

# INSPECTION REPORT

**East Rainton Primary School**  
Tyne and Wear

LEA area: Sunderland

Unique Reference Number: 108794

Headteacher: Mr M. Stephenson

---

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 15 – 18 November 1999

Under OFSTED contract number: 706922

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	School Road East Rainton Houghton le Spring Sunderland Tyne and Wear
Telephone number:	0191 5536505
Fax number:	0191 5536505
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J. Meek
Date of previous inspection:	11 – 14 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

The inspection contractor was:

TWA Inspections Ltd.  
5, Lakeside  
Werrington  
Peterborough  
Cambs PE4 6QZ  
01733 570753

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
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

- Characteristics of the school 1-6
- Key indicators

### PART A: ASPECTS OF THE SCHOOL

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

- Attainment and progress 7-20
- Attitudes, behaviour and personal development 21-26
- Attendance 27

#### Quality of education provided

- Teaching 28-37
- The curriculum and assessment 38-46
- Pupils' spiritual, moral, social and cultural development 47-52
- Support, guidance and pupils' welfare 53-58
- Partnership with parents and the community 59-62

#### The management and efficiency of the school

- Leadership and management 63-68
- Staffing, accommodation and learning resources 69-73
- The efficiency of the school 74-77

### PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 78-86

English, mathematics and science  
Information technology and religious education 87-142

Other subjects or courses 143-178

### PART C: INSPECTION DATA

Summary of inspection evidence 179

## Data and indicators

## Main findings

### What the school does well

- By the end of both key stages attainment in religious education is above expectations of the locally agreed syllabus. Attainment in speaking and listening are above national expectations at the end of Key Stage 2.
- Pupils' attitudes, behaviour, relationships and personal development are all good.
- The rate of attendance is good and punctuality is good.
- Teaching in Key Stages 1 and 2 is good.
- The coverage of the curriculum in Key Stages 1 and 2 is comprehensive. Assessment systems are good. The provision of extra curricular activities is good.
- Provision for moral, social and cultural development is good.
- Leadership is good. The ethos of the school is good. Arrangements for staff development are good.
- All procedures for support, guidance and pupils' welfare are good.
- The quality of information for parents is very good. Parental involvement in their children's learning is good. Provision is enriched well by links with the community.
- Financial planning and control are good. School administration is good. The use of resources is very good.

### • Where the school has weaknesses

- I. Progress and teaching of reception pupils are unsatisfactory.
- II. Provision for reading to complement the literacy strategy is unsatisfactory for low attainers.
- III. Standards of handwriting and presentation are inconsistent.
- IV. Teachers' marking varies across the school.
- V. The daily timetable is not managed consistently well.

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

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

Attainment in English at the end of Key Stage 1 has improved since the last inspection. Attainment at the end of Key Stage 2 is lower than the last inspection due to the nature of this year's ability range. However, standards of the 1999 Year 6 pupils were the same as the previous inspection. Attainment in the investigative aspects of science is considerably better at the end of Key Stage 2. In information technology attainment is better across both key stages. Attainment in design and technology at the end of Key Stage 1 is improved. The progress of reception children is worse. Assessment systems have improved. A new discipline system has been introduced which has improved the standards of behaviour in the school. Staff development procedures have been improved. The quality of information for parents is better. Financial planning is better. The school now provides nursery provision. The outdoor play provision for the under fives has considerably improved. The quality of the windows throughout the school has improved as they have been completely renewed. The provision for disabled pupils has improved and now includes a chair lift.

The capacity for the school to improve is satisfactory. The new headteacher has made a good start to implementing improvements. However, a teacher is leaving at the end of this term and a new deputy headteacher is due to be appointed. These changes of two out of five teachers will directly affect the management of changes in the long term.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

The inspection finds attainment at the end of Key Stage 1 is in line with the national average in English, mathematics and science. Over a third of pupils in the current Year 6 class have special educational needs. By the end of Key Stage 2 attainment in speaking and listening is above expectations but attainment in reading and writing is below the national average. By the end of Key Stage 2 attainment in mathematics is in line with the national average. By the end of Key Stage 2 attainment in investigative science is above the national average, scientific knowledge is in line with the national average but written scientific work is below the national average.

Attainment in information technology is in line with national expectations at the end of both key stages. Attainment in religious education is above the expectations of the locally agreed syllabus at the end of both key stages.

Attainments in art, design and technology, geography, history, music and physical education are all in line with national expectations at the end of both key stages. Attainment in swimming is above national expectations by the end of Key Stage 2.

• **Quality of teaching**

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

More than half the teaching is good with nearly a quarter very good or better. There is a small proportion of both excellent and poor teaching. The excellent teaching is in Key Stage 1 in mathematics. The poor teaching is in the under fives. There is some good teaching in every class in both key stages. All the very good teaching is in Classes 3 and 5.

Resources are generally used very well and increase the rate of learning. Teachers generally manage pupils effectively. There are some very good systems to get pupils' attention quickly. There is some very good use of contrasting teaching strategies to prolong concentration. Teachers' subject knowledge is generally good. Planning is generally good. Homework is satisfactory. Classroom management of the reception children is poor.

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

• **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Behaviour is good both in lessons, around the school and at playtimes.
Attendance	Attendance is good and punctuality is good.
Ethos*	There is generally a positive ethos in the school with good relationships and positive attitudes to work.
Leadership and management	Leadership of the headteacher and chair of governors is good. The leadership of the science and information technology co-ordinator is very good. Monitoring by the headteacher is good but co-ordinators and governors are not yet formally involved.
Curriculum	Termly and yearly planning are very thorough. The curriculum is well balanced. Assessment systems are good.
Pupils with special educational needs.	Progress of pupils with special educational is satisfactory and the provision is satisfactory. Provision for low attaining readers is unsatisfactory.
Spiritual, moral, social & cultural development	Provision for moral, social and cultural development is good and provision for spiritual development is satisfactory.
Staffing, resources and accommodation	Staff development is good. Resources are well organised. Many of the reading and library books are uninteresting.
Value for money	Value for money is satisfactory.

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

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

48 questionnaires were returned which is 46 per cent of those sent out. Six parents attended the parents' meeting.

**What most parents like about the school**

- VI. Their children like school.
- VII. Parents can approach school with questions or problems.
- VIII. Parents play an active part in the school's life.
- IX. The school's values and attitudes have a positive effect on their children.
- X. Their children achieve a good standard of work.
- XI. The school achieves high standards of good behaviour.
- XII. The school keeps them well informed about their children's progress.

**What some parents are not happy about**

- XIII. The school does not encourage lessons.
- XIV. The school does not give a clear
- XV. The reading scheme books are boring.
- XVI. There is a lack of swimming during the
- XVII. Adult support reduces when pupils
- XVIII. Homework is insufficient in Year 6.

Inspectors agree with most of the positive comments made by the parents. Children in the reception class do not all reach sufficiently high standards in language and literacy and mathematics. They disagree that there is insufficient involvement outside lessons and judge the extra curricular provision as good. The school does give a clear picture of what the school is teaching. Many of the reading scheme books are uninteresting. Pupils reach standards above national expectations with the current provision of swimming as they have two years to reach these standards. The Year 1 provision has an appropriate number of adults supporting

the pupils and they are used well. Homework is satisfactory throughout the school. There are some innovative new systems to be introduced.

## Key issues for action

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

- a) improve the consistency of progress in reading throughout the school and make better provision for reading by:-
    - reviewing the use of the current reading schemes to increase the rate of all pupils' individual reading development;
    - improving the library provision and using it more effectively to further develop non-fiction reading skills;
    - providing more effective structured opportunities for reading outside of the literacy hour;
    - reorganising the use of additional adults to support individuals and groups more effectively;
- Paragraphs 9, 12, 15, 31, 33, 72, 91, 93, 95, 97, 98, 99, 100*
- a) increase the rate of progress and improve the quality of teaching of the reception children by:-
    - using a teaching style that meets the needs of young children more effectively;
    - using a more effective behaviour management system that matches the needs of young children;
    - providing professional development to improve classroom management, the use of questioning, the use of adult's time and the use of accommodation;
    - improving short term planning by using the assessment systems more effectively and involving the nursery nurse at an earlier stage.

*Paragraphs 7, 28, 29, 30, 31, 32, 33, 34, 35, 38, 46, 67, 69, 78, 80, 81, 85*

In addition to the key issues the school should address the following weaknesses:-

- a) organise the daily timetable more effectively by:-
    - analysing the current provision in and between lessons to identify the very good practice;
    - implementing this very good practice across the school;
    - reviewing the timing of playtimes;
- Paragraphs 29, 39, 112*
- a) raise standards in handwriting and presentation by:-
    - reviewing the policy;
    - improving the consistency of the provision throughout the school;
    - establishing the correct letter formation early in the pupils' development;
- Paragraphs 34, 92, 93, 96, 97*
- a) monitor the good quality marking policy more effectively to provide the same responses from teachers across the school.
- c) *Paragraphs 35, 112, 124*

## c) Introduction

### c) Characteristics of the school

1. East Rainton Primary School is situated in the middle of a small village next to the town of Houghton le Spring. There is a mixture of private and local authority rented accommodation. Pupils come from a variety of social backgrounds, and attainment on entry is broadly average. There are 104 pupils in the school with eight more boys than girls. In some year groups there is an imbalance between boys and girls and in Year 6 there are double the number of boys to girls. There is a considerable difference in the number of pupils in each year group, varying from 10 to 20. There are 14 children attending the nursery on a part-time basis. All nursery children go on to attend the primary school. Twenty four per cent of pupils are entitled to free school meals, which is higher than the national average. Less than two per cent of pupils have English as an additional language and these two pupils are of minority ethnic origin. The school is organised in five classes all of mixed ages.
2. There are 19 pupils on the special educational needs register which is broadly in line with the national average. Ten pupils are between Stages 3 and 5<sup>1</sup> with four pupils with full statements. This is above the average. The proportion of pupils with special educational needs varies considerably between year groups. For example, more than a third of pupils in Years 3 and 6 have special educational needs. In the small Year 6 class there are several pupils at Stage 3 and a statemented pupil.
3. The headteacher had been in post for three weeks at the time of the inspection. He has a good understanding of the school as he was the deputy headteacher prior to his new appointment. He has been acting headteacher for the autumn term and has carried out all of the preparation for the inspection. There is an acting deputy headteacher in post with a clear set of responsibilities. A long-term supply teacher was part of the teaching team during the inspection.
4. The school sets out its aims and values for pupils, as follows:
  - to develop a child who will be able to succeed and be fulfilled and is able to respond positively to the needs of the world today;
  - to promote a caring environment;
  - to develop pupils with self discipline;
  - to provide a curriculum matched to all pupils' needs;
  - to promote a caring partnership with parents and the community;
  - to provide pupils with life skills.
1. The school has identified the following priorities:
  - to introduce the Numeracy Strategy successfully;
  - to raise standards in literacy, numeracy and information technology, particularly in Year 6;
  - to develop target setting;
  - to developing a homework club;
  - to develop parental partnership in literacy for reception pupils;
  - to develop the quality of teaching and curriculum area co-ordination;
  - to develop the school grounds and buildings.

---

<sup>1</sup> Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school. [school name] 6

1. Key issues from the previous inspection report are as follows:

- to improve the quality of education for infant pupils in order to raise standards, particularly in the key skills of literacy and reading;
- to review the provision made for pupils with special educational needs in order to match practice to policy and fulfil all pupils' needs;
- to review provision for non-teaching support in classrooms;
- to raise staff confidence in information technology, improve the range of resources available, and provide pupils with a more structured sequence of experiences in order to develop and promote information technology skills and capability;
- to improve the learning environment for pupils by increasing the ventilation of the school building.

