

INSPECTION REPORT

Lobley Hill Primary School
Gateshead
LEA area: Tyne and Wear
Unique Reference Number: 108369

Headteacher: Mr A. Tricoglus

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 11 – 14 October 1999

Under OFSTED contract number: 706904

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
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr. A. Johnson
Date of previous inspection:	22 – 26 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

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

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1-5
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 6-16
Attitudes, behaviour and personal development 17-22
Attendance 23

Quality of education provided

Teaching 24-34
The curriculum and assessment 35-42
Pupils' spiritual, moral, social and cultural development 43-47
Support, guidance and pupils' welfare 48-51
Partnership with parents and the community 52-55

The management and efficiency of the school

Leadership and management 56-61
Staffing, accommodation and learning resources 62-66
The efficiency of the school 67-69

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 70-77

English, mathematics and science

Information technology and religious education 78-121

Other subjects or courses 122-151

PART C: INSPECTION DATA

Summary of inspection evidence 152

Data and indicators

Main findings

What the school does well

- Attainment in information technology at the end of Key Stage 1 is above national expectations and progress in Key Stage 2 is good. Attainment in art and dance is above national expectations.
- Personal development and relationships are very good. Pupils' behaviour and attitudes to work are good.
- Provision of homework is very good. The involvement of parents in children's learning is excellent.
- Progress of pupils with special educational needs is good and the provision is very good.
- The quality of teaching is good throughout the school.
- Leadership is good. The efficiency of financial control is very good.
- Provision for pupils' spiritual, social and moral development is very good. Provision for cultural development is good.
- Provision for under fives is very good.
- Provision for support, guidance and pupils' welfare is very good.
- The quality and use of accommodation are very good.

Where the school has weaknesses

- I. Attainment in writing at the end of Key Stage 2 is below the national average. Too few opportunities are provided in lessons for extended writing.
- II. There is insufficient challenge for potential high attaining pupils in Key Stages 1 and 2 in English, mathematics and science.
- III. There is a lack of consistency in the monitoring systems across the school.
- IV. In a small proportion of lessons whole class discussion is too long.

The school has more strengths than weaknesses. The governor's 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 pupils at the school.

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

There has been good improvement in the school since the last inspection[R1]. The standard of handwriting and spelling has improved by the end of Key Stage 2. Standards in writing have improved from a very low standard but remain below national averages. Progress in mathematics and science is now steady. There has been a significant improvement in standards by the end of Key Stage 2 over the past two years from a very low baseline. Progress in information technology is now good. Attainment in art has improved. Pupils' attitude to work and their personal development are better and is consistent throughout the school. The quality of homework and parental involvement in their children's learning is significantly improved. The teaching in Key Stage 2 has improved significantly. Provision for special educational needs is improved. Planning and assessment is considerably improved. The provision for personal development is improved. Provision for social development is improved particularly throughout Key Stage 2. Moral, spiritual and cultural development have all improved. Support, guidance and pupils' welfare is greatly improved overall. Governors are more closely involved in the monitoring of teaching and phase co-ordinators have been introduced and are very effective. The efficiency of financial control is further improved. The provision of English, art and religious education resources have all improved and the management of science resources is now effective. Staff development is better. Progress in monitoring has been inconsistent.

The school has a good capacity to improve further[R2].

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum¹ tests[R3]:

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	E[R4]	D	
Mathematics	C	B	
Science	C	B	

¹ As advised by Ofsted, the 1999 test results have been used.

The 1999 national tests at the end of Key Stage 1 show an improvement at Level 2 and above in reading, writing and mathematics but a decline in science. Attainment in reading, writing, mathematics and science was close to the national average at Level 2 and above. The proportion of pupils attaining Level 3 has increased well in mathematics, improved slightly in writing but declined in reading. However, compared with the national average the proportion of pupils attaining Level 3 was well below in reading and below in writing and mathematics. It was well below in science.

Attainment at the end of Key Stage 2 improved in 1998 from a very low level. This improvement continued in 1999. The 1999 national tests show attainment in English at Level 4 and above as below the national average but close to it in mathematics and science. The proportion of pupils attaining the higher Level 5 improved considerably in English, mathematics and science, but remains below the national average in all subjects.

Inspection findings confirm the national tests. By the end of Key Stage 1 attainment at Level 2 and above in reading, writing, mathematics and science is close to the national average. By the end of Key Stage 2 attainment at Level 4 and above is below the national average in English, but in line in mathematics and science. The proportion of pupils attaining the higher levels at the end of both key stages is below the national average.

Attainment in information technology is above national expectations at the end of Key Stage 1 and in line with them at the end of Key Stage 2. Progress in this subject is good throughout the school. Attainment in religious education is in line with the locally Agreed Syllabus at the end of both key stages.

Attainment is above national expectations at the end of both key stages in art. In physical education attainment at the end of Key Stage 1 is above national expectations. Attainment in dance at the end of Key Stage 2 is well above this level and in swimming it is above national expectations.

Progress is satisfactory in both key stages in geography, history and music but is unsatisfactory in design and technology.

By the time children are five their attainment is in line with national expectations across all areas of learning except in personal and social development where it is above national expectations.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Very good	Good
Religious education		Good	Good
Other subjects	Good	Good	Satisfactory[R5]

Teaching is good. Nearly three quarters of teaching is good or better. The under fives teaching is of a consistently good standard with nearly a third of teaching very good. In Key Stages 1 and 2 nearly a fifth of teaching is very good. Two per cent of teaching is excellent in Key Stage 2 in mathematics in Years 3 and 6. Two per cent of teaching is unsatisfactory in Key Stage 1 in mathematics and music.

Teachers all work very hard to provide a stimulating context for learning. The great majority of teachers manage pupils very well. All teachers provide homework very effectively which has a significant impact on raising standards. In the very best teaching there are excellent explanations to support new learning. Where teaching is unsatisfactory pupils are not given sufficiently clear explanations of the tasks.

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 good throughout the school. It is good in lessons, around the school and at play times.
Attendance	Attendance is satisfactory.
Ethos*	The ethos is good. Pupils have positive attitudes to their work, relationships are very good and there is a very positive climate for learning. There is a commitment to high standards.
Leadership and management	Leadership and management are good. The headteacher is effective. The phase co-ordinators and English, mathematics and science co-ordinators all play important roles in raising standards. The deputy headteacher is an effective special educational needs co-ordinator. The governors play a full part in the life of the school.
Curriculum	Planning is detailed, particularly in the literacy and numeracy strategies. Assessment systems are good. They are used effectively for whole class developments but are not used sufficiently to inform planning for individual pupils.
Pupils with special educational needs	Progress of these pupils is good as the provision is very good. Individual education plans are detailed.
Spiritual, moral, social & cultural development	Provision for spiritual, moral and social development is very good. Provision for cultural development is good.
Staffing, resources and accommodation	Accommodation is very good and used well. Professional development is good. Resources and staffing are satisfactory.
Value for money	The school gives good value for money.

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

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

107 questionnaires were returned which is 30 per cent of those sent out. 18 parents attended the parents' meeting.

What most parents like about the school

- V. The information they receive from the school about childrens' progress.
- VI. Their children like school.
- VII. The school is approachable for questions or problems.
- VIII. The encouragement for parents to pay an active life in school.
- IX. The school gives a clear understanding of what is taught.
- X. Their children achieve a good standard of work.
- XI. The school promotes positive values and attitudes.
- XII. The school achieves high standards of behaviour.
- XIII. The work children are expected to do at home.

What some parents are not happy about

- XIV. Low standards in national tests.
- XV. Open plan classrooms.
- XVI. Ineffective discipline.
- XVII. Lack of extra-curricular activities.
- XVIII. Lack of guidance of children's

The inspectors agree with all of the positive views of parents. The previous low standards in national tests have been significantly improved over the last two years. The open plan classrooms ensure that teachers work very well together across parallel year groups. It does not adversely affect pupils' work rate. The discipline systems of the school are very good. [R6]There is a good range of extra-curricular activities with outstanding standards achieved in dance. Targets for individual children are not as effective for potential high attaining pupils as for pupils with special educational needs.

Key issues for action

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

- a) raise standards at the end of Key Stage 2 in writing by:
 - providing more opportunities in every class for extended writing;
 - using the good quality assessment and marking policies and procedures to track individual progress more effectively and set more consistent targets;*Paragraphs 9, 11, 13, 79, 80, 81, 84, 86*
- a) increase the level of challenge for potentially high attaining pupils in English, mathematics and science throughout the school by:
 - raising teachers' expectations of these pupils;
 - identifying potential high attainers more effectively on entry to the school;
 - using the good assessment systems to plan more explicitly for these pupils;
 - tracking their progress more effectively in order to set more demanding targets.

Paragraphs 7, 8, 9, 12, 31, 38, 41, 48, 78, 80, 86, 88, 89, 97, 98, 99, 101, 107

The school has identified the two key issues in their school development plan.

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

- There is some inconsistency in the monitoring procedures across the school. *Paragraph 58*
- The length of whole class discussions in a minority of lessons is too long, leaving insufficient time for group and individual tasks. *Paragraphs 32, 96, 107 115*

• **Introduction**

• **Characteristics of the school**

1. Lobley Hill Primary School is situated in the middle of a residential area adjacent to a large industrial estate to the south west of Gateshead. Pupils come from a variety of social backgrounds. Accommodation is a combination of local authority rented housing with private housing. There are 356 pupils in the school and an additional 56 children in the nursery who all attend on a part-time basis. Twenty one per cent of pupils are eligible for free school meals, which is slightly higher than the national average. There are 20 more girls than boys. Fewer [R7]than one per cent of pupils have English as a second language. One per cent of pupils are of minority ethnic origin. There are 88 pupils on the special educational needs register. Two pupils are between Stages 3 and 5² and one pupil is statemented. This is broadly in line with the national average.
2. The majority of children attend the nursery which is housed in a separate building adjacent to the main building. Children enter the nursery at the beginning of the school year that they are four and the reception classes in the year that they are five. Attainment on entry to the nursery is below average[R8]. They make good progress while they are under five and attainment in the reception classes indicates that they are on line to attain expected standards by the time they are five except in personal and social development which is above expected levels.[R9]. At the time of the inspection there were nine children who were five.
3. The school sets out its aims and values for pupils as follows:
to provide a welcoming, caring, happy and safe environment where all children have access to a broad and balanced curriculum, through appropriate teaching and learning strategies;
to develop the whole child and have high expectations of all children, in all respects, promoting positive attitudes to themselves and others.
4. The school has identified several priorities. These include:
the implementation of the national literacy and numeracy strategies;
the development of information and communication technology and science;
developing the early years' provision;
responding to the changes in the National Curriculum 2000.
5. Key Issues from previous inspection report were:
improve the teaching and learning in most classes in Key Stage 2 by:
 - a) developing teaching skills, subject knowledge, planning procedures, classroom organisation and management;
 - b) producing final versions of schemes of work for all subjects and then implementing them;
 - c) improving the monitoring of subjects by reviewing the role of subject co-ordinators;
 - d) analysing tests results;

² Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

8. e) gaining a clear view of expected standards in each age range;
 9. f) ensuring programmes of study are delivered;
 - g) improving the quality and quantity of handwriting and extended writing.[R10]
9. **Key indicators**

Attainment at Key Stage 1³

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	22	24	46

9. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	17	20
	Girls	22	23	20
	Total	36	40	40
Percentage at NC Level 2 or above	School	78(73)	87(84)	87(90)
	National	82(80)	83(81)	87(84)

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	20	16
	Girls	22	19	21
	Total	36	39	37
Percentage at NC Level 2 or above	School	78(71)	85(82)	80(85)
	National	82(81)	86(85)	87(86)

³ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2⁴

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

Year	Boys	Girls	Total
1999	25	29	54

9. National Curriculum Test Results

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	14	19
	Girls	22	24	25
	Total	33	38	44
Percentage at NC Level 4 or above	School	61(48)	71(48)	81(67)
	National	70(65)	69(59)	78(69)

9. Teacher Assessments

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	15	10
	Girls	20	20	22
	Total	29	35	32
Percentage at NC Level 4 or above	School	53(56)	65(27)	59(73)
	National	68(65)	69(65)	75(72)

⁴ Percentages in parentheses refer to the year before the latest reporting year

9. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	6.2
	Absence	National comparative data	5.6
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

9.

