteacher. However, while senior managers, including the headteacher and deputy headteacher, are concerned to do their best for the pupils, there is no strategic vision which is shared by governors, senior management and staff, of how the school will operate at its best. Taken together, these features make it difficult to keep progress towards identified targets under review. As a result, all senior managers, including the headteacher, are unable to give a firm steer to the school's work. The headteacher and deputy headteacher are aware of these weaknesses. They have made detailed plans to address this situation which include matching the responsibilities of senior management to the current school development plan, and identifying targets against which progress can be measured. Evidence from the inspection also indicates that plans are also in place for all senior managers to meet on a frequent and a regular basis, with a clear agenda for action. However, at the time of the inspection no meetings had taken place.
70. The role of the governing body in holding the school to account for the educational standards it achieves and the quality of education it provides is only just satisfactory. There are strengths but also weaknesses. Governors support the work of the school, and the Chair of Governors and the Chair of the supporting committees work together particularly well. All governors are very interested in the pupils' welfare, and work well with the headteacher. Governors have a sound structure of committees to help them with their role, and many have undergone training to

annual development plan with the headteacher, but their role in the school's strategic management is weak, and planning for improvement in the longer term, is underdeveloped. Governors meet their legal responsibilities with the exceptions of ensuring that all teachers are appraised, pupils are provided with opportunities to learn to swim. There are also a few omissions in the school's prospectus.

71. The leadership and management functions of subject co-ordinators are sound overall. There are many positive features but also some weaknesses. The headteacher, senior managers, and subject co-ordinators share the role. The results of national tests and assessments are monitored by the headteacher, who wisely focuses on the attainment and progress of individual pupils. This initiative helps the headteacher to ensure that progress is being made, and to check that standards of provision are comparable across the school. Co-ordinators work together purposefully and contribute their individual strengths to the work of the school. For example, generally, there is clear direction for all subjects. Science and religious education are managed well, and there is clear direction for the school's numeracy and literacy strategies. The lack of effective strategies for monitoring teaching and curriculum development is a weakness in all subjects. Monitoring is not sufficiently rigorous because co-ordinators do not evaluate standards throughout the school by scrutinising pupils' work and teachers' plans, and monitoring teaching. Taking all of these features together, co-ordinators have limited information on which to plan for improving the quality of education in those subjects for which they are responsible. However, appropriate plans are in place to monitor the quality of teaching across the school. Inspection evidence indicates that this role is to be shared between the headteacher and deputy headteacher, in the first instance. The available documentation indicates that the headteacher and deputy headteacher will work closely with senior managers with the aim of identify appropriate strategies. However, at the time of the inspection, no monitoring of teaching had taken place.
72. The management of pupils with special educational needs is satisfactory. A good partnership has been established between the school and the special educational needs support service teacher. Documentation is organised well, and reviewed regularly. However, parents are not fully involved in the process of school reviews.
73. The headteacher, governors and staff have an agreed set of aims and values which are firmly supported by parents and form the basis of a shared sense of purpose. They influence the work of all staff, and express high expectations of values and pupils' behaviour.
74. The school has monitored its progress since the last inspection, and although there is a shared determination to succeed and move forward, this aspect of the school's management is underdeveloped. In terms of literacy and the school's strategy for numeracy, all staff understand the targets which have been set.
75. Planning for the school's improvement is poor overall. The short-term development plan, which extends for a school year, is effective in documenting the ways in which the school wishes to improve itself. It has appropriate priorities and targets for the present school year which involves staff and governors, and centres upon raising the achievement and attainment of all pupils. The planning cycle enables the school to produce clear targets for the current year. These targets are carefully prioritised, and costed. They are set within demanding timescales, but they remain achievable. However, the school's plans do not extend beyond the current year, which means that planning for school improvement is essentially a short-term exercise. The headteacher and school governors have acknowledged that this has made it difficult for the school to respond to unforeseen circumstances, and whilst they have discussed this situation, there are no plans in place address this issue. Additionally, some resources are not targeted appropriately towards the priorities which are identified on the school's development plan. For

one day a week. The teacher is deployed to teach music to large groups of pupils, and to provide support for the newly qualified teacher. However, the development of music is not part of the school's identified priorities this year, and the quality of support provided for the newly qualified teacher is not effective because it is not effectively planned for, and only involves working with a small group of pupils. These are real weaknesses in planning for improvement, and it makes it difficult for the school to check on the effectiveness of its planned initiatives.

76. The headteacher and staff have worked hard to successfully maintain the positive school ethos since the previous inspection. Pupils work hard and high standards of behaviour are expected by all staff. The learning environment, including the environment for the development of literacy and numeracy, is effective. This positive ethos is the result of a whole-staff approach, and the values implicit in the ethos are appreciated by parents. The very good relationships are apparent throughout the school. These factors make a significant contribution to pupils' learning.

71.

Staffing, accommodation and learning resources

77. The school is suitably staffed with appropriately qualified and experienced teachers. However, there is a lack of expertise, particularly at Key Stage 1 in science. This lack of expertise affects teachers' ability to match work appropriately and assess accurately, and has a negative effect on pupils' attainment and progress. Staff are appropriately matched to responsibilities and the new deputy headteacher is addressing the shortcomings in science. There are co-ordinators for all National Curriculum subjects and turnover of staff is very low. The number of support staff is low when compared to similar schools. However, all support staff are suitably qualified and experienced and they make a significant contribution to pupils' attainment and progress.

78. All members of staff have job descriptions, but many of them lack clarity, particularly those for teachers who hold positions for management responsibilities. Their roles and responsibilities are not clear, and there are no criteria against which success can be judged. The arrangements for the induction of new staff are inadequate. There is a useful staff handbook but no system for mentoring new staff or time given regular for reviews. The support for newly qualified teachers is also unsatisfactory and does not meet the Department for Education and Employment guidelines. For example, the newly qualified teacher has no non-contact time to view good practice in the rest of the school, and there is no mentoring system available in the school. Staff appraisal is not in place. The headteacher has been appraised, but currently no teacher has been appraised although it is in the school management plan to be addressed, and was a key issue to be addressed at the previous inspection. From September 1999 co-ordinators in core subjects have had non-contact time to monitor their subjects and from January the school has wisely planned to allocate time to other subjects. However, there are no formal subject management plans that identify the priorities, for example, in terms of staff development, how the non-contact time is to be used, or what the criteria for success will be. There are no plans for the professional development of support staff.

79. The previous report stated that the limited accommodation had a negative effect on the quality of learning, but that the accommodation available was used well. Since the last inspection there have been building improvements and alterations to the school, which have created more space as well as an additional classroom. While the accommodation is small, particularly for the older pupils, it does not significantly effect the quality of education provided for all pupils. Grounds are spacious with grass and hard standing areas. There are few trees or other features such as pond or environmental area.

