

INSPECTION REPORT

Wardley Primary School
Gateshead

LEA area: Gateshead

Unique Reference Number: 108371

Headteacher: Mr J. J. Anderson

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 20 – 24 September 1999

Under OFSTED contract number: 706905

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Keir Hardie Avenue Wardley Gateshead Tyne and Wear NE10 8TX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr. B. McWilliams
Date of previous inspection:	18 – 22 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
M Shepherd, Rgl	Design technology Geography	Attainment and progress Teaching Leadership and management
C Herbert, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency Equal opportunities
M McLean	English History	Staffing, accommodation and learning resources
S French	Science Information technology Under-fives	Efficiency
R Evans	Art Music Religious education	Curriculum and assessment Spiritual, moral, social and cultural development
M Wainwright	Mathematics Physical education Special educational needs	

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What the school does well

- Attainment at the end of Key Stage 2 in science and mathematics is above average with a large proportion of pupils reaching the higher Level 5. Progress is good for the under-fives and in Key Stage 2.
- Progress is good for pupils with special educational needs and the provision is very good.
- Relationships are excellent, attitudes and behaviour are very good and personal development is good.
- Teaching is good for the under-fives and in Key Stage 2. There are excellent features in all stages.
- Assessment is very good for the under-fives and good in the other key stages. It is used [J1]well in planning in Key Stages 1 and 2 and very well in the under fives.
- The school has an excellent ethos and implements its aims very effectively. The headteacher and deputy headteacher work very well together and set a very clear educational direction for the school. School development planning is very good.
- Support, guidance and pupils' welfare are excellent.
- Provision for spiritual, moral and social development is very good and it is good for cultural development.
- Staff development is excellent.
- Partnership with parents and the community is very good. Homework is very effective.
- The efficiency of financial control and school administration is excellent. Financial planning is very good.

Where the school has weaknesses

- I. Attainment in speaking and information technology is below expectations at the end of both key stages.
- II. Handwriting and presentation in Key Stage 1 are unsatisfactory.
- III. There is insufficient challenge for potential high-attaining pupils in Key Stage 1.
- IV. Schemes of work do not contain sufficient detail about the provision for mixed-age classes.

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of the school.

How the school has improved since the last inspection

The school has addressed and improved all the previous key issues very thoroughly. By the end of Key Stage 2 standards have been raised significantly in mathematics. Previously they were below national expectations and now they are above, with a large proportion of pupils reaching the higher levels. Attainment in science has improved from in line with the national expectations to above this level. Again there is a large proportion of pupils at the higher level. Standards in English have improved from below national expectations to in line with them. Listening has improved considerably as attainment is now above expected standards but speaking remains below expected levels. Standards in information technology remain below expectations. Relationships and attitudes to work have further improved. The rate of attendance has increased and punctuality is better.

Teaching has improved significantly, particularly in Key Stage 2. Over a quarter of teaching was judged unsatisfactory in this key stage and now nearly three quarters is good or better. There was no excellent teaching in the previous inspection and now there is excellent teaching in each stage of the school. The amount of unsatisfactory teaching overall has reduced significantly to two per cent.

Assessment systems and their use in planning have improved considerably in English, mathematics, science and the curriculum for the under fives. They have not improved in information technology. Planning now closely matches the requirements of the National Curriculum.

School development planning is better. Management roles are now clearly defined. Monitoring systems are now securely in place. The great majority of the aims are being met and there is now a clear focus on raising standards.

The quality of support, guidance and pupils' welfare has built on the previous good provision and is now excellent.

The school has further strengthened its links with parents and the community. The provision of homework has improved considerably and has had a significant impact on raising standards. There are significant improvements in staff development. This was a key issue and is now excellent, resulting in the Investors in People Standard.

The quality of financial planning has further improved and is now very good. The daily administration was efficient and is now excellent. Value for money has increased from satisfactory to good.

The school has a very good capacity for 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
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E
English	D	C	
Mathematics	D	C	
Science	C	C	

There [J2]are no national comparisons available for the 1999 National Curriculum tests. However, the school made significant improvements in English, mathematics and science in the Key Stage 2 tests.

Inspection [J3]findings show that attainment by the end of Key Stage 2 in English is in line with national averages and in mathematics and science it is above. There is a high proportion of pupils reaching the Level 5 in mathematics and science. Attainment by the end of Key Stage 1 in English is in line with national averages and above in mathematics and science as a higher proportion of pupils attain expected levels. However, there is a smaller proportion than average

of pupils reaching Level 3 in writing, mathematics and science. Attainment throughout the school in listening is above national expectations but attainment in speaking is below[J4].

Attainment in information technology is below expectations at the end of both key stages. Attainment in religious education is in line with the Locally Agreed Syllabus at the end of both key stages. Attainment at the end of Key Stage 2 in geography and music is above expectations for eleven year olds as progress is good in Key Stage 2. Attainment in swimming is in line with national expectations.

Progress [J5]in art, design and technology, history and physical education is satisfactory in both key stages[J6][J7]V. _____ [J8]VI. _____ [J9]VII. [J10]VIII. _____ [J11][J12]. Progress of pupils with special educational needs is good throughout the school.

Quality of teaching	Under 5	5 – 7 years	7 – 11 years
Teaching in			
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Good	Good
Other subjects	Good	Good	Good

98 per cent of teaching is satisfactory or better. Nearly [J13]two thirds of this teaching is good or better. More than a quarter of teaching is very good or excellent. This excellent teaching features across each stage of the school. It features in the under fives, in English in Key Stage 1 and in English and religious education in Key Stage 2. There is a small proportion of unsatisfactory teaching in Key Stage 1 in science and mathematics.

Teachers' planning and day-to-day assessment are very good for the under fives and good in the rest of the school. The management of pupils is good for the under fives and very good in Key Stage 2. Homework is good in Key Stage 1 and very good in Key Stage 2.

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	Behaviour is very good throughout the school. Pupils move very sensibly around the buildings and are well behaved both in lessons and during playtimes.
Attendance	Attendance is slightly above the national average. Punctuality is good.
Ethos*	The ethos is excellent. Relationships are excellent across the whole school community. Pupils and teachers have very positive attitudes to work. There is a commitment to high standards.
Leadership and management	The headteacher and deputy headteacher work very effectively together and set a clear educational direction. School development planning is very good. Support and monitoring of teaching and curriculum development are good.

Curriculum	The curriculum and assessment for the under fives are very good. Assessment in both key stages is good and is used well in planning.
Pupils with special educational needs	Progress of these pupils is good and the provision is very good.
Spiritual, moral, social & cultural development	Provision for spiritual, moral and social development is very good and in cultural development it is good.
Staffing, resources and accommodation[J14]	Staff development is excellent. There is a good balance of experience across the teachers. Staff are used well. The accommodation is good and used effectively.
Value for money	Value for money is good.

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

The parents' views of the school

86 parents returned the questionnaire which is 26 per cent of the questionnaires sent out. Nine parents attended the parents' evening.

What most parents like about the school

- IX. Their children like school.
- X. The approachability of the school for questions or problems.
- XI. The work that pupils are expected to do at home.
- XII. The good standard of work.
- XIII. The information they receive about their children's progress.
- XIV. The encouragement for them to play an active part in the school's life.
- XV. The values and attitudes promoted by the school.
- XVI. A clear understanding of what is taught.
- XVII. The good standards of behaviour.

What some parents are not happy about

- XVIII. The impersonal nature of the
- XIX. Inconsistencies in homework.
- XX. The lack of a school uniform.
- XXI. The lack of an afternoon break.
- XXII. The large size of the mixed age

The inspectors agree with all the positive views of the parents. They disagree with the majority of the negative points. They judge the reports to be well written with the word processing ensuring a good level of presentation. The homework policy is a strength of the school and contributes well to the raising of standards. The lack of a school uniform does not adversely affect the high quality ethos within the school. The lack of an afternoon break does not detract from the quality of the pupils' learning as teachers plan carefully to ensure good levels of concentration. The inspectors agree that the mixed age class is one of the larger classes. However, the good quality of the team teaching of the class teacher and the deputy headteacher overcomes this disadvantage. However, there is no formal timetable for this teamwork[J15].

Key issues for action

In order to further develop the school's provision the governors, headteacher and staff should:

raise attainment in information technology in both key stages and fulfil statutory requirements by:-

- XXIII. providing the necessary software to cover all aspects of the National Curriculum;
- XXIV. improving planning for the use of computers in classrooms;
- XXV. improving teachers' subject knowledge;
- XXVI. sharing current teacher expertise and good practice across the staff;
- XXVII. improving assessment systems and using them to inform planning;
- XXVIII. producing a portfolio across attainment levels and using it for moderating individual progress.

Paragraphs 16, 33, 34, 44, 51, 52, 81, 131, 132, 133, 134, 135, 136, 138, 156, 161

The school has identified the majority of these targets in their school development plan.

In addition the school should address the following [J16]areas:-

- XXIX. raise standards in speaking throughout the school; *paragraphs 14, 42, 99, 100, 117*
- XXX. improve the standard of handwriting and presentation in Key Stage 1; *paragraphs 14, 103, 142*
- XXXI. increase the proportion of pupils attaining a higher level in Key Stage 1; *paragraphs 7, 8, 12, 14, 33, 36, 103, 109, 118, 121*
- XXXII. increase the level of detail in termly and yearly planning for the mixed age class. *paragraphs 33, 44, 138, 142, 146, 151, 156, 161*

Introduction

- **Characteristics of the school**
1. Wardley Primary School is situated in east Gateshead in the middle of a large estate of well established local authority housing. The catchment area serves this estate and a small amount of privately owned housing. There are 330 pupils on roll and 38 part time children in the nursery. This is more than the national average for a school of this type. 28 per cent of pupils are entitled to free school meals which is above the national average. Two pupils with English as an additional language have just joined the school and there are no pupils from different ethnic origins. The number of girls is nearly equal to the boys but there is a larger proportion of girls in Year 6 and a smaller proportion in Year 3. There are 68 pupils on the special educational needs register. There are five pupils between Stages 3 and 5, including one statemented pupil.
 2. Most pupils attend the nursery before they enter the school. Children enter the school in the September before their fifth birthday. They are organised in two reception classes adjacent to each other. At the time of the inspection there were two pupils who were five in these classes.
 3. The school sets out its aims and values for pupils as follows:-
 - to value every individual and to maximise the opportunities for their intellectual, moral, spiritual, physical, aesthetic and social development;
 - to help pupils develop lively, enquiring minds and the ability to question and argue rationally and to apply themselves successfully to tasks;
 - to develop self respect, independence, self discipline and self motivation;
 - to develop co-operative skills and be responsible within the community;
 - to acquire knowledge and skills relevant to their future adult lives;
 - to respect and tolerate others across races, religions and cultures;
 - to appreciate human achievements within the natural world.
 4. The school has identified priorities and targets in the school development plan. They are:-
 - continuing the implementation of the literacy strategy, beginning the numeracy strategy and developing information technology through the National Grid for Learning;
 - developing target setting, links with parents and health education;
 - participating in the COMENIUS multi-national project;
 - further developing staff liaison and maintaining the Investors in People Standard.
 5. Key issues from the previous inspection report were to:-
 - review leadership roles to have a greater impact on raising standards, particularly in Key Stage 2 English and mathematics;
 - review assessment and recording systems to identify pupils' levels of attainment and past achievements;
 - match teachers' planning more closely to the requirements and levels of the National Curriculum;
 - develop co-ordinators' monitoring and evaluating roles;
 - focus staff development on areas of identified need;
 - ensure that registration procedures meet statutory requirements.

5. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

For latest reporting year:

Year	Boys	Girls	Total
1998	21	28	49

5. **National Curriculum Test/Task**

Reading

Writing

Mathematics

Results

Number of pupils at NC Level 2 or above	Boys	18	18	21
	Girls	19	19	22
	Total	37	37	43
Percentage at NC Level 2 or above	School	76 (62)	76 (67)	88 (87)
	National	80 (80)	81 (80)	85 (84)

5. **Teacher Assessments**

English

Mathematics

Science

Number of pupils at NC Level 2 or above	Boys	18	19	22
	Girls	19	18	21
	Total	37	37	43
Percentage at NC Level 2 or above	School	76 (62)	76 (91)	88 (93)
	National	81 (80)	85 (84)	86 (85)

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	22	17	39

5. National Curriculum Test

Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	9	13
	Girls	14	9	13
	Total	22	18	26
Percentage at NC Level 4 or above	School	56 (67)	46 (69)	67 (78)
	National	65 (63)	58 (62)	69 (69)

5. Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	10	10
	Girls	12	12	12
	Total	23	22	22
Percentage at NC Level 4 or above	School	59 (72)	56 (68)	56 (75)
	National	- (63)	- (64)	- (69)

² Percentages in parentheses refer to the year before the latest reporting year

5. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.88
	Absence	National comparative data	5.6
	Unauthorised	School	0.01
	Absence	National comparative data	0.5

5.

5. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	1

5.

Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	27
	Satisfactory or better	98
	Less than satisfactory	2

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

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

5. **Attainment and progress**

6. Children under five in the reception classes are on course to meet national expectations by the time they are five. These expectations are set out in the Desirable Learning Outcomes for each of the required areas of learning. The attainment of the majority of children on entry is below average overall. This is reflected in the assessments made shortly after pupils enter the reception classes. In 1998 in all areas except mathematics children were below the local-authority average. Because of the good teaching and the very caring and stimulating provision in the nursery and reception classes children under five make good progress. The inspection confirms the findings of the previous inspection in relation to attainment of children under five[J17].
7. The 1998 national tests at Key Stage 1 showed that at Level 2 and above writing was below the national average, reading [J18] was close and mathematics was above. The proportion of pupils attaining the higher Level 3 was close to the national average in all three areas. In science the teacher assessment showed attainment in line with the national average at Level 2 and above but well below at the higher Level 3. Compared with that in similar schools attainment at Level 2 and above in both reading and writing was in line with the average, and science was above, but mathematics was well above. At the higher Level 3 attainment was well above average in mathematics, above in both reading and writing but below in science.
8. The Key Stage 1 trend in attainment from 1996 has been reasonably steady. This was continued in the 1999 national tests. The proportion of pupils reaching Level 2 and above in reading decreased and the proportion in writing and mathematics increased. No pupil attained Level 3 in writing and the proportion of pupils attaining Level 3 in mathematics fell[J19].
9. At the end of Key Stage 2 the 1998 national tests showed attainment at Level 4 and above as below the national average in both English and mathematics and close to the average in science. The proportion of pupils attaining the higher levels was well below the national average in both English and mathematics and below in science. Compared with similar schools average attainment in English, mathematics and science was in line. The proportion of pupils reaching the higher Level 5 was well below average in English, below in mathematics but broadly in line in science.
10. The Key Stage 2 trend in attainment from 1996 to 1998 has been fairly steady in English but decreased significantly in both mathematics and science. There have been significant improvements to attainment in all tested subjects at both levels in 1999. The most significant increase is in mathematics where the percentage of pupils at Level 4 and above rose by 32 per cent. In science the percentage rose by 20 per cent and in English by 14 per cent. The improvement in the percentage of pupils attaining the higher Level 5 was equally significant. In mathematics the improvement was 29 per cent, in English it was 17 per cent and in science it was 16 per cent. There are several contributors to this great improvement. These include the improvement in teaching in Key Stage 2, the analysis of individual attainment and target setting, setting of pupils in English and mathematics, careful implementation of the literacy strategy, the introduction of the numeracy strategy and the high quality homework clubs. The school

has already surpassed their targets and is negotiating to raise them still further. The three years of national tests from 1996 show that there are very few differences between the attainment of the boys and girls at the end of Key Stage 1. However, the girls performed consistently better across all nationally tested subjects at the end of Key Stage 2 during this period. Standards in literacy and numeracy are satisfactory. They are good in geography in Key Stage 2 as teachers plan carefully to develop these skills. For example, pupils wrote carefully worded outlines of the formation of waterfalls.

11. There are no national or similar school comparisons for the 1999 tests available at this time.
12. Inspection findings show that attainment at the end of Key Stage 2 is better than in the 1998 tests and reflects the improvement in the 1999 results. Attainment in English is in line with the national average and in mathematics and science it is above. The proportion of high attainers is larger than expected in both mathematics and science. By the end of Key Stage 1 attainment in English is in line with national averages. Attainment in mathematics and science is above average as a higher proportion than usual reach Level 2. However, the proportion of pupils reaching the higher Level 3 in writing, mathematics and science is lower than average. Teachers do not always provide sufficiently challenging work to extend learning at the higher level[J20].
13. Since the last inspection attainment in mathematics and science has improved at the end of both key stages. The attainment in English has improved at the end of Key Stage 2.
14.

By the end of Key Stage 1

attainment in listening [J21]is above average but in speaking it is below average. Attainment in reading and writing is average. Pupils listen carefully to adults and follow instructions well. However, many pupils speak indistinctly and have difficulty in explaining their work clearly. The majority of pupils read independently and are fluent and expressive when reading aloud. Pupils write for a range of purposes but handwriting standards are below expectations. In mathematics the majority of pupils add numbers to 20 confidently and know how to write number sentences correctly. They identify two and three-dimensional shapes correctly. In science pupils make careful observations of living things and describe changes in materials correctly. They understand the requirements to complete an electrical circuit. Progress is good in English, mathematics and science, except for a proportion of potential high attaining pupils.
15. By the end of Key Stage 2 attainment in English is in line with national averages in reading and writing, above in listening but below in speaking. The great majority of pupils pay close attention to each other's ideas and their attainment in listening is above average. In speaking only a few pupils explain their thoughts clearly in formal situations and attainment is below expectations for their age. In reading the majority read fluently across a range of texts. They have appropriate library skills. Pupils use grammar correctly in their writing, which has a lively style. Their handwriting is at the expected level. In mathematics pupils apply their knowledge of number effectively to other aspects of the subject. They multiply and divide using decimal points correctly and calculate area and volume confidently. Pupils use data handling correctly but their presentation is untidy. In science pupils have a higher level of knowledge across the different programmes of study than expected. However, they do not attain these higher

levels in the investigational aspect of the subject. Progress is good throughout Key Stage 2 in English, mathematics and science, as there are clear systems to monitor pupils' development and the quality of teaching supports good progress in lessons.

16. Attainment at the end of both key stages in information technology is below expectations for pupils' ages. By the age of seven pupils use the keyboard slowly and produce individual pictures from a graphics program. By the age of eleven, pupils move graphics and create simple texts using word processing techniques. They understand how the intranet operates. Pupils have very little understanding of data bases or of control or modelling at the end of both key stages and no awareness of monitoring by the end of Key Stage 2. Progress in lessons in the computer suite is satisfactory as pupils have time to develop their skills. Technical difficulties have reduced the impact of this progress as the suite is still not fully operational. Progress in classrooms is unsatisfactory as there are insufficient opportunities to use computers within different subjects.
17. Attainment in religious education is in line with the locally agreed syllabus at the end of both key stages. By the end of Key Stage 1 pupils have a good understanding of Christianity and use the Bible with confidence. By the end of Key Stage 2 pupils have built on this early knowledge and have a sound understanding of the life of Jesus. They discuss in some depth the effect of faith on people's lives. Knowledge of other faiths in both key stages is not as well developed as that of Christianity. Progress is satisfactory through the school.
18. Attainment in geography and music is above national expectations by the end of Key Stage 2. Pupils have a good understanding of physical geography. They analyse music sensitively and play instruments with control. Progress is satisfactory in both subjects in Key Stage 1 and good in Key Stage 2. Attainment in swimming is in line with national expectations. Pupils have a good level of skill in games[J22]. Progress in art, history, and design and technology is satisfactory in both key stages[J23]. Pupils have better skills at making than designing.
19. The progress of pupils with special educational needs is good throughout the school. Pupils are identified early. The excellent individual education plans ensure the good rate of progress as pupils have clear targets. The pupils with English as an additional language had only been in the school for a few days at the time of the inspection. Their progress in lessons was satisfactory as the teachers explained the tasks carefully to them or ensured that they worked in pairs or groups.
20. Attainment by the end of Key Stage 2 in English and mathematics has improved since the last inspection. Science and listening have improved considerably. Information technology has remained below national expectations[J24].
20. **Attitudes, behaviour and personal development**
21. The behaviour and attitudes to learning of pupils are very good throughout the school. Relationships are excellent and personal development is good. This is a further improvement since the last inspection. Parents are pleased with these standards.
22. Children under five in the nursery and reception classes are very keen to learn and are

very well behaved. They settle happily when they start school and quickly begin to play independently and with others. The oldest children listen carefully and respectfully to adults and to each other. They are good at taking turns and sharing equipment. They concentrate for an appropriate length of time for their age when they are working on tasks. They show friendly care and concern for other children in the group. For example, in reception they wait patiently in a whole class discussion whilst they take turns in selecting a shape from a special box in mathematics.

23. Pupils enjoy coming to school and the majority maintain concentration and apply themselves very well to the tasks that are set for them. Most work independently and in collaboration with others. Pupils share resources very sensibly and show the appropriate respect for them. For example, in a Year 4 science lesson groups of pupils were carefully linking up circuitry to test various conductors. Their attitude towards their investigations was very good. The attitudes of pupils with special educational needs are very positive. They work well within the whole class and accept support readily from both teachers and their fellow pupils. For example, in information technology pupils readily accept advice about spelling from their partner whilst developing skills at the keyboard.
24. Pupils show a high level of respect for school property and there was no evidence of vandalism, graffiti or litter in or around school. They appreciate each other's work in displays and are careful when handling other pupils' work. For example, in Year 3 pupils sensitively handle each other's homework models of the creation. Pupils tidy up very well in their classrooms after lessons without always being asked.
25. Pupils' behaviour is very good around the school buildings. For example, they move very sensibly between classrooms and the hall for physical education and to the computer suite for information technology. Pupils play sensibly together during playtimes. They show a good level of responsibility during wet playtimes and use the computers sensibly during this time. Pupils respond very effectively to the school's reward and sanction system. They are proud to be the "star of the week" in each classroom. They respect the contract that they sign with their class teachers. Pupils are very courteous and well mannered towards their teachers and to visitors. For example, pupils of all ages hold doors open for visitors and greet them politely. The high standard of behaviour has a positive impact on the rate of learning in lessons, as teachers can concentrate on developing understanding and skills rather than implementing discipline procedures.
26. Relationships in school between pupils, and between pupils and staff, are excellent. All staff know the pupils very well and this has a very positive and strong impact on the pastoral side of school life. There were many examples observed of the mutual respect shown between staff and their pupils and many staff provide excellent role models to their classes. This has a very positive impact on standards. There is often spontaneous applause in class as pupils recognise each other's achievements.
27. There are good [J25]opportunities for pupils to take responsibility for activities in and around school. They act as class monitors and often assist teachers to set up their classrooms. Older pupils are developing a buddy system to support younger ones at play. Additionally, pupils are given the opportunity to review their own progress and set targets on a weekly basis. Where these opportunities occur they have a positive impact on the development of pupils.

28. There are currently no exclusions from school.

28. **Attendance**

29. The school has worked hard to improve attendance rates since the last inspection. At just over 94 per cent they are satisfactory and slightly above national average. The attendance rates are higher than in similar schools in Gateshead. There is no unauthorised absence. This is well below the national average. The punctuality of pupils is good and lessons start on time.

30. The school has effectively addressed the key issue from the previous inspection concerning registration procedures. Registration is now carried out promptly and effectively and it fully complies with statutory requirements.

30.

30. **Quality of education provided**

30. **Teaching**

31. Teaching is good. The great majority of teaching is at least satisfactory. Nearly two thirds of teaching is good or better. This includes more than a quarter of teaching that is very good or excellent. This excellent teaching features across each stage of the school. It features in the under fives, in English in Key Stage 1 and in English and religious education in Key Stage 2. There is a small proportion of unsatisfactory teaching in Key Stage 1 in science and mathematics. This is a significant improvement across the school since the last inspection. For the under fives over one third of teaching is now very good or better and in Key Stage 1 nearly a quarter of the teaching is in this category. No teaching was identified as being of this quality in the previous inspection. Over a quarter of teaching in Key Stage 2 was previously identified as having weaknesses whereas nearly three quarters of teaching is now good or better and over a quarter is very good or excellent. The overall proportion of unsatisfactory teaching throughout the school has reduced significantly.
32. In the under fives there are many strengths in the teaching shared by teachers and nursery nurses. Particular strengths in all the teaching are the knowledge and understanding of the required curriculum, as well as knowledge of each child's needs. This is used well to plan effective, stimulating activities and to make thorough assessments on a daily basis. Nursery nurses make a significant contribution to children's good progress and to the consistency in the quality of education across the three classes. The detailed assessments are very conscientiously carried out by all adults during activities and are very well used in planning by staff. Management of children is caring, friendly and firm. It ensures that children all have equal opportunities to take a full part in the very good provision. Expectations are consistently high but realistic. The excellent teaching combines these strengths together to create encouraging, welcoming and stimulating sessions.
33. Teachers' planning is good in both key stages. It is very thorough in literacy, numeracy and science and identifies clear learning outcomes for each part of the lesson. There is a good level of detail in the content of this planning and careful consideration of different pupils' learning needs. This includes pupils with special educational needs. Planning for more able pupils is good in Key Stage 2 but lacks sufficient challenge in Key Stage 1. Teachers plan well together in order to provide the same content across different subjects. There is effective use of assessment in English and mathematics to inform planning. This is inconsistent in other subjects, with some examples of good practice. For example, the information technology co-ordinator includes in his planning detailed information about assessment used in previous sessions. Planning for lessons in the computer suite is thorough but there is very little effective planning for the use of the computer in classrooms in other subjects. The design and technology planning is good for the making aspect of the subject but does not contain sufficient details for designing. There is a lack of planning for different ability levels in history, whereas in geography, teachers plan opportunities successfully for pupils to work at different level. For example, in a topic on the effects of erosion the planning provided opportunities for pupils to write accounts of differing lengths and with varying levels of vocabulary.
34. Teachers' subject knowledge is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers have good subject knowledge in English and it is secure in mathematics.

There is some lack of understanding of the fair test in science but generally teachers are confident in this subject and use their knowledge well to provide clear explanations of scientific concepts. Teachers generally do not have sufficient subject knowledge across all the strands of information technology. In both history and geography, teachers' subject knowledge is good. The developing links with the Comenius project are ensuring the continuing updating of this knowledge. Knowledge of the making processes in design and technology is better than of the designing aspects. In Key Stage 1 there is considerable expertise in gymnastics and confidence in dance.

