

INSPECTION REPORT

Hetton Lyons Primary School
Hetton-le-Hole

LEA area : Sunderland

Unique Reference Number : 108797

Acting Headteacher : Miss A F Pearson

Reporting inspector : Mrs J Randall
1471

Dates of inspection : 20th – 23rd September 1999

Under OFSTED contract number: 706923

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	4 – 11
Gender of pupils :	Mixed
School address :	Four Lane Ends Hetton-le-Hole Houghton-le-Spring Tyne & Wear DH5 0AH
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs G Gibson
Date of previous inspection :	April 1996

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	Religious Education	
Mr J Hallett, Lay Inspector		Attitudes, Behaviour & Personal Development
		Attendance
		Support, Guidance & Pupils' Welfare
Mrs T Aspin, Team Inspector	Mathematics	Teaching
	Information Technology	
Mr J Puckrin, Team Inspector	Geography	Leadership & Management
	Physical Education	The Efficiency of the School
Mrs S Mawer, Team Inspector	English	The Curriculum & Assessment
	Music	
Mr A Margerison, Team Inspector	Special Educational Needs	Pupils' Spiritual, Moral, Social & Cultural Development
	Design & Technology	Staffing, Accommodation & Learning Resources
	History	
Mrs L Short, Team Inspector	Equal Opportunities	
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	Science	

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The Registrar
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London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

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

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 4

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

5 - 19

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

20 - 53

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

The management and efficiency of the school

54 - 68

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

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

69 - 77

English, mathematics and science

78 - 101

Other subjects or courses

102 - 138

PART C: INSPECTION DATA

Summary of inspection evidence

139

Data and indicators

MAIN FINDINGS

What the school does well

- Progress in English is enhanced by the recent initiatives of the Literacy Hour and the 'Reading in Partnership' project.
 - Standards and progress in mathematics have improved considerably.
- Provision for spiritual, moral, social and cultural development is good.
- Partnership with parents and the community is very good.
 - Behaviour and relationships are very good.
 - Links with the community enrich pupils' learning.
 - The quality of information for parents is very good.
 - The school makes good efforts to overcome the severe difficulties presented by the building.

Where the school has weaknesses

- There are weaknesses in attainment in information and communication technology at Key Stage 1 and it is below national expectations at Key Stage 2.
- I. The evaluation and analysis of teaching and progress is insufficiently developed to ensure consistency of teaching and progress.
 - II. The special needs co-ordinator has no time away from class teaching for monitoring purposes.
 - III. Governing Body reports to parents on finance and special educational needs lack sufficient detail.

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

How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. Handwriting has improved throughout the school and this is now good. The school has continued to develop and improve accommodation and there are plans for further development, for example, in the provision of a computer room. Links with parents have been improved, for example, by the formation of a "Friends Association" and this aspect is now very good. The "Reading in Partnership" project has provided a good opportunity for co-operation in a partnership to improve reading skills. Recent improvement has taken place in information and communication technology in terms of equipment and expertise. Further work is necessary to raise standards of achievement and this remains a key issue for action. Curriculum teams have developed their role, particularly in planning and development of subject content but the analysis and evaluation of teaching, attainment and progress is insufficient and remains a key issue for action. The school has a good capacity for further improvement. There is a clear focus on and commitment to analysis, development and raising standards.

Standards in subjects

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

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

The information shows that standards in English, mathematics and science are similar to the national average and above those found in schools with pupils from similar backgrounds. Attainment in information and communication technology meets national expectations with some weaknesses at Key Stage 1 and is below national expectations at Key Stage 2. Religious education meets the standard required by the Local Education Authority's Agreed Syllabus and pupils make good progress. Pupils' progress in all other subjects is satisfactory overall.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	N/a	Satisfactory	Satisfactory
Information technology	N/a	Satisfactory	Satisfactory
Religious education	N/a	Good	Good
Other subjects	Satisfactory	Satisfactory	Satisfactory

Most teaching is satisfactory (48%). A large proportion is good (31%), very good (14%) or excellent (2%). There is a small proportion of unsatisfactory teaching. There are no significant differences between the key stages.

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	Very good – pupils follow school procedures well. They are polite and considerate. Staff provide good role models.
Attendance	Satisfactory – well managed and monitored.
Ethos*	Good – a welcoming, open and caring school that values each pupil, parent and member of staff. All work well together for the good of all. Good attitudes to work and a commitment to achieving high standards are evident.
Leadership and management	Good - the leadership and management of the school is effective in maintaining clear direction and support for improvement.
Curriculum	Broad and balanced overall with planning still developing.
Pupils with special educational needs	Satisfactory provision with particular strengths in links with parents.
Spiritual, moral, social & cultural development	Provision is good with particular strengths in spiritual and cultural development including appropriate attention to learning to live in a culturally diverse society.
Staffing, resources and accommodation	Sufficient suitably qualified teaching and support staff. Accommodation and resources are adequate to deliver the curriculum.
Value for money	Good.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
IV. The opportunity to play an active part and can approach the school with problems. V. A clear understanding of what is taught and are satisfied with attainment. VI. The values and attitudes taught have a positive effect on their children. VII. Children like school and are encouraged to get involved in more than just daily lessons.	VIII. Lunchtime arrangements for reception pupils. IX. Instances of bullying not effectively X. The finishing time for junior pupils.

The inspection findings support parents' positive views of the school and these views were expressed by the majority of parents in the questionnaire and in the parents' meeting. Instances of bullying were not seen during the inspection and the inspection team are satisfied that the school does have effective procedures to deal with any instances that do occur. The lunchtime arrangements and the subsequent need to extend the school day are a consequence of the difficulties that the school has in managing the limitations of the building. The school manages this effectively.

KEY ISSUES FOR ACTION

In order to raise standards further the headteacher, staff and governors should:

XI. improve standards in information and communication technology further by:

- increasing resources and making more consistent use of that already available;
- improving teachers' knowledge and understanding;
- planning for more consistent use within other subjects;

(paragraphs 7, 30, 64, 93, 101, 102-106, 113, 120, 129, 131)

XII. ensure a greater consistency of teaching and pupils' progress by:

- developing and improving the skills of analysis and evaluation of the quality of teaching, and its relationship with pupils' attainment and progress;
- disseminating good practice and the range of teaching strategies within the school more widely through discussion and in-service training;
- improving teachers' subject knowledge and their understanding of the small steps of learning required for pupils to make good progress.

(paragraphs 10, 12, 13, 22-26, 28, 35, 37, 44, 57, 58, 62, 70, 84, 90, 92, 97, 100, 105, 123, 133)

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

- the amount of time allocated to the special needs co-ordinator for monitoring purposes *(paragraph 55)*;
- the lack of detail in reports to parents on finance and special educational needs. *(paragraph 55,60)*.

INTRODUCTION

Characteristics of the school

1. Hetton Lyons Primary School is situated in a small town that is suffering considerable economic difficulties and unemployment. The number of pupils on roll is five hundred and thirty two, which is much bigger than an average primary school. Most pupils have attended a nursery school prior to entry. The school's intake represents the full range of abilities and backgrounds. Most pupils' attainment is average on entry to the school. A very small number of pupils come from ethnic minority backgrounds and no pupils speak English as an additional language. On occasions the school welcomes a small number of traveller pupils. Fifty eight pupils are on the school's register of special educational need (eleven percent) and this is below the national average. Five pupils have statements of special educational need and this is about average. One hundred and twenty three pupils are known to be eligible for free school meals (twenty three percent). This figure is just above the national average and is rising from year to year. The average class size is twenty five pupils. There are twenty one classes with no classes having mixed age groups. Pupils in Years 4-6 are set for English and mathematics. The pupil-teacher ratio is 24:1. Pupils join one of the three reception classes full-time at the beginning of the school year in which they are five. At the time of the inspection there were fifty six pupils in this age group.
2. The aims of the school are centred on being a "happy, responsible, well-ordered community in which children can learn and be valued as individuals". To achieve this the school states that it will try to develop lively and enquiring minds, help pupils to understand the world in which they live and develop appropriate relationships, tolerance and aspirations.
3. In conjunction with the Local Education Authority, targets have been set for the years up to 2002 and the school shows an increase of six percent over the last three years in achievement at Level 4 or above in English and mathematics.
4. Present priorities for the school in its development planning are:
 - to use the cycle of assessment to inform planning and target setting and ensure this is understood by all teachers and to develop the role and responsibilities of subject leaders in this;
 - to ensure that middle managers have the skills, knowledge and experience required to carry out their responsibilities and ensure that they are aware of the leadership aspect of their role;
 - to develop the strategies for Literacy and Numeracy with review and in-service training;
 - to develop and enhance information and communication technology throughout the school.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998 (1997)	43 (33)	39 (43)	82 (76)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	30 (22)	35 (29)	32 (26)
	Girls	32 (38)	34 (39)	32 (37)
	Total	62 (60)	69 (68)	64 (63)
Percentage at NC Level 2 or above	School	78 (79)	86 (89)	80 (83)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	30 (23)	34 (25)	34 (23)
	Girls	33 (36)	32 (36)	34 (37)
	Total	63 (59)	66 (61)	68 (60)
Percentage at NC Level 2 or above	School	79 (78)	83 (80)	85 (79)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998 (1997)	41	32	73

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22 (23)	20 (25)	29 (32)
	Girls	23 (24)	20 (23)	29 (26)
	Total	45 (47)	40 (48)	48 (58)
Percentage at NC Level 4 or above	School	63 (66)	56 (68)	68 (82)
	National	65 (63)	59 (61)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23 (21)	22 (23)	29 (30)
	Girls	22 (23)	19 (21)	23 (26)
	Total	45 (44)	41 (44)	52 (56)
Percentage at NC Level 4 or above	School	63 (62)	59 (62)	73 (79)
	National	65 (63)	65 (63)	72 (69)

Attendance

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

		%
Authorised Absence	School	5.6
	National comparative data	5.6
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	16
Satisfactory or better	95
Less than satisfactory	5

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In 1998 the standard in reading and writing in the national tests at the end of Key Stage 1 was average in comparison with national figures and above average for schools with pupils from similar backgrounds. In mathematics standards were below average when compared with all schools and average in comparison with similar schools. At the end of Key Stage 2 standards in English, mathematics and science were average in relation to all schools and above those found in similar schools. The trend over the previous three years has been to maintain results around the national average at both key stages. The most recent unvalidated data indicates that standards are being maintained and in some aspects of English, particularly in speaking and listening and writing at Key Stage 1, standards have risen. The percentage of pupils achieving Level 5 at the end of Key Stage 2 has also risen. Progress in English is enhanced by the recent initiatives of the Literacy Hour and the "Reading in Partnership" project and the close monitoring of test results is also becoming effective. In mathematics, inspection findings and the unvalidated test data from 1999 indicate that standards and progress have improved significantly by the end of Key Stage 1, resulting from a high focus on the development of number skills. Inspection findings and test data at the end of Key stage 2 confirm that standards are being maintained around the national average. In science, inspection findings confirm attainment around the national average and unvalidated test data shows a small improvement in the percentage of pupils attaining both Levels 4 and 5 at Key Stage 2 but progress is constrained because investigative work is sometimes over prescriptive.
2. Pupils achieve average standards in literacy and numeracy skills by the time they leave the school. They also use these skills satisfactorily in other subjects. For example, speaking and listening skills contribute well in religious education and writing skills are used satisfactorily in geography although there is little scope for extended report writing. Mathematical skills are used well in geography to present data as graphs and measuring skills in design and technology. Information and communication technology skills are used occasionally, but not often enough, to support learning in other subjects and teachers do not plan this use systematically.
3. Standards of attainment in information and communication technology at Key Stage 1 meet national expectations but with some weaknesses. Attainment at the end of Key Stage 2 remains below national expectations although they are close to average in word processing. There has been some recent progress in the provision of hardware and software and in teacher expertise. This continues to be an issue that the school recognises in its development plan. Pupils are now gaining confidence in using the new PC equipment and extending their skills beyond simple word processing. Standards in religious education meet the requirements of the new Local Education Authority Agreed Syllabus at both key stages and the implementation of a new policy and scheme of work last year continues to improve this. At both key stages pupils learn about the Christian faith and build a steady knowledge and understanding of other world faiths. They gain an understanding of the part belief plays in people's lives and of the importance of celebration and worship.
4. Progress and attainment in all other subjects is satisfactory with good features in art, demonstrated for example when pupils investigated techniques of shade, tone and line in pencil drawings and in geography in pupils' ability to use prior subject learning to answer questions and to solve problems.