80. Overall there are sufficient resources which are appropriate to the ages of pupils. They include useful and interesting artefacts from different cultures. The school is supported well by the

Their quality and condition are satisfactory, and pupils have appropriate access to them. However, some resources are centrally stored, and this restricts pupils' ability to carry out independent research or enquiry. The library has a suitable range of books but many are old and in poor condition. Good use is made of local visits to museums and places of interest to support the curriculum

75. **The efficiency of the school**

81. Financial planning is unsatisfactory overall. The headteacher works well with the governors to construct the financial projections for the school. The school has a budget plan, which wisely identifies aims, and allocates money according to agreed priorities for the current school year. However, financial planning is essentially a short-term exercise and greater attention to longer-term financial planning is lacking. In addition, not all targets for development have explicit criteria by which to judge their success. Planning for school improvement is therefore imprecise, which means that the school has no secure way of deciding whether decisions that have been taken are cost effective
82. Teaching staff are efficient and take their responsibilities seriously. Almost all teachers have co-ordination responsibilities and are deployed effectively. However, the overall use of support staff is ineffective and inefficient. This is because, whilst the part-time teacher for special educational needs is effective, the use of another part-time teacher to teach singing to large groups of pupils, represents an inefficient use of resources. All other staff in school are deployed effectively. Good use is made of ancillary staff and volunteer parental help; their use to support pupils is sound. All of these factors have a positive effect on pupils' attainment and progress.
83. The school makes satisfactory use of its accommodation and resources. There are strengths but also some weaknesses. Staff make efficient use of the accommodation, both inside and out. They are efficient in their own classrooms; there is a high proportion of satisfactory and good teaching, and overall pupils' progress is satisfactory. This represents an efficient use of resources. There are inefficiencies in relation to the wider range of teachers' roles and responsibilities within the school, especially in relation to management responsibilities. There is a failure to use, fully, the expertise which exists on the staff, particularly in relation to the co-ordination of National Curriculum subjects or other aspects of the curriculum. Resources in all subjects are adequate. Furthermore, the governors have ensured that the building is well decorated and in a good state of repair. The building meets all health and safety requirements.
84. The school has sound procedures for financial control. There are strengths but also weaknesses. Overall, secure systems of budget control and expenditure are in place. However, there is no strategy in place for longer-term planning. Nevertheless, finances are kept in good order. Governors receive regular financial reports which are used to monitor expenditure and consider future needs. Routine administration and financial control procedures are carried out effectively by the headteacher and school secretary.
85. Children enter Ropery Walk Primary School with standards which are below average. The overall quality of teaching is satisfactory and a significant amount of teaching is good; the curriculum is satisfactory overall and the school cares for its pupils well. Pupils make generally satisfactory progress and, by the time they leave at the age of 11, most are on target to achieve national averages in English, and mathematics. Even when taking into account the school's significant weakness in its leadership and management, the school provides satisfactory value for money.

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

80. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

86. Children enter the reception classes in the year in which they will become five. Most children have had experience of being in a nursery. Nursery records, and assessments by staff, indicate that children demonstrate the full range of attainment but their overall attainment across the nationally recommended areas of learning for children under five is slightly below average. Most children make good progress in the early years, so that by the time they reach statutory school age, their levels of attainment are broadly in line with those expected for children entering Key Stage 1, except for pupils' personal and social development which is good.

81. **Personal and social development**

87. By the age of five, children's personal and social development is good, and pupils make good progress. The well-organised induction procedures ensure that most children enter the reception classes with a good measure of confidence. After only three weeks in school children are happy to work and play along side each other. They know, and cope very well, with the routines of school life. By the age of five most children have a well-established understanding of right and wrong, and an increasing understanding of the consequences of their actions for themselves and others. They have a well-developed sense of belonging, and an awareness of their own self worth. Most five year olds have an appropriate understanding of social conventions and relate well, not only with each other and adults who work with them but also with unfamiliar adults visiting their classrooms. They work and play co-operatively as, for instance, when taking turns to recall their visit to Beamish during circle time. Most children settle quickly to given tasks and sustain attention for relatively long periods. However, because most learning activities are teacher-directed, the least mature of the children have insufficient opportunities to make decisions and choices and develop independence.

82. **Language and literacy**

88. On entry to Key Stage 1, most children attain standards in line with those expected of children of this age, and a small proportion exceeds them. Pupils make good progress. They listen attentively to stories and rhymes and enjoy joining in, as phrases become familiar to them. They follow instructions well and their responses to questions are appropriate, and often extended, when encouraged. Most children readily talk to the adults who work with them about their experiences, ideas and feelings. These opportunities to interact make a significant contribution to the progress they make in extending the range of words they understand, and can use. However, children have insufficient opportunities to extend their ideas and vocabulary imaginatively in role-play activities. Overall, children make good progress in their reading and writing skills. The youngest children in reception understand how books are organised and handle them appropriately. They talk about the content by interpreting the pictures and know that the print carries meaning. By five most children recognise simple frequently occurring words and, through a structured phonic programme, recognise an increasing number of letter shapes and the associated sounds. Although the status of having a reading book is very important to them, few children independently turn to books as a source of pleasure. Children quickly recognise their own name and understand that writing is a means of recording ideas. Sound progress is made so that by five years, children record their personal experiences and re-tell a story such as Red Riding Hood through pictures, letter-like shapes and copied words. Higher attaining children explain their pictures using some familiar words and their acquired phonic knowledge.

83. **Mathematics**

89. By the time children reach the age of five, their attainment in mathematics is, overall, in line with the expectation for this age group. Children make good progress. Children enjoy singing-counting rhymes together. They recognise and name squares and circles explaining, for instance, that squares have corners and are "straight on the side". Most confidently count to five the shapes they have sorted into sets. The most mature of the year group experiment with making symmetrical patterns. Work samples from last year indicate that by five all pupils make good progress. They have a growing understanding of number patterns and most children successfully recognise numerals and count on and back from a given number up to twenty. They show an increasing understanding of the concepts of addition and subtraction when recording the outcome of shopping activities. They are well placed for a smooth transition to the work of Key Stage 1.

84. **Knowledge and understanding of the world**

90. By the time children enter Key Stage 1 their knowledge and understanding of the world is broadly in line with expectations. Children make good progress. They talk about their own families and basic features of their home and school environments. From changes over time in their own lives, they are beginning to understand that things have not always been as they are now. For example, they recognise the differences in the homes and shops seen on their visit to Beamish Open Air Museum. They are aware of the basic features and function of their own body parts and recognise some similarities and differences. They recognise that some materials are more appropriate than others are when, for example, making stick puppets and using skills of cutting and sticking. Children use computer programs appropriately to support literacy and numeracy skills. However much of the activity in this area of learning is heavily teacher-directed and there are insufficient opportunities for children to explore and investigate for themselves.

85. **Physical development**

91. By the age of five, most children's physical development is in line with age-related expectations. Children make good progress. They move around the classroom and outside areas confidently, showing an awareness of space and others in it. The skills of movement, such as running and jumping, are, overall, appropriately developed by most children, but the lack of ready access to an appropriately equipped secure outdoor area and sufficient time-tabled opportunities for vigorous, purposeful activities has a limiting effect on the progress of the less mature children. Fine motor skills are soundly developed through handling pencils, scissors, other tools.

86. **Creative development**

92. On entry to Key Stage 1 children's creative development is broadly in line with expectations for this age. Children make good progress. Children enjoy singing. They sing a range of rhymes and songs from memory and do so with enthusiasm, good articulation and well-sustained pitch. They have opportunities to use non-tuned instruments, although this was not directly observed. Evidence from work displayed from last year indicates that children develop greater control in using paint and collage material to illustrate ideas on, for instance, the creation. The more mature four year olds demonstrate great care when designing patterns using leaf prints. However documentation indicates that children have few opportunities for personal experimentation and have insufficient opportunity and good quality resources to engage in imaginative role play.