- **Key indicators**

**Attainment at Key Stage 1<sup>2</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	12	9	21

- <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	8	7
	Girls	5	6	6
	Total	12	14	13
Percentage at NC Level 2 or above	School	57 (60)	67 (80)	62 (84)
	National	82 (80)	83 (81)	87 (84)

- <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	7	9
	Girls	5	5	6
	Total	12	12	15
Percentage at NC Level 2 or above	School	57 (80)	57 (90)	71 (70)
	National	82 (81)	86 (85)	87 (84)

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

### Attainment at Key Stage 2<sup>3</sup>

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

Year	Boys	Girls	Total
1999	12	10	22

- <b>National Curriculum Test</b>		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	7	9	10
	Girls	9	8	6
	Total	16	17	16
Percentage at NC Level 4 or above	School	73 (67)	77 (72)	73 (72)
	National	70 (65)	69 (59)	78 (69)
- <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	9	11
	Girls	10	9	9
	Total	21	18	20
Percentage at NC Level 4 or above	School	95 (89)	82 (78)	91 (83)
	National	68 (65)	69 (65)	75 (72)

<sup>3</sup> Percentages in parentheses refer to the year before the latest reporting year

- **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.6
	Absence	National comparative data	5.6
	Unauthorised	School	0
	Absence	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	24
	Satisfactory or better	89
	Less than satisfactory	11

- **PART A: ASPECTS OF THE SCHOOL**
- **Educational standards achieved by pupils at the school**

### **Attainment and progress**

1. Attainment on entry to the school is broadly in line with national expectations. Pupils make satisfactory progress in the nursery but this rate of progress slows in both language and literacy and in mathematics in reception as the expectations for these children are too low. Pupils are not on course to meet expected levels by five years of age. In the other desirable learning outcomes<sup>4</sup> progress is satisfactory and children are on course to meet the expected standards. In personal and social development and physical development children's progress is good and they are on line to attain standards above nationally expected levels. Children generally share equipment and play and work happily together.
2. The number of pupils in each class differs considerably and year groups vary between 10 and 20. There is also a wide variation in the proportion of pupils with special educational needs in each year group. The present Year 3, who carried out the national tests at the end of Key Stage 1 in 1999, have more than a third of pupils on the register. The current Year 6 year group that were inspected is small in number and also has a high proportion of pupils on the special educational needs register, including a statemented pupil. This has a significant impact on the attainment each year and makes overall trends an unreliable measure.
3. The 1999 national tests show that attainment by the end of Key Stage 1 in reading and writing was well below the national average at Level 2 and above. Attainment in the national tests in mathematics was very low at Level 2 and above. Teacher assessment shows attainment in science was well below the national average at Level 2 and above. The proportion of pupils attaining Level 3 was above the national average in reading, close in writing and science but well below in mathematics. Compared with similar schools attainment remained at the same levels except in reading, mathematics and science at the higher Level 3. Reading at this level was well above average, in mathematics it was below and in science it was above. Attainment of girls overall was better than the boys over the past three years.
4. By the end of Key Stage 2 the 1999 national tests show attainment at Level 4 and above in English was close to the national average. Attainment at this level in mathematics was above the national average but in science it was below. The proportion of pupils attaining the higher Level 5 was close to the national average in English, well above in mathematics but below in science. Compared with similar schools attainment at Level 4 and above in English was above average, well above in mathematics and close to average in science. The proportion of pupils attaining Level 5 compared with similar schools was well above in all three subjects of English, mathematics and science. The analysis of the value added between the Key Stage 1 national tests of these pupils and the 1999 test results shows an increase in the proportion of pupils attaining the higher level in all subjects. In science this proportion of pupils doubled in size. In mathematics the school added value to the pupils attaining

---

<sup>4</sup> Desirable learning outcomes - these are the goals for learning for children by the time they enter compulsory education at the age of five. They consist of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.

Level 4 as several pupils only reached Level 2C at the end of Key Stage 1 and would normally not be expected to reach Level 4. Attainment in girls overall was better than the boys over the past three years.

5. Targets set by the school are appropriate for the capability of the different year groups. Standards in numeracy are good. Standards of reading and writing are below average at the end of Key Stage 2 as there is a high proportion of pupils with special educational needs. Standards across the rest of the school are satisfactory in writing but inconsistent in reading.
6. The inspection findings do not confirm the national tests. The current Year 2 pupils do not have such a high proportion of special educational needs. Their attainment is in line with averages across English, mathematics and science. Conversely the current Year 6 pupils have a large proportion of special educational needs. Their attainment in mathematics and science is in line with national averages, which is a considerable achievement. Overall attainment in English is below the national average.
7. Attainment by the end of Key Stage 1 in speaking and listening, reading and writing is in line with the national average and expectations. Most pupils listen attentively with good concentration. They respond sensibly to adults and pose their own questions in discussion. Most pupils show confidence in role play contexts. Nearly all pupils read books with understanding and use phonics appropriately. High attaining pupils use a simple thesaurus confidently. In writing pupils write stories generally using capital letters and full stops correctly. Standards of handwriting are lower than expected for their age.
8. In mathematics attainment by the end of Key Stage 1 is in line with that found nationally. Most pupils have expected skills in mental calculations. They apply their knowledge confidently and explain their thinking clearly. Pupils have a good understanding of angles as a measurement of turning. High attaining pupils produce graphs accurately using the axes with confidence. In science attainment is in line with the national average. All pupils use simple equipment to carry out investigations. They all have the expected level of knowledge across the different aspects of the science curriculum. Half the pupils have a good understanding of scientific terms, like predicting. High attaining pupils explain how sound travels.
9. By the end of Key Stage 2 attainment in English is below the national average. Reading and writing are below the national average but speaking and listening are above expectations. All pupils speak confidently in public performances with high attaining pupils using dramatic effects well, for example, when delivering a speech from Macbeth. Many pupils listen confidently across a wide range of contexts. Attainment of the pupils who do not have special educational needs is in line with expectations in reading. They read confidently and discuss their favourite fiction enthusiastically. However, the high proportion of pupils with special educational needs reduces the overall level of attainment of this year group. Most pupils use non-fiction books effectively for information. High attainers use effective reading skills to scan passages and extract information. All pupils know how to access the library. Attainment in writing is below standards for their age due to the high proportion of pupils with special educational needs. Pupils without special educational needs write confidently across a range of styles and know the technical terms for parts of speech. High attaining pupils convey meaning well in different forms. Standards of spelling are in line with expectations.

Standards of handwriting and presentation are below those expected for their age. Progress across both key stages is satisfactory in writing until Year 6 where standards drop due to the nature of this year group. Progress in speaking and listening is satisfactory in Key Stage 1 and good in Key Stage 2. Progress in reading of low attainers is inconsistent across the school as the school misses some opportunities to develop this aspect of English.

10. In mathematics attainment is in line with the national averages. This is better than expected for this year group as it contains a high proportion of special educational needs. Most pupils have good skills of calculating problems mentally. They identify the properties of two-dimensional shapes and use frequency tables correctly. High attaining pupils subtract decimals accurately to two decimal places. In science attainment in investigative processes is above national expectations. Considering the nature of these Year 6 pupils this is a considerable achievement and is due to the very good teaching in Class 5 with regular emphasis on this aspect of learning. All pupils have a thorough understanding of the knowledge elements of science. Written science work is below the average. High attaining pupils have a very good knowledge across the science curriculum and use sophisticated scientific language correctly. However, the standards of their written work do not match their oral work.
11. Attainment in information technology is in line with national expectations at the end of both key stages. By the end of Key Stage 1 pupils handle the hardware with confidence and assemble text correctly. Progress is satisfactory across Key Stage 2 and by the end of this key stage pupils combine techniques to produce multi-media presentations. In religious education attainment is above levels expected in the locally agreed syllabus by the end of both key stages. All pupils have a good understanding of Christianity and the other required world religions. They compare this understanding well with the world religions of Judaism in Key Stage 1 and Sikhism and Hinduism in Key Stage 2.
12. Attainment in art, design and technology, geography, history, music and physical education is in line with national expectations at the end of both key stages. Attainment in swimming is above that expected. Progress in both elements of design and technology is very good in some lessons at the end of both key stages. Progress in some lessons in music is very good in Class 5.
13. Progress of pupils with special educational needs is satisfactory throughout the school because the individual education plans identify these needs effectively. Progress of these pupils is very good in mathematics in Class 5 because the teacher prepares the classroom assistant very well and the quality of the assistant's work with the pupils is very good. Pupils with English as a second language make good progress as they are proficient in English. Their attainment is in line with expectations for their age.
14. Attainment in English at the end of Key Stage 1 has improved since the last inspection. At the end of Key Stage 2 attainment in speaking is better but in reading and writing it is worse than the last inspection. This is due to the nature of this year's ability range. However, standards of the 1999 Year 6 pupils were the same as at the previous inspection. Attainment in the investigative aspects of science is considerably better at the end of Key Stage 2. That in information technology is better across both key stages. Attainment in design and technology at the end of Key Stage 1 has improved. The progress of reception children is worse.

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

15. Pupils' behaviour, attitudes, relationships and personal development are good. Staff have a positive attitude towards the pupils. These standards are similar to those found during the previous inspection. Parents identify strongly with the school's values and attitudes and think that high standards of good behaviour are achieved.
16. Children under five settle into the nursery well. They behave sensibly and respond attentively to their teachers. Children listen keenly to stories and instructions. They enjoy answering questions and are learning to put up their hands for attention. They work together well, sharing equipment and waiting for their turn. When playing in the hospital, they took turns to be doctor, nurse and patient and to bandage each other. Children showed a good awareness of safety when using scissors to cut out shapes. They also concentrate well throughout the length of activities. In reception, where lesson management and delivery are weak, the children's' interest is not consistently maintained. Their attention wanders to other activities to the detriment of learning and progress. However, although confused by some poorly delivered teaching most children behave well.
17. At Key Stage 1, most pupils, including those with special educational needs, listen carefully during whole class lessons and when teachers call for attention during group tasks. They react well to their teachers, often volunteering ideas and answers. In a very good personal, social and health education lesson pupils in Class 3 showed much interest, actively responding to a demonstration of sign language for the deaf. They listened intently to a story and made good attempts to interpret the meaning. Pupils work well in groups, usually showing perseverance and independence, even when their group is not being directly supervised by an adult. Pupils are generally proud of their work, although there are some shortcomings in the presentation of their writing.
18. The school functions as an orderly community. This confirms the views of many parents that standards of behaviour are good. Pupils behave well whether they are in classrooms, moving around school or in the playground. They usually walk calmly in the corridors and show much sense in lessons when changing places for different activities. Pupils show a positive respect for the school building and the grounds. They handle equipment and books carefully. No bullying was observed during the inspection. The school's Progress Book records examples of good progress, behaviour and sporting achievement, which are commended in assembly. There have been no exclusions in the past year.
19. The good quality of the relationships that exist between pupils, and between pupils and adults, contributes effectively to the ethos of the school and to pupils' progress. Boys and girls get on well together, joining in games at playtimes and collaborating in lesson tasks. For example, in gymnastics in Class 3 pupils worked together with much confidence and concentration to put sequences of movements together. Pupils show respect for the values and ideas of others, as shown in a religious education lesson where those in a Key Stage 1 class discussed the Jewish celebration of the Pesach and compared this with their own beliefs. They show consideration for those with special educational needs, supporting them in lessons.
20. Personal development is good. At the last inspection, it was judged that pupils had too few opportunities to make decisions and choices, or to learn through making

investigations and solving problems. Pupils now develop positive independent attitudes, responding well to changes in the curriculum. In science and in mathematics they conduct investigations and solve problems well together. In literacy, there are similarly positive opportunities to work in groups. Pupils show independence when using the computer. They contribute to discussions about their class rules and take suitable responsibilities for day to day routines, such as helping to prepare for assemblies, putting out equipment for physical education and taking registers to the office. They willingly collect equipment and help to tidy their classrooms. When new children start school, older pupils help with school routines at lunch times. Different classes do various maintenance tasks in the wild life area. Pupils respond well to the needs of others, raising funds for charities and contributing to harvest festival appeals.