9. Exclusions

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

9. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	98
	Less than satisfactory	2

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

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

9. **Attainment and progress**

1. Attainment of children on entry to the nursery is [R11]below average. Progress is good both in the nursery and reception as the teachers work very effectively together as a team led by an effective phase co-ordinator. By the time children are five their attainment is in line with the national average in all the areas of learning except for personal and social development where attainment is above national expectations. The inspection confirms the baseline assessment. By five the great majority of children listen attentively to stories and poems and write their own names correctly. In mathematics most children recognise, match and order [R12]numbers to five. All children respond very well to rules and routines. They make decisions and review their own progress.
2. The 1998 national tests show that by the end of Key Stage 1 reading was well below the national average at Level 2 and above, writing was close to the national level and mathematics was above. The proportion of pupils attaining the higher Level 3 was below in both reading and writing but well below in mathematics. Teacher assessment showed that the proportion of pupils attaining Level 2 and above in science was close to the national average. Attainment was well below in investigative science and the proportion of pupils attaining the higher Level 3 was also well below the national average. Compared with similar schools attainment at Level 2 and above was in line with reading, above in writing and well above in mathematics. The proportion of pupils attaining the higher Level 3 was in line in reading, well below in mathematics and below in science
3. The trend over the past three years in Key Stage 1 has been fairly steady with a slight decline. The 1999 national tests show an improvement at Level 2 and above in reading, writing and mathematics but a decline in science. Results at Level 2 and above in reading, writing and mathematics are all close to the national average. The 1999 national tests show attainment at Level 3 as a good improvement in mathematics, a slight improvement in writing but a decline in reading. Attainment at Level 3 is well below average in reading and below average in writing and mathematics[R13]. Teacher assessment in science show attainment in line with national averages.
4. At the end of Key Stage 2 the 1998 national tests show that English was well below the national average at Level 4 and above. It was below the national average in mathematics and close in science. At the higher Level 5 attainment was well below the national average in all three subjects. Compared with similar schools in 1998 attainment at Level 4 and above was well below average in English and in line in mathematics and science. At the higher Level 5 attainment was well below similar schools in English and below in mathematics and science. The trend over the past three years shows considerable improvement as there was a very low baseline in 1997. The 1999 national tests show a continuation in this upward trend. Attainment at Level 4 and above in English was below the national average but in mathematics and science it was close to it. At Level 5 the proportion of pupils attaining the higher level has increased in all three subjects from well below average to below average. The improvements over the past three years are due to considerable efforts made by the headteacher and the phase co-ordinators to raise standards by improving the quality of teaching. Good schemes of

work have had an earlier impact on attainment in mathematics and science than in English. However, the good standard of the literacy strategy teaching is now improving the rate of progress throughout the school. Improvement in the standard of homework has also had a positive impact in raising standards.

[R14]

5. Inspection findings confirm the 1999 test results at both key stages. Attainment of boys and girls is broadly similar at both key stages. Progress of pupils with special educational needs is good throughout the school. Their individual education plans are very detailed and provide a secure framework for steady progress. However, planning for the high attainers is not as thorough which reduces the proportion of pupils attaining the higher levels. Pupils with English as a second language make good progress as they are fluent in English.
6. Standards of literacy are satisfactory throughout the school except in writing in key Stage 2. Teachers do not provide sufficient opportunities for pupils to develop these skills across other subjects. Standards of spelling are satisfactory and are used well in information technology when pupils use the spell check and thesaurus facilities. Standards of handwriting are satisfactory throughout the school. Standards of numeracy are satisfactory and used effectively in science and information technology. However, opportunities are missed to use numeracy in design and technology. The school has set appropriate targets for English and mathematics. Due to the continued rate of improvement in the national tests this year the school plans to raise their targets further in English and mathematics.
7. By the end of Key Stage 1 attainment in English is in line with national averages. Speaking and listening are in line with national expectations. Pupils speak confidently in groups and express themselves well. In reading pupils read with reasonable accuracy and expression. In writing pupils write imaginative stories with clear handwriting and appropriate spelling. In mathematics pupils read and order numbers up to 100 and use number lines correctly. They estimate and measure at the expected level and know the names of two-dimensional shapes. In science pupils make sensible predictions and investigate systematically. They have satisfactory scientific knowledge across the required science curriculum. Progress is satisfactory over time in all three subjects as teachers now follow clear schemes of work. However, progress of potentially high attaining pupils is unsatisfactory with a smaller proportion of pupils reaching Level 3 than could be expected.
8. By the end of Key Stage 2 attainment in English is below the national average. Speaking and listening is in line with national expectations. Pupils discuss a range of issues and explore ideas confidently. However, some pupils do not use Standard English appropriately. Reading is in line with the national average with the expected proportion of pupils reaching Level 4 and above. Pupils identify settings, themes and characters and express clear opinions about books. Writing is below national expectations. Pupils do not receive sufficient opportunities to produce pieces of extended writing and do not have the required skills at this level. Standards of handwriting and spelling are satisfactory but some pupils do not use grammar correctly. In mathematics standards are average; pupils use fractions confidently and explain their mathematical thinking. The majority use correct mathematical terms in shape and measurements. In science standards are average; pupils have a sound knowledge of the different programmes of study. The majority use experimental methods with confidence. Progress is satisfactory over time in reading mathematics and science but

unsatisfactory in writing. Progress of potentially high attaining pupils is unsatisfactory as there is not yet a sufficiently high level of challenge.

9. Attainment in information technology is above national expectations at the end of Key Stage 1 as pupils have good skills of word processing and handling graphics. By the end of Key Stage 2 attainment is in line with national expectations. Progress is good throughout the school as pupils have regular opportunities to develop their skills in the computer suite twice a week. Attainment in religious education is in line with the locally Agreed Syllabus at the end of both key stages and progress is satisfactory over time in Key Stage 1 and good in lessons in Key Stage 2.
10. Attainment in art is above national expectations at the end of both key stages. Attainment in physical education is above national expectations at the end of Key Stage 1. It is in line overall at the end of Key Stage 2 but is well above in dance and above in swimming. The extra-curricular clubs are of an outstanding standard and have a significant impact in lessons. Progress is satisfactory in both key stages in geography, history and music. It is unsatisfactory in both key stages in design and technology as pupils do not receive sufficient opportunities to develop these skills.

Since the last inspection standards of handwriting and spelling have improved and attainment in mathematics is now at the expected standard across the whole mathematics curriculum. Attainment in information technology and art has improved at both key stages. Consistency of progress throughout the school is improved across all subjects as in the previous inspection there were many variations in the rate of progress. The rate of progress in information technology has considerably improved due to the good use of the computer suite[R15][R16]11. [R17].

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

12. Pupils' attitudes to learning and behaviour are good. Relationships between all staff and pupils and between pupils themselves are very good. Personal development is very good. Pupils make good use of the many opportunities provided for pupils to use their initiative and take responsibility. They are always extremely courteous and trustworthy. Whilst the previous inspection was positive about this aspect of the pupils' responses further improvement has been made, particularly in Key Stage 2.
13. By the age of five children's personal and social development is above national expectations. They develop these skills very effectively in both the nursery and the reception classes because teachers plan carefully for this aspect of their learning. Children choose activities with confidence and work co-operatively together. For example, they share the sand and water well while carrying out investigations. They are willing to share resources[R18]. For example, in information technology they all work together in pairs on the computer keyboards. The standards achieved by five provide a good foundation for the rest of the school.
14. Pupils have positive attitudes to their work. Pupils will generally listen carefully. They are eager to offer suggestions and are often absorbed in the activity within lessons. For example, in information technology pupils complete all the tasks set as they are so interested in their work. They respond well to the behaviour strategies in place which encourages them to give of their best in a quiet, productive atmosphere. Pupils move very quickly between each part of the lesson. For example, in the literacy hour pupils

move eagerly to their group activities and try hard to produce good quality work. Boys' attitudes are very positive when the lesson is based on their interests. For example, in Year 5 the teachers based report writing on a football match. The boys took a positive part in the discussion which raised their standard of speaking in extended sentences.

15. Pupils' behaviour is good throughout the school. The great majority expect to settle quickly to their work. They have a good understanding of the behaviour policy and appreciate the rewards and sanctions. Pupils understand the rules which are displayed in each classroom. All pupils move very sensibly through the school and are aware that they must not disturb other classes. Pupils behave well in the playground and when they are on visits into the community. Bullying is rare and pupils are confident that it will be dealt with effectively when it does occur. Parents are generally pleased with the standard of behaviour in the school. There has been one permanent exclusion in the past year.
16. Pupils respond well to the school principles of valuing one another, their own achievements and potential. They greatly value the "special person" award each day in every class and discussions in circle time. They respond sensitively to issues in religious education and assemblies. For example, they were all very appreciative of the Year 3 assembly and remained spellbound during the dance. All staff set excellent examples as role models which ensure that pupils show respect for property and each other. Response is good in almost all lessons. The great majority of pupils work very well individually or in groups. Most pupils throughout the school work very well independently. For example, in Key Stage 2 pupils carry out independent research very well during the literacy hour.
17. Overall, pupils' attitudes to their learning and their behaviour make a good contribution to their development. Relationships between staff and pupils and the many opportunities provided for pupils to take responsibility and show initiative make a very good contribution to their academic and personal development and are a strength of the school.

Attendance

18. Attendance in the school is satisfactory. Pupils arrive in school on time and lessons start promptly throughout the day. There has been an improvement in pupils' punctuality since the last inspection. Attendance has remained at a similar level near to the national average.

23. Quality of education provided

23. Teaching

19. Teaching is good. Nearly three quarters of all teaching is at least good and is frequently better than this. The under fives teaching is of a consistently good standard with nearly a third of teaching very good. In Key Stages 1 and 2 nearly a fifth of teaching is very good. There is a small proportion of excellent teaching in Key Stage 2 in mathematics in Years 3 and 6. There is a small proportion of unsatisfactory teaching in Key Stage 1 in mathematics and music.

20. The quality of teaching in Key Stage 2 is a significant improvement on the previous inspection as there was a large proportion of unsatisfactory teaching in this key stage. The proportion of good teaching has increased in all stages and is having a positive effect on standards of attainment[R19].
21. Management of pupils is generally very good throughout the school. Teachers use the school behaviour systems very effectively to ensure good standards of behaviour. They all use the daily "special person" focus very well to raise pupils' self esteem and to encourage all pupils to be considerate to each other. Teachers all ensure that pupils move very sensibly around the building when they are going to the computer suite, the hall or the creative arts room. Teachers all use praise effectively to celebrate pupils' efforts and to encourage a good work rate. All teachers encourage pupils to develop skills of independence and responsibility. For example, older pupils in Years 5 and 6 work in classrooms at lunch times in order to improve the quality of their work.
22. Teachers use homework very effectively throughout the school. There is a clear homework policy with allocation of time for each year group. Work is clearly based on the learning in lessons. Reading homework has been very well established as a nightly routine. This has had a significant impact on standards in reading. Teachers plan mathematics' homework carefully. For example, in Year 5 the teacher identified some problem solving for the whole class and then challenged the high attaining pupils to set themselves more difficult targets. Teachers mark the homework conscientiously. The school has ensured that parents have a clear understanding of the expectations of homework and how they can support their children. For example, the Years 3 and 4 phase co-ordinator has provided good quality guidance for parents on open nights. Homework is carefully organised and valued by teachers, pupils and parents. For example, pupils even remind teachers to set the work in the middle of the lesson. The high quality parents' workshop for reception pupils ensures a very good understanding of the expectations for pupils in this age group. It also sets a very good foundation for the homework throughout the school. The high quality homework has had a significant impact on raising standards except in extended writing where opportunities are missed to develop these skills.
23. Teachers have very good subject knowledge in the under fives both in the way that these children learn and across the early years' curriculum. Subject knowledge is satisfactory overall in the rest of the school. Subject knowledge is good in mathematics, science and art. It is good in graphics and word processing in information technology but inconsistent in the other strands of the subject. The school has carried out an audit of these deficiencies and has appropriate plans to improve this level of knowledge through the New Opportunities Fund. Subject knowledge of design and technology is unsatisfactory. Teachers generally do not have an understanding of the functional nature of the subject or of the role of designing in the subject. This adversely affects standards and progress. Adults other than teachers [R20] have some good levels of subject knowledge. For example, the Key Stage 1 classroom assistant and several parents have a good knowledge of computers.
24. Teachers' planning is very good for the under fives and good throughout the rest of the school. In the under fives teachers identify activities to be supported by adults and set clear learning objectives that all supporting adults understand. For example, the caretaker supported children on the computer very effectively as she understood their level of development. Planning for key questions in the independent activities is also

very good in the under fives. These questions are displayed beside the activity and ensure a high level of consistency in the language used for each task. For example, in the sand the questions were based on the differences between wet and dry sand. In Key Stages 1 and 2 there is a high level of consistency in planning across parallel year groups as teachers work very well together to plan weekly lessons. Teachers' expertise is used very efficiently in their pairs as they support each other across the different subjects. For example, in Year 4 in science the teachers planned for a range of interesting liquids as they shared their different ideas. Planning in literacy and numeracy is thorough with clear learning outcomes and a good level of detail in each task. The individual education plans for pupils with special educational needs are very good. The planning is very detailed and ensures good progress for these pupils. However, the planning for potential high attaining pupils does not provide a sufficient level of challenge which has a negative impact on the proportion of pupils attaining the higher levels. There is insufficient planning in Key Stage 2 for extended writing either in English lessons or across the curriculum. Teachers plan well for assessment activities but they do not use this information in sufficient detail to plan the next stages in learning. Teachers develop literacy effectively by planning activities in other subjects on texts used in the literacy hour. For example, in word processing in Year 4 teachers used poems to develop skills in using the spell check facility.