5. Taken across all subjects progress is satisfactory. However, in a significant minority of lessons pupils make good progress. It is often good in religious education. In most other lessons progress is mostly satisfactory. The progress that pupils make is directly related to the quality of teaching and features that give rise to the greatest progress are the clear identification of the small steps of learning required, both in lesson planning and longer-term planning, the match of tasks to pupils' prior attainment and teaching and tasks that generate interest and excitement. In a number of lessons progress is constrained by teaching that is too prescriptive and tasks that allow too little opportunity for pupils to think for themselves or make choices. For example, over-direction in investigative and experimental science restricts pupils from achieving the higher order skills of thinking for themselves about how they might find things out and record their results. Sometimes pupils spend time on colouring or drawing activities or there is an undue emphasis on the completion of worksheets at the expense of more productive learning. The lack of challenge in some tasks particularly restricts the progress of pupils with higher prior attainment.
6. Across the school pupils with special educational needs make satisfactory progress towards the targets in their individual education plans. They develop their skills and understanding in all the subjects in the curriculum relative to their abilities. However, a number of pupils with statements of special educational needs who are supported in lessons make good progress. There are a number of pupils in the school with challenging behaviour and, while the school manages these pupils well, their difficulties affect their progress and attainment.
7. Progress as pupils move through the school is satisfactory. All pupils make steady gains in knowledge, skills and understanding overall but progress is inconsistent between classes, subjects and experiences. The school has recognised the need to improve this and a number of initiatives are underway although there has been too little time before the inspection for these to be fully effective. These initiatives relate to analysing data from tests and other assessments and effecting improved planning as a result of this. The monitoring of classroom practice and its effect on progress and attainment is, as yet, insufficiently developed to support this further. This is recognised in the school's development planning as an area for attention this year.
8. Progress in the classes for pupils under five is satisfactory. The full range of ability is represented on entry but the overall level is average and the school's baseline assessments and inspection observations confirm this. By the age of five pupils' attainment within all areas of the national Desirable Learning Outcomes, including literacy and numeracy, is average. Progress is satisfactory although constrained to some extent by limitations in the planning for these and by teachers' full understanding of these objectives and by the lack of a secure outdoor play area.
9. Progress was judged to be generally satisfactory in the previous inspection report and following recent detailed analysis of results of tests and other assessments the school has set itself targets for improvement. At the time of the inspection these initiatives were too recent to demonstrate significant development but the school has almost met its target for improvement in the results in the National Curriculum tests. The clear focus on and commitment to analysis, development and raising standards supports improvement well. This is further enhanced by the developing partnership between the acting headteacher, governors and subject managers. The ethos of the school, particularly the happy and secure learning environment, pupils' very good behaviour and the very good relationships with parents makes a significant contribution to attainment and progress.

Attitudes, behaviour and personal development

10. Throughout the school, including those classes for children under five, pupils have good attitudes to learning. They are interested in their work and are keen to learn. They listen carefully and contribute positively in discussions. Pupils of all ages understand what is expected of them and try to please their teachers. They work well together and support each other, selecting and using resources sensibly. It is evident from classroom displays and the presentation of work in books that pupils have pride in their work. In the classes for children under five teachers have high expectations of pupils' behaviour and ability to take care of themselves and have organised resources in such a way as to support this. The pupils' good response is shown by their very good behaviour and their ability to make choices from the range of activities on offer.

11. Behaviour, both within the classrooms and around the school is very good. Pupils form very good relationships with each other, their teachers and other adults. They are polite, kind and caring towards each other and keen to talk about their work. In assemblies they take an active part, listening attentively and responding thoughtfully. Pupils use speaking and listening skills to communicate well, which helps them to understand and respect ideas and beliefs of others. During the inspection there were no observed incidents of bullying or harassment. There have been no exclusions during the past year.
12. Pupils move sensibly around the difficult buildings and show particularly good control and maturity at lunchtime, when large numbers of pupils are moving in and out of the dining halls. They take good care of the school premises and treat equipment and resources with respect. Pupils are proud of their school, which has a strong community identity.
13. Pupils are prepared to take responsibility for their own learning and readily show initiative when given the opportunity. They are keen to help to set out resources, clear away at the end of lessons and try hard to maintain high levels of tidiness within the classrooms. Older pupils enjoy and take seriously their monitors' duties. They are good role models for younger pupils. Pupils help those less fortunate than themselves by annual fundraising activities. Personal development for Year 6 pupils is enhanced by the opportunity to take part in a residential experience.
14. The high standards of attitudes, behaviour and personal development continue to be a strength of the school.

Attendance

15. Attendance is satisfactory and broadly in line with the national average with no recorded unauthorised absence. Pupils arrive punctually at the start of the day and lessons begin on time. This continues the pattern reported in the last inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

16. Most teaching is satisfactory (48%). A large proportion is good (31%), very good (14%) or excellent (2%). There is a small proportion of unsatisfactory teaching (5%). The teaching of pupils under five is mostly satisfactory or better (86%), with a large proportion being good (32%) or very good (18%). A proportion of teaching at this stage (14%) is unsatisfactory. In Key Stage 1, all teaching is satisfactory or better and a large proportion is good (37%) or very good (11%). In Key Stage 2, the majority of teaching is satisfactory or better (95%), and a large proportion is good (29%), very good (14%) or excellent (3%). This key stage is also marked by a small proportion of unsatisfactory teaching (5%). There are no major differences between key stages.
17. In the classes for children under five, teachers have a satisfactory knowledge of the needs of young children. They plan well together to provide a range of experiences. However, there is some insecurity in fully implementing the required areas of learning of language and literacy, mathematics, personal and social development, knowledge and understanding of the world, physical and creative development. Relationships are good and classroom routines carefully re-enforced. Where teaching is best there is a good balance between teacher-directed and self-initiated tasks. Good questioning skills are used to encourage children to think for themselves; a range of stimulating activities are provided and the teaching and support staff interact well with pupils, responding to their needs. Support staff are well used in sections of lessons to develop skills and understanding and to assess progress. They are often not well deployed in introductions, which can be too long, or in plenary sessions. On some occasions presentations are slow and targeted at too low a level, which causes pupils' attention to wander. On other occasions there is too little interaction with pupils and thus missed opportunities for the development of language. These factors adversely impact on progress.

18. In both key stages and in the reception classes, the management of pupils' behaviour, and well-established routines are strengths that impact well on pupils' progress. In the best lessons, teachers understand the small steps needed to develop concepts and understanding. Good subject knowledge and conveyed enthusiasm hold the attention of pupils and motivate them. Many teachers demonstrate good questioning skills, draw on pupils' prior knowledge, and move the lesson on in response to their answers. Lessons are well structured, giving a suitable emphasis to each section. In many lessons work is carefully planned to meet the needs of pupils with different levels of prior attainment within the teaching group and challenges them to think. All these features were seen in a mathematics lesson in Key Stage 2 for pupils with low attainment in number skills, where they were practising basic skills in different ways. The pupils thoroughly enjoyed the variety of activities, responded to the competitive element of the lesson well, and were suitably challenged by the written tasks specific to their own needs. This was also illustrated in a religious education lesson in Key Stage 1, where pupils were being introduced to the celebration of baptism and prepared for a visit from a local minister. Good use is made of visual aids, practical materials, and artefacts. This was particularly evident in another religious education lesson in Key Stage 2 where a pupil was dressed in a turban, and other artefacts used well to illustrate the use of symbols in the Sikh religion. The artefacts held the pupils' attention while the teacher carefully developed the underlying meanings and reinforced facts and subject specific vocabulary. Marking in all subjects is generally appropriate to pupils' levels of maturity and is used well to support planning.
19. In both key stages, in less effective lessons, teachers do not fully appreciate the importance of the development of underlying concepts. For example, in mathematics, pupils with all levels of prior attainment are asked to perform skills by rote without sufficient understanding. On occasions, over-simplification causes pupils to receive inaccurate information. In weaker lessons and some sets in English and mathematics, tasks are not sufficiently matched to the needs of pupils. There is an over-emphasis on printed worksheets, and in Key Stage 1 too much time is spent colouring-in, which impedes progress. In science, experimental work is sometimes too prescriptive and prevents full development of higher order scientific skills such as how to investigate. Although teachers plan together in year groups, in both key stages there is some inconsistency of practice in the different classrooms in each year group. This is sometimes due to different levels of understanding of how best to structure the lesson, organise the activities, and sometimes due to differences in subject knowledge.
20. Tasks provided for pupils with special educational needs are suitably matched to their level of attainment, although within lesson planning, reference is not consistently made to the pupils' targets in their individual education plans. Where classroom support is available, it is well used. The support staff are clear about their role in the classroom. This was particularly evident in the whole class teaching element of a mathematics lesson, where the special needs support assistant consistently ensured that the pupil she was supporting was able to join in and answer questions.
21. The teaching of literacy at both key stages has received considerable attention in the last year and is satisfactory. Teachers mainly have a good grasp of the requirements of the Literacy Hour. In many lessons, plenary sessions are used extremely well to develop speaking skills, to assess understanding and to develop knowledge further. However, some teachers do not fully appreciate their value. They are sometimes rushed and do not involve pupils sufficiently. The teaching of numeracy is at least satisfactory. There has been a strong focus on the development of mental arithmetic and number skills in Key Stage 1, and this has had a significant impact on standards. The school has made an appropriate start to the introduction of the Numeracy Hour, although some of the strategies are not yet fully in place.
22. Throughout the school, suitable homework tasks such as spelling, reading and mathematics make a contribution to the standards achieved, and tasks and guidance provided are well received by parents.
23. The last inspection report stated that the quality of teaching overall was a particular strength. The school has maintained these standards of teaching and they continue to contribute positively to pupils' progress. However there are still some weaknesses in subject knowledge in science and mathematics. The school has very recently made a great effort to improve teachers' confidence and expertise in information and communication technology, and intends to provide further in-service to develop specific skills.

24. Teachers work hard and are seeking to improve their skills in many positive ways for the benefit of pupils.

The curriculum and assessment

25. The school's curriculum is broad and balanced. It successfully reflects the overall aims of the school in promoting pupils' intellectual, physical and personal development in a purposeful and relevant curriculum. Statutory requirements are met in the delivery of the National Curriculum and religious education and an appropriate amount of time is spent on each subject. No significant issues were raised in the previous report. Good opportunities are made to provide meaningful links across many areas of the curriculum. Literacy and numeracy receive a very high profile with satisfactory progress made in implementing the Literacy Hour. Since the last inspection, the key issue of introducing joined handwriting at an earlier age has been successfully addressed. Intensive support has been provided from the "Reading in Partnership" project and these developments in the curriculum, along with target setting in English, mathematics and science are continuing factors in the gradual improvements in standards of attainment. Although progress has been slower in addressing the key issue of curriculum entitlement for information and communication technology, the recent appointment of an experienced co-ordinator and additional equipment and software is beginning to improve standards. The school, in its development plan, has recognised that further developments are still needed to implement curriculum entitlement fully.
26. The curriculum for the under fives is in the early stages of being planned within the six areas of learning recommended for children of this age and provision is satisfactory overall although there are some further areas for development. The majority of children make sound progress and most are ready to begin work on the National Curriculum by the age of five. Baseline assessments are carried out and are on-going throughout the reception year. These are used to plan suitable work.
27. The comprehensive health and personal development guidelines ensure that sex education, together with an awareness of the misuse of drugs, are taught effectively, often within science topics. The school works closely with the health department and the school nurse. Aspects of personal and social education are often included in English and religious education lessons.
28. The provision for pupils with special educational need is satisfactory. The school has continued to develop the provision since the last inspection and it fully meets the requirements of the Code of Practice and statutory reporting requirements. The provision meets statutory requirements for pupils with statements of special educational needs and there are clear processes for identifying such pupils. Individual education plans are written for all pupils on each stage of the special needs register. Individual education plans for literacy, speech and language and moderate learning difficulties generally contain appropriate short-term targets that are linked to appropriate strategies with evaluation criteria. However, in some cases, the number of targets is too extensive to be realistically achievable within the time span of the education plan. These plans are reviewed termly. Class teachers are responsible for writing the individual education plans with the support of the co-ordinator. Class teachers and classroom assistants work closely together and discuss the lesson planning in advance, but there is no formal time allowance for them to plan together.
29. In general, all pupils, including those pupils with special educational needs, enjoy equal access to the curriculum and they have full access to all activities including extra-curricular activities. Suitable systems and planning are in place for traveller pupils when they attend.
30. When pupils are ready to transfer to secondary education, meetings and visits are arranged to help in the smooth transition. There is close consultation over the curriculum areas of music, information and communication technology and physical education. Within the formal homework policy, additional work is set for the Year 6 pupils as they prepare for the national tests and this also helps them to adjust to the demands of homework when they transfer to secondary school.