35. In Key Stage 2 teachers provide a very careful balance of activities across their lessons. They combine whole class discussion very effectively with individual and group tasks which maintains the level of concentration very well. For example, in information technology in Year 6 the teacher discussed the content of the lesson, carried out a stimulating demonstration, organised pupils into paired tasks on the computers and provided opportunities for them to discuss their work at the end of the lesson. Pupils are set very effectively in English and mathematics in Years 5 and 6. This organisation ensures more sharply focused teaching and has had a considerable impact on raising standards. Teachers carry out whole class discussions at the end of lessons and use questioning well. However, there are insufficient opportunities for pupils to present their work at the end of lessons in order to improve their speaking and presentation skills. Throughout the school in mathematics and a few information technology lessons teachers identify the learning outcomes of the lessons clearly and this improves the level of pupils' understanding. Teachers use demonstrations very effectively at the beginning of lessons in design and technology, art and some information technology lessons. For example, in art in Year 3 the teacher identified techniques for controlling the pencil when drawing still life. All teachers provide very high standards of display in classrooms and around the school. There is a very good combination of pupils' work and teachers' information. It is presented very attractively with careful combinations of content. For example, teachers include photographs of pupils working, written accounts of events, and drawings or charts based on an area of the curriculum. Many teachers show a great enthusiasm for their subjects which ensures that pupils remain well motivated throughout the lesson. For example, in Year 6 in literacy the teacher used a puppet to develop understanding of personification, which kept the pupils enthralled. A high proportion of teachers outline the tasks very well at the beginning of lessons which gives pupils confidence in carrying out the tasks. The small amount of team teaching in the school is very effective. For example, in the mixed age class the deputy headteacher and the class teacher worked in close partnership to support all the pupils.
36. In Key Stage 2 teachers have high expectations of both the rate of pupils' work and the quality of its outcome. In the best lessons there is a very brisk pace and pupils are expected to complete tasks within specific time scales. Individual pupils are given clear targets to reach within their tasks. High attaining pupils are challenged to extend their learning. For example, in Year 4 in the whole class discussion high attaining pupils were named and asked for higher level answers. Expectations of the quality of individuals speaking to the whole class are low which has a negative impact on the development of pupils' speaking skills. In Key Stage 1 expectations are satisfactory overall. In all the very good and excellent teaching there are expectations that every pupil will work at a fast pace which ensures a very good rate of progress through the lesson. Teachers have high expectations of the pupils with special educational needs. However, they do not always challenge potentially high attaining pupils sufficiently which has a negative impact on standards at this level.

37. The provision of homework in Key Stage 1 is good and in Key Stage 2 it is very good. There is a clear homework policy that has been explained very carefully to parents, which they appreciate. There is a well defined programme for each year group. Work is set regularly and marked thoroughly. For example, the teacher for the mixed Years 2 and 3 class writes regular comments on pupils' homework. Very effective homework clubs operate in the summer term which are attended by nearly every pupil in Year 6. Many teachers are involved in this provision which ensures a high level of support for individual pupils. This provision has had a significant impact on the raising of standards this year in the national tests.
38. The management of pupils is good in Key Stage 1 and very good in Key Stage 2. Teachers identify their expectations clearly and set high standards of discipline. For example, all pupils move very sensibly around the building when they move between the classrooms and the hall for physical education and to the computer suite for information technology. Teachers set high expectations of pupils during wet playtimes, which encourage pupils to take a good level of responsibility. For example, pupils use the "chat" facility on the intranet to communicate with pupils in other classrooms. Teachers manage pupils well in lessons through careful organisation. For example, in design and technology in Year 4 the teacher arranged the resources carefully to ensure close supervision of the tools. In many lessons teachers show a genuine enthusiasm for their subjects, which results in high levels of motivation amongst the pupils.
39. Teachers' use of resources is good in Key Stage 2. They stimulate interest in the work and maintain pupils' motivation. For example, in Year 3 in religious education pupils' models of the creation enhance their understanding of the Bible. In Key Stage 1 the use of resources is inconsistent. Inappropriate resources are sometimes provided for pupils. For example, in science in the Years 2 and 3 class pupils were unable to handle the sandpaper sufficiently well to carry out the experiment. There are examples of very good use of resources in this key stage. In information technology in Year 1 the mathematics timer is related very well to the timer on the computer.
40. Teachers' use of day-to-day assessment is good throughout the school. The great majority of teachers check the pace and level of pupils' understanding and give clear individual targets within the tasks. In English and mathematics this daily assessment is based carefully on the termly and yearly assessment.
41. The teaching of pupils with special educational needs is very good. The provision both in whole class lessons and in the withdrawal sessions is well focussed and carefully based on individual education plans of excellent quality. The school and local education authority have responded very quickly to the arrival of two pupils with English as an additional language who receive appropriate support.
42. Features of the small amount of unsatisfactory teaching include a lack of clarity in setting the tasks for the lesson. Pupils' understanding of the tasks is not checked and their progress during the lesson is not monitored. Expectations of pupils' responses are too low. For example, one word answers are accepted rather than extended responses. Unsatisfactory classroom organisation reduces the time spent in learning[J26].
42. **The curriculum and assessment**

43. The curriculum for the under fives is broad and balanced. Teachers plan carefully to ensure coverage of the national requirements over the medium and long term. The nursery and reception teachers work very well together in order to provide consistency across the different classes. Reception teachers have a very good understanding of the nursery curriculum and ensure smooth progress between the two classes.
44. The curriculum is broad and balanced in both key stages apart from information technology, where the full programme of study is not fully covered. In this respect statutory requirements are not met. The termly and yearly planning is based carefully on different themes. It provides a well-organised and consistent framework throughout the school. For example, some subjects are blocked together over half termly periods to allow more depth of learning within each subject. The planning is clearly based on the National Curriculum. Time allocations given to various subjects are appropriate. There is a good level of detail in this planning across each year group. Teachers plan well together to ensure equal coverage across each year group. However, the level of detail in the mixed age class is insufficient to ensure the breadth of curriculum for the two age groups across the two key stages. The school is implementing several new schemes of work provided by the government. Systems are in place for reviewing the effectiveness of these new schemes. The school has chosen to concentrate on English, mathematics and science and as is its right it is not covering the full programmes of study in all other subjects. The provision of time at the end of each week for pupils to consider the next week's targets is very effective. It ensures that all pupils have a commitment to beginning the new week with a view to improving their own personal standards.
45. There are good procedures for ensuring a smooth transfer between the different stages of pupils' education, including the transition to secondary education. Portfolios of pupils' work with teachers' notes and National Curriculum levels indicate their progress through the school. There are effective meetings between secondary school staff and subject co-ordinators from the local primary schools.
46. The national literacy strategy has been implemented very well and the framework for the national numeracy framework has been introduced successfully. Weekly planning of both these strategies is very detailed and thorough. It has successfully raised standards in English but its impact across the curriculum is less marked. For example, there is insufficient original writing in history and religious education, although this is not the case in geography.
47. With the approval of governors and parents the school provides sex education through the science curriculum. Health education also contributes very effectively to the curriculum. It is well supported by the school nurse and other professionals. There are very good policies for sex education and health education, including a strong emphasis on substance use and misuse. The school has worked hard to promote healthy living in pupils and parents and this has been recognised in a national award. The school has also successfully piloted an anti-drugs scheme known as "CHARLIE" (CHemical Abuse Resolution Lies In Education).
48. The curriculum for pupils with special educational needs is very good, particularly in English, mathematics and science. Teachers produce excellent individual education plans in consultation with the special educational needs co-ordinator and specialist teacher. Very good quality support is provided both within whole class lessons and in withdrawal groups. Teachers ensure that the work in the withdrawal groups mirrors the

work being covered in class. Regular reviews of pupils' progress take place. The Code of Practice is fully implemented. All pupils have equal access to the curriculum, apart from the more-able pupils in Key Stage 1, whose work lacks sufficient challenge.

49. Extra curricular activities are satisfactory. No activities were taking place during the inspection. The school provides a [J27]range of opportunities. These include chess, drama, information technology, the library, French, guitar, recorders and dance. Sporting activities include skipping, playground activities, football, netball and gymnastics. A reasonable proportion of the pupils participated in one or more of these activities. Visits for each class to places of historical, cultural or environmental interest also take place, which enrich pupils' understanding across different subjects. For example, in the nursery children visit the local post office to trace the journey of a letter.
50. Assessment overall is good throughout the school and is used well for planning. There is a very good assessment policy which sets out clearly the purposes and procedures for assessment. In English and mathematics assessment is very good. There are effective weekly assessment sheets in these subjects detailing pupils' attainment in the learning targets set by their teachers. They also identify areas where learning has not been successfully achieved. This enables teachers to plan for reinforcement of work for both individuals and the class. Teachers make full use of this information when they meet weekly to plan the work for their year groups. The school plans to extend these assessment sheets in science. Reading records are thorough and kept up to date. Marking of pupils' work is consistent and mostly offers pupils constructive feedback on their written work.
51. There is a comprehensive system of testing pupils in mathematics and English in the years between national tests. The results of these tests are carefully analysed to set targets for individuals and classes. This is having a positive effect in raising pupils' levels of attainment. In religious education there is insufficient use of assessment systems to influence planning. Although there is an assessment system for information technology it is not used effectively.
52. The key issues related to curriculum and assessment have all been tackled very effectively since the last inspection, with the exception of information technology.

Pupils' spiritual, moral, social and cultural development

53. The school's provision for pupils' spiritual, moral and social development is very good and for cultural development it is good. There is a clear commitment at a whole school level to these aspects and they make a major contribution to the ethos of the school. Since the previous inspection the school has continued to work very hard to maintain the provision and has raised standards in all these areas.
54. Social and personal development is very well planned for the children under five. In the reception class there are good circle times³[J28] to talk about expectations of how to behave towards others. In the nursery every opportunity is taken to discuss qualities such as kindness and sharing. A daily prayer at milk time gives staff a good opportunity to help children to reflect on the good things they have. The education of the under fives is very successful in teaching the shared values and expectations of parents and the school.

³ Circle time- refers to the organisation of pupils in a circle in order to take turns in speaking about aspects of their personal development.

55. The provision for spiritual development is very good. School collective worship is well organised and provides a very good opportunity for reflection. For example, in a Key Stage 1 assembly the deputy headteacher created an excellent opportunity for pupils to reflect on the meaning of their worship. There is a good policy for collective worship. There is a clear theme that runs throughout the school and ensures a development of understanding through the week. The class collective worship is very well prepared and is of high quality. Pupils are provided with very good opportunities to relate Bible stories to their own experiences. For example, in Year 2 pupils reflected on their own friendships and how they treated their friends. Clergy from the local community often lead the key stage collective worship. They organise these very well, involving pupils in activities and discussion, singing and prayers. In a Key Stage 1 assembly the minister devised a very effective modern version of "The Good Samaritan". The play was rehearsed and performed by a group of pupils in Year 6 and captured the imagination of the young audience.
56. Religious education lessons also contribute significantly to pupils' spiritual awareness. Teachers provide good opportunities for role-play and discussions. In these, pupils offer personal expressions of belief and talk about fundamental questions of creation and faith. A number of classrooms have interesting "spirituality corners". They display books and religious artefacts such as candles, a cross, posters and even a "stained glass window".
57. Provision for moral development is very good. Teachers ensure that pupils understand well the difference between right and wrong behaviour, relationships and attitudes. Teachers identify the need for rules and for taking turns. For example, they ensure that pupils take their turn on the keyboard in the computer suite. Teachers use stories and fables well to offer pupils opportunities for making moral choices. For example, teachers identify morality in the drugs education programme. They provide a very good role model for their pupils.
58. The school ensures very good provision for social development. Within the curriculum the school provides many opportunities for group activities. These are deliberately designed to develop in pupils a sense of interdependence. Pupils are given very good opportunities each week to consider their own learning and to set targets for themselves. They are taught to share materials and equipment and to have respect for others' property. Teachers encourage pupils to discuss their learning in group activities, making decisions about the outcome. Pupils learn to listen to others' views and respect them. The school works hard at teaching pupils to develop their own self-esteem, while putting others first. Older pupils help younger ones wherever possible and all pupils are positively encouraged to be helpful in keeping the school and their classrooms orderly and tidy. The personal and social education time also allows pupils and teachers to discuss issues of right behaviour and good relationships. The pupils' booklets "Choices" and "Friendship" give very good examples of awareness of these issues. The school provides a programme of extra curricular activities both to enhance the curriculum and to develop social relationships amongst the pupils and between pupils and the staff.
59. Provision for cultural development is good. Class visits to places of cultural or historical interest enhance pupils' learning about their local environment. Teachers provide a wide range of music both in assembly and in music lessons. In developing art skills they look at paintings by artists of different times and countries. Pupils' cultural awareness has

benefited greatly from their participation in the “Comenius” project. Through this the school is linked with schools in Greece, Italy and Spain. Teachers have provided opportunities for pupils to develop their understanding of these cultures. For example, they provide their pupils with penfriends, pictures and information are prominently displayed, and teacher exchanges have taken place. Provision for cultural development related to areas outside Europe is less effective.

59. Support, guidance and pupils’ welfare

60. The school has excellent procedures in place for the support, welfare and guidance of its pupils. There has been further improvement since the last inspection. The school has effectively addressed the minor security issue arising from this report[J29]. The school provides a very caring, supportive and secure environment for its pupils.
61. All the teaching and support staff create a very loving, caring and friendly environment which is enhanced by the very good knowledge that they all have of their pupils. This view was shared by many of the parents who either attended the parents meeting or responded to the questionnaire. The opinion was that the school provides a very happy learning environment for their children.
62. The school takes excellent care of its pupils and there are very effective and appropriate measures to cover all matters concerning health and safety, first aid and fire evacuation. Teachers were observed reinforcing the safety aspects of many lessons and this has a very positive impact on pupils. For example, in a Year 4 science lesson on conductors pupils were continually reminded about the dangers of electricity. When Year 5 visited the swimming baths they were told about the importance of wearing their seat belts on the coach. The school adopts a very business like manner towards the implementation of its policies relating to pupil safety. It ensures that appropriate records are maintained and that the policies are monitored and reviewed regularly.
63. Quick and effective action is taken if pupils have accidents and parents are notified promptly. Appropriate and accurate records are held in the school office, which enable parents or carers to be contacted urgently. The school is well supported by specialists who visit on a regular basis. Pupils with special educational needs have very effective support systems. Child protection procedures are very effective, with the deputy head as the designated person. The midday supervisors provide very good support to the pupils in the dining hall and in the playground.
64. The procedure for the monitoring of attendance is excellent. There is a close and very effective working relationship between the school and the educational welfare advisor. Statistics are produced on a weekly basis for all classes. Class teachers also receive an informative printout each month. This has had a positive impact on bringing about the improvement in attendance rates. The procedure for monitoring behaviour is also excellent. The use of the class discipline book ensures the effective tracking of pupils’ behaviour. In some classes pupils monitor their own behaviour by entering their misdemeanours in the class record. Both head and deputy regularly monitor these records and they have an excellent understanding of behaviour in the school.
65. The school has very good procedures in place to monitor both academic progress and personal development. Effective and informative records are kept by class teachers, which pass through the school with pupils. All staff are very aware of the personal

achievements of pupils.