## 26. Attendance

21. Parents overwhelmingly confirm that their children enjoy coming to school. Overall attendance levels are good and above the national average. This maintains the standard identified in the previous inspection. There are no unauthorised absences. Most pupils arrive at school very punctually, enabling morning and afternoon lessons to begin efficiently on time. The good attendance rate has a positive impact on standards.

27.

## 27. Quality of education provided

### Teaching

22. Teaching is good in Key Stages 1 and 2 but unsatisfactory in the under fives. More than half the teaching is good with nearly a quarter very good or better. There is a small proportion of both excellent and poor teaching. The excellent teaching is in Key Stage 1 in mathematics. The poor teaching is in the under fives. All of the very good teaching is in the second half of each key stage.
23. Very effective management of contrasting activities during lessons is a feature of the very good teaching. These teachers ensure a very good balance between whole class and group discussion, practical activities and written tasks. For example, in science in Class 5 pupils discussed the design of their experiment, allocated tasks within their groups, carried out the tests, identified variables, recorded their findings and reported back in the ending discussion. The very good teachers balance activities across lessons very efficiently. For example, after a very demanding information technology lesson in Class 3, the teacher carried out a quick sequence of physical exercises before embarking on an equally demanding design and technology lesson. However, in other classes teachers do not provide sufficient contrast between concurrent lessons, which does not ensure good levels of concentration. For example, teachers spend too long in whole class discussion with the discussion from one lesson backing on to the introduction of the next with no contrast in style or presentation. Teachers generally link lessons to previous learning well. For example, in Class 4 in information technology the teacher reminded pupils of their learning about editing and text frames. Teachers generally use plenary sessions well to reinforce and assess learning from the group work. This is particularly good in the excellent mathematics teaching where pupils are left with a strong sense of achievement. Teachers organise lessons well to support pupils with special educational needs and pupils with English as a second language. Management of the reception pupils is poor. The teaching strategies are not sufficiently clear to make the best use of the adults' time. For example, in one lesson the teacher did not spend sufficient time with any group of children and moved too quickly between individuals to support any progress in learning. Teachers generally use questioning well. This is particularly good in the best teaching. For instance, in science in Class 5 the teacher used a different set of questions for each ability group. She used carefully sequenced simple questioning for pupils with special educational needs and very high level questions for the highest attainers. This had a significant impact on raising the level of each pupil's thinking. The use of questioning of reception children is unsatisfactory. It is not well matched to each individual. It is not used effectively either to reinforce individual learning or to extend pupils' thinking sufficiently. The management of the accommodation for children under five is poor. It does not match activities to the differing needs of the children. For example, children sit in the corridor

for several different sessions which require concentration, and are regularly disturbed by pupils and adults walking through them.

24. Management of pupils' behaviour is generally very good. Teachers use contrasting styles that are effective. For example, in Class 2 the teacher identifies her expectations very calmly and clearly and pupils respond well to this approach. The best teaching uses very effective strategies with clear reward systems. For example, in Class 5 the teacher has a complex football reward scheme that produces a very fast response from pupils when she requests the attention of the whole class. The management of behaviour of children under five is poor. There is no clear explanation of what the child has done wrong. The children do not value the star reward system as they are not awarded for good work but withdrawn as a punishment.
  
25. Teachers generally use resources very well. They provide high quality artefacts to enrich pupils' experiences and understanding. For example, in Class 3 in religious education the teacher offered the full range of symbolic foods from the Pasesh celebration and every pupil appreciated sampling new tastes. Teachers use resources well in literacy to motivate pupils' interest. However, opportunities are missed to support pupils in writing in other subjects. For example, in science in Class 2, pupils did not have the particular vocabulary needed to write about their observations. Computers are used well during information technology lessons but not regularly in other subjects. Teachers generally use classroom assistants and other adults effectively, particularly for pupils with special educational needs. They ensure that they have a clear understanding of the learning required. For example, in Class 5 the assistant worked very effectively in mathematics with a special needs group of pupils. She targeted her questions very carefully and ensured that each pupil received focused support. However, opportunities are missed to use adults effectively to support individual reading development. Teachers use the library well to change books as it is timetabled each week. Nevertheless, pupils are not encouraged to use the library for independent research. A feature of the excellent and very good teaching is the fast pace of lessons. These proceed at a very brisk rate with pupils given very clear targets for completing their tasks. Time is regularly wasted for the under fives as children are organised into queues too frequently when moving between different parts of the classrooms and corridors.
  
26. Teachers' subject knowledge is good in English, mathematics, science, art and design and technology. The science co-ordinator's subject knowledge is very good which has a significant impact on the good standards of pupils' investigative work. Teachers have good subject knowledge across the different religions required in the locally agreed syllabus. This ensures thorough coverage of these religions with the use of correct religious terminology. Subject knowledge in design and technology at the end of both key stages is good. These teachers have a clear understanding of both aspects of the subject. For example, in Class 3 pupils were encouraged to produce a very interesting range of designs for sandwiches that included ham, peaches, peanut butter and 'hundreds and thousands'. Teachers have good subject knowledge in the word processing, graphics and control aspects of information technology. For example, in Class 4 the teacher used her good subject knowledge to use technical language effectively when allocating tasks for desktop publishing. Knowledge of the teaching of children under five is unsatisfactory. For example, the teacher is using an early years curriculum that has been out of use for a considerable time.

27. Teachers' planning is good. Literacy planning is conscientious and systematic. It includes assessment from the previous week's work to ensure pupils' needs are met. However, there is insufficient planning for structured opportunities to read outside the Literacy Strategy. Teachers plan their aims for learning carefully but they are not always linked sufficiently well to the National Curriculum. Teachers plan effectively to create links across different subjects. For example, in Class 5, planning ensured that the creation of their own historical data also developed information technology, literacy and mathematical teaching. In the best teaching the planning carefully extends pupils' learning by creating strong links across lessons. For example, in Class 5, pupils were required to plan an experiment to test the strength of different paper towels and to identify resources they would need the following day. Teachers plan information technology lessons effectively but they do not include planning for developing skills in this area within other subjects. The nursery nurse is not included in planning for the under fives which is a waste of her expertise. The good assessment systems for the under fives are not used sufficiently well to adapt the short-term planning.
28. Teachers have high expectations in the Literacy Strategy except for in the group work which sometimes lacks challenge. Most teachers have high expectations of investigative work in science and ensure that all pupils have a good level of autonomy when carrying out experiments. There are high expectations of pupils' speaking skills in Class 5 as all pupils are expected to speak formally to a large audience of pupils, teachers, parents and visitors. There are very high expectations of pupils in the excellent teaching in mathematics where all are challenged to extend their thinking. Expectations of handwriting and presentation are low throughout the school. Teachers do not regularly remind pupils about taking a pride in this aspect of their work. Expectations of reception pupils' work are too low in language and literacy and in mathematics. The daily assessment systems for reception children are not used effectively to target individuals at a sufficiently high level.
29. Most teachers provide effective oral feedback to pupils during lessons as they identify achievement and set future targets. For example, in Class 3 in physical education the teacher identified the most imaginative sequence of movements and ways of improving them. However, marking of pupils' work is inconsistent and does not follow the good quality marking policy sufficiently closely. Good quality trials are being carried out in science to record progress of skills made in lessons. The best teaching includes thorough assessment through questioning. For example, in design and technology at the end of both key stages the teachers observe their pupils' work closely, pose demanding questions and listen carefully to their answers. Children in reception are assessed across a range of tasks every day. However, this is not used effectively to set appropriate challenges for individual children. Observations of children in reception are not clearly focused. For example, children were regularly taken off the computer well before they had completed the task, which led to frustration.
30. Homework is satisfactory across the school although the use of the home school reading diaries is inconsistent. Some imaginative work is set. For example, the Class 5 pupils thoroughly enjoyed producing a scientific glossary of terms. The school has won some funding to extend the provision of homework and are planning some innovative new systems.
31. The quality of teaching has improved since the last inspection. The proportion of good lessons has increased as well as the proportion of very good and excellent teaching.

The amount of unsatisfactory or poor teaching has been reduced.

**37. The curriculum and assessment**

32. The curriculum provided for the under-fives is planned to cover an appropriate range of experiences for the children. However, they are planned in relation to curriculum requirements that are out of date and not to the required desirable learning outcomes. The level of challenge is not sufficiently high for the reception children in language and literacy and mathematics.
33. In both Key Stages 1 and 2 the curriculum is broad and very well balanced. The school follows the full programmes of study of the National Curriculum and achieves appropriate standards across all subjects. The school has developed a very comprehensive planning system to ensure that all pupils receive their curriculum entitlement. All statutory requirements are met. However, the management and organisation of the daily timetable is not efficient. For example, a very brief playtime late in the afternoon for some pupils is unsatisfactorily arranged towards the end of the school day. This arrangement disrupts the ethos of a mixed age grouped class. The morning break for all pupils is hurried. The organisation of the timetable means that sometimes lessons which are similar in format follow each other, requiring pupils to sit for long unbroken periods. On occasions, being passive for so long results in pupils becoming restless and losing concentration. This has an effect upon progress and standards.
34. The school successfully promotes pupils' personal and social development, preparing them for the next stage of their education well. For example, Years 5 and 6 pupils use the information technology facilities of a local secondary school for six weeks. This increases their opportunities to work with a wider range of hardware and to experience the ethos of a comprehensive school. There is a good policy for the teaching of personal, social and health education including sex education and the use and misuse of drugs.
35. In response to the last inspection, policies and schemes of work have been developed for all National Curriculum subjects. The National Literacy Strategy is being satisfactorily implemented. All teachers have had the initial training in the National Numeracy Strategy but this is not yet fully in place throughout the school in a consistent manner. Further staff training is planned for next term. Both literacy and numeracy are timetabled, with appropriate time being given to each daily. The detailed planning which underpins literacy is in place and numeracy planning is currently being developed.
36. All subject areas are now very well supported by good policies. There is a very thorough curriculum entitlement document and schemes of work which have been reviewed by staff, co-ordinators and governors. Planning the curriculum in the long term is very good, with detailed documentation for each subject area in place. Teachers work well together to ensure parallel provision across split year groups.
37. There are satisfactory opportunities for pupils to have equal access to the curriculum. Girls and boys have equal opportunities. Pupils from ethnic minorities have equal provision. Opportunities for pupils with special educational needs to make progress are satisfactory. Support assistants are well briefed by teachers. The quality of the support from the classroom assistant in Class 5 is very good and ensures a good rate of

progress for these pupils. Individual education plans are satisfactory and are regularly updated. Review procedures for pupils are carried out according to requirements. The Code of Practice is fully in place<sup>5</sup>. Most teachers set different tasks for those pupils identified as high attainers to ensure that they make progress in accordance with their abilities.