31. The majority of teachers are planning effectively for English, using the national guidelines for literacy and the focus on developing progression in knowledge and skills for pupils of different prior attainment has helped to raise standards. In mathematics, the school has recently introduced some aspects of the National Numeracy Strategy with plans for full implementation as soon as possible. The planning for information and communication technology, although in place, is not yet being used productively to support learning in other subjects. Schemes of work in several other subjects are currently being reviewed in the light of new national guidelines. At the moment in both science and music, not enough attention is being given to ensure a consistent approach in which skills are progressively taught through the school. However this weakness has been recognised and identified as a priority for improvement. Although short-term planning has recently been reviewed to include clear aims and objectives for lessons, there are inconsistencies in the planning for the needs of pupils of different prior attainment.
32. The school provides a good range of extra-curricular activities for pupils. During the year these include a recorder group, band, instrumental tuition, maypole and country dancing, football, cross-country, cricket and netball. Over half of the pupils in Key Stage 2 take part, many attending several clubs during the week. At least seven members of staff contribute to these activities. There are also good opportunities for pupils to take part in a variety of sporting competitions with other schools in the area. Most older pupils attend an outdoor residential centre and a very comprehensive variety of visits and visitors enriches the curriculum well. The quality of these activities makes a very good contribution to developing pupils' personal and social skills.
33. The school is in the early stages of implementing revised assessment procedures to improve effectiveness and link them more closely to planning. Several successful initiatives have already been established, including the close monitoring and analysis of test results and setting targets for improvement in English, mathematics and science. Individual pupil targets have been set in English and marking is beginning to be used more constructively in some classes to indicate areas for improvement. Staff have also begun to use assessment tasks linked closely to the guided reading and writing in the Literacy Hour and these are proving valuable in providing accurate information on the progress pupils are making and the further support they require. Similar arrangements are being used in mathematics and science but on-going assessment and recording varies from class to class. There are no reliable systems yet in place to assess the progress made in information and communication technology or religious education. A detailed assessment is undertaken of children when they start in reception and the information gathered is used to identify early those children who have special educational needs. These planned improvements for assessment have been carefully documented and are beginning to assist in raising standards of attainment. However, no clear decisions have yet been made as to how the progress of these initiatives will be monitored and evaluated to ensure a consistent and reliable system through the school.
34. Assessment procedures for pupils with special educational needs are satisfactory. However, the use of the information from diagnostic testing and observation to analyse learning or behavioural difficulties for pupils placed on the register of special educational needs is under-developed. This is currently under review and is a priority area in the special education needs action plan for the current academic year.

Pupils' spiritual, moral, social and cultural development

35. The provision for the spiritual, social, moral and cultural development of all its pupils is good in both key stages and in the classes for pupils under five. In the previous inspection report, this area was identified as a strength of the school and it remains the case. The aims of the school in the prospectus contain clear principles that relate to the preparation of pupils for the opportunities, responsibilities and experiences they will face in their lives.

36. The provision for spiritual development is very good. The previous inspection report noted that assemblies provided a communal and shared act of collective worship. These continue to make an important contribution to the attitudes of pupils and the positive ethos of the school. Topics chosen for discussion are relevant to pupils' everyday lives and the school community, such as what it means to be a friend. Other opportunities for pupils to consider values and experiences are regularly provided in the classroom, for example through religious education lessons and history topics on different cultures. In these lessons, pupils are very willing to contribute to discussions expressing their personal fears and feelings, knowing that their contributions will be valued and respected.
37. The provision for the moral development is good. The school promotes a strong moral code that provides a happy and secure environment for all its pupils. Good behaviour and consideration for others are seen in all aspects of school life and promoted through class displays, the teachers' good classroom management and areas of the curriculum such as religious education. There are clear expectations of what is acceptable and unacceptable behaviour in lessons and around the school and even the youngest children quickly develop a clear understanding of what is right and wrong. Discussions in religious education, for example, on what would make the world a better place, support this. There is mutual respect between staff and pupils and honesty and fair play are fostered in lessons and games.
38. The school makes good provision for pupils' social development. In assemblies, the class assembly format gives all classes an opportunity to share their work or ideas with the rest of the school. In lessons, there are good opportunities for pupils to work together in pairs and small groups, although the use of plenary sessions as an opportunity to share work and to develop listening skills is not consistently effective. Teachers are both professional and caring and there is clear evidence of very positive and successful relationships between the pupils and staff. The teaching and support staff are good role models for pupils. Extra-curricular activities, particularly music, have a prominent profile in the school and staff work hard to promote the importance of hard work and perseverance. The school has developed a very good community understanding and the focus on local history in Year 6, looking at the changes in Hetton over the recent past, effectively develops the pupils' understanding of citizenship and their future role as adults within the wider community.
39. The provision made for the cultural development of pupils is very good. There is a range of music, both recorded and performed by pupils, played in the hall as pupils enter, which is supported by the prominent place music has in the wider curriculum. Within art lessons, a range of artistic and sculptural styles are explored and practised. The pupils benefit from visits by visiting theatre groups and artists. Visits to various places such as local churches and museums broaden pupils' knowledge of the rich historical and cultural tradition of the area. They develop an awareness of other cultures to a good standard through history, geography, art and religious education lessons. The school successfully develops pupils' awareness of different cultures and religions and attractive displays around the school, with appropriate books, artefacts and other learning resources, contribute effectively towards understanding and respect for life in a culturally diverse society.

Support, guidance and pupils' welfare

40. The school is a very caring community, providing good support and guidance for its pupils. All staff work hard to create a happy and supportive place of learning where pupils feel valued and to which they enjoy coming. Very good relationships, based on mutual trust with pupils and parents, ensure that problems are identified at an early stage and appropriate support provided. Relevant support is obtained from external services for pupils with specific difficulties. Some older special needs pupils are effectively involved in the review process and are encouraged to record their comments on the review form. Recent systems exist to monitor and assess progress in some subjects but these are not yet consistent across all subjects. Pupils' confidence and self-esteem is developed through the praise of effort and achievement in every aspect of the school. There is appropriate provision made for traveller pupils when they attend the school, and work is provided for them when they are away from the area. None were present during the inspection.

41. The schools' behaviour policy contributes well towards a positive ethos, with high expectations of pupils, resulting in a good standard of behaviour across the whole school. The school has effective procedures in place to deal with any incidents of unacceptable behaviour or bullying. Procedures for health and safety are effective and meet requirements. Regular monitoring and audits ensure the safety and well being of all. Four members of staff are trained in first aid and are readily available if required. The arrangements for sick and injured pupils are well established and effective. Health education, personal and social development are integrated well into the curriculum.
42. The school satisfies the legal requirements for child protection and the designated teacher plays a vital role in ensuring that all staff are aware of and follow, the procedures. Links with support agencies are good. Good systems are in place for monitoring and promoting good attendance. The marking of registers and the publication of attendance statistics meet statutory requirements.
43. The positive partnership with the adjacent nursery school enables pupils to make a confident start when they enter the reception classes. Appropriate links also ensure a well-managed, effective transfer to secondary school.
44. Teachers know their pupils well and provide good guidance and pastoral care. This caring environment continues to make a significant contribution to pupils' progress and their enjoyment of school.

Partnership with parents and the community

45. The school's partnership with parents is very good. This has resulted from the determined efforts of both staff and parents to address one of the key issues in the previous inspection report. The information provided for parents is very good. Newsletters and information bulletins are sent to parents regularly. The school has an "open door" policy for parents wishing to come into the school. Consultations with parents are held twice a year so that they can discuss their child's progress. An initiative much appreciated by parents is the organised half-termly "drop-in" sessions where they can visit the school for a discussion with the class teacher. Pupils' annual reports are considered to be very detailed and helpful and the inspection findings agree with this. The school encourages parents to become involved in their children's learning through a range of homework tasks. The "Reading in Partnership" project, funded by the Single Regeneration Budget, has provided a good opportunity for pupils, staff, parents and volunteers to co-operate in a partnership that is improving the reading skills and confidence of the pupils involved. The partnership with parents of pupils with special educational needs is very good. Parents are informed when the school wants to involve outside specialists and they are invited to the annual reviews of those pupils with statements of special educational need. They are invited to the termly review meetings and given appropriate opportunities to give their views. The majority of parents at the parents' meeting and in the questionnaire expressed support for all aspects of the school and the inspection supports these views.
46. The "Friends Association", formed after the previous inspection, is a major initiative that has made a significant contribution to the increased involvement of parents and the community in the life of the school, organising a wide range of social and fund raising events.
47. The school's links with the local community enrich the curriculum and make a very good contribution to attainment and personal development. Local groups such as Brownies and sporting clubs meet regularly on the school premises. The school takes part in a wide range of sporting and musical events throughout the community. Visits to places of interest enrich pupils' learning, as do visits from many representatives of the local community.
48. Liaison with the secondary school is good and there is an interchange of visits by pupils and staff, including secondary pupils helping with the school band and pupils in Year 6 attending a series of information and communication technology sessions at the secondary school. The effective partnership with the local nursery school ensures a smooth transfer of pupils.

49. The inspection findings support those of the previous inspection in that community links are a major strength of the school.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

50. The leadership and management of the school is effective in maintaining clear direction and support. In the interim period between two headteachers, the acting headteacher, in association with the chair of governors, has taken a very positive lead in revising and developing management systems. The senior management team has been expanded to draw on the expertise of staff from across the school. This has strengthened the team by providing wider consultation and scope for dissemination of ideas. This is achieved successfully alongside a full teaching commitment.
51. Although the current special educational needs co-ordinator has only been in post for six months, in that time she has provided very good leadership to the area. The action plan, drawn up for the current academic year, demonstrates a very clear understanding of the areas for future development and significant progress has been made in developing the effectiveness of the individual education plans and the links with the nursery school teachers. The co-ordinator liaises with staff on the individual education plans and organises reviews of pupils, but as a full-time class teacher does not have the opportunity to work directly with pupils on the register or to monitor the use of the individual education plans in lessons. There is a named governor for special educational needs who has recently been appointed and, as yet, has had limited opportunities to play an active role beyond meeting the co-ordinator to discuss the work. The policy for special educational needs provides sufficient guidance for the identification and assessment of pupils. Administrative procedures are satisfactory and the statement in the governors' annual report to parents broadly complies with statutory requirements, but is insufficiently evaluative on the changes and success of the policy.
52. The governing body has developed closer involvement in the curriculum with the appointment of governors for literacy and numeracy and by some attending staff training. By becoming better informed about school issues, more governors are now able to give effective support and to contribute more knowledgeably to policy making and strategic decisions.
53. Since the last inspection, the school has endeavoured to strengthen the monitoring and evaluation of its work and much has been achieved. The roles and responsibilities of curriculum teams have been clarified and new procedures introduced. Curriculum portfolios, which include policies, schemes and samples of work, have been established, forming a useful summary of activity in each subject. Staff are now more aware of what is happening in their areas of responsibility but as yet there is insufficient emphasis on devising ways in which the quality of teaching and learning may be assessed and acted upon. The school has recognised this as an issue and some ways forward are outlined in the current school development plan.
54. The school development plan is good. All staff have some involvement in its formulation and are therefore aware of the implications. It is comprehensive and considers all the main issues facing the school. The document clearly identifies strategies, responsibilities, costs and ways of judging success. There is a new emphasis on establishing a cycle of development planning and on data analysis, which encourages continuous evaluation of the effectiveness of the school. This, along with a developing understanding of responsibilities by curriculum leaders, plays a major part in ensuring that the school has a good capacity for improvement.
55. The school ethos is good, based on clear and simple aims that are understood by staff and pupils. Parents attending the pre-inspection meeting enthusiastically endorsed the values and attitudes promoted by the school. The atmosphere is open and caring and all are valued. Pupils are encouraged to give of their best and they have good attitudes to work, co-operating in a good environment for learning. The ethos of the school is positive in reflecting a commitment to equality of opportunity for all pupils.