87. **The quality of education provided**

93. The quality of teaching observed during the inspection is good overall. In two thirds of the lessons observed it was judged to be good or very good and in a third it was unsatisfactory. All staff relate very well to children, and their ability to integrate support for language skills and personal and social development has a significantly positive impact on the progress pupils make. Where teaching is at its best, thorough planning ensures that the teacher is clear about what the children will know, be able to do and understand at the end of the lesson, and that the activities to achieve this are suitably differentiated. Good use is made of personally prepared resources to motivate and support learning as, for instance in the presentation of the story of Little Red Hen. A good balance is achieved between whole-class and individual activities. Good questioning techniques, as illustrated in a lesson on shapes, ensure that all children are included appropriately. Their input is valued, and as they make progress, assessment information results in changes within groups. Where teaching is unsatisfactory teachers' planning provides insufficient opportunities for children to choose from a structured range of activities to practise skills, consolidate understanding and/or explore for themselves through purposeful play. This has a negative impact on the progress some less mature children make.

94. The curriculum for children under five is, overall, satisfactory. There are strengths but also weaknesses. All children have access to the areas of learning recommended for children of this age. The planning of the curriculum is predominately linked to the National Curriculum but insufficient attention is sometimes given to the agreed Desirable Learning Outcomes. When this happens it has a limiting effect on the progress of those children who still have to fully meet the desirable outcomes or are not yet ready for a more formal approach. Appropriate assessment procedures are in place, although but not all of the outcomes sufficiently inform curriculum planning. Overall resources are satisfactory. However the lack of a secure outdoor area and a sufficient range of equipment for vigorous and imaginative play limits progress for the less mature children.

89. **ENGLISH, MATHEMATICS AND SCIENCE**

89. **English**

95. At the end of both key stages overall attainment in English is not significantly different from the national average. Pupils in both key stages make sound progress as they move through the school.

96. Inspection evidence indicates that, by the end of Year 2, attainment in both reading and writing is broadly in line with the results of the 1998 statutory tests when compared with that in all schools, although test results were above average when compared with those in schools of similar background. In the period, 1996 to 1998 standards had been above the national average but declining. However, the proportion of pupils with special educational needs in the cohorts of 1996 and 1997 was lower than those of 1998. By the time pupils leave the school at 11, their attainment in reading and writing is also not significantly different from the 1998 national test results, and is similar to the standards found in schools of similar context. The proportion of pupils attaining in line with age related expectations fell in 1999 but within that cohort approximately one in three children had some degree of learning difficulty.

97. At the end of both key stages, speaking and listening skills are in line with age-related expectations. Year 2 pupils listen attentively to teachers and to each other. They make appropriate responses to questions, often providing answers which are usefully extended. Most pupils carry out sequences of instructions confidently, and ask relevant questions to clarify their

help the listener. In Year 6, pupils confidently use technical language when explaining their ideas. They are aware of when it is appropriate to use standard and non-standard English, and know that when reading to an audience it is important to change speed and intonation to sustain the listener's attention.

98. Sound progress is made in speaking and listening throughout both key stages. At Key Stage 1, pupils systematically acquire an increasing vocabulary. Year 1 pupils are introduced to technical words associated with each area of the curriculum, and are consistently encouraged to use them when explaining their ideas. As pupils move through Key Stage 2, they maintain good listening habits and respond to open questions with increasing fluency and detail. The sound progress all pupils make owes much to the value that teachers place on pupils' oral contributions in lessons.
99. At the end of Key Stage 1, pupils' attainment in reading is not significantly different from the national average. By the age of seven, most pupils have an appropriate knowledge of the sounds made by combinations of letters, and a suitable range of strategies for tackling unfamiliar words. They recognise punctuation conventions and use them to support fluency and understanding. Most are able to talk about the characters and the story so far, and can suggest what might happen next. They enjoy reading but for most of them, experience of books outside the reading scheme and familiarity with using the school library to enhance reading skills are underdeveloped. By the end of Year 6 most pupils effectively read a range of texts, recognising and understanding the themes and main ideas. They are developing an understanding of how language can be used figuratively. They express preferences, and explain them when comparing books. Although most pupils know about basic library organisation and can use tables of content and indexes, information retrieval skills are underdeveloped.
100. Pupils in both key stages make sound progress in reading. Year 1 pupils build successfully on their sound range of pre-reading skills. They recognise an appropriate range of frequently occurring words, know single letter sounds and an increasing number of letter combinations. They use these, and the clues found in the pictures, to establish meaning by the time they enter Year 2. From entry into Key Stage 2 until pupils reach Year 4, steady progress is made in extending phonic knowledge and strategies to increase fluency and accuracy. Year 5 pupils are developing confidence when discussing their preferences and key elements of different genre. The systematic direct teaching of skills, and the opportunities all pupils have to talk about what they read with the teacher, combined with the support of the home/school reading scheme, have a positive effect on their progress throughout the school.
101. Standards of writing at Key Stage 1 and Key Stage 2 are average overall. By the end of Year 2 most pupils present their work in well-formed print script. They use their increasing phonic knowledge sensibly when tackling polysyllabic words, and turn to dictionaries and word-banks when spelling difficult words. However, significant minorities of pupils have difficulty in accurately remembering frequently occurring irregular words. Most pupils organise their ideas in a suitable sequence of sentences and use basic punctuation with appropriate consistency. However, few of them attempt to use more sophisticated punctuation other than in specific exercises. Suitable structure is used by most pupils when writing recipes, letters of request, post-card messages, and imaginative stories. Higher attaining pupils are beginning to show concern to attract the reader's attention by opening a story with, for instance, "I waved good-bye to my pals but Louise was still sleeping..." or describing the wind in a poem as, "howling and scattering through the night". In Year 6, pupils' handwriting skills are very well developed and they take great care with the presentation of their work. Most pupils use learned spelling rules with reasonable accuracy but a significant minority continues to have problems with irregular spellings. Many pupils use appropriate structure and grammar when writing for a suitable range of purposes as varied as book reviews, play-scripts, letters and presenting an

sentence length and the unusual use of words; as for instance, "A monotonous screech hit my ears as wide-eyed I stepped through the arch".