66. The support and guidance that are provided to pupils about to transfer to Heworth secondary school are excellent. There are strong and effective links in place to ensure that pupils are able to settle easily into the next stage of their education.
66. **Partnership with parents and the community**
67. The school has developed a very good partnership with its parents and both the local and international community. There has been further improvement since the last inspection.
68. The level of parental involvement in school is very good. There are many parents and friends who regularly help out in the classroom. They make a valuable contribution to their classes. Others assist on visits into the community. The quality of information provided to parents is good. Annual reports are informative and, where appropriate, contain valuable developmental comment. They are produced to a good standard as they are all word-processed. Each homework book has a clear outline of the expectations [J30]for each pupil. Parents of pupils with special educational needs receive a good level of information and are involved well in the review procedures.
69. There is a hard working and effective Friends Association. It runs a number of successful events during the year to provide additional resources for the school. Its Thursday coffee mornings are well attended and provide an excellent opportunity for parents and friends to keep in touch with school affairs on a regular basis. The support provided by the Association is highly valued by the school.
70. The school makes very good use of the local community. Pupils have the opportunity to visit a number of interesting local places, such as a branch of the Newcastle Building Society, Eldon Gardens shopping complex and the Gateshead Post and Evening Chronicle. Additionally pupils visit a local inner city farm and are provided with eggs to hatch out in the classroom. All these visits are thoroughly enjoyed by the pupils and carefully linked to curricular studies. A number of visitors are made most welcome to the school. For example, the local community policeman, who is also a governor, ministers from local churches, and a theatre group. These visitors play an important part in increasing the knowledge and understanding that pupils have of the outside world.
71. The school has developed exciting international links through a Comenius Multi-Lateral Partnership. Very effective contacts have already been made with schools in Italy, Spain and Greece. Beneficial exchange visits for staff have already taken place and pupils now write to pen friends in these countries. Already, the very positive impact of these international links is being felt in school. The school has developed a number of very effective links with both local and national businesses. Pupils have won art competitions sponsored by Vymura and had their artwork displayed in Gateshead Indoor Market. Other business organisations present awards to pupils who have achieved high standards. Local shops generously provide raffle prizes. Pupils are very supportive of a number of national charities. Recently they have donated generous amounts to the Kosova Appeal, MacMillan Nurses and the British Heart Foundation. Very effective links have been created with Heworth Secondary School. As a result pupils are able to settle easily into the next stage of their education.

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

71. **Leadership and management**

72. The leadership of the school is very good. The headteacher has established several very effective systems in the school which have led to some excellent outcomes. For example, he has balanced teaching strengths to ensure excellent teaching at every stage of the school. He works very closely with the deputy and their individual strengths complement each other very well. They set a very clear educational direction for the school, which is doubly effective as it comes from a shared vision. They celebrate achievements very effectively, which has a great impact on the high morale throughout the school. For example, they obtained sponsorship to present awards to the pupils in Year 6 in a formal graduation ceremony. They are involved in a wide range of initiatives that give them a very good understanding of educational developments outside of the school. This is used to very good effect to stimulate and develop their own provision. For example, the partnership with initial teacher education ensures a very good understanding of the needs of newly qualified teachers.
73. Co-ordinators play a valuable role within the school. They all have a clear view of the developments within their own subjects and a great enthusiasm for raising standards and improving provision across all age groups. For example, the geography co-ordinator has produced a detailed breakdown for skill development. The work of the established co-ordinators has had a positive impact on the raising of standards, particularly in the 1999 national test results. There has been considerable reallocation of responsibilities both in subjects and in the senior management team due to the changes in staffing. Teachers see this as a great opportunity. The careful organisation for the transference of these roles has ensured a smooth transition in leadership. For example, the new senior management team shadowed their counterparts as part of their induction programme. The governing body is committed to the development of the school. There are some effective links of individual members with individual classes. For example, the nursery children produced and traced the journey of their letters to their partner governor. The literacy governor plays a valuable role in monitoring the implementation of the literacy strategy.
74. The school development planning is very good. The plan is presented in a well-organised document with clear categories that identify the timing, costs, personnel and monitoring implications. The targets are well focussed and include criteria for judging their successful implementation. The plan builds carefully on previous developments, outlines the current position and identifies priorities for the next three years. Every member of staff is involved in the plan both from their individual perspectives and from their role as co-ordinators. For example, teachers have a professional annual interview with the headteacher to discuss future provision.
75. There is a good range of different monitoring strategies throughout the school. They are carried out by senior management and identify clear targets for development. The monitoring of teaching is fed back effectively to teachers both formally in a written report and informally in discussion. Teachers are all very receptive to the identification of ways to improve their provision. The consistency in many of the systems across the classes is a significant outcome of the monitoring systems. For example, the literacy strategy has been implemented very well. New strategies are carefully evaluated to identify the

impact on standards. For example, the homework clubs for pupils in Year 6 were related to the improvements in the national tests.

76. The school ethos is excellent. It is based on excellent relationships across the whole school community, where everyone feels valued and supported. There is a very effective climate for learning, with pupils' efforts celebrated through a range of strategies. For example, there are numerous high quality photographs throughout the school recording the achievements and practice of the pupils and teachers. There is a commitment to high standards as the increase in the attainment in this year's national tests at the end of Key Stage 2 showed. The importance of personal education is combined effectively with raising academic standards, as the award for the drugs programme showed. All staff work hard to ensure that pupils develop positive attitudes to their work through providing a stimulating school environment. Statutory requirements are not met in information technology. All the key issues from the previous inspection have been carefully considered and improved.

76. **Staffing, accommodation and learning resources**

77. The school has sufficient, appropriately qualified teachers who provide a good balance of expertise and experience to teach the subjects of the National Curriculum, religious education and the curriculum for children under five. Considerable staff changes have taken place over the last two years. For example, three members of the senior management team have left, one newly qualified teacher was appointed last year, and three newly qualified teachers were appointed in September. The school sees these changes as providing "an exciting and invigorating" input into the school and they have achieved a good balance across the teaching staff.

78. There are excellent procedures in place for the induction and mentoring of newly-qualified teachers and new staff to the school. Appraisal arrangements are clearly timetabled and staff development opportunities are excellent. The school is the first in the local education authority to be awarded the Investor in People Standard in 1998; the school maintained this award in 1999. Good use is made of teachers' subject interests and levels of expertise when subject manager responsibilities are allocated. Each member of staff has an annual professional interview with either the headteacher or the deputy headteacher. Professional development needs are discussed alongside individual and subject discipline needs. The results of these interviews feed into the school development plan and inform staffing allocations [J31] from year to year. All staff, including teachers and all support staff employed in the school, have detailed job descriptions.

79. The school buildings provide good accommodation for the delivery of the curriculum, including the curriculum for children under five. Each building has a hall which is available for extra curricular activities at dinner times. The school has made improvements in relation to all the points mentioned in the last inspection. For example, the detached classroom is now used as a library for the whole school, the outside of the building is litter free, the fenced nursery area has been improved and pupils now have direct access to the dining hall from the playground. The library is attractive, welcoming and has a good stock of books and furniture. It is also used for pupils with special education needs who are withdrawn in small groups. All classes have regular timetabled opportunities to visit the library to choose books, learn library skills and to use non-fiction books for research. The school's recent purchase of books carefully reflects our multi-

ethnic society and contributes well to their multicultural understanding.

80. Display space is used well in all classrooms. Displays around the school are stimulating. The accommodation both inside and out is very well cared for by caretaking staff. The headteacher and deputy headteacher work very closely with the caretaker to maintain these high standards. There are markings on the outside yard and picnic benches. The grounds are attractively landscaped. The school has a designated information-technology suite which is shared as a parents' meeting room.
81. Resourcing is adequate overall. Resources for children under five are particularly good and resources for English have been greatly improved over the last two years. Resources for pupils with special educational needs are good. Library books are of good quality and have improved since the last inspection. There is good provision of hardware for information technology, both in the computer suite and in classrooms. The provision of the intranet is good and allows pupils to communicate between classes. However, there is insufficient software to support the statutory requirements of the subject. There is also a lack of software to support the use of information technology across the curriculum. The furniture in the information technology suite is inappropriate for pupils who are not working on the computers. It is too low to ensure an appropriate sitting position. The school has been waiting for technical difficulties to be overcome in order to access the Internet. Artefacts for religious education and history are only just adequate.
82. Most resources are accessible to staff and pupils with the majority of resources being allocated to classrooms to meet the needs of the curriculum. Fiction and non-fiction resources are efficiently made accessible to a range of pupils. Each term teachers select a range of books appropriately for their own class-based libraries. They regularly change this stock with their parallel class at half term and then all the books are changed termly. Key Stage 1 pupils and their teachers have effective access to resources.
83. Subject managers undertake annual curriculum reviews which include an audit of resources. This process informs priorities for the school development plan. However, teachers do not have copies of the resources available in all subjects. The school uses the schools' library service well to supplement book resources. Visits in the locality to places of interest are used effectively to support the curriculum. For example, in history some pupils visit a local Roman fort. The school has made improvements across all aspects of staffing, accommodation and resources since the last inspection.

83. **The efficiency of the school**

84. All aspects of financial planning are very good and the quality of financial control and day-to-day school administration is excellent. This is a further improvement since the last inspection. All educational developments are very well supported through robust procedures and rigorous monitoring. The school has adopted a very business like approach to all planning and fund allocation. There is a clear and effective planning procedure and following full staff consultation funding is allocated to the school's priorities. The governors and senior management team have developed very effective monitoring procedures of their spending. Funding for professional development is closely linked to the high standards required by the Investors in People Standard. The governing body has clear terms of reference and through its very effective financial management policy has allocated agreed authorisation and spending limits. This document effectively underpins all financial planning in the school. There is no [J32]specific funding identified for pupils with special educational needs as the local education authority provide the support for the stated pupil. The school management fully supports the co-ordinator for special educational needs with a good provision of resources. These are used effectively.
85. The deployment of teaching and support staff is good overall. It is good for the under-fives. The management has allocated staff very carefully to different year groups. They have used recent staff changes very well in order to place teachers where they can be most effective. Teachers are organised well in pairs to complement each other's expertise and levels of experience. The deputy headteacher's time is carefully allocated to support developments across the school. He is well deployed to support the mixed age class. However, there is a lack of a formal timetable for this commitment[J33]. Teachers are very well used in homework clubs in Year 6 to ensure a high level of support for individual pupils. This has a significant impact on raising standards.
86. The use of resources to support learning is satisfactory overall. It is good for the under-fives, and in English, mathematics and physical education. The computer suite is used efficiently, but the use of computers in classrooms is unsatisfactory. The use of accommodation is also satisfactory overall. It is good in the under fives area and in information technology.
87. The day-to-day administration of school affairs and financial control is excellent. Both the school secretary and her clerical assistant give excellent support to the school, its staff and all visitors.
88. Pupils enter the school with attainment below average, except in mathematics where it is slightly above. Attainment by the end of Key Stage 2 in mathematics and science is above national averages. Attainment in English and religious education is in line with the average but in information technology it is below. Teaching is good but the cost per pupil is above the national average. Taking all this into account the school gives good value for money. This is an improvement since the previous inspection.

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

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

89. Children generally have one year part-time in the nursery before they move into the reception classes at the beginning of the year in which they are five. All these classes are housed in the infant building. The nursery has access to its own outside play area, and the reception classes use the infant playground. The nursery has a full time nursery nurse assisting the teacher and the reception classes each have the support of a nursery nurse for two and a half days a week. Attainment on entry is below the average nationally. Baseline assessments made of children shortly after admission to the reception classes indicate that attainment is below the average for the local authority in all areas except mathematics where it is average. There are nationally expected standards of attainment for children by the time they are five. These are set out in the Desirable Learning Outcomes for each area of learning⁴. Attainment is judged on the standards achieved by the oldest children. Children under five make good progress and are on course to meet the national expectations in all areas of learning. Art is a particular strength, with many children meeting the expectations before the age of five.

89.

89. **Personal and social development**

89.

90. The majority of children are on course to meet the nationally expected standards in this important area of development by the time they reach the age of five. Behaviour in the reception classes and in the nursery is very good. Children play well together in groups. They listen carefully and respectfully to adults and to other children. They wait patiently for their turn as they read together or work on tasks. They follow instructions carefully but are confident about asking for help when needed. They concentrate for appropriate lengths of time for their age even when they are working without adult supervision. They show good confidence levels in choosing activities or putting forward ideas. They look after their own personal needs adequately, going to the toilet independently and putting on coats and hats. They enjoy new activities; for example, solving problems like how to make a bridge on a paper collage. They respond well to praise and show friendly concern if another child is upset. Teaching is good in both nursery and reception classes. Every opportunity is taken to extend personal development spontaneously throughout the sessions and as planned activities. Circle times and drink times are effective, well planned examples.

90.

90. **Language and literacy**

⁴ Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy (speaking, listening, reading (recognising their own names and common words, enjoyment of stories, books and pictures) and writing, e.g. writing their names and recognising UPPER and lower case), numeracy (recognising the meaning of numbers, beginning to add and subtract small numbers, sorting and matching objects and numbers and recognising common shapes and patterns) and personal and social skills (showing confidence, self-respect, ability to work with other children and adults, concentrating, offering ideas, taking turns and sharing).