56. Statutory requirements are met although in some documents for parents, the governors' annual reports, for example, there is a lack of sufficient detail about finance and special educational needs for them to be informative.

Staffing, accommodation and learning resources

57. There are sufficient suitably qualified and experienced teachers to meet the demands of teaching the National Curriculum and religious education and the needs of children under five years old. There is a satisfactory match of teacher's qualifications to their subject roles. Since the last inspection, staff expertise in information and communication technology, identified as a weakness, has been improved through the appointment of a new co-ordinator and in-service training, although it is still variable across the whole school. The number of classroom support staff is satisfactory and in the reception classes, and where they support specific pupils with special educational needs, they make a good contribution to the standards attained by these pupils. All staff show skill, care and commitment in their dealings with pupils and all provide good role models for pupils. The school is well served by administrative, caretaking, cleaning, and midday supervisory staff. They all make effective contributions to pupils' well-being and the standards achieved.
58. Subject managers and senior staff have job descriptions that clearly identify their responsibilities for curriculum areas and other aspects of the work of the school. Procedures for the induction and training of new teachers are satisfactory and the 'team' approach to planning ensures that they are well supported on a day-to-day basis. Appropriate procedures for appraisal are in place. The arrangements for staff training and professional development through the Local Education Authority in-service training programme is satisfactory and linked to the priorities identified by the school. However, insufficient opportunities are provided for this expertise to be shared more widely within school and there is an over-reliance on the Local Education Authority to provide all the training that might be needed. On occasions, the staff do not have training in specific areas such as the Desirable Learning Outcomes for children under five. This has an impact upon the effectiveness of the planning and teaching
59. The accommodation is satisfactory, although as noted in the previous inspection report, the buildings present some difficulties and limitations such as the size of the halls and the number of separate buildings on the site. However, the staff and pupils cope with this very well. There is a high standard of maintenance and the school is well kept and clean, inside and out. There are sufficient rooms or areas to allow the curriculum to be taught and staff utilise the available space well for teaching and displays. The outside areas are extensive with marked playgrounds and extensive playing fields. Since the last inspection the school has improved the accommodation by developing a groupwork room and two further classrooms. Although the school has created a library, situated along one wall of the Key Stage 2 hall, as a resource for learning this has some shortcomings. There is an insufficient range of both fiction and non-fiction texts to encourage the older pupils to read for pleasure or to develop research skills out of the classroom. There is no secure outside play area for pupils under five. This restricts full development of the Desirable Learning Outcomes.
60. The range and quality of resources are satisfactory overall and adequate to teach the planned curriculum. Resources for religious education and art are good. The school has made significant efforts since the last inspection to develop and enhance the resources available for the teaching of information and communication technology. However, they remain unsatisfactory in the number of computers and the range of software titles available to support all subjects but the school has recognised the shortcomings in the current school development plan. Resources for pupils with special educational needs are satisfactory. Good use is made of resources from outside the school such as the local swimming pool, visiting artists and visits to places of cultural interest to supplement those available on site and this use makes a good contribution to attainment and progress.

The efficiency of the school

61. The quality of financial planning is good, based on a very effective development plan, which helps to focus spending on areas of need. The resources available to the school are very limited and the school is facing the prospect of reduced income in the future as pupil numbers fall slightly and some other sources cease. Surplus of income over expenditure, continues to be at a low level. Against this background, the school has managed the budget prudently. Funding from the Single Regeneration Budget to support a reading project has been well used and the project is having a significant impact on standards. The support staff for special educational needs are funded directly by the Local Education Authority. Improvements continue to be made to the accommodation, often using self-help schemes, and money has been reserved for the development of an information and communication technology facility, to help meet recognised needs in the subject.
62. Learning resources are generally well managed and used effectively, except in information and communication technology, where existing hardware is under-used. A regular audit is undertaken by subject co-ordinators to enable all staff to register needs. Systems for purchasing resources are clear and co-ordinators are able to budget carefully. All staff are aware of the continuing need for economy and the sensible allocation of funds has ensured the maintenance of adequate resource levels. Accommodation has severe limitations, but is used well. Creative modifications have been made to produce new spaces such as the rose room and the multiple use of hall areas for both dining and teaching is handled very efficiently. Teaching staff are used well and all share in the responsibility of managing subjects or aspects. Non-teaching staff make a strong contribution to the efficient running of the school. Support staff in classrooms are not always used efficiently, particularly where they are inactive during whole class lessons or when they are inadequately briefed.
63. Day-to-day administration and financial control are good and the office is run very efficiently. There are sound systems for dealing with emergencies and regular routines are well known by staff and pupils. The most recent financial audit judged general standards to be very good and all points raised have been resolved
64. Most pupils enter the school with generally average attainment and socio-economic circumstances that are slightly below average. Pupils' attitudes to learning are good, as is the quality of education overall. They make satisfactory progress and leave the school with attainment close to national averages but above that found in similar schools. Given that costs per pupil are lower than average, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

65. Pupils are admitted to the reception class at the beginning of the year in which they are five. Although there is a spread of attainment, baseline assessment shows that the majority of children are of average attainment on entry. At the time of the inspection, all of the fifty six pupils in the reception classes were under five. Each of the three reception classes is staffed by teachers and a nursery nurse. Two of the classrooms for reception pupils are spacious, the other is much smaller, but all provide the full range of practical activities expected and provision is satisfactory. There is no enclosed outdoor play area and this is managed to the best of the school's ability by using the hall used for physical education lessons.
66. The quality of teaching for pupils under five is generally satisfactory or better in all the areas of learning required. Some unsatisfactory teaching was observed (14%). Baseline assessment is carried out in the various nursery classes that the children attend before entry into the school. The reception teachers use this information to plan suitable work for the children. The assessment is ongoing throughout the reception year. The reception staff plan together and show good understanding of how young children learn. It is evident that not all are equally knowledgeable about the areas of learning in the under fives' curriculum recognised nationally and there has been no staff development on this. Good use is made of the nursery nurses to support group activities. However, they are insufficiently involved with the children during introduction and whole class sessions. The scrutiny of planning and inspection observations show appropriate coverage of all aspects of the national Desirable Learning Outcomes for this age group linking to the National Curriculum where appropriate. No issues were raised in the previous report.
67. Progress in personal and social development is good. The quality of teaching in this area of learning is good. The deliberate teaching of classroom routines ensures that all children become confident and develop independence and autonomy. Teachers have high expectations of pupils' behaviour and ability to take care of themselves and have organised resources to support this. The pupils' good response is shown by their very good behaviour and their ability to make choices from the range of activities on offer. There are good relationships between adults and pupils, and pupils work and play together, for example in the water play or with the road map. There is an appropriate balance of teacher-directed tasks and children show self-reliance as they move confidently from these to their own chosen activities. After only a short time in school the children have settled quickly and happily. They have a positive attitude to learning. Most speak confidently to adults and respond openly to questions from teachers. By the age of five most pupils have developed the expected skills for their age.
68. Children enter reception with average language skills. An appropriate emphasis on developing speaking and listening skills is evident in all the work done. Pupils generally listen attentively to their teacher and to each other in large groups and in smaller groups as they work on tasks such as modelling with playdough. The quality of teaching is satisfactory and sometimes good, with an example of very good teaching observed where the lively presentation motivated the children and helped them to concentrate. Pupils enjoy lively story telling and know the words to traditional nursery rhymes, joining in with these enthusiastically. Pupils 'tell' stories using the pictures and turn pages carefully. Many recognise their own names and some letters when they start school and soon learn to recognise letters and their sounds within words in books. For example children found all the 'n' and 's' letters in the nursery rhymes "Humpty Dumpty" and "Mary, Mary". They identify where capital letters are in the titles of the rhymes. Pupils progress in their reading skills and read the first words in the texts of the reading scheme. Some can read the very earliest books. They write their names and simple words using upper and lower case letters. They learn how to hold a pencil correctly and gain confidence in the very early stages of writing. Handwriting is beginning to be formed correctly by the majority of children. Children take books home to share with an adult and listen to stories as part of the 'Playing Together' project involving parents reading with their children at home. By the age of five most pupils have achieved the requirements of the Desirable Learning Outcomes and are ready to begin work on the National Curriculum.

69. Pupils make satisfactory progress in mathematics and most achieve the nationally expected level by the age of five. The quality of teaching is satisfactory overall with some very good lessons. The best lessons are where there is lively presentation where both teacher and pupils' enjoyment is evident. Teachers try to ensure that the lessons are fun so that the pupils are motivated but, although teachers plan the work together, the difference in the way lessons are given results in inconsistent progress between classes. Pupils learn the language of mathematics such as "circle", "in front of" and "more than" and count and match the symbols of numbers to the correct number of objects. They count to ten and beyond and higher attainers understand that the order of numbers is important and recognise when numbers are missing on a number line, for example when playing a guessing game. Pupils are given a good range of activities from which to choose and these reinforce the work done with the teacher or nursery nurse. Examples of this include singing number songs and rhymes, clapping numbers, cutting out to make a number book, or completing number jigsaws. Pupils arrange themselves in the order of a teddy bear number line and check that they are in the correct order. They learn to write numbers through painting activities as well as more formally in lessons. There are many incidental opportunities for the pupils to learn mathematics. For example, when working in the water they learn about capacity and volume and understand what "full" and "empty" mean. They sort objects by shape and colour. These activities, when they are challenging, help pupils to make progress and develop very positive attitudes towards mathematics. By the age of five, most are ready to work on the National Curriculum.
70. By the time they are five most children achieve the level expected in knowledge and understanding of the world. They talk about road safety and 'driving' on the road mat, and know the features on the mat relate to real life features where they live. For example, they identify the zebra crossing and know that cars have to stop there, and that you drive round roundabouts. They recreate these situations in role-play. Many pupils know about families consisting of different generations and are beginning to understand the relationship between grandparents, parents and children. They locate and name parts of the body and say which features are missing on pictures of faces. They sing songs such as "Heads, Shoulders, Knees and Toes" and change the words to incorporate other parts of the body, showing their enjoyment when successful in doing this by their laughter. Pupils can say about seeing with eyes, hearing with ears and sniffing with the nose to smell. They tell of their own experiences of using their feet to pedal their bikes and climb ladders. They mould playdough into shapes, showing the body moving in different ways, such as running, walking and standing. There are many opportunities for pupils to build models with construction sets and cut and stick using scissors and glue. Where given the opportunity, pupils show good skills in using the mouse when using the computer, demonstrating how to click and drag, and can point to icons to open parts of programs. The quality of teaching is satisfactory although variable and inconsistent in promoting progress in all the classes. In the best lessons pupils are involved in a balance of teacher-led and child-initiated activities, with appropriate intervention to ensure that they are making progress. Where teaching is less effective, there is evidence of a teacher's lack of confidence, particularly in teaching information and communication technology skills and insufficient interaction in many of the self-chosen activities in this area of learning and this restricts progress.
71. Despite the limited opportunities for children to develop their physical skills through structured outdoor play, children's physical development is sound. Teaching is satisfactory. By the age of five most pupils achieve the national expectations in this area of learning. Teachers plan physical education lessons in the hall, three times a week, to incorporate climbing and balancing as well as developing awareness of space and different types of moving. In showing their response to tasks pupils show a developing sense of safety. Pupils move backwards, forwards and sideways, showing a good awareness of space. Most show a good sense of balance when using the apparatus and lower attainers are well supported so that they make satisfactory progress in physical education lessons. Pupils dress and undress themselves. There are many opportunities to develop fine motor skills through the use of paint brushes, pencils, scissors and glue spreaders, as well as through joining pieces together when making models with construction kits.