25. Teachers generally organise their lessons well combining whole class discussion with group work and practical activities. Most teachers organise pupils effectively in groups of pairs to carry out tasks. For example, in information technology all pupils are required to co-operate to carry out the tasks. Teachers use plenary sessions well at the end of lessons to reinforce learning and to identify future developments. For example, in Year 6 in mathematics all the groups reported back on their learning as the teacher set such a fast pace to this part of the lesson. Teachers generally use questioning well. They ensure pupils have sufficient opportunities to offer their own suggestions. For example, in Year 3 in religious education pupils are expected to express individual responses to natural features such as rainbows. Technical language is used well in questioning to develop learning. For example, in history in Year 5 teachers supported pupils in using correct historical terminology about the Tudors. Teachers use demonstrations well to extend learning. For example, in physical education in Year 2 the teacher showed the pupils how to throw a bean bag and then used pupils to show different techniques. In the best lessons in the nursery teachers give very clear explanations to extend learning. For example, by explaining clearly how to choose different coloured circles to make a rainbow fish.
26. Teachers generally have high expectations of behaviour. They expect pupils to be sensitive to each other in "special person" times. Teachers all have high expectations of the level of independence of pupils. For example, in Key Stage 2 pupils are expected to carry out research skills on their own within literacy sessions. There are high expectations of low attaining pupils and pupils with special educational needs, which leads to good attainment of these pupils. However, teachers' expectations for the proportion of high attaining pupils are too low. Teachers do not generally set sufficiently high challenges for a sufficient proportion of these pupils. This has a negative effect on their attainment. In the best lessons teachers have very high expectations of the pace of pupils' work as in the mathematics lesson in Year 6.
27. Teachers use of time is generally good with teachers setting a fast pace to lessons. This ensures pupils cover a good amount of work. However, in a minority of lessons

teachers spend too long in whole class discussion and leave too little time for pupils to consolidate new skills. Teachers use extra adults very well in lessons particularly to support pupils in group work. For example, in Year 2 parents supported the practical work of batik in art effectively. Teachers all use the accommodation well. For example, they use the computer suite twice a week, the two shared areas between classrooms and the creative arts room. Visits out of school and visitors into school are used well to stimulate pupils' interest. For example, pupils in Year 5 visited the local church in religious education. Teachers all use "special person" badges and displays very effectively to ensure consistency throughout the school. The use of artefacts in extra-curricular dance is outstanding. For example, every pupil was given a flag of different colours, textures, sizes and sounds to create an excellent whole group performance.

28. Teachers use of daily assessment is inconsistent. In some classes it is used in excellent ways. For example, Year 1 and reception pupils are told clearly what will be assessed, recording systems are clear and the assessment is then shared with all pupils at the end of the lesson. A small minority of teachers identify past achievement as part of the following lesson. For example, in Year 1 the teacher used a recording of the previous lesson's performance to begin the new teaching. However, there are few consistent systems throughout the school and assessment is not used enough to plan learning for the higher attaining pupils. Teachers all give good oral feedback to pupils and identify targets. Marking is carried out conscientiously but teachers do not follow up their own comments to track improvement[R21].
29. Features of the excellent teaching include the presentation of lessons in a dynamic, enthusiastic style which keeps up a brisk pace. There are very good questioning skills that engage the pupils in lively discussion. Features of the unsatisfactory teaching include a lack of clarity in explaining the tasks and too little guidance provided for pupils while they are working independently. The size of groups is inappropriate. For example, a task was set for eight pupils which was more suited to pairs. In a small minority of contexts the level of discipline is too low.
34. **The curriculum and assessment**
30. The curriculum for the under-fives is good. It is rich, stimulating, wide ranging and fully covers the appropriate areas of learning. It meets the needs of young children and ensures good progress to meet average standards and make a smooth transition to the National Curriculum by the age of five. Planning for the under fives is very good across all areas of learning. It is very detailed and well structured. However, there is still sufficient flexibility to meet the learning needs of all children and allow them to make good progress. The quality of the provision has improved since the last inspection.
31. The curriculum planned at both key stages is satisfactorily [R22]broad, relevant and balanced apart from design and technology which is not covered systematically. It includes all subjects of the National Curriculum and provides for religious education and sex education. Statutory requirements are met. The curriculum follows a modified National Curriculum programme of study in several subjects[R23]. There is an appropriately strong focus on literacy and numeracy. A reasonable balance of time is also provided for science, religious education and most other subjects of the curriculum. An appropriate programme of personal, social and health education, including drugs education is provided. Sex education is taught according to the school policy, mainly through the science curriculum. Good use is made of the expertise of the school nurse

to enhance the provision. The school has received a Healthy Schools Award for their provision.

32. Curriculum provision for pupils with special educational needs is very good[R24]. Pupils with special educational needs have full access to a broad and balanced curriculum. Their programme of work is carefully planned to combine specialist group work with support in whole class lessons. Individual education plans are of a high quality and are very detailed. The Code of Practice is fully met⁵. Review procedures are carried through thoroughly and ensure a good level of communication with parents. Parents appreciate the school's provision.
33. Planning for progression and continuity is good. Detailed schemes of work and comprehensive policies are in place for all subjects. They mostly give good guidance to teachers to plan step by step progress which can be built upon effectively as each pupil moves through the school. Guidance for design and technology is unsatisfactory because the scheme of work is inadequate and in need of review[R25]. Teachers' weekly and daily lesson planning is detailed and contains clear learning objectives. It includes planning for whole class assessment. However, it does not consistently include references to individual or group assessment from previous lessons. Planning for higher attaining pupils is inconsistent and does not always provide sufficient challenge. Planning for literacy and numeracy is clear, detailed and well structured. Good opportunities are created for literacy and numeracy to permeate the wider curriculum as teachers plan this carefully. For example, there are strong links between art and literacy in the information technology planning[R26]. The school prepares pupils well for the next stages of their education.
34. The [R27]curriculum is enriched by a good programme of extra-curricular activities. The after school booster class last year for Year 6 pupils had a positive impact on standards. The homework club for Year 5 and Year 6 pupils is well attended and helps to raise standards. The excellent dance and good drama clubs support creative arts very well.
35. Assessment procedures for the under fives are good. An effective system is in place to assess the attainment of pupils on entry and provides a good reference point from which progress can be measured over time. The use made of information gained from assessment to plan the next steps for learning for every child is also good. Achievements made at home are valued and acknowledged by teachers.
36. In both key stages assessment procedures are good particularly in English, mathematics and science. Teachers assess pupils' progress regularly and keep appropriate records together with significant samples of pupils' work. There is some unnecessary duplication of records. [R28]The use made of the information to plan the next learning steps for the majority of pupils is satisfactory across both key stages on a whole class basis. However, the wealth of material selected is not analysed sufficiently closely to track individual progress. Precise and accurate information gained from special educational needs assessment is effectively used to plan new learning targets. Insufficient attention is given to using assessment to plan for higher attaining pupils to ensure that more demanding challenges are given to them. Marking is detailed and supportive but it is not used to track progress consistently. For example, if a comment is made about improving

⁵ Code of Practice – [this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

the use of paragraphs in writing this is not followed up in future work.

37. In response to a key issue of the last inspection report test results have been comprehensively analysed to show class trends. The deputy headteacher has demonstrated a high level of skill and commitment to this task. Information has been effectively used to identify and address weaknesses in curriculum areas. This is beginning to have an impact on standards.

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

38. Provision for pupils' spiritual, moral and social development is very good throughout the school, including the under fives. Provision for cultural development is good. A considerable amount of work has been undertaken by the co-ordinator since the last inspection. The outcome is an enriched environment and ethos for all pupils and staff. This is a considerable improvement from the last inspection. The school has now established many strategies which ensure that pupils receive experiences of high quality. These opportunities are available throughout the curriculum and in the school's everyday practices and culture. Whilst there is no single policy for this area there are many threads of these aspects inextricably woven into the ethos and values of the school. These strands bind together to form a significant strength of this school led very effectively by the co-ordinator[R29].
39. Spiritual development is fostered very successfully by the school. The co-ordinator has played a major role in nurturing spiritual development of all pupils. Collective worship fulfils requirements and is used extremely well to raise pupils' spiritual development. For example, class assemblies have a significant impact through a skilful and sensitive blend of music, poetry, movement and prayer including a reading of Psalm 148. Pupils have other good opportunities in assemblies. For example, they are given time for quiet personal reflection before joining together in prayer. Music is played to induce an appropriate ethos in which pupils have a few moments to experience reflection and thought.
40. Throughout the school moral development is promoted in a consistent way. Classes display a set of "Golden Rules" and take many opportunities in circle times [R30] for securing pupils' understanding of right and wrong. The school provides very well for learning about values. Attitudes of respect and tolerance are positively encouraged throughout the school, as are the values of fairness, honesty and concern for others. A good range of opportunities is provided by the school to raise pupils' awareness of the wonders of the world around them. They are encouraged to offer their opinions and share their feelings about current affairs. For example, they are concerned about pollution using technical terms such as "global warming" and "greenhouse effect" and about the morality of importing exotic birds.
41. Many opportunities are provided for pupils to develop their social skills. There is very good provision for the under-fives, which is matched by practice in Key Stage 1. Teachers organise their classrooms and plan their lessons so that pupils have a very good range of opportunities to develop personal and social skills. For example, pupils have sewn sequins and wool to felt faces and made three-dimensional faces to illustrate a display of themselves as a welcome to parents and visitors. The interests of the children in the under-fives are taken into account, for example, staff allow time for children to practise their social skills in sharing toys, respecting each other's possessions

and helping each other dress after a movement lesson in the hall. Throughout the school teachers plan their work carefully to include opportunities for pupils' development in social matters. For example, they include opportunities for pupils to work together in pairs or in small groups. Teachers ensure that in music pupils work together on the initial stages of composition. For example, in Year 1 the teacher provided very good opportunities for pupils to listen carefully to the recording of their previous work. [R31]The school encourages a strong sense of belonging, of care for resources and the fabric of the building and for each other. Teachers encourage pupils to assume responsibility in class and around the school, for example, there is a "special person" whose job it is to hold the door for everyone, lead the way to the hall or give out the books.

42. The school is improving its provision for cultural development. Music from other countries such as Peru and Africa is played to pupils in assembly to enrich their understanding of other societies. Visits to Durham Cathedral and All Saints' Church provide opportunities for pupils to understand the culture of their own locality. They have visited a local Hindu temple and visitors from other faiths have also given pupils a deeper insight into other traditions and faiths. This prepares them well for life in a multi-ethnic society. The co-ordinator leads the school effectively in developing cultural awareness. She has used her experience from a visit to South Africa very effectively to promote and explore cultural and spiritual awareness throughout the school.
47. **Support, guidance and pupils' welfare**
43. The school makes very good provision for the educational and personal support of pupils, their welfare and their guidance. Many of the positive features of the last inspection have been improved upon and all concerns raised have been addressed. The monitoring of pupils' academic progress is good throughout the school. Regular testing and teacher assessments are carried out, mostly in English, mathematics and science. However, the system does not yet enable the individual needs of the highest attaining pupils to be fully met[R32]. Health, sex and drugs education now have formal policies and are appropriately taught.
44. Procedures for monitoring and promoting discipline and good behaviour are very good. Overall [R33]this aspect of the school's provision has been substantially improved. Pupils' personal development is well monitored informally by teachers who know them well. Circle time, assemblies and religious education lessons are used well to reinforce pupils' attitude towards taking responsibility, caring for one another and valuing their work. Behaviour is discussed with them and personal targets set if this is needed. Pupils' self-esteem is raised by the daily discussion of the "special person" selected in the class for that day. Their behaviour is well monitored by teachers, often using pupils' self- assessment to discuss any problems in circle time. The consistent use of rewards and sanctions assist greatly in the promotion of good attitudes and behaviour. This in turn provides a secure and happy place to learn with few distractions[R34]. There is good provision to prevent bullying or harassment. Members of the midday staff provide an essential monitoring system for behaviour at lunchtime and all staff meet regularly to discuss individual or whole school behaviour issues.
45. There are very good procedures for monitoring attendance. The school is involved in a "social inclusion" project with its receiving secondary school. This work is organised by the school's previous education welfare officer and has funded additional time for the

school clerk to carry out additional monitoring of absence by daily examination of registers and discussion with teachers on individual absences. The virtues of good attendance are promoted effectively to pupils by the award of a class 100 per cent attendance certificates every week at the Friday celebration assembly. Parents are invited to this event and they received written reminders about the expectation of good attendance in the prospectus, newsletters and the home-school agreement.

46. There are very good procedures in place for child protection, health and safety, medicines administration, accident, illness and first aid. Members of staff are fully informed and vigilant in these aspects and the school has good links with the necessary outside agencies. Pupils are taught about safety in science, art, physical education and other lessons. Although regular safety audits are carried out risk assessments are not formally recorded. Members of staff are caring and sensitive to pupils' needs; pupils say they feel secure and confident in approaching any member of staff when troubled. Overall, the standard of pastoral care provided for pupils is very good. This makes a very significant contribution to their academic and personal development and is a strength of the school.
51. **Partnership with parents and the community**
47. Partnership with parents is very good [R35]and makes a very positive contribution to pupils' academic and personal development. Parental involvement has improved greatly since the last inspection and now makes an excellent impact on the pupils' education. Parents are provided with good information about school events through newsletters and the prospectus, which also gives information on the topics to be covered each year by their child. There [R36]are regular formal meetings for parents to discuss progress which are held three times each year. There is an effective system where Year 6 parents meet with teachers early in September which gives them a clear idea of the needs of their children in their final year. Parents are pleased with the information they receive and find that teachers are very approachable if they wish to discuss any matter concerning their child.
48. The school has a good homework policy. There are good quality formal meetings to help parents understand school issues. For example, the literacy and numeracy teaching was thoroughly covered in workshops with explanations of how to support their child. Many parents help their child at home. Reception parents attend "parents as partners" sessions and nursery parents are visited at home before their child enters the school. The school works very hard to involve its parents in all aspects of the school's activities and a number of parents and grandparents help in class with reading, information technology and preparing resources. Many parents and teachers support the very active parent teacher association, which organises social and fund-raising events to support both parents and purchase of resources.
49. Links with the immediate and wider community are satisfactory. Many visitors come in to school, including students, the school nurse and theatre groups. Teachers plan a range of visits in the community. For example, pupils visit a residential outdoor Education Centre, theatres, local woods, the local church, the City Hall and other places. Induction arrangements for pupils transferring to local secondary schools are good and ensure a smooth transition. The school has some links with local business through which teacher placements with several large employers have been obtained. The local newspaper is used effectively by older pupils to extend their skills in writing an article and the City Hall

hosted over 250 Lobley Hill pupils who were "Singing for Pleasure". Many pupils are involved in a production at the Christingle service at the local church before Christmas. This is greatly appreciated by the local community. These links with the community and business have a positive impact on the quality of education in the school.