91. As a result of good teaching children make good progress in language and literacy in the nursery and reception classes. The oldest four year olds are on course to meet the national standards in language and literacy by the time they reach five. They listen carefully to adults telling stories, asking questions or explaining. Most happily respond to adults' questions and chat confidently to each other during shared activities. They enthusiastically take on well observed family roles in home corner play. Children enjoy books and use them correctly and with care. Language is not a strength when they first come into the nursery. The majority of children do not spend as much time as expected voluntarily browsing through books. They do not express themselves fluently in speaking. By the time they are in the reception class they have developed a good range of early reading skills and pleasure in books. They have a developing vocabulary and are gaining fluency in expressing themselves. Most children recognise their own names and write them correctly with capitals and lower case letters. Higher attainers write words and sentences before leaving the nursery for the reception year. Most children develop this skill further in the reception classes and write good sentences. They recognise correctly many letters of the alphabet and know the sounds they make. Children are familiar with books and handle them properly with care. They competently tell a story from the pictures. Nursery and reception class teaching is good. Activities are well planned to extend speaking, encourage interest in books and early reading skills and promote early writing. Teachers make good use of every opportunity for spontaneous speaking, reading and writing. They join in role play to extend imaginative ideas and language learning. Staff create many opportunities to build confidence in reading. These include useful timetabled weekly visits to the library. In the reception class teachers introduce aspects of the National Literacy Strategy appropriately as the year progresses.

91. **Mathematics**

92. Children enter school with average mathematical skills. Four year olds are well on course to meet the national standards by the time they are five. They are secure in their understanding of big and little. They competently give big objects from a feely bag to the big Teddy and small ones to the small bear. They also adapt well to realising that this may need changing if an even smaller object appears. They count and write numbers confidently to ten and are familiar with larger numbers in everyday life, like birthdays and addresses. They carry out simple addition and subtraction in practical situations. They make two colour patterns with beads, paint and print. They competently sort objects into sets and know why they are the same. They know thoroughly by heart a wide range of counting games, songs and rhymes. Teaching is good in the nursery and reception classes. Classrooms provide an extensive range of good activities where children consolidate their counting skills and their ideas of height, shape and order. Planned mathematical experiences cover all areas of mathematics based well on practical experiences, as in the teddy bear example above. Staff make full use of opportunities for practising counting, sorting and matching, and making patterns that arise in everyday activities.

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

90. Children are on course to meet the national standards in this area of learning by the time they reach five. The majority of four year olds have a clear understanding of the importance to health of cleanliness and healthy food. They take an active part in cooking and understand well that it alters the original ingredients. They gain a good

understanding of volume and capacity as they explore the properties of sand and water. They talk about their own families and their homes as they are well supported by the teacher's questioning. They have secure understanding of some differences between the past and present, for example, in schools. With adult support they talk [J34]about nursery routines and events at home such as birthdays. They create roads and landscapes imaginatively with the bricks and floor maps. Children work competently with reclaimed materials and different joining techniques to create models of cars, boats and homes. They are familiar with using the computer mouse and direction keys and playing tapes on the recorder. In both the reception classes and nursery, teaching is good. Staff ensure that provision covers all the aspects of this wide-ranging area of learning. They effectively encourage curiosity so that children ask questions and seek answers. They warmly encourage children to speak about their experiences or to record them in painting, drawing, or making models.

Physical development

91. A good range of free choice activities in the nursery give children good practice in developing physical skills. The developing confidence, control and co-ordination are increased in the reception class. This ensures that most pupils are on course to meet national expectations by the time they reach five. Children at four handle tools such as scissors, paint brushes and glue spreaders with appropriate confidence, accuracy and regard for safety. They show a good awareness of space when playing games and running in the playground or during physical education lessons in the hall. They climb, balance, run and skip with appropriate confidence and control. Teaching in this area is good in the nursery and reception classes. Staff are careful to show children how to use tools like scissors and glue spreaders with accuracy and safety. They assist children in their outdoor and hall time activities to work with increasing skill, control and confidence.

Creative development

92. Children are on course to meet the national expectations in this area overall. There are particular strengths in art. The provision for creative art activities is very good in both the nursery and reception so that by the time they are approaching five children have reached the expected standards and some are working at above this level. They use a wide range of techniques in printing, painting and collage to create lively and vivid pictures. Often techniques are combined, for example chalk and paint in self-portraits, to create strong visual effects. Children express their likes and dislikes of food, toys and clothes and make considered choices, for example how to use decorations on their iced biscuit. They enjoy listening to music, singing with enthusiasm in class and with other infants in the hall. They competently play rhythms on simple percussion instruments. They explore imaginatively real and pretend situations in the home corner and class shop. Provision is very good for creative development. A wide range of interesting materials and activities are available for creative learning. Teaching is good in both nursery and reception classes with a special strength in the teaching of art activities. Planned activities are imaginative and stimulating so that pupils are encouraged to use their ideas to the full and to extend their range of experiences.

95. The quality of teaching

93. Teaching for the children under five across the fully range of areas of learning is good. More than a third of lessons seen were very good and one nursery lesson was excellent. Teaching has improved since the previous inspection when it was generally sound. All staff ensure that there is very good provision for all areas of learning. They plan a good balance of adult led and child initiated activities across the full early years curriculum. Nursery nurses make a significant positive contribution to the good progress children make. They take part fully in the high quality planning and the careful observations and assessments. They contribute well to the consistently high quality of provision across the three classes. Daily assessments by staff, volunteer parents and governors are a particular strength. Staff use them very well in planning for children's needs. A good example is the planned assessment of children's ability to discuss past events. They were encouraged, whilst icing biscuits, to chat about cooking they had done at home. Staff have very good knowledge and understanding of the national expectations, as well as very good knowledge of their children's needs. This ensures that a very good, lively and active curriculum is provided to meet their differing needs. Pupils with special educational needs are identified early and their needs are well met by all staff. The

balance between adult led and child initiated activities is good. Management of children is very skilled. Time and resources are used very well to make lessons interesting and ensure good progress. Expectations are high but realistic for behaviour and learning. Management and organisation of the children and activities are very good. Where children have reached the age of five or met the expectations of the Desirable Learning Outcomes they work appropriately on the early stages of the National Curriculum. The overall provision for all areas of development is very good and leads to pupils making good progress.

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

96. **English**

94. In the 1998 English national tests for seven year olds pupils' attainment was close to the national average in reading. The percentage of pupils reaching Level 3 was close to the national average. Their attainment in writing was below the national average. The percentage of pupils reaching Level 3 was close to the national average. When compared with that in schools in similar contexts pupils' attainment was broadly in line with the average. The percentage of pupils reaching Level 3 was above the average for similar schools. The school's test results for 1999 follow a similar pattern, although no pupil attained Level 3 in the writing task. Teacher assessments for speaking and listening show a slight improvement. Inspectors' findings confirm these results. Overall attainment for English is in line with the expectations for pupils of this age. Attainment at the end of Key Stage 1 matches the judgements made in the last inspection.
95. In the same tests for eleven year olds pupils' attainment in English was below the national average. The percentage of pupils reaching Level 5 was well below the national average. When compared with those in schools in similar contexts pupils' results were broadly in line with the average. The percentage of pupils reaching Level 5 was well below the average for similar schools. The school's test results for 1999 show a considerable improvement on the results for 1998, particularly the percentage of pupils attaining Level 5. Inspectors' findings confirm these results. Attainment in English is in line with the expectations for pupils of this age. Attainment at the end of Key Stage 2 has improved since the judgements made in the last inspection.
96. By the end of both key stages pupils' levels of attainment in listening are above average. Attainment in speaking is below average. In Year 2 pupils listen carefully to adults and follow instructions. They are beginning to listen to each other in whole class discussions. In Year 6 pupils pay close attention to each other's ideas in group tasks. Their questions indicate that they have been listening carefully. In Year 2 many pupils speak indistinctly. For example, in one lesson the teacher did not know whether pupils were saying "ray" or "rain". Only a few pupils volunteer answers to questions. Pupils have difficulty explaining their work clearly; for example, suggesting "Make it more longer" to improve their writing. In Year 6 only a few pupils have acquired the skills needed to explain their thoughts and opinions clearly in formal situations. They talk confidently to each other in group activities. However, the majority of pupils lack confidence and appear embarrassed when asked to talk in front of classmates or in more formal situations.

97. In both key stages pupils make good progress in developing their listening skills. Progress is satisfactory in speaking in Key Stage 1 with some good progress in Year 1. For example, pupils are gaining confidence in sharing their work in front of classmates. Progress in speaking is unsatisfactory in Key Stage 2. Many pupils speak in short phrases. For example, when questioned about their understanding of a poem many pupils repeatedly explained "Because it says there". When talking to inspectors about their reading preferences many pupils made stilted responses, such as "It is good" and "I like it". Pupils' lack of confidence when speaking formally affects their ability to explain their understanding of work across the curriculum.
98. By the end of both key stages pupils' levels of attainment in reading are average. In Year 2 the majority of pupils are independent readers. They are fluent and expressive. A few pupils use picture clues to help read new words. Many use their knowledge of letter sounds and names but a few quickly seek help to read the word. Sometimes pupils correct errors themselves, such as "wanted" for "went" and "lots of" for "lotus". Pupils know about contents pages and higher attaining pupils know how to use an index and dictionary. In Year 6 the majority of pupils read accurately and fluently from a range of texts, including their own writing. They use the front cover and synopsis when selecting their own reading books. They have acquired appropriate library skills. For example, pupils know how to use the classification system in public libraries and how to choose another book by the same author.
99. In both key stages pupils make good progress in reading. In Year 1 pupils confidently read books which are matched well to their abilities. Higher attaining pupils recognise "title" and "author". In Years 3 and 4 pupils understand the difference between fiction and non-fiction texts. They know how to use the contents and index pages to locate information in a range of books. In a lesson in Year 4 pupils used the thesaurus very well to help them to change verbs to make them more powerful. In Years 5 and 6 higher attaining pupils use skimming and scanning strategies effectively.
100. By the end of both key stages pupils' levels of attainment in writing are average overall. By the end of Key Stage 1 pupils' attainment in handwriting is below average. In Year 2 the majority of pupils position letters poorly, particularly "p". Many pupils write capital letters in the middle of words. For example, "diNNer" and capital letters are not used consistently at the start of sentences. Pupils frequently cross out their work untidily and the overall presentation of their work is unsatisfactory. Pupils write for a range of purposes. Full stops are usually used accurately and pupils write in a sequence of sentences, organising their ideas well; for example, when pupils described the process of getting up in the morning. Some higher-attaining pupils are beginning to use commas when writing a list of names of animals and to join sentences with "and". A few pupils use word banks independently but many spell commonly used words such as "said" and "wanted[J35]" incorrectly. In Year 6 pupils' handwriting is fluent, joined and legible. They use a range of punctuation accurately, including commas, apostrophes, question marks and speech marks. When writing letters and some stories they use paragraphs correctly. Their writing is lively with words and punctuation chosen for effect. For example, in a story The Rescue words such as "gigantic" and "suffering" were used. Exclamation marks are used well. For example, "These sweets are disgusting!" Following a visit to a local newspaper office pupils' well written articles were published.
101. In Key Stage 1 pupils make steady progress in writing. Progress is good in Key Stage 2 and this is an improvement since the last inspection. Pupils' progress in handwriting and

the presentation of their written work is unsatisfactory in Year 2. However, in Year 1 pupils make good progress. They write simple three letter words in front of classmates and practise forming letters correctly. In Years 3 and 4 pupils write using a joined script and the quality of the presentation of their work is improving. They write with appropriate attention to audience. For example, they changed the style between writing to their pen pals in Greece, Italy and Spain and writing formal letters of complaint. In Year 5 pupils make good progress, using a range of punctuation including apostrophes and speech marks. They are beginning to plan their writing using paragraphs. In Year 6 pupils leaving the school compiled a well written Yearbook of personal memories and interviews with members of staff and pupils. This work was word processed using a variety of fonts.

102. Pupils with special educational needs make good progress in English. Work is well matched to their specific targets. As well as being withdrawn in small groups for specific support they are well supported in class lessons. The organisation of pupils in upper Key Stage 2 into “sets” of similar ability helps to promote good progress and provide challenge, particularly for higher attaining pupils.
103. Throughout the school pupils' response to English is good. The majority of pupils behave very well in lessons. In both key stages there was evidence of pupils' excellent response in some lessons. In a Year 1 class pupils worked very hard and remained interested throughout the Literacy Hour. Some of these pupils work independently without the teacher's supervision. In a Year 6 lesson pupils were enthralled by their teacher's enthusiasm and wanted to meet the high expectations set. Pupils' personal development is very good. For example, in a Year 5 lesson pupils made their personal response to the poem “What if...?” One pupil wrote, “What if I don't wake up?”. The Literacy Strategy contributes well to pupils' moral and social development through discussions about moral values when these occur in stories. Pupils are encouraged to work collaboratively and to take responsibility for their own learning. Older pupils work well independently without direct adult supervision.
104. Teaching is good. No unsatisfactory teaching was seen in English. This is an improvement since the last inspection. All teachers have good knowledge and understanding of the Literacy Strategy. They plan their lessons well with clear learning objectives which are made known to pupils at the start of lessons. Some excellent teaching was seen at both key stages where teachers' subject understanding was very good. This enables them to confidently use a range of strategies which very effectively keep pupils' interest. For example, in Year 1 pupils were challenged to improve words in a nursery rhyme by the teacher pretending that she had made a mistake and left words out when she photocopied the text. In Year 6 the teacher very successfully adapted the content of a lesson to match the needs of a lower attaining group of pupils whilst maintaining very high expectations. The teacher commented “We want words that blow your socks off” to encourage pupils to develop their vocabulary. In some lessons teachers direct plenary sessions by questioning individual pupils about their work. This results in lost opportunities to promote pupils' speaking skills by asking them to explain their work to classmates. Teachers regularly assess pupils' progress. Reading records throughout the school are very comprehensive and conscientiously maintained by all teachers. In both key stages teachers ensure that pupils regularly take reading books home and parents' support for their children's reading makes a positive contribution to their attainment and progress. Homework is regularly set. A very effective six week intensive homework programme for pupils in Year 6 also took place last term. Teachers

supported pupils twice a week after school. This programme has had a very positive impact on pupils' attainment in the national tests for English in 1999 at the end of Key Stage 2. Parents were very supportive of this extra support for their children and the majority of pupils voluntarily attended.