72. Most pupils make satisfactory progress in creative development and attain the national expectations by the age of five. There is a good range of creative activities planned to promote this area of learning. Pupils have many opportunities to paint, draw and make collages using different textures and colours. Most know a range of colours and can sort and match by colour. They mould using dough and make three-dimensional models with recycled materials and construction sets. The classrooms are arranged to incorporate a role play area and these are well used. An example of this is playing the roles of the characters in the story of “The Three Bears”. Pupils learn a variety of songs and sing enthusiastically, knowing the words and tunes to the songs. They respond to the theme of moving as animals in dance and show an imaginative response by recreating and demonstrating the movement of giraffes, frogs, kangaroos and fish. They listened to the tambourine and responded to the rhythm and pace by their movements.
73. Resources are good and well organised so that pupils can access them easily. Although parents are not actively involved in the classroom, they are well informed of their child's progress. They are given very good information on how to help them at home and meetings are held to discuss progress.

ENGLISH, MATHEMATICS AND SCIENCE

English

74. In the 1998 National Curriculum tests in English for seven and eleven year olds, the proportion of pupils who reached the nationally expected standards was broadly average. In comparison to schools with pupils from similar backgrounds the performance of pupils at seven and eleven was above the average. Boys perform better than girls in reading and writing at seven but at eleven there are no differences in levels of attainment. Attainment of pupils currently at the end of each key stage is average and continuing to rise. The unvalidated 1999 tests and teacher assessments show a steady improvement, particularly in reading, speaking and listening and spelling at Key Stage 1 and a higher percentage of pupils reaching Level 5 in English at Key Stage 2. The recent concentrated initiatives within the Literacy Hour, the input from the “Reading in Partnership” project, improved planning for literacy and the close monitoring of test results have all contributed towards improved standards of attainment and the sound progress being made at both key stages.
75. At the end of both key stages pupils’ attainment in speaking and listening is average. By the end of Key Stage 1, the majority of pupils answer questions enthusiastically and are beginning to use well-formed sentences and vocabulary that are appropriate for their age. Many speak confidently and clearly and during the class assembly on “The Creation”, the younger pupils presented their contribution with assurance and pride. Older Key Stage 1 pupils discuss their ideas thoughtfully to end a story together, which was begun by one of the pupils. A minority of pupils, who have an immature and restricted language, are still very quiet and their contributions are brief. Pupils generally listen well and are interested in what teachers and other pupils have to say. By the end of Key Stage 2, higher attaining pupils are beginning to be skilled at discussing and evaluating the meaning and purpose of a variety of texts. For example, pupils in shared reading examined closely the ideas and language used in the poem “The Highwayman” and confidently expressed their views. They engage in good levels of conversation with adults and are given more formal opportunities for speaking to a wider audience in the assembly where pupils confidently spoke without a script on their ideas for the millennium. The skills of lower attaining pupils are more limited but with the encouragement they receive, especially in whole class discussions, they are beginning to show confidence in sharing ideas together. During the Literacy Hour and on other occasions, pupils’ responses are usually considered and appropriate, reflecting the good quality of their listening skills.

76. Reading standards are average at the end of both key stages. By the end of Key Stage 1, higher attaining pupils read accurately and with confidence and independence. They have a good understanding of the text and are beginning to recognise the structure of stories. All these pupils use a wide range of strategies to read new words and to self-correct more difficult ones. Average attaining pupils are more hesitant, pointing to words, while lower attaining pupils recognise familiar words and initial letters in a very simple text. The use of the big books for the Literacy Hour has improved the level of enjoyment shown by all pupils in their reading and is slowly encouraging pupils to read with expression. However, when reading independently, pupils seldom read with expression. Pupils are also starting to show a sound understanding of alphabetical order when using dictionaries but are less confident in using the index of reference books to find information. By the end of Key Stage 2, the best readers discuss texts with some clarity and understanding. They read from a reasonable range of fiction but the opportunities to select from a good range of non-fiction books are more limited. Some pupils have their favourite authors within a very narrow range but few are able to discuss their preferences for different styles of writing and only a small number of the pupils interviewed belong to the local library. Although average pupils are often fluent and confident in their reading, expression is underdeveloped in many of these pupils. The lower attaining pupils are more hesitant in reading a new text but most have a good knowledge of strategies to use and are gaining confidence and independence in their reading. The Literacy Hour is used well to plan opportunities for linked reading and writing tasks such as the writing of book reviews and adapting well-known stories. Because of the limited access to the library and the barely adequate number of books, both research and study skills are underdeveloped. The shortage of books and restricted access was identified as a weakness in the last inspection. The school is slowly improving the number of non-fiction books but the shortage of accommodation within the school prevents improvement in re-locating the library.
77. Standards in writing by the end of both key stages are average. By the end of Key Stage 1, handwriting is clear and well formed with the majority of pupils confidently using a cursive script. This represents a significant improvement since the last inspection. In writing about their pets, higher attaining pupils demonstrate a good awareness of the structure and sequencing of events in a story. Their ideas are varied and clear. Spellings are usually accurate and punctuation is used well. There are good opportunities during the Literacy Hour to practise phonic rules to improve spellings and these pupils are confident in using these skills in their written work. However, some pupils are still dependent on the teacher for more complex words and are not using a dictionary independently. Average and lower attaining pupils write short phrases and sentences with adult support and spell simple words correctly. There are some good examples of different forms of writing, including diaries, poems and retelling favourite stories. Pupils use writing skills well in other areas of the curriculum, such as science observations of growing plants, and sequencing the stages of making a cake in food technology. By the end of Key Stage 2 higher attaining pupils use sound expressive language and grammatical awareness and accuracy in a variety of well-structured and planned work that includes letter writing, reading journals, poetry, curriculum vitae, autobiographies and play scripts. Lower attaining pupils are unable to write in an organised and sustained way, with below average standards in spelling and punctuation. Written work by all pupils is usually very well presented, with fluent and legible handwriting. There are, however, few examples of extended writing to presentation standards and, although pupils write in a variety of different ways, work is seldom produced for a different audience. For example letters that are written are imaginary and not sent to real people
78. Progress is satisfactory overall for all pupils. When pupils with special educational needs are given specific support, their progress is good. In the Literacy Hour, the progress that pupils make is very closely linked to the quality of teaching and the management strategies used. In the most successful lessons progress is accelerated by skilful teaching while in a few others, dull repetitive tasks and low expectations lead to slower progress. The plenary session is used well in some cases to extend and reinforce ideas from the lesson and provide valuable feedback. Pupils in Year 1 learn how to speak more clearly, widen their vocabulary and listen more carefully. During Key Stage 2 discussion skills develop well particularly as pupils extend their technical vocabulary across the curriculum. Pupils in Key Stage 1 move progressively through the reading scheme. Staff place a very high priority on hearing pupils read during guided reading sessions and this helps particularly the lower attaining pupils to gain skills and confidence in their reading. However, challenging texts are not always used to maximise levels of interest and motivation. Pupils learn the appropriate strategies for many of them to become fluent, confident and independent readers in Key Stage 2. In Key Stage 1 progress in writing skills develops consistently with the emphasis on improving handwriting, sentence construction, spelling and punctuation. Clear progress is seen from the reception class to Year 2 with pupils developing

from mark making to writing interesting stories. Pupils in Key Stage 2 proof read and edit their work to improve the structure, spellings, grammar and punctuation and make good progress in writing in a variety of different ways but not for a real purpose. Handwriting skills are well developed especially in the transition to cursive script. Sound progress in both key stages is made as pupils use their language skills across many subjects. It is well represented in history and science with good examples of descriptions of Victorian life and of well-discussed and written results of science experiments carried out throughout the school. However progress is less apparent in extended writing or opportunities to search and find information in different texts for many different subjects. Pupils are beginning to use information and communication technology to extend grammatical, recording and editing skills but this is still an area for development. Pupils benefit from the stimulating environment within the school where literacy has a high focus. In all classrooms, books, pictures, words, ideas and story lines are well displayed to help pupils improve the quality of their writing. Many parents, in providing valuable support for their children with homework, help to accelerate the good progress made and the school has worked very hard to involve parents in the “Reading in Partnership” project.

79. Most pupils have very positive attitudes to learning. They work hard and with enthusiasm to complete their work successfully. They take considerable pride in the presentation of their work. Relationships are good and pupils support each other well, giving help and encouragement when needed. Behaviour is often very good and enables productive learning to occur. The degree of interest, concentration and independence shown by the pupils in the Literacy Hour, is very closely related to the quality of teaching and how well the pupils have been trained. Higher attaining pupils in Year 6 display very high levels of maturity and motivation in their spelling and dictation sessions but in a few classes concentration levels are lower when dull, repetitive tasks are set.
80. The quality of teaching is satisfactory overall at both key stages, with about forty percent of the lessons being good or better. There was only one unsatisfactory lesson at Key Stage 2 where teaching was also marked by a very good and an excellent lesson. Staff have worked hard to implement effective strategies for the management and teaching of the Literacy Hour and good training has improved subject knowledge. In the most successful lessons, planning is detailed and focused on practising and improving key skills and matched correctly to the stage of pupils’ learning. Teachers have high but realistic expectations of their pupils and challenge them well through very good levels of questioning and discussion. Good classroom practices and management of time are well established, enabling brisk and productive learning to occur without distractions. Resources are well used. Staff adopt a positive and consistent approach in their good relationships and pupils are well supported and actively encouraged to do their best. The plenary session gives constructive feedback and provides pupils with the opportunity to present their work. Teachers mark and assess work constructively and are able to monitor progress well and set targets for improvement. Shortcomings occur in lessons where staff do not have a clear understanding of the objectives and expectations of the Literacy Hour. Planning is not sufficiently detailed, tasks are too prescriptive and there is undue emphasis on completing work sheets or activities that are not productive. The pace of these lessons is slow, and because of this, the balance of the Literacy Hour is lost and the plenary session is rushed and without learning opportunities. Although pupils in the upper year groups are grouped in classes according to ability for English, planning and provision does not always reflect the wide range of ability that still exists within each group.
81. Sound leadership of the subject has, in many cases, successfully prepared the staff for the Literacy Hour. The impact from training has been in improvements to teaching skills and the raising of standards of attainment. The co-ordinators are very committed to continue this progress but the monitoring and evaluation of the provision has received less attention. The school is fully aware that further development in planning and assessment is also needed to help continue these improvements and is in the process of implementing revised assessment procedures in English that are linked more closely to planning. The Literacy Hour is adequately resourced and generally resources are well used. There is, however, still a shortage of non-fiction books for both key stages and the reading scheme at Key Stage 1 is somewhat restricted in the interest and enjoyment level for all pupils although other books are available.

Mathematics

82. The results of the 1998 National Curriculum tests and assessments at the end of Key Stage 1 indicate that attainment was below national averages, although close to those schools with an intake of pupils from similar backgrounds. Results were markedly less than those in English, and there was a decline in standards over three years. However, unvalidated results for 1999 and inspection evidence indicate that standards have improved significantly and that a high proportion of pupils are attaining the national expectations in mathematics. This has resulted from a strong focus on the development of number skills in Key Stage 1. This initiative has formed an effective introduction to the National Numeracy Strategy, which was introduced at the beginning of the term of the inspection. The results of the 1998 National Curriculum tests at the end of Key Stage 2 indicate that standards are close to national averages and above those schools with intakes of similar pupils. Including the unvalidated results from 1999, the trend over the last four years shows that standards have been maintained. Although there are differences between the results of boys and girls in some years, these are not judged to be significant. The school works hard to ensure equality of opportunity in the provision for mathematics.
83. By the end of Key Stage 1, pupils have a very secure understanding of number work. They have already developed many strategies to calculate mentally and have quick recall of simple addition facts. Pupils with average and high attainment have a good understanding of place value to 100 and use this to add and subtract competently. They are beginning to understand how multiplication tables are formed from repeated addition. Those with low attainment add competently to 20. All pupils have a secure knowledge of basic two and three-dimensional shape and are already beginning to identify symmetries. They have a sound foundation in data handling and draw and use block graphs appropriately. Pupils investigate confidently and respond well to open-ended tasks, such as “How many ways can you make 20p from coins?”, and “Which is the fewest number of coins you can use?”
84. By the end of Key Stage 2 pupils’ work indicates that they have the underlying understanding of the number skills they use. Pupils with all levels of attainment have a broad and secure base in all aspects of number and have well-developed strategies to perform calculations mentally. They have a good grasp of formal written methods of calculation. Standards in some aspects of shape and space are high, although many pupils have difficulties drawing accurately. Standards in data handling are above average, for example those with average attainment understand and work with scatter graphs. Pupils with all levels of attainment are confident using mathematics to solve problems and respond well to challenges to investigate for themselves. Recording skills are good
85. Pupils use mathematics consistently to support other subjects throughout both key stages. For example, in Year 1 pupils were asked to identify seven objects that were being pulled in a picture, instead of the more general question: “Find all the things you can that are being pulled”. In religious education, Key Stage 2 pupils used large numbers in their study of the work of Dr. Barnardo. Good tabulation skills are used throughout the school in many subjects. Opportunities are taken to develop an understanding of scale and proportion in geography. Graph work and measuring skills are developed through science and used well to support experimental work
86. Pupils with all levels of attainment in both key stages make at least satisfactory progress overall in all aspects of mathematics. Progress of pupils with special educational needs is mostly good, and sometimes very good when additional support is available. This is due to carefully differentiated work, matched to the pupils’ needs, and continuous assessment of attainment. Generally the progress of pupils differs from year to year and from class to class and relates directly to the quality of teaching. Where the teacher understands the different steps needed before learning a particular skill and develops them carefully, progress is good or better. Progress in the different sections of lessons varies considerably. This is due to a variety in the teachers’ understanding of differing techniques required to deliver the separate elements of the National Numeracy Strategy. For example, in one lesson the delivery of the mental skill development section was very good and the plenary insufficiently valued. Homework makes a suitable contribution to pupils’ progress.