38. The provision of extra-curricular activities is good and is popular. It includes effective provision for sport. For example, the “fit for fun” club provides an active and enjoyable range of activities for pupils. Members of the design technology club enjoy designing models which they will enliven with lights and motors using the control boards and the computer. There is an annual residential visit and day trips to local places of interest.
39. There are good systems for the assessment and recording of pupils’ attainment across the school. This is an improvement on the previous inspection. The policy for assessment, recording and reporting is very clear and a comprehensive range of strategies is securely in place. The school complies with statutory requirements for assessing pupils at the end of each key stage, and in addition uses a range of other standardised tests to monitor pupils’ performance. For example, the optional standard assessments are conducted in each year group in Key Stage 2. Details of pupils are transferred effectively to the secondary school at the end of Year 6 as there have been regular discussions to identify the most efficient use of the school’s records. A useful pupil’s portfolio is kept to record the progress of each child throughout the school. Teachers meet regularly to moderate samples of pupils’ work. A large quantity of pupils’ work has been moderated by agreement and is available as exemplars of standards mainly in English and mathematics. There are some efficient assessment systems in use in information technology and religious education. For example, the religious education records are clear to administer and understand. This has a positive impact on standards. There are some good quality trials being carried out for assessment as in the recording of the development of skills in science in Classes 3 and 5. Assessment systems for children under five are good with focused systems used across a range of activities. However they are not used sufficiently well to inform planning.
40. Use of assessment is satisfactory in both key stages. It is well used in literacy where the assessment from the previous week is transferred to inform the next week’s planning. Other tests are used effectively to determine which class pupils will move into when a year group has to be divided between two classes at each year end. Individual test results are tracked across different year groups to monitor the rate of progress. However, this is not used effectively to feed back into developing the curriculum or for identifying common needs of groups of pupils. Use of assessment in the reception children is unsatisfactory. It is not used to set sufficiently demanding challenges for individuals.
46. **Pupils’ spiritual, moral, social and cultural development**
41. The school’s provision for pupils’ moral, social and cultural development is good. Provision for spiritual development is satisfactory. There is a clear commitment at a whole school level to these aspects and they make a major contribution to the ethos of the school. Since the previous inspection the school has continued to work very hard to

---

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

maintain the good provision.

42. Social and personal development is well planned for the children under five. In the nursery and reception class children are taught how to relate to one another. They also learn how to share toys and equipment.
43. The provision for spiritual development is satisfactory. School collective worship is organised effectively and provides appropriate opportunities for reflection. For example, in a whole school assembly the deputy headteacher allowed time for pupils to reflect on the meaning of truthfulness. There is a good policy for collective worship. The class collective worship is appropriately prepared. Pupils are expected to relate Bible stories to their own experiences as in the story of Daniel in the lion's den. Teachers plan effectively for pupils to contribute to assemblies. For example, Class 5 pupils led a very good assembly in front of an audience of parents. This was focused on their work on the Victorians and was very well presented. Their performance captivated both old and young spectators. In some lessons there are opportunities for pupils to appreciate the wonder of the world. For instance in the science lesson in Class 3 where pupils watch in wonder as the ripples move across the water. Similarly, in an art lesson when they manage to successfully mould clay into a shape. Religious education lessons also contribute effectively to pupils' spiritual awareness. Teachers provide appropriate opportunities for role-play and discussions. Religious education generally provide pupils with the chance to appreciate the spiritual nature of religions. Classes have effective displays related to religious education. The school regularly visits the local churches to develop pupils' understanding of religious buildings and to hold religious services in different contexts.
44. Provision for moral development is good. Teachers ensure that pupils understand well the difference between right and wrong behaviour, relationships and attitudes. Teachers identify the need for rules and for taking turns. Teachers use stories in assemblies well to offer pupils opportunities for making moral choices. For example, teachers identify morality when talking about telling the truth. They provide a very good role model for their pupils.
45. The school ensures good provision for social development. Within the curriculum the school provides many opportunities for group activities. The pupils respond well to this responsibility throughout the school. They are taught to share materials and equipment and to have respect for others' property. Teachers encourage pupils to discuss their learning in group activities, making decisions about the outcome. Pupils are given good opportunities to listen to others' views and to respect them. The school works hard at teaching pupils to develop their own self-esteem, while putting others first. Older pupils help younger ones wherever possible and all pupils are positively encouraged to be helpful in keeping the school and their classrooms orderly and tidy. The personal and social education time also allows pupils and teachers to discuss issues of right behaviour and good relationships. Pupils are given responsibility around the school, for assemblies and in taking registers to the office. This is an area which is not fully developed. Pupils are involved in a good number of charity appeals, including The Royal Institute for the Blind, Cystic Fibrosis and Muscular Dystrophy. The school provides a good programme of extra curricular activities both to enhance the curriculum and to develop social relationships amongst the pupils and between pupils and the staff.

46. Provision for cultural development is good. Class visits to places of cultural or historical interest enhance pupils' learning about their local environment. The school has made visits to Beamish Museum, Hartlepool Historic Ships and Hall Hill Farm. Teachers provide a wide range of music both in assembly and in music lessons. There are also peripatetic music teachers to perform for the pupils and a visit to a live recording studio is planned for early next term. In developing art skills, pupils look at paintings by artists of different times and countries. They also visit the theatre and have visiting artists in school. For instance, Chris Bostok, an author, read his stories to the younger pupils. A poet has also been into the school to read poems to the pupils to enrich their experiences. The awareness of other religions and cultures is promoted successfully through the religious education curriculum, which is well taught. There are good quality displays in most classrooms related to other faiths. The school has a good supply of artefacts of other religions, which they make good use of in explaining other creeds to their pupils. The recent use of a resident writer who involved pupils in producing a drama based on Zimbabwean culture had a significant impact on raising pupils' awareness of African life. This also developed pupils' speaking skills effectively.
52. **Support, guidance and pupils' welfare**
47. This is a caring school. The arrangements to provide support and guidance and to promote pupils' welfare are strengths of the school. Most teachers and non-teaching staff know their pupils well and are very responsive to the needs of individuals and groups.
48. Procedures for monitoring progress and personal development are good. Pre-school children have home visits and settle quickly and confidently into the school routine as they benefit from the quality of co-operation between teachers and parents. The school has established systematic procedures for monitoring and recording pupils' academic progress. Teachers and classroom assistants monitor pupils' personal development regularly. Evidence is carefully taken from pupils' behaviour, attitudes and relationships in lessons and at play. Pupils' personal development is also tracked when they share ideas during personal social and health education lessons, including circle time discussions. The progress of pupils with special educational needs is monitored well, sometimes in collaboration with outside support from speech therapists and educational psychologist. This ensures that individual education plans are relevant and kept up to date.
49. The procedures for monitoring and promoting good behaviour are effective, reflecting the school's clear policy statements. There is close collaboration between teachers and the midday supervisory staff. The school's arrangements for rewarding pupils' achievements in Key Stages 1 and 2 contribute well to the good standards of behaviour and to the absence of harassment or bullying.
50. There are good procedures for encouraging pupils' attendance. Teachers are conscientious in checking reasons for absences or lateness and there are efficient administrative procedures to record and track attendance patterns. This includes good co-operation with supporting agencies.
51. Child protection procedures are good and conform well to locally agreed policies. All staff are aware of child protection issues and the school takes sensitive action whenever necessary. Procedures for promoting pupils' well-being, health and safety are good.

There are regular health and safety inspections and any necessary action is taken promptly. However, two sets of toilets produce unpleasant odours. Safety practices are regularly emphasised in lessons, for example, when pupils use scissors and in road and water safety training. Good access facilities are available for disabled pupils. The school has secure policies for ensuring pupils' safety on educational visits.

52. Since the last inspection all the school's windows have been replaced which has improved the ventilation systems, as was recommended.

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

53. Overall the school's partnership with parents and the community is good. This maintains the quality of the links identified in the previous inspection. Parents feel welcome in school and report that the headteacher and his staff are very approachable with questions or problems to do with their children.

54. The school provides very good quality information to parents. There are frequent and informative newsletters. Pupils' annual written reports contain constructive comments about progress and show ways in which they can make improvements. There are also constructive targets agreed by parent and pupil. The headteacher and staff are available and willing to listen and respond to parents' concerns and questions. Many parents meet teachers informally at the start and end of each day and issues are discussed sensitively. Parents' evenings are regularly organised to discuss pupils' progress which parents appreciate. The school's prospectus is well presented, giving a consistent degree of information in a "reader friendly" style. There are occasional meetings at which changes in the curriculum and how parents can help their children at home are discussed and explained to parents. Most parents feel that they are given a clear understanding of what is taught and are kept well informed about their children's progress.

55. Parental involvement in children's learning is good. They feel that they are encouraged to take a full part in the life of the school. Some give regular help in classrooms and in the library; this supports individual pupils effectively. For example, a parent worked with a small group of pupils in literacy in Class 3 which ensured they had a clear understanding of how to carry out the writing task. Parents accompany pupils on educational visits and assist in events such as football training and school sports. Most parents support their children at home, such as, by hearing them read and helping them to complete tasks and projects. Effective review meetings are held with parents of pupils with special educational needs. They are encouraged to share in discussions about the educational provision for their children and in the drawing up of their individual educational plans. The Friends' Association gives generous support to the school, organising a range of social and fund raising events. It has given valuable help in providing computers, mathematics books and games and other equipment that benefits pupils' learning.

56. Links with the local community are good. There is good liaison with the two receiving secondary schools to promote secure transition processes for pupils. There is very effective provision for Class 5 pupils in using a secondary school's computer suite as the teachers plan the use of this time carefully to extend the pupils' experiences. There is a good level of understanding between teachers from the secondary schools and this school as they compare systems and follow this up well with visits to the other

establishments. Good use is made of the immediate locality, for example, through visits to a local farm, St. Matthew's Church and the Vicarage Old People's Home. The pupils have benefited from visits from a writer in residence, the fire brigade and the police. Many speakers are invited into the school. For instance, a visitor demonstrated the use of sign language as part of Key Stage 1 pupils' work on the senses in science. Pupils are given good opportunities to give active support to a variety of charities each year. These include the Muscular Dystrophy Group, the Cystic Fibrosis Trust, Comic Relief, the Sunderland Royal Hospital and the Romania Appeal. This charitable work extends pupils' sense of responsibility and citizenship. Pupils' work is celebrated well in the wider community. For example, the work from the writer in residence based on Zimbabwe was displayed at a regional kite festival and in a Northern Arts magazine. A few links have been established with local businesses. This is an area the school intends to develop.