50. Overall, the partnership between the school, its parents and the community is very good, with the excellent involvement of parents in their child's work making a particularly good impact on their education.

55.

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

55. **Leadership and management**

51. Leadership and management of the school are good[R37]. The headteacher has developed several aspects within the school that have raised standards. For example, he has established the very effective phase co-ordinators throughout the school, enabled the development of the early years' provision, initiated the computer suite and ensured a high profile for the implementation of the literacy strategy. He has ensured that the majority of the key issues from the previous inspection have been addressed. The deputy headteacher is an effective special needs co-ordinator. She has set up effective systems throughout the school and ensures that the individual education plans are of a high standard. She has effectively analysed whole school trends in attainment. The phase co-ordinators all play an important role in ensuring consistency in the provision between the teachers in their year groups. They have all set up a range of strategies to take their teaching teams forward. For example, the Years 3 and 4 co-ordinator has clear plans for monitoring the teaching for this age phase. Several of the phase co-ordinators have heavy curricular responsibilities. For example, two phase co-ordinators are responsible for English and mathematics and another for religious education, spiritual, moral, social and cultural development in addition to their phase responsibilities[R38]. They are all very successful in raising standards in these core areas as they work very hard and effectively.
52. Governors have a very firm commitment to the school. They provide a strategic view of where the school is heading. There is a good mixture of well established and new governors. Governors have a very good understanding of the community within which the school is set. They use this understanding very effectively to support the work of the school. For example, the chair of governors extends the religious education by encouraging visits to his church where he teaches pupils about Christianity. Governors are actively involved in classrooms. For example, the information technology governor monitors work in the computer suite and supports individual pupils whilst she is observing.
53. Monitoring of teaching and curriculum development is good overall but inconsistent in practice[R39]. There are some excellent examples of monitoring. For example, in monitoring the literacy strategy, all teachers were monitored both internally and by external specialists. The monitoring was analysed very successfully and precise areas for development were identified. These points were presented succinctly with clear targets for measuring improvement. However, some monitoring is too descriptive and does not identify future targets. There is a lack of formal systems for all co-ordinators to use when monitoring their subjects. This reduces their ability to track progress through

the school. Governors have begun to monitor teaching, which they do effectively. This is supporting the raising of standards effectively.

54. School development planning is good. All subject and phase co-ordinators are fully involved in producing detailed action plans for their areas of responsibility. Teachers are aware of the priorities of the school. There are clear targets within each area which include dates for completion and ways of judging the success of the developments. Implications for staff training are included. Although the school has identified the sources of the costs of the plan there is little detail of these costs within the plan, either within each section or as a summary. There is a clear outline of the main priorities for the school but there are no explicit links with the previous school development plan. There are consistent threads running through several of the subjects. For example, there is an emphasis on improving the understanding and role of parents in their children's learning.
55. Staff and governors have a shared commitment to the school's aims which are evident across a range of the school's provision. The majority of parents appreciate and support these aims. They are based on providing a caring and safe environment and the development of the whole child. For example, there is a responsibility post for spiritual, moral, social and cultural development. This ensures a specific section in the school development plan for this area. The aims emphasise personal development which is implemented very consistently throughout the school and has a significant impact on pupils' learning. However, there is no explicit reference to raising standards in the aims.
56. The [R40]ethos of the school is good. Relationships and personal development are very good. The school provides a stimulating environment for pupils and their work is displayed to a high standard. [R41]Apart from minor omissions in the annual report to parents and the school brochure statutory requirements are met. The new management structure is a great improvement from the previous inspection and has had a significant impact on raising standards.

61. Staffing, accommodation and learning resources

[R42]Staffing of the school is satisfactory. There are sufficient teachers who are suitably qualified and experienced to teach all subjects of the National Curriculum and religious education. There is a good balance of youth and experience. All full-time permanent teachers, except the newly qualified teacher, have posts of responsibility [R43]. Members of staff work well as a team. Job descriptions reflect their current roles and responsibilities appropriately. There is a team of co-ordinators for English who work well together. Phase co-ordinators help to ensure pupils' learning is continuous throughout the school. The training for co-ordinators ensures all staff improve their expertise across the curriculum.

57. There are sufficient, well-trained education support staff who work alongside teachers effectively supporting pupils. The nursery nurses are trained and work very effectively with the nursery, reception and Year 1 teachers.
58. Arrangements for the professional development of staff are good. The school development plan identifies curriculum development for the whole staff. Training by external trainers or through in-school presentations by co-ordinators effectively addresses these needs. Several teachers have taken long courses. These have had a positive impact on the expertise of co-ordinators in fulfilling their roles. Findings from the

previous inspection indicated a lack of subject knowledge and skills. This has improved and is having a positive impact on, for example, the teaching of English and mathematics. Individual professional development arises through discussions with the headteacher[R44]. Arrangements for appraisal are satisfactory. There is a good induction programme for newly qualified teachers, which includes support, mentoring and training. Staff new to the school receive effective support from phase team members and co-ordinators.

59. The quality of the accommodation is very good. Sufficient large, attractive classrooms and specialist rooms ensure the curriculum is taught well. Attractive displays of work celebrating pupils' achievements reflect the commitment of pupils and staff. There is a large library, a creative arts room and an information technology suite. Pupils have good access to these areas. The hall provides adequate space, at different times, for physical education, collective worship and for dining. The nursery has spacious, attractive internal accommodation and a good enclosed outside play area. A good number of storage cupboards house resources. Outside there are ample grassed playing areas and playgrounds. Two enclosed courtyards are used to support the curriculum and the environment club. The school is free from graffiti and vandalism and the caretaker and cleaning staff maintain the school to a very high standard.
60. Learning resources are satisfactory. The school has adequate good quality resources to contribute effectively to the delivery of the National Curriculum and religious education. Resources for mathematics and physical education are good. The information technology suite, with good quality resources[R45], contributes to the high standards achieved by pupils. There are adequate resources for the teaching of the National Literacy Strategy. Books in the library are catalogued and accessible to all pupils. There has been an improvement in the resources for English, art and religious education since the last inspection. These are now adequate. The school makes sound use of the locality, such as Washingwell Wood and Bede's world, museums and theatres. These have a positive impact on pupils' educational development.
66. **The efficiency of the school**
61. Overall efficiency of the school is good. Financial planning is well managed, particularly against the uncertainty caused by the long-term absence of two teachers. Systems for setting the budget are good as there is a clear process in place. For example, the headteacher and staff discuss initial principles which are confirmed by the finance and staffing sub-committee. The school development plan has been costed within the main budget but there are insufficient details of costs in the main plan. Grants from the standards fund and the initial teacher education income are well used. They provide funding for school improvement in line with the priorities of the school development plan. There is appropriate use of funds for pupils with special educational needs. The quality of financial control is very good. Income and expenditure are regularly monitored by the governors. The administration and processing of expenditure and income is organised very effectively by the school secretary who works closely with the head teacher and the local education authority. Financial priorities are fully discussed at meetings of the governing body. The most recent audit report (September 1999) concluded that the minor issues highlighted by the previous report in July 1997 had been addressed and that the only area requiring immediate attention was the school fund. No audit record of school fund was provided for this inspection. Recent spending decisions have made a positive impact on standards in the school for numeracy and literacy.

62. Teachers are efficiently organised to ensure a balance of experience and subject knowledge. The use of the phase co-ordinators is very good and has made a significant impact on raising standards[R46]. Three of these phase co-ordinators have heavy additional responsibilities within the school which they lead very effectively. The organisation of joint planning of teachers is efficient and ensures a high level of consistency in parallel classes. The system of keeping the same teachers with the same class of pupils for two years is effective. It is particularly well organised in the early years team and contributes well to the good progress across the nursery and the reception. Non teaching staff and additional adults are used well to support individuals and groups. Teachers ensure their time is used well as they keep them fully informed on the learning objectives. Accommodation is used well. The creative arts room ensures good conditions for teaching dance and music. The library and computer suite are timetabled regularly and this effective use has contributed well to raising standards. Resources are generally used well to reinforce learning. Since the last inspection the school has enhanced its use of resources and improved efficiency overall.
63. Pupils make good progress while they are in the nursery and by five their attainment is in line with national expectations. Attainment by the end of Key Stage 2 is in line in mathematics and science but below in English. Attitudes and behaviour are good. Teaching is good. The cost per pupil is below the national average. Taking all this into account the school gives good value for money. This is an improvement on the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

69. Areas of learning for children under five

64. The school follows the admissions policy and guidance issued by the local authority. Children enter nursery during the year in which they are four and transfer into reception during the year in which they are five. The inspection took place early in the autumn term when a small minority of children were entering nursery for the first time. Nine pupils in the reception class were five. The very well designed nursery accommodation is situated in a separate building close to the reception class. The attainment of children when they start nursery is below average. By the time they are five most pupils, including those with special educational needs, have made good progress. The attainment of most pupils is in line [R47]with what would be expected by the age of five in all areas of learning except for personal and social development which is above. They make a smooth transition to the National Curriculum.

Personal and social development

65. Attainment of the great majority of children is above the levels described in the Desirable Learning Outcomes⁶ for personal and social development by the time they are five. In both the nursery and reception years their progress is good. They grow in confidence and independence through opportunities carefully planned by the teachers. They respond very well to the rules and routines and know what is expected of them. Children make decisions, accept responsibility and review their progress. They grow as independent learners. Very good opportunities are created for them to observe and reflect on the natural world around them. Children respect circle time⁷ as a special time. Opportunities are effectively extended to the reception class children through appropriate participation in school assemblies. Children learn to behave well and are developing a sense of right and wrong. Throughout the early years children develop appropriate concentration skills. They focus on an activity and listen attentively for increasingly extended periods of time. They relate well to one another, learn how to share resources and take turns. Children are happy at school and respond well to the very stimulating and secure environment created for them. The high quality of teaching in this area of learning is a considerable strength and liaison between home and school is very effective. Personal and social needs of all the children are accurately identified. As a result, opportunities for learning are effectively and sensitively provided. This ensures good progress. All adults in the early years are very good role models for the children whom they treat with courtesy, care and respect.

Language and literacy

66. The majority of children reach the expected outcomes for language and literacy by the age of five. Progress is good. Children in both the nursery and reception classes develop speaking skills well through the many wide-ranging opportunities planned for them. They respond confidently to stimulating questions which extend vocabulary and encourage them to speak clearly in sentences. They learn to listen to the teacher and each other carefully. They respond readily to instructions. They listen attentively to

⁶ 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, numeracy and personal and social skills.

⁷ A time when children sit in a circle and take turns to offer their feelings and experiences.

stories and poems and talk about what they have heard. Children increasingly develop an interest in books and an enjoyment of literature. Children in the reception class are beginning to develop early reading skills. They know that books have authors and stories have a beginning and an end. They begin to see the relationship between print and pictures. The talk about the events of the story and higher attaining children make simple predictions about what might happen next. In the reception class children recalled the story of "The Three Little Pigs" in such detail that it effectively acted as a stimulus for mathematical activities. Pupils develop writing skills through formal and informal opportunities. Nursery children learn how to hold a pencil and use play writing to write their own name. Children in reception express ideas through play writing with recognisable letters beginning to emerge. A significant minority are beginning to write their names correctly and legibly. Teachers have a very good understanding of the teaching of language and literacy throughout the early years and have a very good knowledge of how young children learn. They plan very systematically and thoroughly. The quality of teaching is never less than good and sometimes it is very good.

Mathematics

67. The majority of pupils make good progress and by the age of five reach the learning outcomes for mathematics. They sing songs throughout the early years which successfully helps pupils to consolidate their knowledge of numbers. Children in nursery investigate mathematics through the very many well structured activities planned for them. They make pictures using circles, squares and triangles. They recognise simple patterns in number, in shapes and simple puzzles. They follow directions to place objects on, under, behind or in front of other objects. Children in the reception class recognise, match and order numbers accurately to 5. They count numbers to 10 and a small minority can count beyond that. They recognise larger numbers in their everyday lives. They understand the difference between long and short and longer and shorter. They measure the length of objects using cubes. They make comparisons between different objects and talk about what they have discovered using appropriate mathematical language. The quality of teaching is consistently good. Teachers systematically build on to what has previously been learnt in a step by step way. They use every opportunity to reinforce mathematical learning throughout the school day.