87. Attitudes to mathematics are very good. Pupils consistently present their work well and rarely is work left unfinished. Corrections are usually completed conscientiously. All classes produce a good quantity of written work. Little time is lost in lessons when pupils move from one activity to the next or from their class to their group for mathematics. Pupils enjoy the challenges set by many teachers to complete an activity in a given time. They reflect the enthusiasm of the teacher in their attitudes to the subject and this directly affects progress.
88. The quality of teaching is similar in both key stages. It is at least satisfactory with about half being good or better. There is a small proportion of very good teaching at Key Stage 1 and of excellent teaching at Key Stage 2. This consistent picture of teaching significantly affects standards and progress. High expectations of standards of behaviour and quality and quantity of work to be covered, together with well-implemented classroom routines, are strong and successful features of teaching across the school. Most teachers plan well for the different levels of attainment in their teaching group and know what they expect pupils to understand and be able to do by the end of the lesson. Where teaching is best, there is a balance of whole class mental skills activities, a clear introduction to the main task, and a plenary that enables pupils to show what progress they have made or sums up key points. In these lessons there is effective questioning which makes pupils think, and skilfully includes pupils with all levels of attainment. For example in a Year 2 lesson questions often begin with "How do you know that?" Key words are carefully developed to extend mathematical vocabulary. In a few lessons there is oversimplification of language which means incorrect terms are used that could lead to confusion at a later stage, the pace is slow, presentation does not motivate pupils and there is over dependence on worksheets. Marking is mostly good and used well to inform the work for the next lesson.
89. The subject is well co-ordinated. A sound scheme of work is in place, which indicates clearly the skills expected in each year and ensures full coverage of the National Curriculum. It is matched to the guidance provided in the National Numeracy Strategy and provides a good basis for planning. The scheme has not yet been developed to provide support for teachers who are not sure how best to manage the subject, indicate what resources can be used, or to set work for pupils with high, average and low attainment although training for teachers is planned. Revised assessment procedures include the close monitoring and analysis of test results in order to set targets. On-going assessment and recording varies from class to class. The use of information and communication technology to support mathematics is unsatisfactory. This was identified in the previous report. There is some isolated good practice in this respect, for example in the study of the growth of the Limousin bull by pupils with high attainment. Practical resources are used well to help pupils make progress and many teachers put much time and effort into making their own good quality materials. This is particularly evident in mathematics groups for pupils with low attainment.

Science

90. The attainment of seven year old pupils, according to assessments made by teachers in 1998, was average in comparison with the national average for pupils attaining Levels 2 and 3. The performance of pupils at Level 2 was broadly the same when compared with similar schools with an above average percentage of pupils attaining Level 3. The attainment of eleven year old pupils in the 1998 national tests was in line with the national average at Levels 4 and 5. In comparison with pupils in similar schools, the number of pupils performing at Level 4 or above is average and well above the average at Level 5. The unvalidated results of the 1999 national assessments show an increase in the percentage of seven year old pupils achieving the national average but a slight fall in the percentage achieving the higher Level 3. There is a small improvement in the percentage of pupils attaining both Levels 4 and 5 in the national test results for eleven year olds. The trend over the previous three years is to maintain results around the national average although with some fluctuating standards at age eleven. The inspection findings are that at the end of both key stages pupils' attainment is in line with the national average.

91. By the end of Key Stage 1 pupils have a basic understanding of electricity and can construct a simple circuit. They know about the seasons of the year and how trees change in the different seasons and show this in drawings, with higher attaining pupils also able to write simple sentences about the changes. Pupils name and recognise common materials and sort them into groups. They investigate and classify objects made from different materials into those that will change their shape by twisting, bending or stretching. Pupils grow plants from seeds and carefully observe and record the changes in their growth. They identify and name parts of plants. Pupils know that they need exercise and a good diet to keep healthy. Most pupils know about fair testing and are able to make suggestions to keep the test fair. They record their observations as directed by the teacher and are able to communicate their understanding in drawings and through talking about what they have done. Pupils collect data when investigating and display that information in charts.
92. By the end of Key Stage 2 pupils use their skills in carrying out investigations planned by the teacher. They make predictions based on their increasing knowledge and understanding and can carry out a fair test and know how to change one variable. They test their predictions using equipment with increasing skill and accuracy. Although the teachers choose the equipment and closely direct the pupils in the tasks, pupils are able to observe carefully and make accurate measurements as they carry out investigations and record their findings. Higher attaining pupils are able to suggest reasons for their findings and draw conclusions. Pupils identify and name major organs of plants and the body and their functions. They know about the life processes and that all animals and plants eat, breathe, grow and reproduce. They name bones in the skeleton and say how the skeleton helps protect the organs. Pupils recognise the differences between solids, liquids and gases. They can separate mixtures through filtering, dissolving and evaporation.
93. Pupils in both key stages have a wide experience in experimental work, although too much is directed by teachers. This over direction in experimental and investigative work, whilst teaching the pupils investigative skills, restricts them from achieving higher skills of thinking for themselves as to how they could find things out and record their results. Literacy and numeracy skills are used well to record the results of investigations in writing and charts. Lower attaining pupils are well supported with literacy skills in science lessons so that they can record their work and make progress. In Key Stage 2 pupils use mathematical skills in recording results and data handling. By the end of the key stage pupils use reference books to seek information but the use of information and communication technology for research or to present information is under-developed.
94. Pupils, including those with special educational needs, make satisfactory progress in both key stages. Progress is however, inconsistent between classes. The youngest pupils can name common materials and sort objects according to what materials they are made from. Their understanding progresses and by the end of Year 2 they understand that some materials change when heated or cooled. By Year 4 pupils know that some materials are better thermal insulators than others. Year 6 pupils know how to separate mixtures of materials by sieving, dissolving, filtration and evaporation. Pupils make progress in the skills of investigating and observe and measure with increasing accuracy as they get older. Pupils learn the skills necessary to carry out investigative work. However, overdirection prevents pupils making choices as to which is the most appropriate way to communicate their results.
95. The majority of pupils have positive attitudes to science and their behaviour is usually very good. They enjoy practical investigations and are motivated by these. Pupils co-operate and take pride in their work, which is well presented. Pupils stay on task and work with good concentration except where the class is too noisy because of inappropriate control strategies in use.
96. The quality of science teaching is satisfactory at both key stages. Forty percent of teaching was good at Key Stage 1 and a further forty per cent of teaching was good or very good at Key Stage 2. Only one unsatisfactory lesson was observed at Key Stage 2. In the most effective lessons, the teaching is lively and dynamic, which results in good pupil participation and motivation. The teacher is aware of all the pupils and assesses their understanding throughout the lesson through effective questioning. Pupils are actively drawn into discussions and investigations. Teachers have high expectations of pupils' work and behaviour. Materials are well prepared and the pace of the lesson is brisk and all pupils are involved. Pupils are supported where appropriate and given positive feedback and opportunities to discuss with the class what they have learned. This increases their confidence in science. Planning is detailed and builds on previous learning. In the least effective lessons the teachers do not have a sound understanding of how to teach science. The work is over-

directed and lacks challenge. Questioning is used less effectively and pupils are given too few opportunities to offer suggestions as to how they could investigate or record results. The pace is slow and time is not well used. Classroom management is less satisfactory with inappropriate strategies used, particularly to control the noise level. A major weakness identified in the teaching of science is that information and communication technology is seldom planned for or used to support teaching and learning.

97. Science is taught within a topic approach in Key Stage 1 with discrete science teaching in Key Stage 2. The scheme of work outlines science topics and the skills and knowledge that will be taught in each year but this does not always show a clear progression in skills and knowledge. Lesson planning is good; it is detailed and thorough. Procedures for assessing pupils' attainment are satisfactory. Assessment meets statutory requirements at the end of both key stages and identifies pupils' levels of attainment. Assessment information is satisfactory although it is not always used sufficiently to plan activities for pupils of differing attainment. In many lessons pupils are given the same tasks, with the lower ability pupils given extra support. The recently appointed subject leader has recognised the need to match the school's scheme to the national guidelines for science in order to ensure the consistent progression of work. The review of the policy and of teaching and learning has been begun with the appointment of the new co-ordinator. The further work necessary to complete subject planning, monitoring, and related staff development is identified in the school's development plan as an area of priority for this year. The school is adequately resourced with equipment and books. Resources are used well and in some classes, particularly in Key Stage 1, displays are used well and some include pupils' work.

OTHER SUBJECTS OR COURSES

101. Information and Communication Technology

98. By the end of Key Stage 1 standards of attainment are broadly in line with national expectations, although there are some weaknesses. At the end of Key Stage 2 they are below. Provision for information and communication technology was a key issue in the last report. Inspection evidence confirms that recent initiatives are improving standards across the school and that there is now clear educational direction for the subject. By the end of Key Stage 1 pupils use a simple word processor and know how to select capital and lower case letters. Currently a significant number of pupils who have just entered Year 3 do not print unaided while a similar number have high order skills for their age and save to their own files. This reflects the variety of experiences provided in different classes in the past. Similarly, some pupils talk about how to enter data and produce a graph of their findings while others have no knowledge of data processing. All pupils use a mouse to pick up and control a paintbrush to draw pictures on the screen and understand how to rub out and redraw but have little or no experience in controlling a programmable toy. By the end of Key Stage 2, standards in word processing are close to national expectations but keyboard skills are slow. All pupils have an unsatisfactory understanding of control and modelling. Just over a third of pupils understand how real data, relevant to their experience, is used to study the growth pattern of a prize Limousin bull, due to school links with a local specialist farm. However data-handling skills, including those of research, are generally poor. A short block of lessons for pupils in Year 6, with specialist tuition in the local comprehensive school, impacts significantly on the pupils' understanding of the power of the computer to produce high quality documents combining picture and text.
99. Progress is generally satisfactory and often good for the pupils who work at the computer in weekly information and communication technology lessons. Pupils are beginning to develop an understanding of the importance of information and communication technology in society. However progress over time is limited by insufficient, good quality resources and the lack of opportunity provided for pupils to use their skills regularly in many classes. Those with high attainment help and support those without prior experience well, but, as yet, the school does not plan for, or ensure that pupils with skills learned at home, are challenged sufficiently to extend their skills in school. The progress of pupils with special educational needs is similar to those with average attainment. Some particularly good support for those with special educational needs was seen in one lesson, where the support assistant and two pupils worked together towards the end of the lesson, using earphones connected to a computer, to improve numeracy skills. When this happens, pupils make good progress.