102. Sound progress is made throughout both key stages. In Year 1, pupils' progress in phonic knowledge enables them to explore independent writing of stories and accounts of events with appropriately developing structure. In Key Stage 2, pupils make sound progress in understanding that the purpose, and the audience for writing, affects how we write. For example Year 4 pupils write, "... he is a dishonest, ugly, thieving pirate" when writing as a Spaniard about Sir Francis Drake. Year 5 pupils experiment with the structure of sentences to create atmosphere. Progress in handwriting skills throughout the school is good, although the introduction of joined script is unnecessarily delayed for those pupils in Key Stage 1 who have developed print script successfully. Most pupils make satisfactory progress in spelling. However, throughout the school the planning of spelling is often not differentiated, and this has a negative effect on the progress made by higher and lower attaining pupils. The systematic teaching of grammar and punctuation has a positive impact on the progress of all pupils. The regular opportunities for teachers and pupils to talk together about words, and how writers use them, make a significant contribution to attainment and progress. This was well illustrated in a Year 6 lesson based on the witches' incantations in Macbeth.
103. Pupils with special educational needs make sound progress towards targets set in individual education plans although some of the targets are not sufficiently precise and easily measurable. The school is concerned to support high attaining pupils but there is no consistent practice of planning specifically for these pupils and this has a limiting effect on progress.
104. Satisfactory use is made of opportunities to practise speaking, listening and reading skills across the curriculum. However insufficient opportunities are provided for the development of independent research skills, and too often opportunities for pupils to engage in extended writing activities are overlooked.
105. Throughout the school, pupils' attitudes to learning are very good. They listen attentively and are eager to be involved in whole-class activities. They settle promptly and responsibly to individual and group tasks, sustain attention for relatively long periods and take pride in the presentation of their work. Their consistently good behaviour and positive attitudes make a major contribution to their progress.
106. The quality of teaching at Key Stage 1 is never less than satisfactory. At Key Stage 2, the quality of teaching is satisfactory overall with no unsatisfactory teaching, and some good teaching observed. Consistently sound teaching makes a significant contribution to attainment and progress. All teachers follow the advice provided in the National Literacy Strategy. Lessons have a sound balance of whole-class and independent activities. Teachers use this organisation well to maximise opportunities for direct teaching of knowledge about language and specific skills. Planning identifies clear learning objectives, and in most lessons appropriately challenging activities are planned for low attaining pupils, but not for high attaining pupils. This has a limiting effect on progress. The marking of pupils' work does not always inform the pupil how to improve. All teachers manage pupils very well and their expectations for behaviour are high.
107. The curriculum co-ordinators have successfully introduced the National Literacy Strategy and, with the suitable input to resources, the introduction of guided reading is to be completed this term. Planning has improved significantly, and the systematic approach to developing pupils' literacy skills supports progress significantly. However, pupils have had insufficient guidance as to how information retrieval and library skills are to be systematically developed. Overall, satisfactory procedures for assessment are in place except for writing. A portfolio of assessed

role of curriculum co-ordinators this term the school will be well placed to improve the consistency of good practice. Overall resources are satisfactory although the organisation and use of the library are underdeveloped. Educational visits and visitors are used well to enrich the curriculum.

102. **Mathematics**

108. Pupils enter Key Stage 1 with average levels of attainment.

109. Test results for 1998, the last year for which national comparisons are available, show that, at Key Stage 2, the percentage of pupils attaining Level 4 or above was below the national average when compared with all schools, and broadly in line when compared with similar schools. The percentage of pupils reaching the higher Level 5 was below the national average. At the end of Key Stage 1, the percentage of pupils in 1998 who attained Level 2 or above, was above the national average, and well above average when compared with similar schools. However, the percentage of pupils who achieved the higher Level 3 was close to the national average.

110. Although national comparisons are not yet available, the results of the 1999 national tests at Key Stage 1, broadly reflect this picture, in terms of the percentages of pupils achieving Level 2 and above. However, at Key Stage 2, whilst the percentage of pupils achieving Levels 4 and 5, is broadly similar to 1998, there has been a large reduction in the percentage of pupils who achieved the average Level 4. Close examination of the 1999 test results indicates that from a cohort of 35 pupils, 12 were on the school's register of special educational needs, and four pupils had Statements of Special Educational Need.

111. Inspection evidence indicates that pupils are on target to achieve broadly average levels by the end of both key stages, and pupils make satisfactory progress during their time at school.

112. A scrutiny of pupils' work indicates that, at the end of Key Stage 1, in mental mathematics, most pupils can group large numbers into sets of ten to make counting easier. They can count on, or back, in tens from any given number, and count in twos, threes, fours and fives from small numbers to at least 50. They can round up, or down, to the nearest ten. In fractions, all pupils have practical experience of sorting into equal parts. They know that one quarter of 12 is three, and one quarter of four is one. All pupils understand money and most use coins in number tasks up to 50 pence and beyond. Pupils in Year 2 plan, record and interpret simple data, including block graphs and bar charts.

113. At the end of Key Stage 2 pupils have a sound understanding of the relationships between vulgar, decimal and percentage fractions. They accurately measure graphs, and many pupils comment upon and interpret their findings when data handling. Pupils recognise and name angles such as 'acute', 'obtuse' and 'reflex'. Many pupils have good skills in number and can carry out mental calculations quickly and with accuracy. They understand such terms as 'probability', 'average' and 'range'.

114. Pupils make satisfactory progress throughout Key Stage 1. In mental mathematics, the youngest pupils can count words to ten; as they move through Year 2 they most can accurately count a set of 20 objects. Pupils make good progress in solving problems. For example, a scrutiny of pupils' books indicates that most are able to organise and check their own work. All pupils make similarly good progress in number. They can all check by counting. They are all developing an ability to construct block graphs, as for example, when pupils in Year 1 draw block graphs. In fractions, pupils are developing practical experience of sorting into equal parts. Their knowledge and understanding of money is also developing well.

115. Pupils make similarly satisfactory progress throughout Key Stage 2. [Jen5]As they progress through the key stage they develop appropriate mathematical language, reasoning and skills, so that by the time they enter Year 6 most pupils have experienced and developed an understanding of much of the work required to attain Level 4 of the National Curriculum. They increase their range of strategies to solve problems.
116. Pupils with special educational needs make satisfactory progress. This is due to the effective scheme of work which allows learning to proceed in small steps, sound assessment, teachers' secure subject knowledge, and overall satisfactory teaching. Many pupils with the potential for higher attainment make satisfactory progress, although for a minority, progress is unsatisfactory. This is because work is not consistently matched with their needs.
117. Pupils' recording, labeling and presentation of work make a significant contribution to the development of their literacy skills. Speaking and listening skills are developed very well through class discussion at the start and end of lessons. There is an appropriate emphasis on the development of numeracy, but the application of mathematics in 'real situations' is less well developed. Mathematics supports other subjects and particularly information technology through tables and data linked with the construction of graphs.
118. Pupils' respond well to mathematics. Their attitudes are good. They are interested in the subject, generally listen attentively to their teachers, and show very positive enthusiasm. During one lesson in which pupils from Years 3 and 4 were involved with mental calculations using numbers with two digits, they were almost bubbling with excitement. Relationships between pupils and teachers are very good, and are a major contributory factor to the appropriate standards achieved. Pupils' behaviour is very good in all lessons; this has a positive effect on their progress and levels of attainment. Pupils co-operate well with each other when working in small groups. This again is a feature of all mathematics lessons and contributes to pupils' self-confidence and to their skills in literacy.
119. The overall quality of teaching is satisfactory but within the range of satisfactory to very good. The best teaching is in the upper phase of Key Stage 2, where most lessons were either good or very good. All lessons are planned well. This is an improvement since the previous inspection. For example, it is now very focused, particularly in the numeracy sessions, and this contributes to the raising of standards of attainment. Learning intentions are precise; pupils appreciate them, so that teachers and pupils share a greater sense of purpose and awareness of making progress. This effective planning and lesson preparation provides for a range of teaching methods which ensures that most pupils are kept adequately challenged and that learning progresses as much as possible in the time available. In all lessons teachers interact very well with pupils and there is mutual respect between teacher and learner which allows pupils to gain in confidence as happens in most lessons, and particularly in Key Stage 2.
120. Another factor contributing to high levels of achievement are the National Strategy for Numeracy which has been supplemented by teachers' own materials. The co-ordinator provides effective leadership. Systematic assessment has been developed which identifies pupils' individual strengths and weaknesses although its use to ensure that future planning is based firmly on pupils' prior attainment is not as well developed. The monitoring role of the co-ordinator is at an early stage of development because there are insufficient strategies in place to enable her to ensure that the quality of education is continually improving. Resources are satisfactory, in quantity and quality.