105. The National Literacy Project has been implemented very effectively throughout the school. This has contributed to raised attainment by the end of Key Stage 2. Governors have supported the decision to employ a classroom assistant to support raising attainment in English in lower Key Stage 2. The named governor for literacy is very enthusiastic and is committed to raising attainment in English. She is a regular visitor to the school and frequently works alongside teachers in classrooms. The subject manager has a very clear view of the developments needed. These include provision for drama, improving handwriting in Key Stage 1 and promoting pupils' speaking skills in plenary sessions.

Mathematics

106. Attainment in the 1998 national tests at the end of Key Stage 1 was above the national average at Level 2 and above. The proportion of pupils attaining the higher Level 3 was close to the national average. Compared with similar schools attainment was well above average. The results of tests in 1999 show that a higher proportion of pupils attained Level 2 or better but the proportion of pupils attaining Level 3 was halved. The trend over the past three years shows a rise in standards.
107. National tests at the end of Key Stage 2 in 1998 show that attainment was below the national average at Level 4 and above. Attainment at the higher Level 5 was well below the national average. Average attainment is in line when compared with similar schools. Standards had fallen from the 1996 results. Results of tests in 1999 show a considerable improvement with a 32 per cent rise in the proportion of pupils attaining Level 4 or above. The proportion of pupils attaining the higher Level 5 also increased significantly by 29 per cent. There are no national figures for comparisons for the 1999 tests.
108. Inspection findings confirm that attainment is above national averages in Key Stage 1, as a higher proportion of pupils attained the expected Level 2. However, the proportion of pupils attaining the higher Level 3 is below expectations. Attainment at the end of Key Stage 2 is also above the national average with a high proportion reaching both the expected Level 4 and the higher Level 5. This is an improvement on the findings of the previous inspection at Key Stage 1 and a significant improvement at the end of Key Stage 2, where attainment was below expected levels. This success results from the school's strong determination to raise attainment. Previous test results were analysed carefully and changes made to the mathematics curriculum. Pupils were set into two different groupings in Year 6 to narrow the range of attainment. A very effective homework club was organised with a high level of teacher support. Parents played a very supportive role as they were kept very well informed of the new procedures.
109. By the end of Key Stage 1 pupils confidently add numbers up to 20 and have increasing knowledge of place value involving hundreds, tens and units. They recognise odd and even numbers and count in twos quickly and assuredly. About half the pupils also count correctly in fives. They know how to write number sentences using the correct symbols. Pupils dissect regular shapes into halves and quarters. They also identify the properties of two and three-dimensional shapes. Higher-attaining pupils successfully carry out investigations such as into the properties of the number 9. These pupils are beginning also to show knowledge of units of length, time and capacity.
110. By the end of Key Stage 2 pupils are sufficiently competent in number work to apply their knowledge effectively in other aspects of mathematics. They multiply and divide by 10, 100 and 1,000, inserting the decimal point correctly. Pupils use their skills to investigate. Whilst some write clear explanations of their working few are able to express their thinking orally. They calculate the area and volume of regular shapes by using the correct formulae and higher-attaining pupils calculate the circumference of a circle by using pi. These pupils use and understand six-figure co-ordinates. Lower attainers use simpler ones. Pupils are familiar with and construct and interpret a range of graphs, but this work is not of high standard. Drawings are untidy and, in some instances, axes are not labelled. Opportunities are missed for more experiences in this aspect, including the use of computers.

111. Progress is satisfactory [J36]at Key Stage 1 and the vast majority of pupils attain the national average level of attainment. However, too few of them are attaining the higher Level 3. Almost all pupils are confident in understanding place value and beginning to compute with numbers up to 100. The most confident ones, however, are not challenged to work with decimals or larger numbers, for example. The progress of pupils through Key Stage 2 is good. They are encouraged to apply their understanding in more investigative situations. They also present their work in a neater and more ordered fashion which aids clarity of thought. Pupils build their knowledge and understanding progressively based on teachers' clear planning and the effective use of assessment. The progress of pupils with special educational needs generally mirrors that of their peers. Teachers are aware of their needs and provide additional support when necessary.
112. Pupils' response in lessons is good. They have a positive attitude to the subject and most show confidence when faced with problems. Pupils listen extremely well to the teachers and most try to answer and discuss when given the opportunity. Behaviour is invariably good and often very good. When pupils work with partners they are very helpful to each other, as in a Year 4 class when measuring height. When presented with sharp mental challenges pupils enjoy them and respond very well. This is seen when Year 1 pupils add single-digit numbers mentally, showing their answers on the fans. When Year 2 pupils applaud a girl who writes a number sentence on the board correctly she glows with a sense of achievement.
113. Teaching is good. It is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers are effectively applying the numeracy strategy format. They are beginning to have confidence in the new teaching strategies. Planning is often very good with lessons planned to include mental activities. Groupwork is well matched to pupils' abilities. Reviews at the end of lessons are planned well but not used consistently. They are based on very good assessment of pupils' understanding, which sometimes results in teachers amending the succeeding lesson. Pupil management is also very good. In the best lessons pupils are so interested in their tasks that behaviour is automatically very good. In the very good lessons teachers have the highest expectations of the pupils. For example, a Year 5 class had an excited buzz during the mental work and the teacher maintained the pace and challenge to move pupils on well. The most effective teaching includes the use of very good questioning to check understanding. During lessons teachers generally make effective use of ongoing assessment that ensures a very good rate of progress. For example, in Year 6 the teacher used questioning very well throughout the lesson to check pupils' understanding. Teachers have secure knowledge of the subject. They all use the lesson objectives very well, as they identify them clearly to pupils at the beginning of lessons. All teachers use resources well. The very small amount of unsatisfactory teaching was due to a lack of clarity in setting the tasks and not checking the pupils' understanding during the group work.
114. The school has introduced the numeracy strategy satisfactorily and teachers are confident when using new techniques. In some instances the mental activities lack pace. The use of number [J37]fans is particularly effective. Opportunities are sometimes missed to make the best use of the plenary session. Pupils are not having sufficient opportunity to share with each other what they have achieved and their different methods of achieving it. Speaking is not being supported sufficiently by encouraging pupils to express themselves and give clearer explanations. Skills in

numeracy are not being used sufficiently across the curriculum, except in geography.

117. Science

115. By the end of Key Stage 1 the 1998 teacher [J38]assessments show attainment in science in line with the national average at the expected Level 2 and above. It is above average for similar schools. However, no pupils reached the higher Level 3. This was well below average nationally and below the average for similar schools. The results in 1999 show improvement at Level 2, with nearly all pupils achieving the expected Level 2. There was an improvement in the number of pupils attaining the higher Level 3 but the proportion remains below expectations.
116. By the end of Key Stage 2 the 1998 national tests for science showed that pupils' average National Curriculum level was in line with the national average. It was also in line with the average for schools' with a similar intake. The percentage of pupils reaching the expected Level 4 and above was close to the national average. However, there were few higher attainers and the percentage reaching Level 5 was below the national average.
117. In the 1999 national tests the percentage of pupils reaching Level 4 or above was significantly higher than in 1998. Very considerable improvement was made with higher attainers where the percentage reaching Level 5 rose by 40 per cent. These results reverse the downward trend of the past three years and return to the high levels attained in 1996. Both boys and girls reflected this trend, although girls performed slightly better than boys each year.
118. The inspection confirms the 1999 teacher assessment results. By the end of Key Stage 1 pupils' attainment is above the national average as the majority of pupils are on track to reach the average Level 2. However, there remains a lower percentage than expected attaining the higher Level 3. Pupils make careful observations of living things and are clear about what is needed for healthy growth. They correctly describe the changes that take place in materials when they are heated; for example, in cooking. They complete circuits to operate bulbs, buzzers or motors. They accurately observe forces in everyday life, such as pushing and pulling.
119. The inspection also confirms the 1999 Key Stage 2 national tests. Attainment is above expected levels as more pupils are on track to reach both the expected Level 4 and the higher Level 5. The success results from the school's strong determination to raise attainment. It has made thorough analyses of previous test results to guide effective adjustments to the curriculum and teaching groups. An intensive homework club effectively gained full support from parents, pupils and teachers for its pre-test revision.
120. The standard of attainment at both key stages is an improvement on the findings of the previous inspection, when standards were in line with national expectations at the end of both key stages.
121. Progress in science is good through Key Stage 1 over time, and satisfactory in all but one lesson. It varies in lessons from very good to unsatisfactory. Very good progress took place when in Year 1 the teacher's enthusiasm, pace and management kept interest high so that pupils listened and responded very attentively. Where it was unsatisfactory the poor organisation of the lesson for pupils in Year 2 meant they did not

learn what was intended, although they were well behaved and tried hard.

122. At the end of Key Stage 2 pupils have strengths in their levels of knowledge and understanding of Life Processes and Living Things, Materials and their Properties and Physical Processes. In these areas the majority are working securely at the level expected at and often at a higher level. Pupils accurately identify the main plant and human organs, clearly describing their functions. A good example is their detailed study of the how the eye works. They have good understanding of the differences between the properties of various materials. In a class experiment they carefully observed the separation of blue powder paint from water through evaporation and condensation. They correctly explain the waxing and waning of the moon in terms of the rotation of the earth. However, pupils do not operate at the same high levels in experimental and investigative science. The recording of results is limited in range. There is insufficient use of numeracy skills and data handling techniques. For example, pupils do not regularly and frequently use graphs or pie charts to help the interpretation of their results. Recording does not sufficiently reflect their recognition of why their test was fair and why their results were valid.
123. Progress is good overall over time and in lessons in both key stages. It is consistently good in lessons across Key Stage 2 as well as over time. Right through the key stage pupils are building knowledge and understanding of scientific facts which are often higher than expectations for their age. From a scrutiny of last year's work, however, it can be seen that progress in understanding the processes of scientific enquiry is not so advanced and is inconsistent between classes. This reflects the varying extent to which different pupils took part in investigational activities and the depth and range of their recording of results. Particularly good practice in developing and testing hypotheses took place in Year 4, where nearly all work was investigational, although recording was still limited mostly to tables.
124. Pupils with special educational needs in both key stages make good progress because tasks are well planned to meet their needs. They are working at good levels for their ability. Teachers give careful extra help where needed to ensure that these pupils know what they have to do and are able to complete their tasks successfully.
125. Pupils' attitudes to science are good throughout the school. They show good levels of curiosity in investigating and observing the world around them. They behave well in lessons and concentrate well on their tasks. They listen carefully to adults and each other. They work well in groups, co-operating and sharing equipment fairly. Personal development is very good as a Healthy Living programme is used throughout the school. Pupils' development in this area has been recognised by the Healthy Schools Award.
126. Teaching is good overall. This is an improvement since the previous inspection, particularly in Key Stage 2. It is now consistently good in Key Stage 2. In Key Stage 1 it is mostly satisfactory, with some very good teaching and a small proportion of unsatisfactory teaching. In all the teaching throughout the school the planning is good. It is well detailed in showing what pupils should know by the end of the lesson. Tasks are planned appropriately for pupils with special educational needs. Extended activities are planned well in Key Stage 2 for the more able but are not sufficiently challenging for these pupils in Key Stage 1. Work is generally well matched to needs through assessment, which teachers use effectively for planning. Where teaching is unsatisfactory it is the management and organisation of the investigation which do not

allow the aims of the planning to be met. This in turn results from a weakness in the teacher's knowledge and understanding of the science involved. In all other teaching subject knowledge is at least satisfactory and often good. This means that teachers explain clearly and effectively so that pupils grasp the essential scientific ideas. A factor contributing to the good teaching is the enthusiasm teachers bring to the subject so that pupils find the work exciting. In these lessons teachers have high but realistic expectations of what the pupils will learn and how they behave. Teachers generally use resources and time well. In Key Stage 2 teachers manage pupils very well and organise the work so that they are interested and working hard at a good pace right through the lesson. Teachers made effective use of the homework club in 1999 and are considering starting this earlier in 2000 to maximise the effects of this support.

127. The curriculum has improved since the previous inspection as the teaching is no longer reliant on a commercially produced scheme. However, there is still not a sufficiently wide range of methods of recording results and developing numeracy, or of data handling skills. There is insufficient use of information technology in supporting this. In Key Stage 2 there is still not yet a consistent development of investigational skills and understanding. The newly appointed co-ordinator is appropriately overseeing the change to the Qualifications and Curriculum Authority scheme, which is well based on active investigation. However, adjustments have not yet been made to ensure that the units are sequenced appropriately for the mixed-age class to avoid repetition or omission.

Information technology

128. Attainment in information technology is below national expectations at the end of both key stages.
129. By the end of Key Stage 1 the majority of pupils use the keyboard very slowly for word processing and have little understanding of the use of different keys. For example, many pupils lack confidence when using the space bar. Pupils produce individual paintings effectively using a range of facilities within the graphics program. This includes the use of regular shapes in combination with freehand drawing and different drawing techniques of spraying, backgrounds and lines. Pupils do not understand how to sort or classify information or how to develop simple databases. They have little understanding of control technology or modelling as they do not have sufficient opportunities to develop these skills.
130. By the end of Key Stage 2 most pupils confidently move or change graphics that have been combined with text. The majority lack the skill to cut and paste at the expected level. Half the pupils access their own class file successfully but many pupils do not save their work without support from the teacher. A significant minority do not appreciate the relationship between the graphics and text. For example, they do not realise that a picture of a cat is inappropriate when combined with a story about a dog. Pupils use word processing to produce simple pieces of text, as in a short explanation of the colours of the spectrum or to write letters to pen friends. However, pupils do not combine different fonts, sizes or presentation with sufficient diversity. They use the intranet with confidence to communicate with other classes. However, this facility was not operating during the inspection. Most pupils are unfamiliar with terms related to handling information, such as databases or spreadsheets. They do not understand how to use control or monitoring [J39]equipment as the school does not have the software to

develop this aspect of the curriculum. Most pupils have little experience of using simulations for modelling[J40]. For example, they do not use computer programs to solve a series of problems. High attaining pupils with their own computers at home confidently tackle problems with software programs. For example, two pupils suggested ways for the teacher to solve a problem during a demonstration.