100. Attitudes to the subject are good. Pupils work well together in pairs and understand the importance of sharing. Boys and girls work well together and support each other. They take turns well and treat the equipment with respect. Older pupils, who were able to follow instructions quickly, demonstrated considerable patience and self-control in their lesson in the secondary school while waiting for others to catch up before moving on to the next task. Pupils in Year 5 were keen to explain and demonstrate how they were designing a place mat.
101. No direct teaching was observed at Key Stage 1. At Key Stage 2 where there is specific teaching of information and communication technology skills, the quality of teaching is good (50%). Planning for these lessons is sound and securely based on the new, rigorous and well-prepared scheme of work. This is an improvement since the last inspection. This is having an immediate and positive effect on standards of attainment across the school. In one very good lesson a whole class session was used well to review the essential skills required to open a program and set up a page. Two pupils were then given concentrated support in using the publishing program while others were engaged on a well-prepared related task. In many classes, good use is made of instruction cards to help pupils work independently. Although targets for learning are clearly planned, the full range of experiences provided and depth of study is very dependent on teacher expertise. The school recognises that some teachers remain insecure in their breadth of subject knowledge since the last inspection and have organised teaching teams carefully to include a confident team member. The use of information and communication technology to support other subjects is unsatisfactory. Targets for learning are not securely embedded in medium and short-term planning. The variety of computers in different classrooms and hence the programs that can be used in each class leads to unequal experiences for all pupils. Teachers make insufficient use of resources available. For example, opportunities are not taken to reinforce the pupils' information and communication technology skills during group activities in the Numeracy or Literacy Hour by providing software and tasks to reinforce or develop numeracy and literacy skills.
102. The co-ordination of the subject is very good. The recent appointment of an experienced co-ordinator is beginning to improve standards. Documentation is clear and concise and provides useful and supportive guidance for teachers. Recently the school has made, and is currently making, every effort to increase the quality and quantity of resources, including computers, software, other peripherals and, although not yet satisfactory, these are improving rapidly. Teachers have been encouraged to evaluate their own needs through the use of a questionnaire. This sets suitable targets for in-service training. Good use has been made of specialist advice to evaluate strengths and weaknesses and support subject development. There are no systems in place to assess attainment.

106. **Religious Education**

103. Standards of attainment in religious education meet the expectations of the Local Education Authority Agreed Syllabus at the end of both key stages. By the end of Key Stage 1 pupils complete a good range of topics based on the Old and New Testaments and Buddhism and Judaism. They learn the significance of the Bible and Christian festivals such as Christmas and Easter. They gain an understanding of celebration as part of religious belief, demonstrated when Year 2 pupils enthusiastically discussed Christian baptism and its special significance in families. By the end of Key Stage 2 pupils have continued their knowledge and understanding of the Christian faith and added the study of Sikhism and Islam to their knowledge and understanding of other world faiths. During the inspection Year 6 pupils demonstrated a good understanding of creation stories from different traditions and were well able to compare and contrast these. They related these images of a perfect world to life today and showed an ability to use this understanding to decide where they thought they would like to make changes.

104. Progress in lessons is generally good at both key stages, and for pupils with special educational needs, with pupils making very good progress in half the lessons seen. Progress in understanding is particularly supported by teachers' questioning skills at both key stages and at Key Stage 2, the opportunity for pupils to discuss and debate feelings and issues. A good range of well-used artefacts and pictures also makes a significant contribution to pupils' understanding of symbolism. The well-planned, draft scheme of work, devised as a response to a new Local Education Authority Agreed Syllabus, ensures that pupils build very effectively on knowledge and understanding as they move through the school. The school realises that a new scheme has meant that some pupils in different year groups are beginning some topics at the same level but this is becoming less so as pupils move through the school and build well on previous learning.
105. Pupils respond well in lessons at both key stages. They listen and join in discussion with enthusiasm. Older pupils are not afraid to share their ideas and discuss feelings. Pupils use speaking and listening skills well in the subject. Written work and art work in connection with some topics are also of good quality. Pupils learn and demonstrate respect for religious belief and how it affects people's lives. This contributes well to their understanding of life in a culturally diverse society.
106. The quality of teaching is judged as good at Key Stage 1. Although only a few lessons were seen, the quality of the planning is good. This includes lessons that include firsthand experiences such as the impending visit of the local Vicar to demonstrate baptism, and discussions with teachers. At Key Stage 2 the majority of teaching is good with half being very good. Class and group discussion is used well in lessons to develop understanding of the meaning of belief and its role in people's lives. A good range of pictures and artefacts enhances pupils' knowledge, shown for example when pupils handled artefacts related to the "Five Ks of Sikhism". A range of well-planned visits to an Anglican and a Methodist Church and to a local Cathedral helps pupils to gain respect and understanding of worship and the significance of religious buildings. As yet, pupils have not visited places of worship of other world faiths. Teachers have a good knowledge and understanding of the subject and handle some difficult and sensitive issues well.
107. The school has made a very good response to the new Agreed Syllabus and the subject is well led and co-ordinated by enthusiastic teachers at each key stage. The planning files and other support for teachers are having a very positive impact on the quality of teaching and on pupils' attainment and progress. This is a significant improvement since the last inspection when it was stated that insufficient attention was paid to evaluating progress and systematic development of pupils' work. However, there is still no system in place to assess pupils' attainment and progress. The careful analysis of resourcing needs and a suitable allocation of money to supply these have got the new structure off to a very good start. Samples of pupils' work are collected to enable the subject to develop further although at this stage no formal assessment takes place. The subject makes a very good contribution to pupils' personal and spiritual, moral, social and cultural development.

Art

108. Few art lessons were seen during the inspection but there was sufficient evidence from pupils' work to make a judgement on progress. At both key stages pupils use a variety of media and techniques and by the end of each key stage pupils' are confident in investigating and making and in their knowledge and understanding of art. By the end of Key Stage 1 pupils use paint, collage and other media to draw, model and paint pictures, often in connection with stories or topic work and learn how different media can give different effects. By the end of Key Stage 2 pupils have added to the range of media experienced. They weave with a variety of textures and materials such as wood, paper and natural materials and study the different textures of this. They paint in the style of famous artists such as Lowry or create their own interpretations of Van Gogh's "Starry Night". They study shade as part of their work linked with that of Rousseau and William Blake's poem "The Tyger". Particularly good work was produced when pupils investigated techniques of shade, tone and line in the pencil drawings of animal observations. The tonal collages made from newspaper are particularly effective and demonstrate a more unusual and interesting effect.

109. All pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. It is seen quite clearly in the developing complexity of work and the use of additional techniques and media at Key Stage 2. Work is sometimes linked to current topic work in history or geography and examples of Celtic art were being produced during the inspection. Textile work is used to good effect in weaving pictures of Penshaw monument. Pupils experience work with clay although the school has no kiln and this work is limited to the use of a quick drying type of clay. The previous inspection report raised the issue of limited use of information and communication technology. Some recent attempts have been made to introduce the computer program “paint” and pupils are beginning to gain some experience of the use of this media although it is not yet systematically planned into the subject. The issue of underdevelopment of an understanding of art from other cultures was also raised. This is now good, with links with history topics and through religious education. For example, pupils made Mendhi patterns as part of this work.
110. During the very few lessons observed, pupils worked sensibly together, sharing equipment and space without argument. They are careful not to spoil or waste materials and are aware of safe practices.
111. Too few lessons were seen to make a firm judgement about the quality of teaching but the few lessons seen, and other evidence available, suggest that it is generally good. In one lesson seen good use was made of music to create an atmosphere to stimulate pupils’ imagination and the use of adjectives was emphasised when pupils reported back to the class with a description of their picture. In the lessons on Celtic art good use was made of posters to demonstrate and stimulate ideas and pupils were encouraged to look carefully at the way designs were made and to test ideas and evaluate.
112. The subject is enthusiastically co-ordinated and well led. Subject leaders are available for both key stages to give informal support and ideas. Currently there is no scheme of work to support progress in learning although this is due for review in the next term. Folders of pupils’ work are kept to assess progress and examples of drawing are kept in pupils’ profile books. Staff are consulted as to how money allocated to the subject is to be spent and the subject is well resourced. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development.
116. **Design and Technology**
113. Pupils of all abilities make satisfactory progress in the acquisition of the skills and knowledge of the design and technology process at both key stages. By the end of Key Stage 1 pupils develop their ability to use simple tools to cut and shape materials such as paper and card when making egg cups. They use design proformas that gradually demand more detail and information as they move through the school to draw simple pictorial plans to fulfil a specific design brief. The majority of pupils at this age can add instructions and lists of materials needed to construct the models. However, their capacity to evaluate the success of their designs and models is less well developed. By the end of Key Stage 2 pupils use handsaws and other basic tools to construct wheeled vehicles with wood. Higher attaining pupils are very accurate and precise in the cutting and, in addition, demonstrate great care in the use of paint and decoration to enhance the quality of their finished work. Pupils develop the ability to draw increasingly accurate diagrams with appropriate construction notes and labels. The design briefs are linked appropriately to other subject topics, which gives good opportunities for the pupils to draw upon their knowledge from these subjects to inform their designs. For example, pupils in Year 6 use their understanding of coats of arms from the current history topic to design badges that reflect their own interests and personalities. There is, however, insufficient emphasis placed upon the evaluation of completed models against the original design brief. This is in part due to the design proformas not having a dedicated space for this, so pupils do not develop this aspect of the process consistently.
114. When discussing their work the pupils are enthusiastic and interested. They are keen to explain how they designed and made their models. They talk about the processes involved and older or higher attaining pupils explain the rationale behind specific design features of their models. They are attentive to teachers and have a pride in their work as shown by the detail and care taken to finish and decorate it.

115. The quality of teaching is satisfactory at both key stages. Opportunities to observe lessons was limited, but all lessons seen were satisfactory. Teachers' subject knowledge is generally satisfactory. However, the joint planning of lessons within year group teams ensures that planning is consistent across the classes and limits the impact of any variations in subject knowledge. A strength of the teaching is the management and control of the pupils that maintains their attention on the task and reinforces the clear expectations of behaviour. Resources provided are appropriate to the lesson objectives. However, in the lessons seen, opportunities for the pupils to explain their work to the rest of the class were limited. The subject makes a satisfactory contribution to the development of pupils' literacy and numeracy skills through the design processes although older pupils are not sufficiently encouraged to provide detailed diagrams with dimensions and 'exploded' detail.
116. The joint co-ordinators provide satisfactory leadership for the subject. There is a subject policy and a broad based scheme of work that gives adequate guidance to teachers in planning the curriculum. They maintain the resource stock effectively and are available to provide advice for colleagues, but opportunities to monitor the teaching in the classroom and to offer direct support and advice to colleagues is limited. Consequently there are inconsistencies in the emphasis placed upon the evaluation element of the design process by different teachers. Systems for assessment have yet to be developed. Resources are adequate for the delivery of the planned curriculum although there are shortcomings in the equipment available for the older pupils to use motors and control technology within their designs. This reflects the findings from the previous inspection report, although satisfactory progress has been made in developing food technology, particularly in Key Stage 1. Currently, due to the lack of appropriate programs, the opportunities for pupils to use information and communication technology within the subject are limited.

Geography

117. Few geography lessons were seen during the inspection particularly at Key Stage 1. Judgements about standards are based on the scrutiny of pupils' work, planning documents, co-ordinators' portfolios and discussions with teachers and pupils. Standards in geography are similar to those found in most schools with some good features at both key stages and progress is satisfactory throughout the school. This is broadly in line with the findings of the previous inspection. In Key Stage 1 there is an emphasis on discovering the local environment and developing geographical skills and vocabulary. Pupils in Year 2 speak knowledgeably about their locality, using photographs to illustrate their likes and dislikes about the area. They constructed an impressive mural depicting major physical and human features of the area. By the end of Key Stage 1, pupils are able to discuss the contrasts between Hetton and the coast at Marsden, visited in the summer term. By the end of Key Stage 2, pupils have a very secure knowledge of the world map and understand the effect of location on climate and human activity. They draw on a more sophisticated vocabulary and skills to study the developing world country of St. Lucia. Their ability to use prior subject learning to answer questions and solve problems is a strength. They use numeracy skills well, for example, to make and use graphs. Evidence taken from the end of last school year shows that they used instruments to record the weather. Literacy skills are used satisfactorily but there is limited scope for extended report writing. Pupils with special educational needs make satisfactory progress with support.
118. Most pupils are interested in the subject and all present work with pride. Interest in the subject extends beyond school. For example a Year 6 pupil confidently told her class about a holiday visit to St. Lucia and was able to add personal experience to pictures in a textbook.
119. Too few lessons were seen to make a firm judgement on the quality of teaching. A strength of the teaching is the emphasis on making lessons interesting and motivating. A good example of this was seen when a teacher brought her class into a room covered in litter as an introduction to a lesson on caring for the environment. Classroom organisation is generally good and most teachers use questioning skills well to encourage pupils to clarify their understanding. A wide range of stimulating resources is used, which helps to encourage pupils to extract information from them. This is particularly apparent at Key Stage 2. In less successful lessons, the level of attainment of pupils is not established clearly and work is poorly matched to their prior attainment, resulting in little progress and challenge.