## 62. **The management and efficiency of the school**

### 62. **Leadership and management**

57. The leadership of the headteacher is good. In the short time he has been in post he has gained the confidence of the school community. He has a clear sense of educational direction and has identified a range of appropriate strategies to manage change. He has already improved the quality of the school environment and delegated effectively to the acting deputy headteacher. She has carried out her new role well and has provided an important link in the communication chain by ensuring staff understand the implications of the changes. The science and information technology co-ordinator is very effective. She has ensured a clear development in these subjects and made a significant impact on raising standards in both subjects. The leadership of the co-ordinator for display is good and has had a positive impact on the quality of display throughout the school.
58. The quality of the work of the governing body is good. They set a clear educational direction for the school. For example, they set precise criteria for the recent appointment for the headteacher that matched the particular needs of the school. There is an effective balance of expertise across the governing body. The chair of governors is very clear about the aims of the school. She works closely with the headteacher and has been instrumental in achieving changes to the schools' provision. For example, she campaigned successfully for the importance of maintaining funding for small schools. Governors know their school well and greatly value the advantages of their small community. The special educational needs governor is increasing her understanding of her role as she is now being involved more closely with the practicalities of the work of the school.
59. The new headteacher has introduced an effective system for monitoring teaching. He has produced well-written outlines of this monitoring identifying clearly the strengths and weaknesses observed. Teachers appreciate this clarity. However, there is no monitoring of teaching by governors. There are well-organised systems for co-ordinators to monitor both planning and pupils' work. For example, teachers moderate examples of pupils' work together each week to track pupils' progress. The school has begun to track the value added to pupils' attainment using data from the national tests. This analysis is well presented in graphs but has not been used to feed back into

curriculum provision or to set individual targets.

60. Teachers are closely involved in the production of the school development plan. They all produce audits of their curriculum areas and discuss the changes required with the headteacher. There is a series of forms to ensure that this process is carried out consistently. There is a detailed outline of the timing of developments as the plan includes a weekly diary of tasks to be carried out. The plan covers both long and short term developments. However, there is a lack of key information within the plan. It does not contain all costings of finance or time, ways of measuring success or key personnel involved. It does not contain all the school initiatives. For instance, the present headteacher has produced a supplementary outline of initiatives that were not included in the main plan. The format does not allow an understanding of the main priorities to emerge. Much of the plan is hand written, which detracts from the standard of presentation. All governors have a copy of the plan.
61. The school has produced a comprehensive set of aims for the school that are well understood by the school community. Parents are very supportive of these aims. The aims cover both personal and academic development and clearly set the work of the school within the community of the village it serves. There is a detailed outline of the aims within each subject except for information technology. This is omitted, despite the improvements in standards since the last inspection. There are a reasonable number of policies that are clearly presented. However, some of the policies are not carried through in practice. For example, the good quality marking policy is not carried out consistently. The school has a positive ethos overall despite the recent changes of management. However, the ethos of the reception class is not sufficiently supportive to ensure the expected rate of progress in learning. There has been smooth continuity between the previous systems and the new ones as the changes have been handled sensitively. The new management personnel have moved into their new roles effectively. The staff work hard to improve the quality of the provision for the pupils. For instance, a teacher from each key stage is trialling a number of different systems to focus assessment more effectively. The combination of the good management of the changes and the hard work of all the staff combine to produce the positive ethos. Statutory requirements are met with the exception of some minor omissions from the annual report to parents.
62. The role of the co-ordinators in monitoring pupils' work and planning has improved since the last inspection.
68. **Staffing, accommodation and learning resources**
63. Staffing of the school is satisfactory. There are sufficient teachers who are suitably qualified and experienced to teach all the subjects of the National Curriculum and religious education. The teacher for the under fives was not trained for this age group. She has attended courses based on this group. The balance of experience across the staff is good. There is a new headteacher and an acting deputy headteacher who have ensured a smooth transition between the old personnel and the new. All permanent teachers have posts of responsibility. Job descriptions reflect the current roles and responsibilities across subjects of the curriculum. Appropriate responsibilities are allocated for the acting deputy headteacher and complement those of the headteacher effectively. There are sufficient, well-trained education support staff who work alongside teachers effectively helping teachers. The support assistant in Class 5 has a very good

level of expertise in working with pupils in mathematics. The nursery nurse is suitably trained.

64. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise in their responsibility area. Support staff attend training where appropriate. Teachers work well with the support staff in updating their expertise. For example, in Class 3 expertise in information technology is developed effectively for the support staff due to careful explanations on using different programs. Induction and mentoring arrangements are good. Appraisal systems are in place. Staff receive regular individual meetings with the headteacher to discuss their development needs. New staff to the school are given clear guidance of the school's procedures. For example, the long term supply teacher in the school followed the school's systems effectively due to this guidance.
65. The quality of the accommodation is satisfactory. It is kept very clean. Standards of display are good throughout the building with all spaces used effectively. This extends learning opportunities for pupils well. For instance, there is an enticing investigation into touch in the Key Stage 1 corridor, which includes recording results. There is good provision for disabled pupils including a full chair lift. Classrooms are of an adequate size and there is a good amount of storage space in different areas of the school. There are two additional rooms which have been reorganised to provide working areas, but they are not yet in full use for staff or pupils. There is a good sized hall which provides ample space for assemblies and for physical education. The separate dining hall enables the benefit of the use of the main hall during the lunch hour. The long corridors throughout the school provide good storage facilities for resources which are readily available. The school has been completely refurbished with windows which has provided adequate ventilation. Outdoor provision for the nursery and reception children is good. The area is of a good size and it has a soft surface. There is a good storage area conveniently placed. The space for the under fives is adequate although it is divided into two with a small space divided by a wall which causes difficulties with organisation. Two sets of toilets have an unpleasant smell. The staff room does not have a sink and teachers have to use a sink in a shared male and female toilet. This is unsatisfactory. The playground is of a reasonable size and surrounded by a robust fence. There is good provision of playing fields adjacent to the school buildings.
66. The quantity of resources is satisfactory across the curriculum. The new resources for literacy and numeracy are attractive. Many of the reading scheme books and library books are old. Resources for religious education are good and support learning well. Equipment for the reception and nursery is good, particularly the outdoor play equipment. Resources are well organised in a variety of different areas. They are all well labelled and easily accessible to both staff and pupils.
67. Since the last inspection the training of the support staff has improved and they now assist the teachers more effectively. The outdoor play area has considerably improved for the under fives. New nursery provision has improved the level of the resources for children under five. The standard of the window frames and ventilation is also considerably improved.
73. **The efficiency of the school**
68. The school's financial planning processes are good. Financial and other resources are

very carefully allocated in line with the targets identified in the school's development plan and in the planning document "Bids and Initiatives". However, the cost of all the developments is not recorded fully in the school development plan. The headteacher works closely with the governing body to plan ahead and to project financial forecasts beyond the current year. The budget is regularly monitored and much care is taken to ensure that the school's expenditure is giving good value for money. The finance committee is now meeting more regularly and the chairman of that committee is very aware of the cost implications of the whole school budget.

69. All additional funds are used well to enhance the provision for pupils. Recently a significant amount of money has been spent by the authority on security. Funds for special educational needs are used appropriately. There has also been additional funding for support in the literacy hour which has been well managed. Additional funds are raised by the Friends' Association which are spent well on equipment, computers and building improvements. Grants are used appropriately. The current deficit budget does not reflect the action that the school has already taken to balance its budget. The reduction in the classroom assistant staffing and the increase in the funding for reducing class sizes in Key Stage 1 will produce a balanced budget by the end of this financial year. The school's accounts were audited in 1998 and the day to day control of finances was reported to be good. A few minor recommendations were immediately acted upon. Private school funds are properly audited each year and approved by the governors. Financial control and school administration is good. The school secretary manages the school office and related matters efficiently and effectively. She offers good support to the school, staff and visitors.
70. The deployment of teaching staff is satisfactory. Teachers are allocated to classes within their qualifications. Teachers take after school clubs. The headteacher supports the staff in a practical way and is responsible for several new initiatives. The support staff are generally effectively deployed and supervised. However, there is inefficient use of the nursery nurse as her expertise is not used sufficiently in planning. The use of resources to complement learning is good. Resources are used very well by staff in Key Stages 1 and 2 and have an impact on raising standards. The use of resources is good in English and in religious education in particular. Computers are effectively used in all classes. The use of accommodation is satisfactory over all. The school plans to develop the use of two rooms on the lower floor. The use of the accommodation for children under five is not appropriate, particularly the use of the corridor for stories and poems.
71. Pupils enter the school with attainment in line with national averages. The current Year 6 pupils do not represent the normal cross section of ability with their high proportion of special educational needs. Despite this context, attainment by the end of Key Stage 2 in mathematics, information technology and science is in line with the national average. Attainment is below the national average in reading and writing but above in speaking and listening. In religious education attainment is above national expectations. Attitudes, behaviour and personal development are all good. Teaching is good, but the cost per pupil is well above the national average. Taking all this into account the school gives satisfactory value for money. This is the same as given in the previous inspection report.

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

### 77. **Areas of learning for children under five**

72. Children generally have one year part-time in the nursery before they move into the reception class at the beginning of the year in which they are five. The two age groups share the same classroom. There are fourteen reception children and seven nursery children in the same class. At the time of the inspection three children had reached the age of five. There is a secure outside play area, of which both classes make use, although the reception classes use the infant playground as well. The class has a full time nursery nurse assisting the teacher. Attainment on entry is in line with expectations for their age. Assessment of the children shortly after admission to the reception class indicates that attainment is broadly in line with the average for the local authority in all the Desirable Learning Outcomes. There is some above average attainment in language and literacy and mathematics. Whilst the nursery children make satisfactory progress, the children in reception make unsatisfactory progress overall, but meet the expected levels of attainment in knowledge and understanding of the world and creative development. They exceed the national expectations in personal and social development and physical development. In language and literacy and mathematics they are below national expectations.

78.

### 78. **Personal and social development**

73. Most children are on course to exceed the nationally expected standards in this important area of development by the time they reach the age of five. The children settle very well into the routines of school life. They generally share equipment and play and work happily together. For example, children played in the hospital together co-operatively, being doctors, nurses and patients. Others played together in the water sharing the toys without fuss. Children develop initiative and independence in selecting resources, tidying equipment away and making choices in their work. Children are developing an awareness that some actions are right and some are wrong and are learning to care about the world around them. They know how to line up to move about the school and to sit on the mat listening to a story. They are generally eager to learn and participate in the activities provided. However, when lessons lack interest and do not involve the children sufficiently, they pay less attention and their behaviour is not as good. Children generally behave well when listening to the teacher, playing and working in groups and in assembly. They concentrate for appropriate lengths of time for their age. They look after their own personal needs adequately, going to the toilet independently and putting on coats and hats. They respond well to praise, which is not always a regular feature of teaching.

79.

### **Language and literacy**

80. As a result of unsatisfactory teaching children make unsatisfactory progress in language and literacy in the reception class. The nursery children make satisfactory progress. When children come into the nursery some still need encouraging to express themselves fluently in speaking. The oldest four year olds are not all on line to meet the nationally expected standards in language and literacy by the time they reach five. They listen carefully to adults telling stories, but have insufficient opportunity to respond in class discussion times. They are not sufficiently encouraged to offer their own ideas and thoughts on these occasions. In the role-play times, in the hospital play area, they are encouraged to develop their speaking and to involve themselves in imaginative play. This works well for nursery children but the sustained development of these skills into the reception class is not well managed. Most children happily respond to adults' questions and chat confidently to each other during shared activities. Children enjoy books and read them in the rather congested library area. They also regularly use the listening tapes. Most children recognise their own names and but not all write them correctly with capitals and lower case letters. They are not well informed on how to hold the pencil or on how to form letters. A few higher attainers write words and very simple sentences before leaving the reception year. They recognise correctly a few letters of the alphabet by the sound they make. Children are familiar with books and handle them properly with care. They competently tell a story from the pictures. Some pupils are able to read simple text.