Science

121. On entry to Key Stage 1, pupils' standards are below national expectations. The teacher assessments for Key Stage 1 in 1998 reported that pupils were above average. This is not substantiated by the work seen in the school. The judgement is that at the end of Key Stage 1 pupils are broadly average which is substantiated by the unconfirmed results for 1999. In 1998 Key Stage 2 pupils were well below the national average and, while national comparisons are yet to be confirmed, were worse in 1999. However the drop from 1998 to 1999 is explained by the fact that more than 30 per cent of pupils with special educational needs were in the cohort and the school lost its science co-ordinator. The current work in the school indicates that while pupils are likely to be below national averages by the time they reach the end of Key Stage 2, they are no longer well below national averages and standards are rising.
122. There has been deterioration since the last inspection, when standards were judged to be sound. Independent investigation, and pupils' autonomy in investigative skills, are still below expectations. The recently appointed deputy headteacher, who is also the science co-ordinator, has rewritten the scheme of work and is addressing the need for higher expectations and more accurate assessment. As pupils enter Key Stage 1 just below expectations, and are on target to be below by the end of Key Stage 2, progress is satisfactory overall. However, progress is unsatisfactory at Key Stage 1, but good towards the end of Key Stage 2.
123. By the end of Key Stage 1, the majority of pupils are aware that dark is the absence of light, but their work is superficial and shows little understanding or application of ideas. By Year 6, pupils are aware of materials that are good or poor thermal conductors, and good and poor electrical conductors. They describe the movement of the earth around the sun and relate this to day and year length.
124. Progress through Key Stage 1 is demonstrated through the development of the very simple sorting of five different papers, exploring which magnet is the strongest, and the identification of changes in food from raw ingredients to how they change when cooked. Pupils at the start of Key Stage 2 measure and chart simple forces. Sound progress is then made by Year 5 pupils who identify friction as a force opposing movement and by Year 6 pupils who compare the force exerted by water at the top and bottom of a dam and its consequent effect on the rate a turbine moves.
125. Teachers do not identify pupils with special educational needs in science. However all pupils are appropriately supported and make sound progress towards the targets set for them. The needs of potentially higher achieving pupils are not specifically addressed, but these pupils are encouraged when their abilities are recognised.
126. Science makes a limited contribution to literacy through the completion of work sheets at Key Stage 1 and a more insignificant contribution at Key Stage 2 where pupils record observations, label diagrams and report on investigations. It supports numeracy through, for example, graphing the number of seeds in different fruits in Year 2 and making charts of the results of, and investigation into forces. The use of information technology is limited however. Pupils in Year 6 word process experiments and tabulate and graph favourite creatures in a pond.
127. Pupils' attitudes overall are good. They are interested, participate fully, and collaborate well. For example, small groups of pupils in Year 5 investigate the porosity of a soil and compare their results to other groups in order to draw conclusions about which soil holds the most water. Pupils behave well. They are willing to make suggestions and contribute well to the lessons.
128. Overall, teaching at Key Stage 1 is unsatisfactory. However of the lessons seen one was good,

objectives that were based on the National Curriculum Programmes of Study and Qualification and Curriculum Authority guidelines. The work was appropriate to the age and ability of the pupils, and good use was made of resources. Less successful aspects of teaching were where work was not based on appropriate parts of the National Curriculum, did not cater for the full range of scientific ability, and contained activities that were insufficiently challenging. At Key Stage 2, teaching is good overall. In the lessons seen one was good and the other very good. Work was well planned, and was based on National Curriculum programmes of study. Lessons had clear objectives that were emphasised by teachers and gave pupils opportunities to use scientific skills. Teachers' subject knowledge was good and their understanding enabled them to question and challenge pupils.

129. The subject is well co-ordinated by the newly appointed deputy headteacher who has rewritten the scheme of work. This, in combination with clearer identification of expectations of what pupils should know, understand and do for the full range of ability, particularly the potentially higher attaining pupils, has the potential to raise standards significantly. The co-ordinator has also wisely identified the need for in-service training in assessment particularly at Key Stage 1. The school has sufficient resources and makes good use of trips and visits.

124. **OTHER SUBJECTS OR COURSES**

Information technology

130. At the end of both key stages standards of attainment are in line with national expectations. Whilst this does not represent an overall improvement in standards, inspectors noted that pupils use computers much more than when the school was last inspected, and have more experience of the logging of data on computers. Most pupils make satisfactory progress throughout both key stages.
131. At the end of Key Stage 1 pupils know that 'shift keys' make capital letters and many can operate some of the function keys. They can use a mouse (an electronic pointing device) to select items. Pupils can edit their work and redraft text. When handling information, many pupils understand databases and use relevant programmes to help them. Pupils use sorting to classify objects when they study science. When developing routines for controlling shapes, patterns and models, pupils use all four arrow keys and move a programmable toy to a pre-determined place.
132. At the end of Key Stage 2, the evidence from pupils' books indicates that pupils understand and use correct terminology, for example 'icon', 'drive', 'hard disk', 'folder' and 'directory'. When word processing, pupils use a mouse to highlight blocks of text; many pupils experiment with the size of fonts for different purposes. A small number of pupils can use the spell-checker. Pupils use word processing packages to write stories, articles and reports. Many pupils are independent users of commonly available graphics software. They combine images and text to produce materials for specific audiences, as for example, when pupils in Year 6 use a computer-generated program to design their own creatures.
133. Pupils make sound progress during Key Stage 1. They are developing appropriate subject specific language, and skills of communicating information by using a word processor to write stories and articles. For example, pupils in the lower phase of Key Stage 1 produce individual and group writing on the screen. They are developing appropriate keyboard skills and can move the cursor around and make simple corrections to punctuation and grammar. Throughout the key stage, pupils are developing routines for controlling shapes. Year 1 pupils make good

controllable toy go backwards and forwards. Pupils make appropriate progress in sorting, classifying and interpreting data.