Knowledge and understanding of the world

68. By the age of five the majority of children make good progress and meet the Desirable Learning Outcomes. Children in the nursery make close observations of autumn leaves, harvested fruit and vegetables and talk about what they see. They explore natural features of trees and shrubs in the school grounds. The older children listen and talk about 'scrunchy' dry autumn leaves. They touch and talk about pine cones. They understand that they have grown and changed since they were babies. Children in both classes select materials carefully as they plan their own activities. They explore a broad range of everyday materials and use a wide range of tools. Children in both classes carefully build models with large and small construction sets. In the nursery class children are introduced to the computer. They receive good support and quickly learn to use the cursor as a control mechanism. This skill is successfully built on in reception where they independently move objects across the screen with increased control. The quality of teaching is good. Very stimulating displays of natural objects invite exploration and promote curiosity. Good knowledge and understanding of this area of learning has a significant impact on children's progress. Teachers make effective use of parents'

help in school to support children's learning.

Physical development

69. The majority of children make good progress and attain the desirable learning outcomes by the age of five in their physical development. Children in the nursery class move fairly confidently in the well-resourced outdoor play area. They climb, jump, balance, slide and run. They balance and steer the wheeled toys appropriately and are aware of safety. They display appropriate co-ordination skills and make good progress. By the time they are in the reception class children have good control of their body movements. They walk on heels, toes and sides of their feet with control and balance. They skip, hop and jump accurately and successfully link three movements together. Through a well-structured programme and using a variety of tools children develop appropriate skills such as cutting, glueing, writing and painting. The quality of teaching is generally good. Through very good systematic planning children make good, continuous progress.

Creative development

70. Children make good progress and by the age of five the majority reach the Desirable Learning Outcomes. Through stimulating and imaginative role-play in the nursery children learn about everyday situations in the home. They go for an imaginary walk with their guide through the woodland. In the reception class children's imagination is effectively stimulated by a magic carpet ride to a far away place. Good quality dressing-up clothes and appealing puppets allow children to explore the world of imagination. Children have an appropriate understanding of primary colours and mix them effectively. They explore and appropriately select a variety of textures when making collage pictures. Good opportunities are extended for children in both classes to explore sound through a wide-variety of tuned and untuned percussion instruments. They sing simple songs appropriately. The teaching in this area of learning is good. A considerable strength is the provision and effective use of high quality resources which stimulate children's imagination and develop their language. Teachers effectively plan activities which consolidate learning across other curriculum areas. Children respond well to creative activities because learning is such fun.
71. The quality of provision for children under five has been further enriched since the last inspection and it is now very good[R48].

77. English, mathematics, science

77. Information technology and religious education

77. English

72. The 1998 national assessments at the end of Key Stage 1 show English overall as below the national average. It was average in comparison with similar schools. Attainment in reading was well below the national average at Level 2 and above. The proportion of pupils attaining the higher Level 3 was below the national average. However, when compared with similar schools attainment in reading was average at both Level 2 and above and at Level 3. The 1999 national tests show an improvement in reading at Level 2 and above and attainment is now close to the national average. However, the proportion of pupils attaining the higher Level 3 has fallen and is now well below average. In writing the 1998 national tests show attainment at Level 2 and above

as close to the national average. The proportion of pupils attaining the higher Level 3 was below the national average. Compared with similar schools writing was above average at Level 2 and above. Attainment was in line with similar schools [R49]at the higher Level 3. The 1999 national tests show attainment in writing as the same as in 1998.

73. The 1998 national assessments at the end of Key Stage 2 showed pupils' attainment was well below the national average both at Level 4 and above, and at the higher Level 5. Compared with similar schools it was also well below average at both levels. In the 1999 national tests the percentage of pupils reaching Level 4 or above was significantly higher than in 1998 but remains below average [R50]at both Level 4 and above and at Level 5. The overall attainment of the whole year group was well below the national average as several pupils only attained Level 2. These results continue the upward trend of the last two years where the school has concentrated on raising the proportion of pupils reaching Level 4. The co-ordinator has played an important role in the raising of these standards. [R51]However, the results in reading are much higher than those in writing where far fewer pupils reached the expected Level 4 or above.
74. The inspection confirms the 1999 assessment results. By the end of Key Stage 1 pupils' attainments in speaking and listening, reading and writing are close to the national average. However, there remains a lower percentage than expected attaining the higher Level 3. The inspection also confirms the 1999 Key Stage 2 national tests. Pupils are on line to reach average levels of attainment in speaking and listening and reading with very few expected to reach higher levels. However, fewer pupils are on line to reach expected levels in writing than pupils nationally. The school has worked hard to raise attainment in Key Stage 2 with some success. The successful implementation of the National Literacy Strategy has made a positive impact on pupils' attainments[R52]. An emphasis on regular homework and the homework club also makes a significant contribution to pupils' attainments.
75. The standards of attainment in Key Stage 1 remain similar to the findings of the previous inspection. In Key Stage 2 the standard of attainment in speaking and listening and reading remain similar to the findings of the previous report. Although attainment in writing is below expected levels, as it was in the previous inspection,[R53] pupils' spelling and handwriting have improved considerably. The range of writing in English and across the curriculum is broader. Pupils use a variety of punctuation confidently and attempt paragraphing appropriately.
76. Progress in speaking and listening is satisfactory over time and good overall in lessons in both key stages. It varies in lessons from satisfactory to good. In Key Stage 1 pupils develop confidence talking in small groups and in front of their classmates. They express themselves clearly and listen well. Teachers encourage pupils who are reluctant to speak and consequently these pupils make sound progress. Pupils in Year 2, at the end of the key stage, retell stories competently and speak clearly, becoming aware of a formal tone. For example, they practise and record an imaginary weather forecast in geography, using the appropriate vocabulary[R54]. Teachers develop pupils' vocabulary across the curriculum. Consequently, pupils describe actions in physical education or explain mathematical work using the correct terminology. They ask and answer questions and offer their opinions confidently. Teachers give pupils time to answer questions, which builds their confidence and gives them opportunities to extend their answers. Pupils listen very carefully and respond appropriately. Pupils in Key

Stage 2 continue to make sound progress. For example, in Year 3 pupils presented an assembly to the whole school and visitors speaking clearly and confidently in an appropriate tone of voice. They remember and recite a psalm and express their opinions about music. Teachers extend pupils' vocabulary through the shared reading and writing in English and by using and explaining technical language in other subjects. As a result, pupils use appropriate vocabulary confidently and effectively. At the end of Key Stage 2 pupils discuss a range of issues confidently explaining and exploring ideas. They listen with concentration and question each other's views sensitively. Most pupils use an appropriate tone of voice in formal situations. However, teachers do not always emphasise the use of Standard English. Consequently, some pupils do not use it appropriately.

77. Progress in reading is satisfactory over time for most pupils. However, some potentially high attaining pupils do not reach higher levels, which slows their progress as they move through the school. In lessons pupils make good progress, due especially to the shared reading sessions in the Literacy hour. In Key Stage 1 pupils develop confidence reading a variety of books and begin to use a range of strategies to read unfamiliar words. They talk confidently about the books they read at home and in the shared reading sessions. By the end of Key Stage 1 they read with reasonable accuracy and some fluency and expression. They explain what happens in their books and offer their opinions about events and information. Pupils understand the difference between story and information books. Higher attaining pupils know how to use the library[R55]. Pupils in Key Stage 2 continue to make sound progress. Pupils use the school library and visit the local library regularly. They use information books and develop research skills across the curriculum. They read a range of texts and deepen their understanding. In Year 6 at the end of the key stage pupils identify settings, themes and characters in books and refer to the text to explain their views. They understand the underlying feelings of characters and express clear opinions about books. Higher attaining pupils read a wide range of books. When reading aloud they use interesting expression to make it exciting for the listener. Lower attaining pupils read confidently, although sometimes hesitate. They talk about the plot and characters and express their preferences of books. Teachers have analysed the reading preferences of boys and through improved resources boys now make similar progress to girls. Regular reading homework throughout the school and targets for older pupils have a positive effect on reading.
78. Progress in writing is satisfactory over time in Key Stage 1 and good in lessons. In Key Stage 2 progress in writing is unsatisfactory over time but good in lessons. The successful implementation of the Literacy Hour and increased emphasis on writing across the curriculum has not yet fully impacted on attainment. In Key Stage 1 pupils develop an understanding of how to write sentences and use full stops and capital letters. They write personal accounts, imaginary diary entries and stories. At the end of the key stage pupils write imaginative stories. They usually use full stops and capital letters appropriately and spell simple words correctly. Handwriting is clear and consistent. Pupils in Key Stage 2 have some opportunities to develop different types of writing across the curriculum. Pupils learn spelling, punctuation and grammar and these skills are built on as they move through the school. Some classes have extra lessons to enable pupils to draft and extend their writing. Pupils experience a wide range of writing in the Literacy Hour, which they practise in the lessons. However, the lack of time to follow up marking and to write extensively limits pupils' progress in writing. Too much time is spent on discussing the writing in extended writing lessons which shortens the

time available for pupils to write. Consequently, their progress slows and attainment in writing is unsatisfactory. By Year 6 pupils write lively and interesting stories. They use imaginative and exciting vocabulary. Sentences develop logically and meaning is extended in complex sentences. However, some writing shows an unsatisfactory use of the correct grammar. Pupils' spelling is usually correct and handwriting is clear, well formed and joined. Higher attaining pupils use paragraphs and a range of punctuation. However, no pupils have sufficient opportunities to work on pieces of writing through drafting, editing and extending their ideas and their attainment in these areas is below average..

79. Pupils with special educational needs in both key stages make good progress towards their targets in their individual education plans. They receive good support in lessons through carefully, well planned tasks and extra adult help. Learning support teachers work effectively in the classroom alongside classroom teachers.
80. Pupils' attitudes to English are good. They listen carefully and show interest in what others have to say. They enjoy their lessons, especially the shared reading and writing sessions at the beginning of lessons. They answer questions eagerly and help each other with tasks. Behaviour is good and pupils have very good relationships with their teachers and classmates. Pupils organise themselves well and concentrate effectively on independent tasks. They use independent research skills very well. Pupils sometimes spend too long sitting during introductions to lessons. When this happens they lose concentration and progress slows.
81. The quality of teaching is good in both key stages. This is an improvement since the previous inspection, particularly in Key Stage 2. There is some very good teaching in Year 3. Throughout the school the management of pupils is very good, teachers use praise well to build pupils' confidence and self-esteem. They have good relationships with pupils so pupils want to please them. Teachers use the school systems for behaviour management very well. The use of homework is a strength of the school. Teachers give pupils a wide range of tasks, including daily reading. Older pupils receive targets for reading. This is helping to raise standards in English, particularly at Key Stage 2. Teachers' planning is thorough. They use the National Literacy framework effectively to give structure to their lessons and are clear about what they want pupils to achieve by the end of lessons. There are good systems of assessment to provide indicators for future planning. However, these are used inconsistently and do not target pupils' individual needs sufficiently well. As a result some pupils do not make the good progress they should. Marking of pupils' work is good, although teachers do not always ensure pupils follow it up effectively. This contributes to the unsatisfactory progress in pupils' writing. Teachers' methods and organisation are good. They use good questioning to extend pupils' understanding and encourage them to explore ideas. They organise groups well to enable pupils to work independently. Teachers' expectations of pupils are generally high. However, the work for potentially higher attaining pupils does not always challenge them sufficiently. Consequently, they do not reach higher levels of attainment, particularly in writing in Key Stage 2. Teachers use a wide range of texts and interesting resources. These help to motivate pupils and maintain their interest. [R56]Teachers have secure knowledge and understanding of English. They have received good support through training by the co-ordinator. The teaching of pupils with special educational needs is good. Teachers plan work to meet the needs of these pupils and to meet the targets in their individual education plans. They work effectively with support teachers and assistants.