80. **Mathematics**

81. Children enter school with broadly average mathematical skills with some good levels of attainment. Four year olds are not on course to meet the expected standards by the time they are five. They are able to identify a triangle, square, rectangle and circle, although they name a rectangle as an oblong. They can count to five and some to ten accurately and can recognise numbers to five and some to ten. They have less confidence in the sequencing of the daily routines of getting up and going to bed and cannot successfully identify when these occur. They also have difficulty in articulating what they do before coming to school. They can recognise the difference between photographs of big and little children. For reception children planned mathematical experiences are not fully exploited and do not cover sufficiently all aspects of mathematical opportunities in the classroom. There are insufficient planned opportunities to explore mathematics whenever possible when they arise in everyday activities. For instance, making sets, counting the children in the water area and counting how many of them are in school today, are not regular features of the classroom.

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

74. Children are on course to meet the nationally recommended standards in this area of learning by the time they reach five. A variety of experiences are provided for the children, some of which are linked to their current topics. For example, the children have been for a walk around the village to observe the change of colours from autumn to winter. They then changed the leaves hanging in their own classroom from green to autumn shades. They have looked at themselves and identified their own body parts. They have had a talk from a nurse to link with the current topic of ourselves. Children actively play out their new-found knowledge of bandaging on one of the adult helpers. Children learn the days of the week through daily practice. They use the computer regularly and some use the mouse correctly. However, many children are not yet using

the mouse click accurately which causes frustration in using the programs. They gain an understanding of volume and capacity as they explore the properties of sand and water. However, their learning is limited because the tasks do not generally extend it sufficiently. They talk about themselves as babies and are well supported by the teacher's questioning. With adult support they talk [J1]about nursery routines and events at home, such as birthdays.

### **Physical development**

75. Children are on course to exceed the national expectations in physical development by the time they reach five. They are able to control their body movements well. When they use large apparatus in the school hall they are able to climb, jump and land with control. They can climb the wall bars, balance along benches and roll on the mats. In dance they can stamp to the music and move around the hall using the space well. In the outside play nursery children can use the slide, tunnel and frame confidently and manoeuvre the wheeled toys. Whilst nursery children are beginning to manage to handle scissors and pens, the reception children do this more effectively. They can cut and stick. Children of four handle tools such as scissors paint brushes and glue spreaders with appropriate confidence, accuracy and regard for safety.

### **Creative development**

76. Children are on course to meet the national expectations in this area overall. They have opportunities to paint, use clay to make mats, make collage from a wide variety of materials and draw, cut and stick. These activities are not always well directed and this reduces their learning impact. They enjoy listening to music, singing and using musical instruments to accompany. However, in a lesson the opportunity to really enjoy the instruments and the music was restricted by the need to follow the taped programme, thus inhibiting the real enthusiasm for playing and enjoying music. They imaginatively explore real and pretend situations in the hospital.

84.

### **The quality of teaching**

77. Teaching for the children under five is unsatisfactory. Two thirds of teaching is unsatisfactory or poor. Planning is based on the desirable learning outcomes, but the ones in current use are out of date. The planning is very thorough overall and contains much detail related to the learning objectives. Much of this is unnecessarily repeated in other planning documents. The short term planning does not identify the teaching strategies sufficiently well. The combination of two age groups with different needs and requirements in a confined space also results in a complicated management of time and space. At times the teacher and nursery nurse's time is not used efficiently. For example, the nursery nurse was required to cut out shapes instead of working with children. There is much time lost in moving children from place to place. They are required to use the corridor at times to have story sessions. This is not suitable accommodation for these children. The anteroom is not organised sufficiently well for reception children to learn effectively. The classroom itself is very congested and restricts both the quality of education provided as well as the movement of the children. The teacher's control and management of children is sometimes intrusive and disturbs the continuity of the lesson. In some lessons the teacher does not spend sufficient time with pupils to widen their learning but moves too quickly between different individuals or groups. Questioning is not used sufficiently well to reinforce children's learning or to

extend their thinking. Children are not always given the opportunity to respond in lessons in order to explore their feelings, develop their understanding and experience real fun and enjoyment. The teacher's expectations of the reception children's attainment in language and literacy and mathematics are not sufficiently high. Expectations for physical development are good. There are good systems in place for assessing children but these require refinement to make them really useful tools to challenge the learning of individual children.

78. The nursery nurse is an effective support in the classroom but at present is not fully involved in planning and organisation. This is an inefficient use of a valuable resource. She has good relationships with the children and is a committed member of staff.

86.

86. **English, mathematics and science**

86. **Information technology and religious education**

86. **English**

79. The 1999 national tests show that attainment by the end of Key Stage 1 was well below the national level average at Level 2 and above in both reading and writing. At Level 3 attainment was close to the average in both reading and writing. Compared with similar schools attainment at Level 2 and above was well below average in both reading and writing. At Level 3 attainment was close to the average of similar schools in both reading and writing. The past three years show attainment in writing as better than attainment in reading at Level 2 and above. Attainment of girls has been better than the boys over the past three years.
80. The 1999 national tests for Key Stage 2 show that attainment by the end of the key stage was close to the average at Level 4 and above. At Level 5 attainment was close to the national average. Compared to similar schools attainment was above average at Level 4 and above. Attainment was well above the average of similar schools at Level 5. The 1999 national tests show that the school added value to the pupils' attainment between the end of Key Stages 1 and 2. A larger proportion of pupils reached the higher Level 5 than had reached Level 3. The attainment of the boys has been better than the girls over the past three years.
81. The difference in the number of pupils in each year group and the different proportion of pupils with special educational needs make the trends in attainment unreliable. The inspection findings do not confirm the national test results at the end of either key stage. By the end of Key Stage 1 attainment is in line with the average. This is an improvement on the previous year where one third of the pupils had special educational needs. In Key Stage 2 attainment is below the national average. This is worse than the previous year as a third of the current Year 6 pupils have special educational needs.
82. By the end of Key Stage 1, pupils' attainment in speaking and listening is in line with national expectations. Most pupils listen attentively and with good concentration. They respond sensibly and with interest to questions both on an individual basis and in whole class discussion. For instance, in Class 3 in religious education pupils are filled with curiosity about the Pasch celebration and ask a series of sensible questions. Pupils make good use of opportunities in role-play, drama, class discussion and the literacy hour to promote their speaking skills.
83. At the end of Key Stage 1 attainment in reading is in line with national expectations. The introduction of the literacy hour has a positive effect because a variety of interesting texts are read and then used as a focus for further learning. By the end of Key Stage 1, most pupils read their chosen books with understanding. They recall, predict and comment on characters and plots in their stories. Some talk about their favourite authors and know titles and illustrators of some books. Most pupils use their knowledge of letter sounds and sentence structure to read new and unfamiliar words. They use phonic understanding to help with their reading. Low attaining pupils do not have a secure knowledge of letter sounds. High attaining pupils use a simple thesaurus confidently
84. By the end of Key Stage 1 pupils attainment in writing is in line with national averages.

They write stories at the appropriate level and use capital letters and full stops correctly. They write across a range of different purposes and styles. For example, they produce stories about a secret hiding place and a magic carpet, using imagination and excitement. They write instructions in the correct style, such as when they give an order for making a sandwich. High attaining pupils produce extended stories in the style of a book that they have read. Standards in spelling are satisfactory but in handwriting standards are unsatisfactory.

85. Progress in speaking and listening is satisfactory over time. Pupils develop appropriate skills of talking across different contexts. Stimulating displays develop their informal communication effectively. For instance, pupils develop skills of explaining their ideas as they describe the different textures in the investigative science display. Progress in reading in the literacy hour is good. Pupils share books effectively and help each other in reading new words. Progress in individual reading outside of the literacy hour is inconsistent. It is satisfactory for the majority of pupils. However, there is a significant minority who do not have confidence in their individual reading as they do not receive sufficiently regular opportunities to read with adults. These pupils do not use the reading schemes confidently and have little understanding of the different characters across the different reading schemes. This reduces their rate of development as they cannot use the context of the story sufficiently well to read unknown words. Progress in writing is satisfactory over time. It is good in lessons where there are additional adults to support the pupils' needs. For example, in Class 3 pupils produced clear instructions for making toast in a short period of time as they were well motivated by the supporting adult. Progress in handwriting is unsatisfactory as it is not taught uniformly throughout the key stage. Pupils do not receive sufficient guidance when they first begin writing to produce the correct letter formation.
86. At the end of Key Stage 2 pupils' speaking and listening is above national expectations as they are provided with very effective opportunities to develop these skills throughout the curriculum. This is a considerable achievement in the light of the high proportion of pupils with special educational needs in this year group. Pupils listen carefully across a wide range of contexts. They all speak with confidence in classroom discussions and in public performances. For example, each pupil spoke confidently in a class assembly with a very large audience. High attaining pupils use great expression within a dramatic context in this formal situation. For example, a pupil acted a short extract from Macbeth with great conviction. All pupils use talk to develop ideas thoughtfully as they are regularly required to do this during lessons.
87. By the end of Key Stage 2 pupils' attainment in reading is below the national average. More pupils than average do not reach the expected levels. Pupils who do not have special educational needs are in line with national expectations. They read fluently and with expression across a range of texts. They show understanding of events and characters. High attaining pupils select key points within the text to justify their views. They compare different authors' styles confidently. All pupils have skill in using non-fiction texts as they receive regular opportunities to work with these books in class. However, they do not use the texts in the library with the same confidence as they do not use it as a reference source. High attaining pupils have good skills in using the full range of strategies with non-fiction texts. For example, they use skimming techniques well when searching for particular meaning. Pupils with special educational needs use non-fiction books well as they are helped effectively by adults. The high proportion of pupils with special educational needs lack confidence in their reading.

88. By the end of Key Stage 2 pupils attainment in writing is below national averages. Pupils without special educational needs reach expected levels of attainment. These pupils write for different purposes with lively and thoughtful ideas. For example, they write about Macbeth from the point of view of a court case, "Lady Macbeth, you forced Macbeth into this deed, did you not?" These pupils write poems confidently. A poem written about a shadow reads, "You follow me in every way, when the sun comes out we meet". These pupils have a satisfactory understanding of grammar and use it appropriately. For example, they identify and name conjunctions, apostrophes, speech marks, contractions and punctuation. High attaining pupils convey meaning in a variety of different forms. Standards of spelling are in line with expectations. Standards of handwriting and presentation are below the national average. Pupils with special educational needs do not reach average levels. They make satisfactory progress in relation to their individual education plans. They are given clear guidance within lessons as the classroom assistant supports their development very effectively. However, this high proportion of pupils with special educational needs reduces the overall attainment of this year group.
89. Progress in Key Stage 2 is good in speaking and listening. Pupils are provided with good opportunities to develop these skills because teachers expect all pupils to contribute to whole class sessions. They also give pupils very good support during group discussion to extend their skills within a smaller context. All pupils are expected to speak in the formal context of a large audience in front of the whole school in class assemblies. Progress in reading is satisfactory for most pupils. However, progress is inconsistent across the key stage for the low attaining pupils. These pupils do not receive sufficient structured opportunities to develop their reading skills outside of the literacy hour. The new implementation of the literacy support in Year 3 has begun to address this need. However, these pupils do not gain sufficient confidence in the reading schemes to support their skills in tackling new words and developing fluency. Progress in using the library is good across all pupils in choosing books for personal use but unsatisfactory for developing referencing skills. The school has clear plans to develop this aspect of the pupils' progress. Progress in writing is satisfactory. Average pupils develop skills at an appropriate rate. High attaining pupils have scope to extend their skills. Pupils with special educational needs receive targeted support to develop their writing skills. Progress of these pupils is good at the end of the key stage due to the quality of the classroom assistant and the clear guidance of the teacher. Progress in handwriting is unsatisfactory as the handwriting policy is not implemented consistently.
90. Attitudes to English are good throughout the school. Pupils show much interest in their English lessons and often work with considerable application. They show good levels of concentration in almost all lessons. Pupils with special educational needs try hard to develop their learning. However, there is some lack of confidence in reading. Attitudes to speaking and listening are very good. Pupils expect to talk across a range of different contexts. Pupils are well behaved and often work collaboratively in groups and pairs. The behaviour of pupils in groups in the literacy hour is a strength. Pupils are particularly motivated when the work is challenging, has pace, rigour and variety and is well matched to their ability
91. The quality of teaching is good overall in both key stages. Subject knowledge is satisfactory. There are high expectations for pupils in Class 5 in speaking to formal audiences in class assemblies. Teachers have good relationships with their pupils and