134. Pupils make similarly satisfactory progress throughout Key Stage 2. They are provided with sufficient opportunities to change and edit their first drafts. During the key stage pupils are becoming more confident in using the mouse to highlight blocks of text. As pupils progress through the key stage many can print out graphs without adult support. Pupils in the lower phases of Key Stage 2 increase their technical skills by learning to use the 'copy' tool and are developing their understanding of how data is stored on a computer and are beginning to use data files.
135. Pupils with special educational needs make appropriate progress in relation to their prior attainment. This is due to teachers' increasing subject knowledge, generally sound planning of lessons, and good levels of support by pupils during lessons.
136. Teachers plan carefully for the use of computers. Pupils in all classrooms use computers across the curriculum and particularly in literacy and numeracy. Pupils are frequently placed in situations where they become confident and independent users of information technology. Clearly structured opportunities allow pupils to gain the necessary skills and experience required by the National Curriculum and there are some quite strong areas of coverage, particularly in word processing, and in handling information. Computers are often used as an integral part of the lesson. Information technology is used effectively in English, mathematics and science for work on graphs and databases.
137. Pupils' attitudes are good. At both key stages pupils listen attentively and their level of interest is high, as happened in a whole-class lesson with Year 6 pupils. Across the school, pupils are safe in handling equipment and behave well. As they proceed through the school, many pupils are willing to explore the potential of software to solve problems. Levels of concentration are good at all times; pupils persevere with their tasks and co-operate well with each other. Taken together, these features have a positive effect on pupils' self-esteem, and on their levels of attainment and overall sound progress.
138. Insufficient lessons were observed to make a judgement on the overall quality of teaching. However, a scrutiny of pupils' information technology books indicates that lessons are planned well, and in the most successful lessons, planning builds successfully on pupils' previous knowledge, skills and understanding. In these lessons, pupils have the ability to carry out tasks effectively; lessons are rigorous and teachers encourage pupils to become independent users of information technology. In the one lesson observed in Year 6, the teacher demonstrated good skills of questioning and showed high levels of support for pupils. This is an improvement since the previous inspection when it was reported that computers in classrooms are not used as well as they could be.
139. Several significant features contribute to pupils' satisfactory progress and appropriate standards. The management of information technology is currently sound but is developing well. The co-ordinator is knowledgeable and enthusiastic, and has a very clear picture of how the subject will develop. There is a useful policy. The good scheme of work, introduced since the previous inspection, allows pupils to build on prior knowledge, skills and understanding and makes a significant contribution to the progress made by all pupils. There is a computer in every classroom and learning resources, especially computers, are good. The quality and quantity of software are good and used well. This too, is an improvement since the previous inspection.

134.

134. **Religious education**

140. No lessons were observed in Key Stage 1. Evidence from a scrutiny of pupils' work, displays, planning documents and discussions with pupils and teachers, indicates that by the end of this key stage pupils attain standards in line with those expected in the locally agreed syllabus for religious education. Attainment at the end of Key Stage 2 is in line with the expectations of the locally agreed syllabus. Satisfactory progress is made throughout the school.
141. At the end of Key Stage 1 pupils have a sound understanding that Christians believe that God is the creator of the world we live in, and His followers have a duty to care for it. They are aware of the special nature of Jesus as the son of God. Pupils recognise that the stories told by Him and about His life in the New Testament tell His followers how they should live. They are able to link the major events in Jesus' life with festivals celebrated in the church's calendar. Through visits to places of worship they are developing an appropriate understanding of important ceremonies such as baptism and the symbolism of such artefacts as the cross. Pupils understand that other faiths such as Buddhism and Judaism have central characters, customs and beliefs which are important and influence how followers live.
142. By the end of Key Stage 2 most pupils have an appropriate understanding of the central beliefs of Christianity, Hinduism, Sikhism and Judaism. For example, Year 6 pupils know that Brahma, Vishnu and Shiva are known as the Trimurti and represent the three characteristic of Brahman. Most pupils are able to recognise the similarity between this belief and the Christian belief in the Trinity. They understand that the duties required of the followers of major faiths have some strong similarities.
143. Sound progress is made throughout both key stages. Pupils enter Key Stage 1 with an appropriate understanding of accepted principles of right and wrong in a Christian society and are aware that those principles influence the life of their school. In Year 1, they are appropriately introduced to the major characters of Buddhism, Judaism and Christianity through stories, and to the symbolic artefacts related to each of them. In this key stage they develop a growing awareness of the importance which groups attach to celebrations such as Harvest Festival, Hannukkah and Christmas. In Key Stage 2, pupils are introduced to Hinduism and Sikhism in Year 3. They learn about Hindu and Sikh ceremonies and in Year 4 their knowledge of the basic beliefs of these faiths is systematically developed. Year 5 pupils have a suitable understanding of the development of the Anglican Church and the subsequent development of Protestant denominations. The consistent emphasis placed upon the way each faith influences how people relate to each other makes a significant contribution to the development of pupils' positive attitudes and very good behaviour. The predominance of oral work in many lessons supports the sound progress of those pupils who have special educational needs.
144. Pupils in Key Stage 2 demonstrate good attitudes to their work. Pupils are well motivated, listen closely to the teacher, and are sensible when responding to questions. They are confident when taking part in discussions.
145. At Key Stage 2, the quality of teaching is satisfactory overall with one out of three lessons judged to be good. The best teaching is characterised by the setting of clear learning objectives that are linked directly to the agreed syllabus and known to the pupils. The teacher has a good knowledge and understanding of the subject, personally demonstrates respect for the beliefs of the faith being studied and is aware of the opportunities to support pupils' spiritual and multicultural development. Very good use is made of open questions to reinforce learning.
146. The subject is competently and enthusiastically managed. A useful policy document is in place

framework ensures a balanced curriculum that support staff in systematically planning the learning of pupils as they move through the school. However, where elements in the framework are insufficiently detailed there is inconsistency in the interpretation which, on occasions, results in the planning of repeated experiences.

141. **Art**

147. At the end of Key Stage 1, standards are what are normally found of pupils of this age. By the time pupils leave the school at the end of Key Stage 2, these standards have been maintained, and a very small minority of pupils exceed them. Pupils of all abilities make satisfactory progress throughout both key stages. These standards have been maintained since the previous inspection.

148. At the end of Key Stage 1, pupils develop a good understanding of the intentions and styles of great artists. Many of them are able to compare styles and methods, express preferences and give reasons for them. Pupils explore a range of materials and techniques including paint, chalk, pastel, fabric dyeing, printing and collage. Pupils in Year 2 produce good-quality wax drawings of the school's yard and a small number of pupils understand the use of perspective. Many pupils mix colours effectively to make colours from nature.

149. At the end of Key Stage 2, pupils produce work in the style of famous artists such as Van Gogh. They use his work as a stimulus for working in a mixture of powder paint and acrylic glue. Year 6 pupils study the work of Wedgwood and replicate his designs. Pupils think carefully about picture composition, background and foreground as, for example, when they work in the style of Van Gogh. Appropriate use is made of computer software as an alternative approach to 'painting'.

150. Throughout Key Stage 1, pupils make satisfactory progress in mixing colours and in observational drawing. For example, pupils in Year 1 practise making shades of colours by adding white to red, green and blue. They draw a house from a photograph, and some of the results are quite sophisticated. Pupils are beginning to use techniques of wax resist to good effect.

151. Pupils with special educational needs, including those with the potential for higher attainment, make similarly good progress. This is due to teachers' secure subject knowledge, and lessons which are matched to the abilities of all pupils.

152. The subject makes a good contribution to pupils' skills of literacy. Examples were noted in plenary sessions when pupils were evaluating the quality of their own work, and that of other pupils. Good use is made of language which is subject specific. Teachers and pupils use art to appropriately support and enhance their work in other subjects such as English, geography, history and religious education. Many of these examples indicate a good eye for perspective and appropriate use of each medium.