87. **Mathematics**

82. By the end of Key Stage 1 the 1998 national assessments showed that standards of attainment in mathematics were above the national average at the expected Level 2 and above. However, the percentage of pupils reaching the higher Level 3 was well below the national average. The 1999 national tests show that attainment at Level 2 and above is close to the national average and attainment at the higher Level 3 is now below[R57]. Compared with similar schools the 1999 national tests show attainment is close to the average both at Level 2 and above and at Level 3.
83. By the end of Key Stage 2 the 1998 national tests showed that standards of attainment in mathematics were below the national average at the expected Level 4 and above. The percentage of pupils reaching the higher level 5 was well below the national average. The 1999 national tests show improvement at both levels. Attainment at Level 4 and above is close to the national average and attainment at the higher Level 5 is below the national average. Compared with similar schools attainment in the 1999 national tests is above at Level 4 and above and at Level 5 it is close to this average.
84. The inspection confirms the 1999 national test results.
85. By the end of Key Stage 1 pupils [R58]read and order numbers up to 100. They count up to 100 in tens, forwards and backwards. They use cubes and centimetres as units of measurement. They estimate and record the length of various classroom resources, such as a book or a table. They travel along a number line correctly identifying numbers up to 10 and know that ten pennies can be exchanged for one ten pence coin. They know the names of common plane shapes such as triangles and squares.
86. By the end of Key Stage 2 pupils use correct mathematical terms to describe mathematical shapes, such as vertices and faces. They construct three-dimensional shapes from given floor plans. They complete ascending and descending sequences of numbers using steps of constant size. They identify odd and even numbers. They predict what the answer will be when these are added together and test their theories by working out samples. They understand how to maintain the value of a fraction by changing both the numerator and the denominator. They are gaining an understanding of percentages and equivalent fractions, explaining their thinking. They construct a sequence of decimals using mental recall[R59].
87. Progress in mathematics over time is satisfactory. Progress in nearly all lessons is good. There is a very small proportion of lessons where the rate of progress is either excellent or unsatisfactory. Excellent progress is the outcome when teaching is dynamic and well paced so that pupils' interest and motivation are stimulated. Where progress is unsatisfactory teaching does not include clear explanations, expectations are too low and tasks are not interesting or challenging enough. By the end of Key Stage 1 in Year 2 progress is good when pupils are using their number fans to find and show the answers in a "quick-fire" mental arithmetic session. They find the answers to questions like "what are three lots of four?" or "what is three less than twenty?". They make good progress in developing measuring skills, using their own "Metre Man", as tasks are clearly described and the lesson overall is well paced. In Year 1 progress is satisfactory as the pace overall is insufficiently stimulating but progress is unsatisfactory when resources are too few to support group-work and pupils are not clear what to do. In

Year 3 pupils are challenged to construct three-dimensional models using linked cubes and following a net or floor plan. They make good progress as the pace is brisk and their tasks are made clear. In Year 4 pupils make good progress identifying number sequences moving in regular steps and in testing their discoveries of what happens when odd and even numbers are added in various combinations. Progress is good as the discussion is led at a good pace with lively questioning. In Year 5 pupils make sound progress in identifying the percentage of shapes that are coloured or in colouring in the correct number of squares on a 100-number square to represent a given percentage. Progress is unsatisfactory when tasks are insufficiently challenging and pupils do not always remain fully on task. Progress is very good in Year 6 when pupils are rounding up decimals from three to two places and revising the importance of place value and the decimal point. In recording their work they show good progress in converting decimals to fractions, and vice versa, and when plotting decimals to two places on a scale or ranking them in order along a line. They make excellent progress when “passing” a sequence of decimals around their circle, calculating in their heads what comes next in the chain 0.125, 0.25, 0.375 etc. They enjoy rounding off their lesson playing a challenging card game matching fractions to decimals, such as 12.5% to $\frac{1}{8}$ th. The very good and excellent rate of progress in Year 6 is due to the teachers’ good questioning, a sense of purpose, very good class and time management and high but realistic expectations.

88. Pupils with special educational needs make good progress as they are set tasks which are well matched to their needs, they are clear about what they have to do and their teachers have high but reachable goals for them. The very good teaching support they receive in small groups in literacy enriches their listening and speaking skills so they make gains in self-esteem and in self-confidence: all these have a significant impact upon their achievement in mathematics[R60].
89. Pupils’ attitudes to mathematics are good. They approach mathematics positively. They enjoy mathematics, show interest and behave well. They pay close attention, especially when the lesson is made interesting by the use of good resources, or when their responses are required in rapid succession in “quick-fire” mental warm-up sessions. Generally, they listen carefully to each other and to adults, although there are occasions when discussions are too long and then concentration sometimes dwindles. When given the opportunity they are quick to settle to their tasks. They work together in pairs or small groups very well, taking turns and helping each other. Pupils enjoy a stimulating mathematical environment: classrooms and corridors are alive with colourful and informative displays of pupils’ mathematical investigations. The quality of this work is very high, for example, pupils provide meals for a family gatherings of various sizes with a set budget to spend. Using a real menu the total cost is calculated using a combination of addition and multiplication and the change worked out using subtraction.
90. Teaching in mathematics in both key stages is good. Only rarely is teaching unsatisfactory. Sometimes teaching has very good features. In Year 6 teaching reaches an excellent standard. The new co-ordinator for mathematics has developed good documentation to support teachers; she checks planning for continuity and progression and samples pupils’ work. All teachers plan their lessons and most prepare resources very well, they work extremely hard to provide exciting stimulating environments for mathematics. Classrooms abound in mobiles and displays depicting proper mathematical vocabulary, solid shapes and mathematical symbols and definitions. Teachers have good knowledge and understanding of mathematics and they are well trained in the

requirements of the numeracy project. The co-ordinator for mathematics presents an excellent model of good practice and her lead is a factor in driving up standards. In the best lessons teachers have high expectations of their pupils and make their work interesting and challenging. They present their lessons in a dynamic, enthusiastic style which keeps up a brisk pace; they have good questioning skills and engage their pupils in lively discussion. However, in some lessons the whole class teaching is too long with insufficient time for group tasks. Behaviour is managed with a light but firm touch - sometimes with just a look or a raised eyebrow. This restores the pupil's attention but does not destroy the momentum of the lesson. A sense of purpose pervades their lessons: they set clear targets and give very clear but succinct explanations. Not a moment is wasted. They assess their pupils' performance by carefully listening to their replies, through discussion and drawing out explanations. They frequently intervene and inter-act as they move around checking work, providing support here or advice there. They maintain their pupils' concentration and keep them on task using encouragement where needed and praise where it is earned. Teachers set and mark mathematics homework regularly: this is very good practice which is having a significant impact upon standards[R61]. Features of the unsatisfactory teaching include a lack of clarity in explaining the tasks, a lack of guidance to support independent tasks and too large a number of pupils in a group to ensure the efficient use of time for pupils' learning.

91. The curriculum for mathematics is appropriately broad and balanced and the numeracy project is securely in place. Teachers are using plenary sessions well in rounding off lessons with extension activities, such as in Year 6, or in checking pupils' understanding of the content of the lesson. The initial session, however, is managed less well at times: pupils are sitting for too long and they are not always fully engaged in the initial "quick-fire" session. The use of resources at this time varies; most teachers make very good use of the whiteboard and number fans, but other resources to stimulate interest and focus attention are not being deployed, for example, 100-number squares and number sticks. Assessment in mathematics is thorough, work, including homework, is marked conscientiously and teachers conduct informal assessments as they listen to their pupils in discussions or as they answer questions. The co-ordinators for mathematics and assessment have amassed a considerable quantity of data recording pupils' performance in mathematics: an analysis of past performance in assessment tasks is conducted to adjust the future emphasis in the mathematics curriculum to ensure complete coverage of all attainment targets and programmes of study. Assessment systems are good. However, the school is not yet using these systems sufficiently rigorously; individual targets for pupils or groups of pupils are not yet fully in place which jeopardises standards of attainment, particularly for the high-attaining pupils.

Science

92. By the end of Key Stage 1 the 1998 national assessments show science close to the national average at the expected Level 2 and above. It is also in line with 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 a slight decline in the number of pupils achieving Level 2 and above. There are no pupils attaining the higher Level 3.
93. By the end of Key Stage 2 the 1999 national tests show attainment at Level 4 and above as close to the national average. It is below the national average at Level 5. This is an improvement at Level 5 from the 1998 national tests when the proportion of pupils

attaining the higher Level 5 was well below the national average. Compared with similar schools in 1999 attainment was above at Level 4 and above and close at the higher Level 5. These results show an improving picture and both boys and girls reflect this trend.

94. Inspection evidence confirms the teacher assessment results. By the end of Key Stage 1 pupils' attainment is in line with the national average as the majority of pupils are on line to reach the average Level 2. However, there remains a lower percentage than expected attaining the higher Level 3. By the end of Key Stage 1 pupils make predictions and establish a time element to ensure a test is fair. They systematically investigate the effect of heat on a variety of materials. They reach conclusions and record their finding using a table. They closely observe materials and find out the precisely which absorb water. They make simple classifications of materials and then find out accurately which are attracted to magnets. They record their findings in diagram and graphical forms. Pupils have a sound understanding of parts of a plant and what is needed for healthy growth. The accurately label the main parts of the human body and know which foods are healthy. They accurately observe forces in everyday life such as pushing and pulling when investigating toy vehicles.
95. The inspection also confirms the 1999 Key Stage 2 national tests that the majority of pupils' attainment is on line to achieve the expected Level 4 with no pupils attaining a higher level. A thorough analysis of previous test results has effectively strengthened the curriculum. Opportunities have been missed, however, to specifically identify pupils with potentially high attainment and present them with more demanding challenges to secure success at Level 5.
96. By the end of Key Stage 2 pupils have a sound knowledge and understanding of Life and Living Processes and Living Things, Materials and their Properties and Physical Processes. The strength of the subject is the way in which pupils are learning through an experimental and investigational approach. This is a significant improvement since the last inspection. Pupils make keys to classify leaves and fruit accurately. They understand the life cycle of plants and the conditions needed for growth. They investigate the function of the roots through well planned experiments. They make predictions and understand fair testing. They closely observe through a microscope and make detailed drawings which they use to support their findings. They investigate conditions for plant growth, measure and record their observations over time. Pupils learn about solids and liquids and how heat affects change. They compare and accurately group everyday materials. Pupils learn how to record scientifically with appropriate use of tables, diagrams and graphs.
97. Progress in science is satisfactory through Key Stage 1 over time and in lessons progress ranged from satisfactory to good in equal proportions. Good progress took place in one lesson because of the very good subject knowledge, pace and organisation of the teacher. This resulted in pupils experimenting systematically with a high level of interest and enjoyment. In the satisfactory lesson the pace dropped during the lesson and pupils lost concentration.
98. Progress in science in Key Stage 2 is satisfactory over time; however, in the lessons progress was variable and ranged from satisfactory to very good. Progress is systematic and builds on successfully to what has previously been learnt. Teachers frequently revisit previous learning to make sure that knowledge and understanding are

secure before moving on. Very good progress in one lesson was the result of a very good structured lesson delivered at a very brisk pace. New learning built very successfully from prior learning through a challenging investigative approach. Good progress resulted in lessons where teachers' expectations were high and lessons proceeded at a brisk pace. Satisfactory progress was mainly due to the slower pace of lesson where expectations were not as high as they might have been. Progress has significantly improved since the last inspection report[R62].

99. Pupils with special educational needs, in both key stages, make good progress in relation to their prior learning. Teachers plan tasks to meet their needs and give good support to help them to succeed. In practical activities they are sensitively supported by the other pupils.
100. Pupils' attitudes to science are generally good, never less than satisfactory and sometimes very good. A very good response was seen in two lessons when pupils remained very focused and very interested. This was due to the very high quality teaching which extended their scientific thinking. Behaviour is generally good; however, a small minority of pupils became restless and lost concentration when the pace of lesson dropped. In group activities they co-operate well, share equipment and are interested in the work of others. Year 6 pupils show a good level of personal study in their individual project work. They research information from books and CD ROM programs on their chosen topic over time.
101. Teaching is good overall and this is an improvement since the last inspection at Key Stage 2. In Key Stage 1 the teaching ranges from satisfactory to very good. In Key Stage 2 teaching ranges from satisfactory to very good but mostly it is good. In all the teaching throughout the school planning is good, effectively guided by a newly-revised scheme of work. There is a clear focus on what is intended for pupils to know by the end of the lesson. Teachers' subject knowledge is good and they focus well on the investigative aspect of the subject. In the best lessons very good questioning extends pupils' scientific thinking. Tasks are well planned to meet the learning needs of most pupils, including those with special educational needs. However, opportunities are often missed in both key stages to challenge the higher attaining pupils with more demanding tasks. In some lessons teachers spend too long in whole class discussion leaving too little time for the rest of the lesson.

Information technology

102. Attainment at the end of Key Stage 1 is above expectations for seven year olds. By the end of Key Stage 2 it is in line with national expectations. The rate of progress is good throughout the school as every class uses the computer suite twice a week. This ensures good development of skills for every pupil as they have regular opportunities to practise using the computers. The computer suite has been in operation for a year and teachers are now able to build on a secure foundation of understanding and skills from the previous class.
103. By the end of Key Stage 1 all pupils retrieve and store work confidently without support. For example, they identify their year group's folder and then access the correct program for the session's work. They handle the mouse and keyboard with confidence. They use the graphics application confidently and select appropriate techniques. For example, in producing pictures in the style of Monet they use the spray facility to covey

the impressionist style. They use specific keys to produce a desired effect in word processing. For example, the great majority change letters from small letters to capitals to produce a different emphasis in a Winnie the Pooh poem. Pupils develop skills of control using programmable robots. They develop skills of modelling as they have access to appropriate programs. For example, in reception pupils match different sized shoes to different sized monsters.