generally sustain very good discipline and control. A wide range of teaching strategies is used and teachers generally have high expectations of their pupils. Teachers are very caring, know their pupils well and pay careful attention to individual needs. They encourage and praise their pupils' efforts, rewarding effort and success. Features of the very good teaching include the use of a varied range of teaching strategies to elicit the answers from the pupils. Planning of the literacy hour reflects conscientious preparation and a systematic approach. Planning for reading outside of the literacy hour is unsatisfactory. Resources are used well during the literacy hour and most teachers have them readily at hand. The library is used regularly to ensure pupils change their books. However, it is not used sufficiently to ensure pupils develop research skills independently. Teachers use additional adults well in lessons to support small groups in lessons and to guide their choices in selecting library books. However, opportunities are missed to use these adults to provide additional support in reading to increase the consistency of progress across the school. Teachers do not use the reading schemes effectively to support the low attaining pupils sufficiently. They do not demand sufficiently high standards on handwriting and presentation. All teachers use group reading effectively but assessment of this is not consistent across the school.

92. Generally literature is not given a sufficiently high priority throughout the school. Teachers use non-fiction well in their classrooms but fiction books have less emphasis. In some classes books are used to provide interest outside the literacy hour but this is not consistent. Displays a round the school related to literature are sparse. Book corners are not well promoted in classrooms and literature overall is not celebrated. The reading schemes do not allow sufficient development of low attaining pupils in developing confidence in tackling new words or in understanding the meaning of the stories because pupils get confused with all the different characters across the different schemes. The school library does not provide a welcome environment for pupils to develop their interest in books and literature. Some books are old and in some cases out of date.
93. Teachers make frequent assessments of their pupils' achievements and keep secure records of their progress. These are used effectively to inform planning. Reading records are well maintained, but since the introduction of literacy hour the home school reading link is less secure. The marking of work is inconsistent, with some unmarked work. Some teachers give advice on how to make improvements.
94. Attainment in English at the end of Key Stage 1 has improved since the last inspection. Attainment at the end of Key Stage 2 is worse than the last inspection due to the nature of this year's ability range. However, standards of the 1999 Year 6 pupils were the same as the previous inspection.
102. **Mathematics**
95. The 1999 national tests show that attainment by the end of Key Stage 1 was very low at Level 2 and above. The proportion of pupils attaining Level 3 was well below the national average. Compared with similar schools attainment remained very low at Level 2 and above. However, at Level 3 attainment was below average compared with similar schools. There was a very high proportion of pupils in this year group with special educational needs.
96. The national tests show that by the end of Key Stage 2 attainment at Level 4 and above

was above average. The proportion of pupils attaining Level 5 was well above the average. Compared with similar schools attainment at Level 4 and above was well above average. The proportion of pupils attaining Level 5 was also well above average. The value added to this year group was good as the proportion of pupils reaching the higher level increased from the Key Stage 1 national tests. Several pupils who only reached Level 2C at the end of Key Stage 1, and therefore were not expected to reach Level 4, did in fact attain Level 4 in the Key Stage 2 national tests.

97. The differences in the number of pupils in each year group and the different proportion of pupils with special educational needs make trends in attainment unreliable. Girls have performed better than the boys over the past three years at the end of both key stages.
98. The inspection findings do not confirm the national tests. The current Year 2 pupils do not have such a high proportion of special educational needs. Their attainment is in line with national averages. Conversely the current Year 6 pupils have a large proportion of special educational needs. Their attainment is in line with the average, which is a considerable achievement.
99. By the end of Year 2, pupils are beginning to develop effective skills of mental calculation and count forwards and backwards in tens with confidence. They count in tens from any point on a 100-square grid and correctly identify odd and even numbers. They know how to double and halve numbers in their heads, such as “double 90” and “half of 180”. They apply their knowledge of number very well when challenged to calculate the number of degrees in a quarter-turn, a half-turn and a whole-turn as they control a programmable robot. They are beginning to estimate numbers sensibly as they control the distance the robot will travel along a given route and explain their thinking clearly. High attaining pupils produce graphs accurately using the axes with confidence.
100. Progress is good in Key Stage 1 and accelerates in the second half of the key stage. In Year 1 pupils enjoy using mental methods to calculate different ways of putting seven counters into three boxes. They use dominoes to identify fives and sevens by counting the dots. They record their work accurately and write the numerals correctly with occasional help. Pupils with special educational needs are supported appropriately as they count up to four using two dice. They calculate different ways of making 20, and record their calculations on a flip-chart, for example “four lots of five” and “fifteen add five”. They use plane shapes such as circles, squares and rectangles to construct a “robot man”.
101. By the end of Key Stage 2 pupils’ skills are very well developed using addition, subtraction, multiplication and division when calculating problems in their heads. They identify the properties of two-dimensional shapes and use frequency tables correctly. High attaining pupils subtract decimals accurately to two decimal places. Progress is good across the key stage and increases in the second half of the key stage. In Year 3 they apply their knowledge of addition by calculating 6 times 7 in their heads. In Year 4 they use their knowledge of multiplication in calculating problems involving brackets, for example “7 times (4 multiplied by 2)”. They compile data in the form of tallies in order to make graphs, pie-charts and pictograms showing their favourite sandwich fillings, the most popular ‘soap’ and which lesson is preferred. From their graphs they calculate how many people took part in the survey altogether, and identify that “Coronation Street” is

more popular than other soaps. In studying time using analogue clocks, a poignant display encourages pupils to identify what happens on the eleventh hour of the eleventh day of the eleventh month. Pupils with special educational needs use counters to make arrays to show “four lots of eight” before adding them up and recording their findings. In Years 5 and 6 pupils apply their knowledge of multiplication to calculate  $45 \times 31$  showing their working out. Different types of quadrilaterals are identified correctly and they use appropriate vocabulary such as “vertice”, “face” and “line of symmetry”. Pupils investigate the order of rotational symmetry of a range of plane shapes such as circles, hexagons and equilateral triangles. They collect data, construct a graph and interpret the results based on information derived from census material on the number of deaths caused by cholera. Pie-charts show the daily routine of a Victorian labourer compared with their own typical day. They enjoy the challenge in reading and plotting co-ordinates, in all four quadrants on a grid: they explain their thinking clearly to each other and use mirrors to check their work. Pupils with special educational needs are well supported as they record their findings, plotting shapes on a grid using co-ordinates. All use correct mathematical vocabulary: “axes”, “minus”, “coordinate”.

102. Progress in mathematics over time is good. The rate of progress increases at the end of both key stages. Progress in lessons is generally satisfactory although there are lessons where pupils make very good or excellent progress as they are well motivated and suitably challenged by their tasks. Where progress is very good or excellent, pupils’ enthusiasm for mathematics is skilfully exploited by very lively questioning to keep pupils’ attention, tasks are demanding, and lessons are fast paced and well balanced.
103. Pupils’ attitudes are generally very positive throughout the school. Most enjoy mathematics, show interest and enthusiasm, and work with considerable concentration. They behave well. Most pay close attention in discussions, and listen well to each other and to their teachers. On odd occasions, some become restless and temporarily disrupt the flow and momentum of a lesson. This is often when discussions last for too long and pupils have not all played an active part. Pupils with special educational needs are generally well behaved during lessons, but some lack concentration and fail to stay on task because they are not supported continuously when recording their work. In Years 2 and 3, and 5 and 6, attitudes are particularly good: pupils have high levels of concentration and are very well motivated by the strong sense of purpose transmitted in their lessons.
104. Teaching overall is good throughout the school although there are some occasions when it is satisfactory. In Class 5 teaching is very good. In Class 3 teaching is excellent. In these classes teaching is exemplified by some outstanding features including clear objectives, high expectations and dynamic leadership in the lesson. Pupils’ attention is fully engaged and there is an insistence on good behaviour lightly applied with a look or a frown. There is very good management of pace and time, with lessons being conducted at a smart pace. Questioning skills are used very well to promote interest, to provoke thinking skills and to arouse all pupils’ participation. Sessions at the end of lessons are well managed, and leave the pupils with a strong sense of achievement. Where teaching is less than very good, some of these features are lacking. For instance, lessons do not have a strong sense of purpose, questioning is too sluggish, pupils’ attention is not fully engaged and the lesson is not balanced appropriately between passive and active features. Teachers’ marking is inconsistent and does not reflect the good quality marking policy.

105. Mathematical studies feature in a whole-school display on shape including nets of solid shapes such as cuboids. Throughout the school mathematics is woven into other subjects such as in design technology as pupils use rulers accurately and measure precisely using millimetres, and protractors to measure angles. In history, pupils use information technology to construct a spreadsheet of information about themselves: the data bank can be used to extract specific information to be plotted in a variety of ways. An annual mathematics morning has been successfully initiated for schools in the locality: the theme chosen, "Pirates!" stimulated much interest and enjoyment. Another morning is planned: the theme will be "The Circus."
106. Pupils' literacy skills are being appropriately extended by a range of mathematical terms being used. For example, pupils learn the words "axes", "vertice", "coordinates" and "multiplication". Imaginative displays of vocabulary lists help to extend pupils' knowledge of words such as "add", "subtract" and "minus".
107. The National Numeracy Strategy is not yet securely or fully in place although the mathematics co-ordinator attended the training last term together with other members of staff and a governor. Teachers have had the first of a series of in-service training sessions in the new strategy. More training is planned for next term. Resources to support the initial part of numeracy lessons - mental warm-up/quick-fire sessions - are shortly to be brought into use.
115. **Science**
108. The 1999 teacher assessment shows attainment by the end of Key Stage 1 at Level 2 and above was well below the national average. The proportion of pupils attaining Level 3 was close to the national average. Compared with similar schools attainment at Level 2 and above was well below average but attainment at Level 3 is above average.
109. By the end of Key Stage 2 the 1999 national tests show attainment was below the national average at Level 4 and above. The proportion of pupils' attaining Level 5 was close to the average. Compared with similar schools, attainment at Level 4 and above was close to the average and well above average at Level 5. Over the past three years there has been very little difference between boys' and girls' attainment. The trend over the past three years has been inconsistent, because of the small size of each year of pupils. There are considerable differences between the number of pupils in each year group and between the proportion of special educational needs from year to year. The school added value to the 1995 Key Stage 1 teacher assessment at the end of Key Stage 2 by doubling the proportion of pupils attaining the higher level. The value added to this year group is good as the proportion of pupils attaining the higher levels has doubled from the end of Key Stage 1.
110. The inspection does not confirm the national tests. The current Year 2 has considerably fewer pupils with special educational needs. The attainment at the end of Key Stage 1 is in line with national expectations. The current Year 6 is small in number with nearly one third of the pupils with special educational needs. However, the quality of the teaching for these pupils is very good. Pupils have very good opportunities to develop an understanding of investigative science and in this aspect of the curriculum pupils' attainment is above expectations. Pupils have a thorough understanding of the knowledge aspects of the science curriculum. Pupils' written scientific work is below the national average. They are not given sufficient opportunities to develop speed in

responding to written tasks. This places them at a disadvantage when carrying out the national tests as they do not have sufficient skills to communicate their scientific understanding effectively.