131. Progress over time is unsatisfactory in both key stages as pupils do not receive sufficiently regular opportunities in the classroom to develop their skills. Progress is poor in control and monitoring as the school does not have the software at all the different stages of development. For example, there are insufficient programs to support control [J41]in Key Stage 2. However, the rate of progress has accelerated since the information technology suite has been opened. Despite the technical difficulties encountered in setting up this facility, the majority of pupils are now making satisfactory progress. With the exception of Year 1 pupils now have regular weekly access to computers to develop their skills. Progress in Key Stage 1 in lessons is satisfactory. It is good when the teacher uses interesting comparisons to support learning. For example, pupils develop understanding of the function of the hard drive when it is compared with the human brain. Progress of pupils with special educational needs is satisfactory as teachers support them effectively.
132. Pupils make satisfactory progress in lessons in the computer suite in Key Stage 2, as the tasks are interesting and allow for the development of understanding. For example, in Year 4 pupils learn how to use the cut and paste facility using a simple sequence initially and then moving on to a more complicated sequence. In a minority of lessons progress is very good when the teacher uses demonstrations very effectively to introduce a new skill. For example, in Year 6 the teacher demonstrated the use of the magnifying [J42]facility and included a range of interesting techniques. This enraptured the pupils and they developed a very clear understanding of the different combinations that could be used. Progress in literacy is satisfactory during these lessons.
133. Pupils make unsatisfactory progress throughout the school in classrooms as teachers do not plan for the use of computers as an integral aspect of their lessons. In a small minority of lessons pupils use the computer effectively as a tool. For example, in Year 6, pupils used a mathematics program to develop their understanding of place value and in geography they made notes about settlements instead of writing them by hand. Opportunities are missed to support progress in numeracy and literacy because of the irregular use of computers in the classrooms.
134. Pupils' attitudes to information technology are very good overall in lessons. The great majority persevere when they encounter difficulties. They support each other very well in overcoming their difficulties. They take turns effectively, sharing the resources well and waiting patiently for their time on the keyboard. For example, in Year 1 a pupil understood that his turn would be delayed as someone was having difficulties completing the task. Pupils generally listen carefully to the teacher. All of them handle the equipment with respect and show a high level of responsibility when using the computers independently during wet playtimes.
135. Teaching is satisfactory. Planning for teaching in the computer suite is clear, with appropriate learning objectives. However, the majority of teachers do not plan for the use of computers in classrooms and opportunities are regularly missed to develop skills across the curriculum. There are no details to support planning in the mixed age class.

Many teachers lack sufficient subject knowledge across all strands of the programmes of study. For example, teachers generally do not teach word processing correctly. Pupils use computers to copy up the final hand written text instead of using the computer to carry out drafting processes. Teachers have satisfactory expectations of pupils in lessons in the computer suite but not in classrooms where computers are regularly left unused. Teachers' organisation in the computer suite is good. Most of them have appropriate complementary work for pupils who are not using the computers. This work increases the rate of progress when pupils have their time on the computers. For example, pupils in Year 6 considered an early draft of a text that they then altered using word processing. Teachers are working to further improve the effectiveness of these supplementary tasks. Teachers' demonstrations at the beginning of lessons are inconsistent. There are excellent examples of well-focussed and stimulating demonstrations. For example, in Year 6 the teacher set a very fast pace and used several contrasting techniques to show pupils how to use different colouring combinations. However, some teachers lack the confidence to set a fast pace or to use the technology to arouse pupils' interest. Teachers' use of display is inconsistent. There is very little use of pupils' own work within other subjects. For example, there are no examples of data handling in mathematics displays. Some teachers provide good quality guidelines beside the computers in classrooms to support pupils' progress in using new systems. For example, in both Year 4 classes there are outlines of how to use the "Chat" facility. However, this is not used consistently throughout the school. Teachers' management of pupils is very good. There are high expectations of all pupils when they move between their classrooms and the computer suite. A combination of individuals, pairs and groups is appropriately organised for pupils on the computers. However, the lack of desks and chairs at the appropriate height for the supplementary work causes teachers difficulties in ensuring reasonable standards of presentation. Day-to-day assessment is unsatisfactory as teachers generally have little idea of the standards pupils have reached in previous classes. Teachers do not use printers appropriately. There is very little use of printers to record pupils' work either for classroom displays or for individual pupil records. Teachers use the time in the computer suite effectively and set a good pace to their lessons.

138. **Religious education**

136. Pupils' attainment at the end of both key stages is in line with the expectations of the Locally Agreed Syllabus. At Key Stage 1 pupils have a good understanding of Christianity. They have a satisfactory knowledge of the Bible. They know that it is divided into the Old and New Testaments and that each consists of a collection of books. High attaining pupils have a very good understanding of the Bible. For example, they found chapters and verses correctly in particular books. Understanding of Judaism is not as good as the knowledge of Christianity. By the end of Key Stage 2 pupils continue to have a good understanding of Christianity. They have a good knowledge of the life and ministry of Jesus. They write clear accounts of His parables and healing miracles as well as of His birth, death and resurrection. Pupils are also beginning to discuss in some depth why Christians believe in God and the effects of faith on people's lives. Pupils' understanding of Islam and Hinduism is not as good as the standard of their knowledge of Christianity. They understand key common factors across different faiths. For example, they know that people of several faiths believe in one God.

137. Progress is satisfactory over time in both key stages. In Key Stage 1 pupils make steady progress in understanding the meaning of religious rituals. For example, they

develop an understanding of the significance of baptism. They know that at baptism babies are named and become members of the church. Pupils develop understanding of why water and special clothes are important symbols in baptism. Satisfactory progress is made in learning from religion. For example, many pupils draw on their own experience of attending a baptism and successfully describe what happens. They develop understanding of the significance of religious symbols. For example, they understand the relevance of the cross in relation to Jesus. Pupils at Key Stage 2 develop a good knowledge of the furniture and artefacts found in a church. They make the connection between bread and wine and Holy Communion. Many correctly refer to Jesus' Last Supper as the source of this religious celebration. In some lessons, particularly at Key Stage 2, they make good progress. For example, in acting out Jesus' parable of "The Prodigal Son" pupils placed themselves in the situation of the characters involved. They talked about how they felt and interestingly related the point of the story to real life today. Pupils' learning about Christianity is considerably more developed than their learning about other faiths specified in the agreed syllabus. Pupils with special educational needs play a full part in these lessons and make good progress.

138. The response of pupils to religious education lessons is good and on occasion excellent. Pupils are genuinely interested in learning about the Christian faith. They are quick to recognise that its teachings about forgiveness, friendship and caring for others are the principles on which their own school community is based. Their attitudes in lessons are very positive. They listen well to the teacher and to each other, valuing personal expressions of belief, which are well expressed. They become deeply immersed in role play and dramatic activities and express reactions and opinions freely. In one lesson they applauded each other's dramatic performance. Relationships amongst the pupils, and between pupils and teachers, are excellent and allow pupils the confidence to respond to personal issues.
139. Teaching is good with some excellent features. Teachers plan their work effectively using the Locally Agreed Syllabus. Teachers' subject knowledge is generally secure. Lessons are often dynamically led, maintain their momentum and have a powerful effect on pupils' learning and response. Teachers encourage pupils to express personal opinions and to react to religious ideas. Teachers have high expectations of pupils' whole class discussion but their expectations of pupils' written work are low. They do not plan written work effectively for pupils across different levels of attainment. There are no details to support the planning for the mixed age class. There are few opportunities for more-able pupils to produce original work or to extend their learning to an appropriate level. The school has recognised the weaknesses in its past provision and intends to rectify them in its next school development plan. Teachers plan well for pupils' learning from religion both within classes and across the school. For example, in Year 6 a small group of pupils produced a modernised version of the Good Samaritan which deepened their own understanding of the parable. This was then presented to all other pupils. Teachers co-ordinate well with local clergy. For example, a minister works regularly with groups of pupils to raise their understanding of the relevance of the Bible to current issues.

142. **Other subjects or courses**

Art

140. One lesson was observed during the inspection. Judgements are made on an observation of work in all classes, discussion with teachers and pupils and a scrutiny of teachers' planning. Pupils' progress is satisfactory in both Key Stage 1 and 2.[J43]. Progress in drawing and painting is satisfactory as pupils receive regular opportunities to develop their skills. The work of some individual pupils is of very high quality. Progress in three-dimensional work, fabric and other collages and printing is inconsistent as pupils do not regularly develop these skills.
141. In Key Stage 1 pupils develop good figure painting skills. They have well-developed visual skills and paint figures and animals with very good control of shape, line and colour. Pupils create atmospheric pictures of trees under snow, using colour wash, drawing and line-printing techniques. The composition and imagination of these pictures show considerable artistic skill.
142. In Key Stage 2 pupils develop the skills of experimenting with ideas. For example, they produce paintings in the style of L.S. Lowry or Salvador Dali. They develop control of different tools and techniques. For example, they produce impressionist paintings inspired by Monet's winter landscapes. Pupils develop reflective skills in their work through written analyses. This provides good support for the development of literacy. Pupils develop technical skills in producing three-dimensional artefacts. For example, they produced masks in clay and models for a transport frieze. Pupils develop appropriate knowledge of artists through studying particular pictures and identifying their use of artistic techniques. The progress of pupils with special educational needs is good as they receive individual encouragement in their work.
143. Teaching is satisfactory. Good use is made of demonstrations to improve pupils' understanding of how to control tools. For example, in Year 3 the teacher showed the use of pencil control, the use of the whole sheet of paper and how to sketch the nearest leaves and those partly hidden. Teachers plan well for evaluative skills as they organise whole-class discussion of what children have learnt in the lesson. Teachers plan work carefully to support learning across the curriculum. For example, in Key Stage 1 teachers feature large-scale friezes of scientific topics such as "The Butterfly Garden-Bug Hunt", whilst another showed plants growing above ground with elaborate underground root systems. There are no details to support planning in the mixed age class. Teachers ensure a balance across a variety of approaches to skill development in drawing and painting. Opportunities are missed for pupils to use sketchbooks to help develop their basic technique of drawing. Teachers plan well for the celebration of pupils' work. For example, some pupils have achieved major successes in national drawing and painting competitions, winning considerable prizes for their school. This has led to the school being invited to mount exhibitions in local galleries and shopping malls.

Design and technology

144. Progress in design and technology is satisfactory across both key stages[J44]. Pupils design and make a range of models to a standard which is appropriate for their age. Evidence for the judgement is made from work in progress in lessons, teachers' plans, records and talking to teachers and pupils. Four lessons were seen in Key Stage 2 but it was only possible to see one lesson in Key Stage 1. Finished work on display, and photographic and written evidence of past work provided further evidence. This includes a file which showed pupils and their work taken during the design and technology annual

fun week. During this week the whole school is set an exciting design challenge and produces work at appropriate levels for each year group. Parents and pupils commented on how much they had enjoyed taking part in this Fun Week.

145. In Key Stage 1 progress is satisfactory. Pupils in Year 1 make models appropriate to their age, choosing from a wide range of reclaimed materials. They create imaginative designs as they work and select the most suitable joining methods, sensibly drawing on their past experiences with glue and adhesive tape. They thoughtfully consider manufactured products; for example, a range of string, stick and glove puppets before carefully creating their own design. In Year 2 pupils design and make paper clothes to fit a model, decorate plates, and design and build room interiors in a shoe box. They label their designs with sentences such as "My design is a speedboat". In Key Stage 2 food technology appropriately covers simple cooking and making a breakfast cereal, adding fruits to the base ingredients.
146. In Key Stage 2 pupils in Year 3 design and make Viking long boats linked to their history. They carefully consider their materials; for example, they identify that "I will use polystyrene and sticks". They thoughtfully evaluate what they learned and how they would improve the model if they could do it again. They learn through investigating how to make sturdy structures using only paper so that they can design and make a bridge. Pupils in Year 4 calculate what materials they will need to create their model of a Tudor house. They measure carefully and with good regard for safety cut their lengths of wood. In Year 5 pupils identify the resources they need to make Victorian handcars which must be able to carry a defined weight. They successfully follow through their designs in the making process. Pupils in Year 6 create very good plans with detailed information in their designs for a raft to escape from a desert island. These show the function and source of materials to be used, with imaginative ideas to solve practical problems; for example, using candle wax to seal gaps.
147. Pupils across the school have good attitudes to design technology, which they enjoy. They behave well and show good regard for safe working in lessons. They are enthusiastic and proud of their work, particularly in recalling the success of their models and games in the Fun Week challenge. Children with special educational needs enjoy their work and make good progress because of the extra help and attention given by teachers.
148. Teaching is good overall. As only one lesson was seen in Key Stage 1 a judgement about teaching there cannot be made. The lesson seen and the work produced indicate that it is at least satisfactory. The lessons seen in Key Stage 2 were good or very good. In the very good lessons the teachers' enthusiasm generated a very good response in pupils so that they persevered and tried hard. They have very high expectations of behaviour and work so pupils match these expectations well in return. In these lessons the teachers gave very good explanations of what pupils were expected to do and showed clearly the most effective techniques. This meant that pupils were successful in their own attempts. Management and organisation are good in all lessons; for example, the class was rearranged so that the teachers could clearly observe all pupils using woodworking saws. The materials selected for pupils to use and the pace of the lessons are good. Teachers' knowledge and understanding are generally good but stronger on making than design. Planning is very clear in giving the intentions for each lesson but overall in the school planning is weaker in design aspects than in making. There is no planning to support the mixed age class. Too many projects provided pupils with a

template or a pre-designed pattern to follow; for example, the Tudor houses or the Viking boats. The strength of the school is in the making aspect where planning focuses on giving and using knowledge and experience of materials and techniques.