120. The subject is generally well co-ordinated across both key stages with content that has been skilfully adapted to the new time constraints, whilst retaining the main features of the old curriculum. The content is strengthened by frequent excursions and by using local environmental experts. This contributes well to pupils' cultural development. The subject leaders have produced useful files that contain documentation and samples of work although, as yet, these are not being used to the full to evaluate the quality of teaching, attainment and progress or to develop assessment procedures. This is some improvement from the previous report. Many high quality displays using photographs, maps and pupils' work enhance the subject.

124. **History**

121. By the end of both key stages pupils' standards of attainment in history are typical of their age. At both key stages all pupils, including those with special educational needs, make satisfactory progress. They make satisfactory gains in knowledge and understanding and gradually develop the key skills of the subject such as the accurate use of historical vocabulary and sources of evidence.

122. In Key Stage 1, pupils learn about changes in people's everyday lives in terms of their homes and toys and about famous people from the past such as Florence Nightingale. They begin to develop some idea of the language of history and time through the use of time lines and by using such expressions as "young", "youngest", "oldest", "before" and "after". They become increasingly able to sequence changes in lifestyle such as the materials from which houses have been built and how the shape has changed. Understanding of family structures in terms of successive generations is good. At Key Stage 2, pupils learn about particular periods and civilisations in history in more detail. For example, pupils in Year 3 develop an understanding of life in Victorian Times such as the type of houses people lived in, the lifestyle of the people, and how this is different from their lives today. Older pupils develop an understanding of Celtic and Roman civilisations. Through a local study of Hetton pupils in Year 6 gain a greater understanding of changes over time in their own area and the strength of the local heritage. This makes a significant contribution to the pupils' appreciation of themselves as part of a community. Pupils use a range of different sources such artefacts, observation on visits, textbooks and photographs to gather and evaluate evidence about significant events and aspects of life in the past. However, their understanding of the difference between primary and secondary sources is not secure.

123. The response of pupils towards the subject is good. When talking about the work they have done they show good levels of recall and explain what they have done clearly and expansively. They listen attentively to each other and their teachers. A particular strength is pupils' capacity to respect the views of others and to think about events and situations such as how a poor Victorian child would feel about work and the life the child might lead. In their workbooks the quality of presentation is good.

124. The quality of teaching across the school is satisfactory overall. Only one lesson was observed in Key Stage 1 and this was very good. In Key Stage 2 fourteen percent of teaching is very good, a further fourteen percent is good and the remainder is satisfactory. In the very good lessons the teachers use their subject knowledge to provide very good resources and activities that bring that aspect of history to life. For example, in a lesson about exploration in the fifteenth century, the teacher illustrated the situation of the early explorers by a simple 'trust game'. In other lessons teachers' subject knowledge is at least secure and lessons are well paced. The management and control of pupils are good and questioning is used effectively to challenge pupils' prior knowledge. Pupils are provided with appropriate opportunities to work together in pairs and groups to find out about specific topics, although the range of resources is limited in some lessons. The activities make a satisfactory contribution to the development of pupils' literacy and numeracy skills.

125. The subject policy and scheme of work provide a satisfactory basis for teachers to plan the work, although there is inconsistency between the two key stages in the style and detail of guidance provided. The joint co-ordinators provide satisfactory leadership for the subject within the limited time that is allowed by providing advice and support for colleagues and maintaining resources. However, there are few opportunities for the co-ordinators to ensure a continuity of learning across the school or year groups by observing teaching in classrooms or to check planning and there are no whole school assessment procedures. Resources for history are satisfactory although there are few opportunities for pupils to use information and communication technology within the lessons either as a presentation tool or for simulation games. The school makes good use of visits to historical sites such as Vindolanda as well as Hetton itself, making a good contribution to cultural development.

Music

126. At both key stages most pupils acquire the skills and experiences expected of them at this age in performing, composing, listening and appraising. Standards have generally been maintained since the last inspection although a change in staffing has resulted in some loss of the skills in teaching singing and standards are not as high. There is currently no choir but the school has plans to start it again shortly. By the end of Key Stage 1, pupils sing tunefully from a satisfactory range of songs and hymns with good diction and rhythm. In learning how to sing a round most pupils maintain their own part successfully. Pupils listen well to the music chosen for assemblies and in class and there are many opportunities to hear a good range of music from different times and cultures. By the end of Key Stage 2, pupils sing confidently with good control, tone, tempo and rhythm although phrasing is not as well developed. They are in the early stages of learning how to sing in two parts and to maintain their own melody correctly. In the very limited observations of pupils playing in ensembles, they copy complex rhythms and follow a pictorial score. A large number of the higher attaining pupils play orchestral instruments and recorders very skilfully and read notation. Pupils listen with good concentration and are beginning to understand the language and structure of music and the instruments that make up an orchestra.
127. Progress is satisfactory at both key stages for all pupils, including those with special educational needs. It is accelerated in extra-curricular lessons and instrumental teaching where staff are very skilled at extending skills in playing and can concentrate on a small number of pupils in the group. Parents encourage their children to practise at home to improve their performance. These pupils also have very many opportunities to perform together in assemblies and at concerts and other special events. Although pupils increase the repertoire of songs they have learned from memory, some classes do not have enough practice to help them to improve the quality of their singing because of a lack of staff confidence. At the last inspection a weakness in the structure and progression of composition was noted. In this inspection only one lesson where pupils were composing was observed but there is no evidence in the planning that this aspect of music has improved. Personal study and research into aspects of music is underdeveloped because of the shortage of reference materials in the library. Pupils have gained some good opportunities to develop their understanding of music, particularly through the visits of musical groups to the school. Information and communication technology is not used to enhance provision.
128. Pupils usually enjoy lessons and are particularly keen to practise and perform together. They are extremely well motivated during instrumental lessons and band practice and display enthusiasm and interest in their work and a willingness to practise and learn new skills. Pupils in Year 2 concentrated very well in their singing session together and particularly enjoyed performing an African song, working hard to learn the words successfully. On occasions, when the tasks are repetitive and rather dull there is a lack of interest and commitment from a few of the pupils.

129. Teaching is satisfactory at both key stages. It is good in forty percent of lessons and satisfactory in the remainder. Some staff have a secure musical knowledge and are confident in teaching the subject well. They plan a good variety of appropriate activities and support pupils to develop their skills further in singing, playing and appraising. A few staff are not as confident and accept lower standards from the pupils. Tasks lacking challenge are set without considering how musical ideas should be taught and developed further. This weakness in teaching is largely due to the absence of guidelines to help staff to teach skills at the correct level and the lack of any monitoring of provision and subsequent staff development. At present, coordination is insufficient to provide a consistent approach to planning and teaching throughout the school and there are no assessment procedures. The co-ordinators are aware of these weaknesses and a published scheme of work is being introduced shortly. Music makes a good contribution to pupils' spiritual, social and cultural development.

Physical Education

130. Pupils of all abilities, including those with special educational needs, make satisfactory progress across both key stages and in some lessons progress is good. The time devoted to the subject has been reduced to meet the increased emphasis on numeracy and literacy but the full range of activities has been maintained and pupils reach the standards expected for their age. Some pupils achieve higher standards, particularly in team games such as football, where the school team was joint champions of the league last year and in swimming where some Year 6 pupils attain levels well in excess of the minimum national expectations. These conclusions are broadly in line with those of the previous inspection.
131. By the end of Key Stage 1 pupils are aware of the need to dress appropriately and listen carefully to instructions. They learn of the effect of exercise on the body and know of the need to warm up before strenuous activity. They develop confidence in moving on large apparatus and think of new ways of negotiating it. They send and receive beanbags and balls with increasing accuracy and observe and improve their techniques. By the end of Key Stage 2 pupils learn to use their bodies to communicate ideas in dance. They reflect the mood of music and develop simple sequences by varying shape, speed, size and direction. They have a developing subject vocabulary. Games skills are well mastered. For example, Year 4 pupils move at speed in a confined space without collision. Most pupils are able to pass balls accurately in a variety of ways. They analyse their performance and discuss how this might be improved. They understand the need for rules, obey them and suggest their own. At the end of the key stage almost all pupils meet national expectations for swimming and many far exceed them.
132. Pupils enjoy the subject. All change quickly and move with orderly haste to start the lesson. They co-operate well and form various groupings without fuss. They concentrate and make real effort to improve skills. They listen to instructions carefully but often respond slowly or anticipate the start of an activity. Most pupils have good sporting attitudes.
133. The quality of teaching in the lessons observed was never less than satisfactory at both key stages and in one lesson at Key Stage 2, very good. Teachers have adequate knowledge of the subject but sometimes lack confidence, which is transmitted to the pupils. All set a good example by wearing appropriate dress. Most teachers approach lessons as a shared experience, participating in dance or demonstrating techniques. This has a very positive impact on standards and pupil attitudes. All teachers monitor the whole class activity closely for health and safety reasons and to assess pupil performance. Good practice is identified and used for effective class demonstration and discussions. The majority of teachers analyse movements and are able to break them down to assist pupil learning. An external instructor undertakes swimming tuition, and as a result of this teachers show little knowledge of the programme or interest in pupil attainment and this is a missed opportunity for the school to support the work. Teachers emphasise the benefits of exercise and encourage attitudes that promote long-term interest in the subject.
134. The subject is well co-ordinated with helpful policies and a clear scheme of work. Good use is made of external agencies such as a county cricket club, football association and a local Sports and Leisure Services to provide a wide range of extra-curricular opportunities. Two members of staff run football and netball teams that enter local competitions. In the summer term the school participates in a Kwik cricket competition and in a cross-country relay.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

135. A team of seven inspectors spent the equivalent of twenty eight days in school. One hundred and fourteen observations of lessons, registrations, assemblies and other activities were made. Approximately a hundred and nine hours were spent observing classes, talking to pupils and sampling pupils' work. All the available work from a sample of pupils in each class, covering all ability levels, was scrutinised in addition to that of the previous Year 6. Pupils were also heard reading and they talked about their use of books. Informal discussions were held with pupils about their work and what they know. Planned interviews were held with teaching and non-teaching staff, the acting headteacher, chair of governors and other governors, including parents. Prior to the inspection, a meeting was held with parents and the results of the questionnaire analysed. The school documentation was also scrutinised.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	532	5	58	123

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	22
Number of pupils per qualified teacher	24.18

Education support staff (YR – Y6)

Total number of education support staff	6
Total aggregate hours worked each week	166.8

Average class size:	25.3
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Financial data

Financial year:	1999
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	£
Total Income	775,025
Total Expenditure	774,574
Expenditure per pupil	1,456
Balance brought forward from previous year	0
Balance carried forward to next year	451

PARENTAL SURVEY

Number of questionnaires sent out:

532

Number of questionnaires returned:

115

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	32	57	6	2	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	45	2	4	0
The school handles complaints from parents well	23	51	10	7	2
The school gives me a clear understanding of what is taught	40	52	7	1	0
The school keeps me well informed about my child(ren)'s progress	43	45	6	5	0
The school enables my child(ren) to achieve a good standard of work	46	46	5	3	0
The school encourages children to get involved in more than just their daily lessons	49	42	7	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	39	52	4	3	0
The school's values and attitudes have a positive effect on my child(ren)	47	42	8	2	2
The school achieves high standards of good behaviour	43	48	4	3	2
My child(ren) like(s) school	45	46	4	3	1

NB Percentages of responses are rounded to the nearest integer and sum may not equal 100%. Percentages given are in relation to the total number of returns, INCLUDING nil replies.