104. Progress is good throughout Key Stage 1 as there is a firm foundation built while children are under five and teachers use this confidence effectively to extend their skills. Progress is particularly good in handling graphics. All pupils develop skills in using different features of graphics. They all select, enlarge or reduce icons to produce regular patterns. For example, they alternate teddies with hearts in a regular pattern combining different sized icons. Pupils develop skills of word processing well as teachers teach them specific skills in using the keyboard.
105. By the end of Key Stage 2 nearly all pupils analyse the advantages and disadvantages of using information technology. For example, they appreciate the benefits of using different methods of representing data from spreadsheets to communicate information more effectively. All pupils use graphics effectively to complement the text in different styles. For example, they all produce a front page of a newspaper using a format of columns and titles. All pupils use the graphics facility confidently to produce a range of different effects. Pupils understand how to use control to provide a program for electronic devices. For example, they create a set of instructions to control a burglar pressure pad or to regulate traffic lights. They use sensors in science to monitor changes in temperature over a period of time. Pupils use the internet confidently to research information for their projects as it is planned consistently in Year 6 and is accessed in their own classrooms.
106. Standards in literacy are satisfactory in information technology in Key Stage 1 and the first half of Key Stage 2. Pupils do not have sufficient skills in the second half of Key Stage 2 in writing partly because they have not benefited from the regular use of information technology. Standards in numeracy in information technology are satisfactory. Pupils handle numerical data confidently and interpret the graphs and charts correctly.
107. Progress is good throughout Key Stage 2. Pupils build on their earlier skills in graphics and develop their range of understanding. For example, in Year 5 they analyse the style of a Matisse collage of a snail, reproduce the picture using the computer and then extend this work by using their own interpretation. Nearly all pupils analyse [R63]the merits of the computer with other media. For example, in Year 5 pupils identified the advantages in producing quick combinations of effects in drawing with the disadvantages of the lack of subtlety in using a mouse to draw lines. Pupils develop good skills of word processing as they are systematically taught the use of different facilities. For example, in Year 3 pupils learn to use the exclamation and question mark keys to enhance a text. In Year 4 pupils' skills are extended by learning to use the spell-check facility. Pupils do not develop skills in producing extended writing as there are no opportunities provided. Pupils with special educational needs make very good progress in information technology. Teachers plan work that matches their linguistic level and use extra adults very effectively to support them in the practical tasks. For example, in the Winnie the Pooh poem these pupils had a simplified task. Progress of pupils with special educational needs is very good as they receive focussed support from teachers

and additional adults.

108. Attitudes to information technology are very good throughout the school. Pupils are very eager to begin work and move quickly to the computers, opening files confidently and beginning work quickly. In Key Stage 1 positive attitudes are set effectively as reception pupils are skilfully introduced to the organisation of the computers. This early confidence is developed very effectively throughout the school. Personal development is very good. All pupils work well collaboratively as they are required to support each other in producing pieces of work. For example, in Year 1 pupils co-operate to produce a regular pattern with each pupil choosing an icon. In Year 6 pupils access data onto a spreadsheet together, one pupil using the keyboard and the other reading out the data. Pupils show great forbearance when there are technical difficulties. For example, when a computer was turned off unexpectedly the pupils readily began their work again after their initial disappointment. In a minority of lessons pupils become restless in the whole class introduction when the explanation is too long. Pupils generally listen very carefully to their teachers or other adults. All pupils treat the equipment with respect. Behaviour is consistently very good. All pupils move sensibly between the classrooms and the computer suite.
109. Teaching is very good in Key Stage 1 and good in Key Stage 2[R64]. Teachers all have good subject knowledge of graphics and word processing. However several teachers [R65]lack subject knowledge across all of the strands of information technology. The school has carried out a careful audit of these deficiencies and is prioritising the needs for future staff development. Teachers generally organise their lessons very effectively with a good balance between whole class discussion and practical work on computers. All teachers use the plenary session at the end of lessons well. For example, the co-ordinator and a Year 6 teacher used this session very well to discuss the advantages and disadvantages of using information technology compared with other methods. In a minority of lessons teachers spend too much time in the whole class discussion. Teachers have high expectations of pupils' behaviour, work rate and level of independence. For example, in Year 1 the teacher outlined the way to save a piece of work at the end of the lesson and the pupils were all expected to carry out the instructions correctly. Teachers use additional adults, governors and parents very effectively, particularly when pupils are working on the keyboard. The computer suite is used very efficiently by all teachers to ensure pupils have equal access to develop skills. All teachers develop literacy very effectively as they use content from the literacy hour to carry out the word processing development. For example, in Year 4 the teacher used a poem that had been covered the previous day. Planning is detailed and generally has clear learning objectives, although these are sometimes based on the content rather than the information technology skills to be learnt. Teachers all manage pupils very well. They all ensure that pupils move quietly between the computer suite and the classrooms and do not disturb other classes. They all use the special person system very well to build pupils' self esteem. Daily assessment is very good in Key Stage 1. Teachers have clear criteria for judging pupils' progress and pupils understand which skills are being assessed. For example, in Year 1 the teacher explained clearly that she was assessing the use of the enlarging facility and told the pupils when it was time to begin the formal assessment. However, there is no consistency or system in the daily assessment in Key Stage 2.

Religious education

110. Attainment throughout the school is securely in line with the levels expected in the locally agreed syllabus. The school's own guidance, written by the co-ordinator and designed to be used with the local agreed syllabus, provides staff with very useful suggestions for practical class activities. This document, together with the co-ordinator's strong leadership and the availability of some religious artefacts, is beginning to have an impact upon standards. No teaching was seen at Key Stage 1, evidence was gathered from the scrutiny of pupils' work and teachers' planning and from discussions with pupils and teachers.[R66]
111. At the end of Key Stage 1 most pupils recognise that churches are places of worship. They name Jesus as a Christian leader. Most pupils know that the church is important for Christians and is a place where people get married and are christened. At the end of Key Stage 2 most pupils' knowledge of Christianity is secure. For example, they recount stories from the Old and New Testaments. They know that Jesus was born in Bethlehem, lived in Nazareth and knew the Sea of Galilee. They articulate clearly that the Old Testament is the record of God's relationship with mankind and that the New Testament tells the story of Jesus' life and work amongst people. Their understanding of other world faiths is satisfactory. For instance, they make visits to a Hindu temple, but they have limited knowledge and understanding of other world religions. However, the school's very good spiritual, moral, social and cultural development practices mean that most pupils are gaining an understanding of respect and tolerance towards others.
112. Progress over time is satisfactory in Key Stage 1. Pupils have an understanding of stories of the New Testament. For example, they have drawn pictures and written captions entitled "The Big Picnic" to illustrate the miracle of the feeding of the Five Thousand. In Key Stage 2 progress is good in lessons. For example, in a lesson about the baptism of Jesus all pupils, including those with special educational needs, made good progress in their understanding of the importance of baptism, of the meaning of symbols such as water and the dove. Pupils take part in discussions well and offer their opinions about Christian symbols. For example, in Year 4 pupils knew that lighting a candle was a focus for prayer, helping them to remember that Jesus said He was the Light of the World. Pupils discuss two versions of the same story effectively. For example, they understood that Jesus' baptism is told differently in two different bibles. They record their findings when comparing the story of the nativity as told by Saint Matthew and Saint Luke[R67]. Progress of pupils' with special educational needs is good as they are well supported by teachers in completing the tasks.
113. Attitudes to learning about religious education are very positive. Pupils behave well, are interested and take a full and active part in lessons. They listen hard to their teacher and to each other. In Key Stage 2 pupils are keen to learn about using symbols to help create a setting for prayer. They respond well to questioning. Behaviour in both Key Stages is very good. In the times set aside for quiet reflection pupils have appropriate and positive attitudes. For instance, in class and Key Stage assemblies they understand and observe the conventions of staying still for prayer.
114. Teaching in religious education is good in both key stages. Planning is very effective, in line with the agreed syllabus, for instance, and the school's own guidelines which add relevance and coherence to the lessons. Teachers have high but realistic expectations and present their lessons imaginatively, for example, in a lesson about using symbols to create an appropriate setting for prayer, artefacts such as rosaries and candles are made available. This practice serves to stimulate interest and promote understanding.

Subject knowledge is good and teachers take care to link their lessons with past work. There is good use of artefacts such as a crucifix and lessons are well organised. Teachers manage behaviour effectively; for example, in discussions pupils are encouraged to offer their personal opinions and do so in an atmosphere of trust. Teachers use visitors effectively to assist in lessons or assemblies. This practice has a positive effect on learning. For example, following a visit by church workers who described their recent work in Albania pupils collected pencils and pencil cases to send to Albanian children. Good use is made of the locality. For example, teachers organise visits to Durham Cathedral and to All Saints' which stimulate interest and enrich pupils' experience. Teachers use art effectively to record pupils' development. For example, pupils produced a large collage of Saint Cuthbert's life, together with accounts of a visit to Durham. One pupil is clearly impressed and writes: "I loved it. I wish I could go again". Teachers use the local community effectively to develop pupils' understanding. For example, pupils practise a drama production that is performed at the local church at their Christingle service. This is much appreciated by parents and the local community.

115. Since the last inspection the curriculum for religious education has been enriched by purchasing more artefacts. There is now a satisfactory supply of artefacts, books and posters but there is an insufficient number to support religious education lessons in a school of this size and some of the artefacts are too small for whole classes to see well.

121. **Other subjects or courses**

Art

116. Attainment by the end of both key stages is above national expectations. Pupils in Key Stage 1 make good progress. In Key Stage 2 pupils satisfactorily build on to those skills which have previously been developed. This is a significant improvement since the last inspection report.
117. A strength of the subject is the emphasis placed on the work of famous artists. Pupils are developing an awareness of how established artists such as Monet and Van Gogh create striking effects. Pupils in Year 1 effectively use a variety of techniques across a range of materials to develop good drawing and close observation skills. They carefully apply artistic skills to produce good computer generated pictures in the style of Monet. Pupils in Year 1 block print fabric with care and precision using their own designs. In Year 2 pupils successfully apply their own designs to fabric using a wax resist method. Three-dimensional art is represented through well-painted and carefully built models using reclaimed materials.
118. Pupils' close observation skills develop systematically in Key Stage 2. They paint portraits of each other with well-observed detail and good painting skills. Individual characteristics are captured effectively. In Year 5 portrait painting develops and is linked successfully with the historical study of Tudor England. Pupils confidently develop their pencil sketches adding texture through shading. Finished painted portraits capture the essence of Tudor style in detail. Year 6 pupils draw detailed plant studies to a high standard. Pupils draw detailed landscapes with increasing development of perspective. They make interesting three-dimensional models of figures with careful attention to depict movement. Pupils have a good knowledge and understanding of artists and designers. They talk about art and artists confidently, including the "Angel of the North",

Kandinsky and Monet, with interest and knowledge. They discuss preferences with good reasoning. Pupils with special educational needs make good progress as they enjoy carrying out the practical tasks which are explained carefully to them by teachers and additional adults.

- 119. Pupils throughout both key stages concentrate well and show good interest levels. They enjoy art and behave well. Pupils co-operate well with each other. Pupils in Key Stage 2 value and appreciate the work of each other[R68].
- 120. Teaching in both key stages is good and this reflects the standards which pupils attain. Teachers have good subject knowledge and develop skills systematically as pupils go through the school. They plan lessons well. Good use is made of wide-ranging resources, including the local environment. Teachers are well organised and in Key Stage 1 make effective use of adult helpers. They manage pupils well and praise them appropriately. Teachers value pupils' work and display it effectively.

Design and technology

- 121. No lessons were observed during the inspection. Judgements are based on discussions with pupils and teachers, the scrutiny of work and teachers' planning. Progress across both key stages, including that of pupils with special educational needs[R69], is unsatisfactory. Since the last inspection the school has completed a scheme of work with appropriate attention given to the development of basic skills but it is not used effectively[R70].
- 122. In Key Stage 1 [R71]pupils have simple making skills and join materials together in different ways. They do not use a range of simple mechanisms in the making process. Pupils generally do not understand the designing aspects of the subject and do not produce sufficient planning before they make an artefact. They use the plan, do and review system to carry out the design process but this is not set within the context of a clear design problem.
- 123. In Key Stage 2 pupils have had insufficient experiences to develop the expected level of skills in either designing or making. Pupils have continued to produce artefacts using mainly card and paper. They have not developed appropriate skills in using resistant materials or tools. They do not have sufficient understanding of designing artefacts using accurate measurements or of modifying designs in the light of practical difficulties. The quality of their finishing skills does not develop sufficiently.
- 124. Pupils have positive attitudes to the subject in Key Stage 1. Pupils in Key Stage 2 lack confidence in the subject as they do not receive sufficiently focussed teaching to develop understanding or skills. They have positive attitudes to homework and carry out tasks willingly.
- 125. The curriculum for design and technology is unsatisfactory and its coverage is inadequate. Many teachers are insecure in their knowledge and understanding of the subject. They are generally unclear in their understanding of the functional element of the subject and of the relationship between designing and making. There is confusion between work in art and in this subject. For example, some very good batik work was carried out in Year 2 but it was not then made into a functional object. Teachers have low expectations of the standard of pupils' work. They miss opportunities to develop

numeracy through the use of accurate plans. The use of the well organised technology tools is unsatisfactory. Homework is used effectively to develop the pupils' range of making. However, the insufficient time spent on the subject in school reduces the effect of this work[R72]. The school is aware of the shortcomings in this subject. The co-ordinator has been responsible for the subject for a year. She was also given science as an area of responsibility. The school decided to prioritise the science to good effect for that subject. There are plans to develop design and technology further.

126. A minority of teachers' plans showed satisfactory coverage. The co-ordinator [R73]has identified some areas of weakness and plans are currently in place to review the scheme of work to incorporate national guidance. Opportunities have been missed to review the subject in line with the time allocation available. In-service training is planned for next term to incorporate new control mechanisms into the curriculum more effectively.