153. Although it was not possible to make a firm judgement on pupils' attitudes at Key Stage 1, they are good at Key Stage 2. They listen carefully in lessons and follow instructions accurately to complete tasks. Pupils enjoy art and work hard, and as they progress through the school, they work with increasing self-confidence. Pupils co-operate well; many take responsibility for putting out and clearing away equipment and materials. These features have a positive effect on their personal development and their overall good progress.

154. Insufficient lessons were observed for a judgement to be made on the overall quality of teaching at Key Stage 1. However, in the one lesson observed, teaching was satisfactory. Planning was

Stage 2, teaching is consistently satisfactory. Features of these lessons are good skills of questioning as happened when a class of Year 3 pupils discuss the most appropriate media for completing portraits. Another positive feature of lessons is when pupils from Year 4 use techniques of printing to compose and print a bunch of flowers. In this lesson, the teacher sets high expectations but attainable challenges.

155. Other features which have an impact on these satisfactory standards are: the satisfactory management of the subject; the good scheme of work which allows for continuity in pupils' learning; and resources which are adequate in quantity, good in quality, and accessible to pupils.

Design and technology

156. Pupils enter Key Stage 1 with standards in design and technology, which are broadly appropriate. By the end of Key Stage 1 and Key Stage 2 they have made sound progress and reach the standards expected for pupils of their age. Since the last inspection the school has improved the provision for design and technology by more clearly identifying the progression of skills and concepts through a clear scheme of work. This accounts for their satisfactory progress throughout the school.
157. By the end of Key Stage 1, pupils design and make biscuits for a festival, and a boat that floats. They are able to select appropriate materials from a limited range, and suggest improvements to the finished product. By the end of Key Stage 2 pupils design and make a machine to lift water, and a load-bearing bridge.
158. Their satisfactory progress is demonstrated through an increasing ability to create more than one design, choose the most appropriate, and use a wider range of materials. For example, at Key Stage 1, pupils use card and a range of recycled materials. By the end of Key Stage 2 they use a wider range materials, and joining techniques, create moving mechanics and, for example, test materials before including them in a construction.
159. Pupils with special educational needs make sound progress. They are appropriately supported and achieve standards in line with their abilities.
160. Numeracy is used in the weighing of ingredients in Year 6, measuring materials to make models of Tudor houses in Year 4, and the measuring, tabulating and graphing of forces in Years 3 and 6. Literacy is used appropriately to present and evaluate pupils' work in all years. Little use is made of information technology for pupils to present or design their work.
161. Pupils' attitudes to design and technology are good. They take pride in their work and give consideration to the standard of finish and presentation. They behave responsibly in lessons, work independently on designs and where required, work co-operatively by sharing materials. These positive attitudes enable pupils to concentrate on their work and allow teachers to support them appropriately. Consequently pupils make sound progress.
162. As only one lesson was seen at Key Stage 1 it is not possible to make an overall judgement on teaching for this key stage. At Key Stage 2 two lessons were seen and teaching was satisfactory. Teachers have sound knowledge and understanding, manage the pupils well and plan effectively from the scheme of work. In order to raise standards work should be planned to include expectations for the full range of ability based on previous attainment.
163. The scheme of work is sound and a useful document to support teachers. The subject is well led by a knowledgeable co-ordinator and the range of resources is satisfactory.

158. **Geography**

164. Only one lesson was seen during the inspection. However, from a scrutiny of pupils' work and teachers' planning, by the end of Key Stages 1 and 2, pupils have made sound progress and reach the standards expected for their age. Sound provision has been maintained since the last inspection.
165. Pupils who are in Year 1 identify how they come to school and are able to list, and place on a simple plan, the features they pass. Pupils who are in Year 5 identify and apply the Beaufort scale, discuss the ways water is used for leisure and use appropriate technical language, for example, 'evaporation', 'condensation', 'transpiration' and 'precipitation'.
166. Pupils' sound progress is demonstrated through the identification of simple geographical features in Year 1, the concept of a 'birds eye view' in Year 3, and the use of aerial photographs and maps of Seaham to identify features related to leisure time in Year 4. By Year 5 pupils study the water cycle and features of a river, using the correct technical language.
167. Pupils with special educational needs make sound progress. They are appropriately supported and achieve standards in line with their abilities.
168. Geography supports numeracy through the drawing and interpretation of plans in Years 1 and 4, literacy through the presentation of pupils' work by labelling, reading sources of information and writing reports; for example, of the Year 6 field study visit. Geography makes little use of information technology.
169. From the one lesson and the limited amount of work seen it is not possible to make a secure judgement about pupils' attitudes to geography.
170. It is not possible to make an overall judgement on teaching. However, from evidence in teachers' planning and record keeping, teachers do not always identify their expectations for the full range of ability in their classes, or ensure that planning is firmly based on previous assessment.
166. The co-ordinator has recently taken responsibility for the subject and is reviewing the scheme of work in the light of the new National Curriculum and publication of the Qualification and Curriculum Authority guidance.

166.

166.

History

171. No lessons were seen at Key Stage 1. However, from teachers' planning, displays and the scheme of work, it was clear that standards are in line with national expectations. At Key Stage 2 pupils' attainment is also in line with national expectations. Sound standards have been maintained since the last inspection.
172. At Key Stage 1 pupils visit the Beamish Museum, and make comparisons between Victorian school days and present day. By the end of Key Stage 2, pupils are aware of the developments in science through looking at William Armstrong's house which was the first to have electricity generated by water. They are able to take sources of evidence related to the character of William Armstrong, and understand that, depending on the evidence, different conclusions can be reached.
173. Pupils' satisfactory progress is demonstrated through the increased involvement of pupils in, for example, discussing what it was like to live in various cultures and not just to understand the

for example, Drake is referred to by a pupils as "a blood-thirsty selfish little insignificant scoundrel of a man". By Year 6, pupils analyse the actions of the industrialist William Armstrong by dividing into those pupils who think he was benevolent, and those who think he was cruel or selfish.

174. Pupils with special educational needs are appropriately supported and make satisfactory progress based on their prior attainment.
175. History supports literacy skills through reading for research and the presentation of pupils' work. For example, pupils in Year 3 compare the life of Romans to the present day; in Year 4 they write an invitation to Elizabeth I to stay with them, and trace the development of Seaham as a port. Numeracy is supported through, for example, the tabulation of data from a survey of the characters of houses around Seaham. Little use is made of information technology.
176. Pupils' attitudes are good. They are very involved in their work, are willing to consider the lives and values of different cultures and respond to historical information both factually and personally. Pupils behave responsibly and work well together when required.
177. No teaching was seen at Key Stage 1. At Key Stage 2 two lessons were seen, one of which was very good and the other satisfactory. Lessons are well planned and based on a sound scheme of work. They are well organised and often based on first hand experience from visits. Teachers have not yet ensured that planning includes learning objectives for the full range of ability, particularly those pupils with the potential for higher achievement.
178. The co-ordinator is experienced and knowledgeable. There is a sound scheme of work and very good use is made of visits and the surrounding area.