Geography

149. Attainment by the end of Key Stage 1 [J45] is in line with national expectations and by the end of Key Stage 2 attainment is above expected levels.
150. By the end of Key Stage 1 pupils have an understanding of their own locality. They build on the firm foundations built in the under fives. They express views on the attractive and unattractive features of their own environment. By the end of Key Stage 2 pupils have a good understanding of physical geography and of how processes change the features of places. For example, they use correct geographical terms to describe the formation of waterfalls. Pupils have a very good understanding of comparisons between the countries of Italy, Greece and Spain, with which the school has very good links through the Comenius project. Pupils understand the key features of different localities. For example, they identify the population, employment patterns, physical features and main exports of the island of Saint Lucia and compare it with their own locality. Pupils are confident when working with grid references and maps as they develop these skills in school and then apply them in orienteering experiences in different localities. Standards of literacy are satisfactory as teachers use a range of opportunities to develop skills and expect a high level of presentation. For example, pupils combine text, diagrams and written work with care. Standards in numeracy are satisfactory as pupils use co-ordinates correctly in their map work.

Progress is satisfactory in Key Stage 1. The [J46] work is covered regularly in blocks of time. Progress is good in Key Stage 2 and the coverage of the curriculum is thorough and ensures that pupils build on previous skills. The Comenius project supports this good progress as the school provides regular opportunities to discuss the features of the different countries. For example, foreign visitors talked to pupils about their lives. Progress in lessons is sometimes very good. Pupils cover a great deal of ground. For example, in Year 6, pupils relate their own experiences of camping to the importance of location and identify different variables for location in a specific physical landscape. They then move on to identify suitability for the development of a village based on sheep farming and finally identify the importance of the location of the sanitary facilities. Pupils make good progress throughout the school in recognising geographical features from maps and atlases. Teachers have progressive displays of maps in every classroom. The progress of skills through the school is good. The co-ordinator has a good understanding of their development. She has provided a checklist for identifying this progress. Pupils with special educational needs make good progress, and teachers organise the group work carefully to ensure that other children support these pupils in their learning.

152. Pupils' response to geography is very good. They enjoy the subject and show an enthusiasm for the varying activities. They are particularly keen to discuss the links with schools in the Comenius project. There is good personal development in some lessons as pupils are required to co-operate in groups in order to solve problems. They become very involved in the tasks and share their ideas effectively. Behaviour is good with pupils listening well when tasks are explained.

153. Teaching is good. Teachers have good subject knowledge which is updated by the contacts with teachers from other countries. There are high expectations of the presentation of written work in Key Stage 2, which results in carefully produced diagrams and writing. Pupils are given opportunities to work at different levels within the same tasks, including the use of correct geographical terms. For example, pupils write about waterfalls using their own language, with high attaining pupils writing in detail and with sensitivity; for example, "Over thousands of years, the waterfall moves backwards, upstream". Teachers use resources very well in Key Stage 2 and this increases pupils' interest. For example, in Year 6, each group was provided with a large diagram of a complex locality so that they could record their findings. Teachers' planning is satisfactory with clear learning objectives. This planning is supported very effectively by the co-ordinator as she has a good understanding of geography throughout the school. For example, she has produced some useful guidelines for the development of skills. However, there is no indication of the provision for the mixed age class. Teachers introduce lessons carefully and explain the tasks very effectively. Day-to-day assessment is good as teachers give clear feedback on the quality of individual and group responses to the tasks. For example, in Year 6, each group's analysis of the advantages and disadvantages of locations was identified. Teachers are unable to use modelling in information technology due to a lack of appropriate computer programs.

History

154. Few history lessons were seen during the inspection. Judgements are based on discussions with pupils and teachers, and a scrutiny of pupils' work and teachers' planning.
155. Pupils make steady progress in Key Stage 1[J47]. They develop an awareness of chronology. In Year 1 pupils recognise and use the terms "old" and "new" when talking about their display of toys. In Year 2 pupils are learning about the lives of some famous people from the past such as Florence Nightingale. When looking at pictures about the Crimean War some pupils recognised that horses drew ambulances because engines had not been invented.
156. Pupils make steady progress in Key Stage 2. In Year 3 pupils learn about the Roman, Viking and Anglo-Saxon invaders. They learn about their local cultural heritage as represented by Hadrian's Wall and recognise that some months of the year are named after Roman emperors. Pupils have researched information about how the Vikings lived. In Year 4 pupils know about King Henry VIII and his six wives. They are developing an understanding of chronology and recognise that Elizabeth I has to be given her full title because our present Queen is Elizabeth II. In Years 5 and 6 pupils talk about how people lived in Ancient Egypt and Ancient Greece. In Year 5 pupils know that pyramids were built to bury pharaohs, and they explain their understanding of the pharaohs as "being like kings". In Year 6 pupils order different periods of history they have studied using terms and dates correctly. They make comparisons between living conditions in Victorian times and the present day and they know why people moved from the country to the cities to seek work. They use a range of sources to ask questions about the past. For example, some pupils asked how clothing was made in Ancient Greece using their knowledge that sewing machines were not invented then.
157. Pupils are interested in history. In a Year 2 lesson pupils were keen to ask questions about pictures of the Crimean War, but were slow to settle to the writing task. In a Year

6 lesson pupils worked well collaboratively. They were asking questions using a variety of historical sources and listened well to each other's opinions. They enjoyed the lesson!

158. Teaching is satisfactory overall. Teachers subject knowledge is good. They use a variety of evidence to support their lessons. For example, in a Year 2 lesson the teacher used pictures of the Crimean War to develop pupils' awareness of the differences between then and now. In a lesson in Year 6 pupils were using a variety of resources to find out about Ancient Greece. However, teachers' planning does not pay sufficient attention to the full range of pupils in the class. In Key Stage 2 pupils' previous work indicates that they frequently answer questions with simple sentences. This means that more-able pupils are not challenged sufficiently and that pupils are not using their skills in literacy effectively to support their learning in history. Teachers use resources effectively but the provision of artefacts is limited. Teachers use non-fiction texts very effectively in every class. They use visits well to enrich pupils' understanding of historical settings and human resources are used effectively. For example, pupils were asked to find out about their grandparents' toys. Teachers are unable to develop the modelling of historical contexts in information technology as there is insufficient software.

Music

159. Pupils' [J48]attainment is in line with expectations for their age in Key Stage 1 and above that level at the end of Key Stage 2. They make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. This is an improvement on the attainment and progress noted in the previous report.
160. In Key Stage 1 pupils sing enthusiastically with good tone and secure intonation. Younger pupils are developing a good sense of rhythm as they clap the beat of recorded songs. They accurately follow the teacher as she claps different names and are quick to learn new patterns. At the end of the key stage pupils' show a good knowledge of orchestral instruments when listening to "The Carnival of the Animals". In their listening they successfully distinguish musical contrasts of high and low, loud and soft, fast and slow, and discuss how these affect the character of music. Some predict what kind of music could be written to describe the various animals, for example "The Elephant".
161. Pupils at the end of Key Stage 2 listen to pieces of music and analyse and appraise them well. They describe how rising phrases, increasing volume and insistent rhythm develop a sense of climax. This was well illustrated when pupils watched film clips, firstly without the sound track and then with the musical background. Pupils appreciate the power of music in heightening the excitement of a car chase or building tension in a Western "shoot out". They develop these ideas well, composing their own group music in response to a well chosen piece of descriptive writing. Their first attempts showed good understanding of what kinds of sounds best portrayed events occurring in an eerie forest. They play classroom instruments with skill and control and handle them with care. Pupils with special educational needs play a full part in these activities. One pupil successfully played a phrase on the keyboard which his group could use as the basis for their composition.
162. Pupils approach their musical activities with enthusiasm. They have very positive attitudes and are anxious to succeed. They work animatedly at group composition to

produce music that expresses their individual ideas. Personal development is very good. Pupils are very anxious to perform their work, playing it with commitment and confidence. As one group performs the others listen carefully and make critical or appreciative suggestions. Performances are often received with applause. Behaviour is very good.

163. Teaching is good. It is satisfactory in Key Stage 1 and good with very good features in Key Stage 2. Teachers prepare lessons thoroughly. They make good use of a commercial resource which provides stimulating ideas and extends their subject knowledge. Teachers use the classroom instruments fully in developing pupils' performing and compositional skills. Lessons are enthusiastically led, are mostly well structured and move along briskly. Sometimes too much is attempted for one lesson. Teachers make insufficient use of assessment in developing individual pupils' knowledge and skills. Teachers offer many opportunities for the development of music in Key Stage 2. For example, there is a range of extra-curricular activities available. These include recorder groups, a guitar group, choirs and a brass ensemble. Instruction on brass instruments is effectively provided by the local education authority for a number of pupils.
164. The previous report noted that the range of tuned percussion instruments was insufficient to support music making. This is still the case. There are insufficient tuned percussion instruments to extend fully pupils' performance skills and composition ideas.

Physical education

165. Overall [J49]progress in physical education is satisfactory in both key stages. This is similar to the findings of the previous inspection. However, in Key Stage 2 pupils' experiences are limited. In swimming the large majority of pupils achieve the basic level required by the National Curriculum by the time they leave the school. Around one quarter of them improve sufficiently to swim over 100 metres. This is similar to the standard achieved in many schools. The school tries to ensure that no pupil will leave as a non-swimmer.
166. In Key Stage 1 progress in dance is satisfactory. Pupils develop skills of moving to a beat using contrasting movements. For example, in Year 1 pupils copied a clapping and clicking rhythm. The development of the use of space is slow and pupils tend to crowd each other.
167. Progress in games is satisfactory throughout the school. Most pupils show co-ordination and control which are appropriate for their age. In football the ball control in Year 4 and Year 6 is above average with the majority showing correct techniques. In these year groups pupils also display a good awareness of space, even when running and controlling the ball in a limited area. Some athletics take place prior to the annual Sports Day but there is little provision for pupils to experience outdoor and adventurous activities. There is a high awareness in school of the need for a healthy lifestyle. Pupils in Year 6 have a good understanding of the benefits of exercise as they combine physical education with science in monitoring the effects of exercise on their bodies.
168. Gymnastics does not feature regularly through the school and some older pupils regret their lack of opportunities to experience using apparatus. However, the gymnastics club provides very good opportunities for pupils to develop skills. Pupils produce co-

ordinated routines in small groups with a good level of performance. In Key Stage 1 pupils make satisfactory progress. In the best lessons pupils carry and set out apparatus very sensibly and are able to work safely on and around it showing a range of interesting ways of travelling.

169. Pupils' response in lessons is good. Occasionally it is very good. Pupils participate enthusiastically and enjoy their exertions. When moving or sharing equipment they do so fairly and sensibly. When lessons lack pace and sharp organisation some pupils lose application but behaviour is usually good. They move very sensibly between their classrooms and the halls. Pupils have a good attitude to games. They share fairly and apply themselves well to practising to improve.
170. Teaching seen is good. Teachers have high expectations of pupils' behaviour and application to task. They set standards in their dress and active involvement. Good use is made of resources, notably in games lessons, and time is used efficiently. Games lessons include individual skills practice and teachers spotlight the key points for improvement. Skills are then applied to small games. Key Stage 1 teachers seen show expertise in dance and gymnastics and this is communicated well to the pupils. Generally, opportunities are missed to involve pupils in observing and commenting on the work of their peers. The subject lacks an effective scheme of work. Although current documentation provides some useful lesson plans others are totally unrealistic. Teacher expertise is not being shared, particularly in gymnastics. Some pupils have little experience of both working on and handling apparatus. There are a number of extra-curricular clubs and the school enjoys success in some competitive sports.

173. **PART C: INSPECTION DATA**

173. **Summary of inspection evidence**

171. This inspection was carried out by a team of six inspectors, including a lay inspector, and took place over a period of four days in the week beginning 20 September 1999. The main evidence considered by the inspection team for the report was gathered from:

- .92 lessons or parts of lessons covering the children under the age of five in the reception class and all classes at Key Stage 1 and Key Stage 2 , including pupils identified as having special educational needs;
- .aspects of acts of worship in key stage and class assemblies and a range of other activities;
- .listening to three pupils read from each class and checking pre-reading and reading skills of the children under the age of five in the reception and nursery classes;
- .the literacy and numeracy strategy for all classes;
- .a range of previous and current samples of pupils' work from each year group;
- .discussions with pupils about their work;
- .discussions with the headteacher, staff, governors, parents and the link teacher with the secondary school;
- .a scrutiny of a full range of documentation, including the school development plan, policy documents, schemes of work and other associated school documentation;
- . an examination of attendance records, budget statements, teachers' planning, records of pupils' attainments and reports to parents;
- . the meeting held by the registered inspector and attended by nine parents shortly before the inspection.

The team also considered the responses that parents made in 86 questionnaires.

- **DATA AND INDICATORS**

- **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	329	1	68	91
Nursery	19	0	1	0
Unit/School				

- **Teachers and classes**

- **Qualified teachers (YR- Y6)**

Total number of qualified teachers (full-time equivalent):	16
Number of pupils per qualified teacher:	22.1

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

Total number of education support staff:	3
Total aggregate hours worked each week:	77.5

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	19.1

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

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5

Average class size:	25
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- **Financial data**

Financial year:	1997/1998
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	£
Total Income	528334
Total Expenditure	542593
Expenditure per pupil	1682
Balance brought forward from previous year	26107
Balance carried forward to next year	11848

PARENTAL SURVEY

Number of questionnaires sent out: 329
 Number of questionnaires returned: 86

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	35	64	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	53	47	0	0	0
The school handles complaints from parents well	28	58	14	0	0
The school gives me a clear understanding of what is taught	36	57	6	1	0
The school keeps me well informed about my child(ren)'s progress	39	59	0	1	1
The school enables my child(ren) to achieve a good standard of work	40	54	2	4	0
The school encourages children to get involved in more than just their daily lessons	33	50	16	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	41	46	8	5	0
The school's values and attitudes have a positive effect on my child(ren)	36	61	1	2	0
The school achieves high standards of good behaviour	28	60	11	1	0
My child(ren) like(s) school	58	38	1	3	0