Geography

127. Pupils, including those with special educational needs, make satisfactory progress throughout the school. There were no lessons observed in Key Stage 2. However, evidence is taken from discussions with pupils and teachers, scrutiny of pupils' work and examination of teachers' planning.
128. Pupils develop mapping skills appropriately as they move through the school. Pupils in Year 2 find Britain and Africa on a globe. In Year 6 pupils use a range of maps of different scales to find locations and identify regions of the world. Pupils develop geographical enquiry through asking and answering questions and using research skills. Pupils in Year 2 observe photographs of life in Africa and compare it with their own. They begin to understand how the climate affects peoples' way of life by considering photographs of hot and cold regions. As pupils move through the school they develop a deeper understanding of weather and climate through recording seasonal changes and daily weather patterns. They become increasingly aware of the environment and how people damage or improve it. Pupils in Year 6 discuss environmental issues maturely using appropriate geographical vocabulary.
129. Pupils' attitudes to geography are good. Pupils discuss photographs and geographical issues enthusiastically. They enjoy their lessons and show excitement when looking at resources. They behave very well and work together sensibly. They work independently to research or use the tape recorder.
130. Teaching in Key Stage 1[R74] is good and in Key Stage 2 it is satisfactory. Teachers organise lessons well and make learning exciting through using resources very effectively. This results in pupils extending their geographical knowledge and understanding. Teachers' secure subject knowledge and effective questioning help pupils pose their own questions. Teachers have good relationships with pupils. Consequently, pupils gain the confidence to offer suggestions. In both key stages teachers' plans effectively identify what groups of pupils should know by the end of the lesson. However, assessment of pupils is not always used effectively to identify needs of individual pupils. This results in pupils of different abilities [R75]being given similar work.

History

131. No lessons were observed in Key Stage 1. However, from discussions with pupils and teachers, scrutiny of pupils' work and teachers' planning, pupils, including those with special educational needs, make satisfactory progress as they move through the school. The last inspection reported that there was no scheme of work. The school now has a scheme of work for history to ensure pupils' learning builds systematically as they move through the school. Consequently, pupils' knowledge, understanding and skills are broadly in line with levels expected for their age.
132. Progress in history is satisfactory over time and in lessons. Pupils increasingly interpret historical evidence correctly by asking and answering questions. Pupils in Key Stage 1 learn about the passage of time through considering how they have changed. In Key Stage 2 pupils further develop their understanding of chronology and place periods in history in the correct order. They study the different historical eras in Britain and abroad and describe some main events and people in them. For example, in Year 3 pupils study ancient civilisations and their way of life. Year 4 pupils use a range of artefacts to investigate the Roman invaders of Britain. Pupils in Year 5 begin to select and link information about the Tudors from different books. By Year 6 pupils understand the remaining legacies from different periods in history, such as the introduction of divorce and the formation of the Church of England. They explain and describe the main changes, for example, women's work in World War 2. Research plays an important part in their learning. Through this pupils know the different ways historical evidence is represented.
133. Pupils' attitudes to history are good. They listen carefully and ask and answer questions eagerly. Pupils behave very well and become completely involved in the lesson. During group tasks they support each other, sharing books and resources sensibly. Pupils use research skills independently and capably.
134. Teaching is satisfactory in both key stages. Teachers use good pupil management to keep pupils focused. Effective questioning challenges pupils' thinking and develops pupils' historical vocabulary. This makes a good contribution to pupils' literacy skills. Planning is thorough and identifies different groups within the class. However, assessment is not always used effectively. As a result, work set for pupils is sometimes too challenging, especially for lower attaining pupils. Teachers effectively encourage pupils to formulate their own question and research for information. This enables pupils to develop their reading skills. Secure subject knowledge and effective direct teaching extends pupils' historical understanding. Teachers use resources, including visits and visitors, effectively to promote pupils' historical knowledge.

Music

135. Levels of attainment in music are in line with national expectations. There are some lessons where some aspects reach above national expectations: this is where a teacher's subject knowledge is secure. Pupils in Key Stage 1 are beginning to compose and perform their own work using graphic scores so that they can evaluate and re-develop their work. Children in reception, for example, are clapping and tapping a steady pulse and identify instruments correctly such as tambourine and drum. In Year 1 pupils make recordings of their compositions; they evaluate their performance sensitively before beginning work on improving their pieces. They are beginning to understand loud and soft sounds. The quality of the recording is good and the standard

of the composition is high. In Year 2 pupils are organising their work and choosing their instruments very carefully to represent their feelings about a storm. They are learning to follow a conductor. In Key Stage 2 pupils are developing their knowledge and understanding of musical terms and matching sounds to create an appropriate effect in illustrating a Woodland Walk. They are gaining an understanding of different rhythmic patterns, such as 5/4, and constructing acrostic poems in the initial stages of composition.

136. Progress, including that of pupils with special educational needs, is generally good, especially when teachers' subject knowledge is secure, behaviour management is effective and lessons are well planned and have pace. In Key Stage 1 progress is good when pupils are well managed and lessons have clear objectives. In Year 2 when pupils are divided into small groups they make good progress in following their previous work, a graphic score depicting a storm. Most pupils are confidently differentiating between loud and soft and correctly identifying many instruments. They follow a graphic score accurately and are gaining an understanding of the need to be directed through the score. They use the word "leader" instead of "conductor", so that Tony Blair wins the popular vote as director of one of the groups. They enjoy completing their lesson with "performances", gaining a real sense of achievement. In Year 4 pupils make good progress in understanding the principle of "rap". They develop the skill of maintaining a steady finger-clicking pulse whilst reciting a poem in which Romans grumble about the inclement Northumbrian weather. In Year 6 pupils are making good progress selecting suitable instruments to represent rustling of leaves or the gentle whispering of the wind. They know the names of instruments such as cabasa and know how to produce soft sounds. They control their playing well. They appreciate choosing appropriate instruments and exploring the sounds they make[R76].
137. Attitudes in music are very positive. In assemblies pupils sing in tune and there is good tone and diction. They pay attention and listen well. For example, their concentration is intense as they watch a class assembly which includes a movement sequence performed to recorded music. In class pupils enjoy music and are enthusiastic about composition and performance. Occasionally some of the youngest pupils are restless and disrupt the flow of the lesson, although at first they listen very carefully to a recording of their past music-making and offer sensitive comments about their very good performance. They enjoy choosing leaders and carefully follow their directions as they play their "Storm" compositions. They take turns and play together co-operatively as they perform their work. In Key Stage 2 attitudes are also positive. Pupils behave well, concentrate and work together very well in composing their pieces. They play with care and listen well to each other, offering positive evaluative comments, expressing their feelings and opinions considerately. They respond well to the challenge of clapping an unusual and unfamiliar rhythm pattern.
138. Teaching in music in both key stages is good overall, in spite of some subject insecurities. Cello and guitar teaching is good as the teacher has specialist knowledge. Teachers research their lessons well and plan carefully. Explanations are lucid and objectives made clear. Teachers use appropriate terms such as pulse, beat and rhythm, although there is some confusion about which is which. They organise the use of resources well, although some are in poor repair, such as the two pianos. They use terms such as timbre and dynamics correctly and other terms such as crescendo and diminuendo. Behaviour is generally managed very well although on occasion pupils' behaviour interrupts the momentum of the lesson and concentration is lost. They

assess their pupils' work very well, intervening and inter-acting appropriately, offering constructive encouragement. The best lessons end with "performances" so that pupils have a real sense of achievement. Teachers plan effectively across the curriculum. Links with dance and movement are strong. Planning for music is effective in religious education. For example, opportunities are made for pupils to reflect upon the Psalm 148 with music playing quietly, they then record their own feelings about features in the world to praise, such as trees, hills, sunsets and rainbows. Some opportunities are missed during assemblies to identify the instruments being played or when the music was composed.

Physical education

139. The school is following the full National Curriculum in physical education. Attainment at the end of Key Stage 1 is above national expectations. Overall attainment at the end of Key Stage 2 is above. In this key stage attainment is in line in gymnastics and games but it is well above in dance. Attainment in swimming is above national expectations.
140. By the end of Key Stage 1 all pupils have co-ordination, balance and poise in dance when responding to music. They all explore moods and feelings sensitively through dance in a sequence of movements. For example, in Year 2 they performed a dance entitled water and produced sensitive rippling movements in time to the music. In games they know the correct term for different throws. Most pupils throw beanbags accurately and high attaining pupils maintain this level of accuracy when the beanbag has been thrown over two metres. Most pupils stop quickly on command. They hop, skip and jump confidently. Their level of attainment is above expectations for their age.
141. Progress is good throughout the key stage as teachers follow the scheme of work carefully and build on previous skills. Pupils develop skills in handling small apparatus and responding to contrasting types of music. Progress is good in dance lessons as teachers develop themes over a period of weeks. For example, in Year 2 pupils plan dances on the theme of creation. First they plan a dance on light and dark, then on the elements and then move on to producing movements of fish and birds.
142. Attainment by the end of Key Stage 2 in dance is well above expectations. Pupils show great sensitivity when performing a dance. For example, they vary the speed, shape, size, level and direction of their movements when expressing the building of bridges across humanity. They use great delicacy in their fine movements and co-ordinate sequences of movements with at least twenty other pupils. In games pupils evade and defend each other. They use a variety of different passes correctly in netball or basketball. In swimming the great majority of pupils attain the required level for their age and a higher proportion than usual attain awards such as the 800 metres distance award or the bronze level survival award.
143. Progress is satisfactory across most strands of the subject but is very good in dance. Progress of pupils with special educational needs is the same as other pupils. The two very good quality extra-curricular dance clubs for all age groups have a significant impact on lessons. Pupils develop a very high level of skill as the dance teacher has an extremely high level of expertise and teaching skills. For example, she introduced the use of flags of differing textures, sizes and sounds. This offered a wonderful opportunity for pupils to experience the power of the movement of the flags. Progress is satisfactory in games with the steady development of skills within a team setting. Progress in

outdoor and adventurous activities is satisfactory as pupils have the opportunity to carry out a residential visit in Year 6. Progress in understanding safety implications is very good as teachers all emphasise this aspect of physical education.

144. Attitudes to work are good overall. In dance they are very good in Key Stage 2 as pupils have developed high levels of confidence in this area. Personal development is very good in dance as many pupils have opportunities to perform. For example, in Year 6 pupils danced on a professional stage with full lighting in front of a large audience. Pupils have very good spiritual development in dance as they are required to respond to spiritual themes. For example, in Year 3 in a whole school assembly pupils danced to a song which included the power of prayer. Pupils have good skills of co-operation. For example, they work collaboratively to produce a sequence of balances in Year 4 to produce a shared outcome. Girls and boys work comfortably together throughout the school. Pupils all value the special person award and take their responsibilities seriously when it is their turn. Behaviour is good throughout the school. Pupils all move very sensibly from their classrooms to the hall without disturbing other classes. Pupils all listen carefully to their teachers even when the whole class discussion is too long.

151. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In dance teaching is good throughout the school[0]

[Can you check these changes I've made for accuracy.](#) It is excellent in extra-curricular activities. Teachers have high expectations in Key Stage 1 across all aspects of the subject. Expectations are satisfactory in Key Stage 2 except in dance where they are very high. Teacher's subject knowledge is good in Key Stage 1 and satisfactory in Key Stage 2. There is very good subject knowledge in dance. All teachers manage their pupils well and set clear targets for both their work and their behaviour. For example, in Year 6 the teacher outlined her expectations very clearly throughout the lesson, which led to a high level of attention from all the pupils. Planning is good and identifies learning objectives well. Teachers generally have a good balance between whole class discussion and the practical tasks. However, in a minority of lessons teachers spend too long on explanations and leave insufficient time for pupils to practise their skills. Teachers all give direct feedback to pupils on the level of their performance and set targets for future learning. Teachers all use demonstrations effectively both in showing pupils the actions themselves or in selecting pupils to show their skills. For example, in Year 4 the teacher identified three pupils after the warm up to show contrasting movements to the rest of the class.

151.

151.

PART C: INSPECTION DATA

151. Summary of inspection evidence

145. This inspection was carried out by a team of five inspectors, including a lay inspector, and took place over a period of four days in the week beginning 11 October 1999. The main evidence considered by the inspection team for the report was gathered from:

- .91 lessons or parts of lessons covering the children in the nursery and reception classes 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;
- .a meeting held by the registered inspector and attended by nine parents shortly before the inspection;
- .consideration of the responses that parents made in 107 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 - 6	356	1	88	76
Nursery	29	0	0	0

• **Teachers and classes**

Qualified teachers (YR -6)

Total number of qualified teachers (full-time equivalent):	15
Number of pupils per qualified teacher:	22.53

• **Education support staff (YR- 6)**

Total number of education support staff:	3
Total aggregate hours worked each week:	70

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	29

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:	25.4
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• **Financial data**

Financial year:	1998/1999
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	£
Total Income	593,867
Total Expenditure	594,117
Expenditure per pupil	1,428
Balance brought forward from previous year	11,135
Balance carried forward to next year	10,885

PARENTAL SURVEY

Number of questionnaires sent out: 356
 Number of questionnaires returned: 107

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	47	47	3	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	40	4	5	0
The school handles complaints from parents well	19	54	19	6	2
The school gives me a clear understanding of what is taught	40	56	2	2	0
The school keeps me well informed about my child(ren)'s progress	53	39	5	2	1
The school enables my child(ren) to achieve a good standard of work	40	53	3	2	2
The school encourages children to get involved in more than just their daily lessons	37	46	12	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	51	7	6	3
The school's values and attitudes have a positive effect on my child(ren)	42	43	12	2	1
The school achieves high standards of good behaviour	31	53	12	3	1
My child(ren) like(s) school	51	43	3	1	2