Music

179. Lessons were only observed in Key Stage 1. Overall in this key stage pupils' attainment is not significantly different from what might be expected of pupils of this age.
180. By the end of the key stage pupils sing a significant repertoire of songs from memory. They do so with enthusiasm, good articulation and can sustain pitch well. Most pupils recognise a regular beat and simple rhythm and can use body percussion and non-tuned instruments to accompany their singing. Pupils in Year 2 explore the musical effect of a range of instruments and record their decisions in arbitrary symbols in order to repeat and refine their performance.
181. Progress, overall, is sound with good progress being made early in the key stage. Pupils enter Year 1 with an appropriate experience of singing and knowledge of non-tuned instruments. Their competencies were well illustrated in a Year 1 science lesson on sound. This culminated in the performance of an accompaniment to the story of Goldilocks that involved a range of instruments accurately named by each pupil.
182. There is insufficient evidence to reliably judge the attainment and progress at Key Stage 2.
183. Pupils in Key Stage 1 show very good attitudes to music. Behaviour in lessons is good. Pupils are anxious to do their best and take a proper pride and delight in achieving a good performance.
184. The quality of teaching in Key Stage 1 varies between satisfactory and unsatisfactory. Overall it is unsatisfactory. Teachers' strengths are shown in their management of pupils and in the appropriate use of resources. Weaknesses occur where knowledge of the subject is insecure.

all pupils.

185. A suitable policy is in place to ensure a balanced curriculum and a broad framework based on a published scheme provides guidance on planning to avoid the provision of repeated rather than progressive experiences. In practice where members of staff feel they have insecure knowledge of the subject the scheme lacks a clear structure. The co-ordinator is aware of this and has identified the need for a review of documentation to support staff. Resources are satisfactory overall. The opportunities provided by the peripatetic service enrich the experience of those pupils involved and the quality of musical performances that are shared with the community. Pupils learning to play instruments with this service and in extra-curricular recorder groups make sound progress.
181. **Physical education**
186. It was not possible during the inspection to see the full range of physical education lessons and activities, and only one lesson was observed at Key Stage 1, and three at Key Stage 2. These lessons involved games and gymnastics. Based on this evidence, by the time pupils reach the end of Key Stages 1 and 2 their attainment in these elements of physical education is in line with expectations for this age group. Pupils make appropriate progress throughout both key stages. These standards, and the progress towards them, noted during the previous inspection, have been maintained. However, pupils are not taught to swim, although this is required by law. Inspection evidence was unable to determine the precise numbers of pupils who are able to swim the recommended distances by the end of Key Stage 2.
187. By the end of Key Stage 1, pupils perform simple skills, linking their actions appropriately. They are aware of the effect of exercise on their bodies and know that it raises their heart rate, and increases their breathing. In the lesson observed, most pupils travel over apparatus in several ways, forwards and backwards. All pupils were able to use apparatus safely. A small number of pupils are able to evaluate and refine their performances.
188. No lessons were seen at the end of Key Stage 2, but in a gymnastics lesson observed in Year 5, pupils were on target to reach the required standard by the end of the year. These pupils were able to make symmetrical and asymmetrical shapes both on the floor and when using apparatus. In this lesson an appropriate number of pupils are able to evaluate their own performances.
189. Pupils with special educational needs receive appropriate support and make satisfactory progress.
190. Due to the limited number of lessons observed at Key Stage 1, it was not possible to make a reliable judgement on the quality of teaching. However, at Key Stage 2 the quality of teaching is never less than satisfactory. The most successful lessons are well planned, with clear, achievable aims. These lessons were structured to give time for reinforcement and for pupils to refine their actions. Even in lessons which were judged to be satisfactory overall, teachers built successfully on pupils' existing knowledge, skills and understanding and there was clear evidence of progression throughout the lesson.
191. Pupils' attitudes to physical education are predominantly good. The main strengths are very good co-operation between groups of pupils who encourage and support their classmates, as happened in a lesson involving pupils from Year 5.
192. The curriculum for physical education is broad and balanced. Extra-curricular sports activities are popular. There is a sound policy and the school follows the scheme of work which has been produced by the local authority. Pupils change into appropriate clothing for physical education

education are good, including a large hall and outdoor hard-surfaced and grassed areas. Effective use of large apparatus is restricted because it is too heavy for the younger pupils to put it out at the beginning of lessons and away at the end. Other apparatus is generally satisfactory, although some items are showing signs of age.

PART C: INSPECTION DATA

188. SUMMARY OF INSPECTION EVIDENCE

193. A team of six inspectors carried out the inspection. During the inspection all, or part, of 49 lessons were inspected and a total of over 33 hours was spent in lessons. A range of assemblies, registration sessions and extra-curricular activities were also inspected.
194. Inspectors looked at the work of many pupils. The recent work of a representative sample of three pupils, from each year, in each class, was examined and discussed with teachers. These pupils were heard to read and inspectors recorded their skills, the strategies they used and their understanding. Pupils' ability to use reference books was also examined. The reading of many other pupils was observed during lessons. A wide range of displays and some photographs of pupils' work were scrutinised.
195. Informal discussions were held with many pupils in class, during lunchtimes and at break times. The work in some specific subject areas was discussed with small groups of pupils.
196. Planned discussions were held with the headteacher, members of staff with whole-school responsibilities, including teachers responsible for co-ordinating the school's provision in each subject area and with key members of the non-teaching staff, including the school secretary.
197. A large amount of documentation provided by the school, including policy statements, schemes of work, long and short-term curriculum plans and records, pupils' records and reports, the school development plan, budget information and minutes of meetings was analysed before and during the inspection.
198. A meeting took place between the registered inspector and the Chair of Governors and some other governors before the inspection. A formal meeting took place between the registered inspector, and the Chair of Governors and other governors during the inspection.
199. Fourteen parents attended a meeting with the registered inspector to give their views on the school and the team considered 28 responses to a questionnaire for parents about the school, some parents providing additional written comments.
200. The school's accommodation, resources and storage were inspected during and after the school day.

196. DATA AND INDICATORS

196. 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 - Y6	235	2	57	64

196.

Teachers and classes

196. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	9.70
Number of pupils per qualified teacher:	24.23

196. Education support staff (YR - Y6)

Total number of education support staff:	1
Total aggregate hours worked each week:	37.0

196. Average class size in the school

Average class size:	29.4
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196. Financial data

Financial year: 1998 - 1999

£

Total income	345,188
Total expenditure	341,079
Expenditure per pupil	1,427
Balance brought forward from previous year	12,577
Balance carried forward to next year	16,686

196. **PARENTAL SURVEY**

Number of questionnaires sent out: 165
 Number of questionnaires returned: 28

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	29	61	4	7	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	25	4	0	0
The school handles complaints from parents well	39	32	21	0	0
The school gives me a clear understanding of what is taught	32	46	4	14	0
The school keeps me well informed about my child(ren)'s progress	43	50	4	4	0
The school enables my child(ren) to achieve a good standard of work	46	43	11	0	0
The school encourages children to get involved in more than just their daily lessons.	36	50	11	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	46	39	0	11	4
The school's values and attitudes have a positive effect on my child(ren)	50	43	7	0	0
The school achieves high standards of good behaviour	46	50	4	0	0
My child(ren) like(s) school	64	32	0	4	0