111. By the end of Key Stage 1 all pupils use simple equipment to carry out investigations and make simple observations. For example, they described the effect of producing ripples in water and used paper cups and string appropriately to discover the properties of sound. Half of the pupils understand scientific terms. For example, they explain that predicting is guessing based on what they already know. Most pupils know the basic conditions to keep human beings healthy. Most understand that sound travels from different sources. High attaining pupils explain correctly how sound travels.
112. Progress is satisfactory in Key Stage 1. Pupils regularly carry out investigations which ensures a steady development of these skills. For example, they record the sensations of different textures on their hands and feet in a high quality experiment set up in the corridor. They learn how to record their findings in charts. For example, they produce bar charts to record the colour of the eyes of the pupils in their class. However, they do not develop sufficient skills of writing the outcome of their investigations as teachers do not provide enough opportunities for writing. Pupils with special educational needs make good progress as the teacher organises the classroom assistant very effectively to help them. For example, these pupils used the computer confidently with support to record the outcome of the eye colour investigation.
113. By the end of Key Stage 2 all pupils have a good understanding of scientific investigations as the teacher provides carefully structured opportunities to follow through scientific processes. All pupils have a through understanding of the scientific knowledge required in Key Stage 2. Most pupils know the different organs of a plant. They understand the circulatory system. They explain the differences between solids, liquids and gases correctly and confidently explain condensation and evaporation. Pupils describe correctly how devices within an electrical circuit function. High attaining pupils have a very good knowledge across the science curriculum. They use sophisticated scientific language correctly. For example, when discussing solids and liquids the differences in the molecular structure were identified. However, standards in the written work do not match the standards in the oral work. Pupils explain some complex aspects of science verbally but do not record them as effectively.
114. Progress in investigative science and understanding in Key Stage 2 is good. Pupils continue to develop their understanding of investigative work. For example, the younger pupils predict the surface that will produce most friction for a sliding coin and carry out an experiment to check their hypotheses. They develop understanding of the importance of measuring. For example, they use metre rules to measure the differences in the height of the ramp in investigating friction. All pupils develop a clear understanding of the fair test. High attaining pupils identify several variables with confidence. Progress in the second half of the key stage is very good in investigative science. For example, all pupils carried out a full investigation in two sessions. They identified an experiment, listed the required equipment, predicted the outcome, carried out the experiment, devised a recording system, implemented it and analysed the outcomes explaining them to the whole class. Pupils' economic awareness is developed well through science as it features as part of the investigations. For example, pupils identify value for money in their investigations of the absorbency of paper towels. Progress of pupils with special educational needs is good in the second half of the key

stage. The class is organised in ability groups and these pupils are given carefully structured work and focused questions to directly meet their needs.

115. Pupils' attitudes to science are very good. Nearly all pupils are interested in their work and carry out the tasks with enthusiasm. Most pupils listen well in whole class discussions and are sufficiently confident to offer suggestions or take responsibility for tasks. For example, in Class 3 a pupil very gently set up a series of ripples in water, as part of an explanation for the movement of sound. Personal development is very good as they develop skills of working in groups. This is particularly good in Class 5 where pupils allocate tasks sensibly and work maturely with each other. Pupils use charts and grids confidently but do not take a pride in the presentation of their work. Behaviour is good in lessons despite the emphasis on carrying out some exciting tasks.
116. Teaching is good in both key stages. There are very good features at the end of both key stages. Teachers combine whole class discussion well with practical tasks. This is carried out particularly well in Class 5 where the sessions combine a complex combination of whole class discussion or instructions with the tasks of investigating, recording and group discussion. All teachers provide interesting contexts for the investigations. For example, pupils thoroughly enjoy using the feely boxes for their hands and feet in Key Stage 1. Teachers all provide appropriate resources for the experiments. For example, in Class 4 pupils used ramps, different strips of materials, metre sticks and a coin. Teachers generally use time effectively to ensure a thorough coverage of the work. This is particularly good in Classes 3 and 5 where pupils are expected to work at a fast pace. Management of pupils is very good at the end of both key stages where pupils have a very clear understanding of the class procedures. Teachers' expectations are high in the practical work and whole class discussion but too low in the quality of the written presentation. Their subject knowledge is good as the co-ordinator's very good knowledge ensures a high quality source of expertise of scientific methods and knowledge. Teachers' lesson planning is inconsistent. There is very good planning with clear detail and learning outcomes. However, some of the planning is not based sufficiently closely on the National Curriculum. Teachers generally use assessment effectively. There are some very good trials being carried out to track pupils' progress during lessons. Teachers' marking is inconsistent and does not always follow the good quality marking policy. In homework, there are missed chances to extend pupils' learning. However, there are some examples of interesting projects. For example, Class 5 pupils produced a scientific glossary of terms.
117. Standards have improved considerably in the investigative aspect of science since the last inspection at the end of Key Stage 2. This was identified as a weakness, but now it is a strength.

### **Information technology**

118. Pupils' attainment in information and communication technology at the end of both Key Stages 1 and 2 is securely in line with national expectations. This is a considerable improvement since the last inspection. Pupils are making sound progress as there are two computers in every class and there is regular access and use in several areas of the curriculum including English, mathematics, history, geography and design technology. Pupils with special educational needs make satisfactory progress as they are supported well by the classroom assistants. Every pupil has a disk on which to store his or her own work. The improved accessibility of computers provides all classes with opportunities to

develop skills, knowledge and understanding in the use of computers. Teachers have undergone in-service training to improve their subject knowledge and their own skills in information technology. The co-ordinator has provided very good documentation to support teachers' planning, including a running record of pupils' achievement. All these improvements have had an impact upon standards.

119. Pupils' attainment in Year 2 is broadly average. Pupils use information technology to assemble text and symbols, to help them communicate ideas. For example, "My name is ... and my favourite colour is green". They understand the use of the computer to word process text. They know how to use the arrow and delete keys, and print the text they have written on the screen. Pupils retrieve and store their work confidently. They use the mouse and the keyboard with skill and have learnt how to operate the printer. Pupils are adept at word-processing and know the meaning of "font". They use capital letters and punctuate their work. Pupils are beginning to master the technique of clicking and dragging the mouse, and are learning the first steps in importing graphics. Some make good progress as they are helped very well by parents. For example, they are very well supported in learning how to use the mouse to draw straight lines of varying length, horizontally and vertically. They use the computer to sort and classify information and to present their findings. For example, they are beginning to use graphics to construct a pictogram showing how many of their classmates have blue or brown eyes.
120. In Class 3 pupils recognise that many everyday devices respond to signals and commands, and that they can select options when using devices to produce different outcomes. They are beginning to work successfully on control technology. For example they look carefully at a programmable robot and take note of its features. They gain an understanding of how to make the robot move and how to make it turn, through discussion, experiment, and evaluation. They make very good progress in learning how to program a robot in a sequence of movements as it travels across the floor. They calculate how many degrees it should turn and how far it should travel along a previously designed route.
121. In Class 4 pupils use information technology to generate, amend and present ideas. For instance, they design the front page of an Egyptian newspaper, creating text frames and composing appropriate headlines such as "Runaway Camel Creates Chaos". They are beginning to choose suitable fonts and sizes for headlines, and understand how to import graphics from the main bank.
122. At the end of Key Stage 2 pupils use information technology to combine different forms of information. They use graphic images to complement text and combine sound with pictures to create a multimedia presentation. They show an awareness of audience. For example, pupils in Class 5 are constructing story books for younger pupils. They have written the texts of familiar fairy stories such as "Little Red Riding Hood" and are beginning to add appropriate sound effects, for example bells or buzzers. Pupils make very good progress as they develop their skills in importing photographs and illustrations by using the video-camera application. They confidently use a wide specific vocabulary, for example "minimise", "menu", "scroll", "cut and paste" and "edit". They are confident in using their skills in information technology in importing graphics and in compiling spreadsheets using familiar data. Pupils use information technology to control events in a pre-determined manner, creating a set of instructions to turn lights or to switch motors on and off. For example, they understand how to use a control board to write a program

for electronic devices, for example in making the light flash to a pre-determined pattern on a lighthouse they have designed and constructed. In a lunchtime club some pupils begin work in designing a monster with flashing eyes whilst others have constructed clowns with revolving bow ties. In connection with their work in science, they use sensors to monitor changes in temperature outdoors: this work enhances pupils' numeracy skills as they plot the differences between temperature at various times of day. They use graphics and text effectively to produce the "Termly Times", a school newspaper, using a format of columns and titles. This provides a strong link with literacy. Progress of pupils with special educational needs is satisfactory. They receive regular opportunities to develop their skills and are well supported by classroom assistants.

123. Attitudes in information and technology lessons are generally very good. Pupils enjoy their work, concentrate well and handle the resources with due respect and care. They are very keen and interested and there is a strong sense of wanting to succeed. Pupils work together well in pairs, taking turns, although occasionally time is not fully used to best effect as they wait for each other to complete a task. For example, when groups are bigger than two or three, some become restless as they wait for several minutes to have a turn. However, careful matching of pairs results in very good social development as pupils work alongside each other collaboratively, gaining a greater understanding of each other.
124. Teaching is good overall. In Classes 3 and 5 teaching is very good as there are clear objectives, very good behaviour management and lessons are conducted at a crisp pace. Generally, teachers have good subject knowledge of word-processing and graphics, and use technical vocabulary to good effect, for example "import", "edit" and "click and drag". Teachers organise their lessons effectively with a good balance between whole-class discussion, individual support and group work. Whenever possible, teachers deploy other adults well, for example a parent assisted a group as they practised using the mouse to draw straight lines. Teachers develop literacy and numeracy skills effectively as they provide opportunities for pupils to use the computers in other subjects, for example in drafting stories using a word-processing program, importing graphics to an newspaper article, or compiling a database using a spreadsheet program. Having read "Charlotte's Web", Year 6 pupils draft a playscript on the screen based on an episode in the story; They are confident and successful in the use of several icons as they choose different fonts in varied styles for each character and for the narrative. The present focus of the teaching programme is communicating and handling information, and controlling and monitoring. Teachers are adept at assessing pupils' achievement through day-to-day observation or by careful questioning. The good assessment recording system which the co-ordinator has developed is not yet used consistently throughout the school.
125. Since the last inspection the quality of teaching is better. There is now very good teaching in both key stages and no unsatisfactory teaching in Key Stage 1.

## Religious education

126. Teaching was inspected in Key Stage 1 but not in Key Stage 2. Judgements are based on discussion with pupils and teachers together with scrutiny of pupils' work and teachers' planning.
127. Attainment by the end of both key stages is above expectations of the locally agreed syllabus. All pupils reach the standards expected for their age. Pupils with special educational needs reach this standard because they use their oral skills to discuss and explain their understanding.
128. By the end of Key Stage 1 all pupils have a good understanding of both Christianity and Judaism. Pupils have a good knowledge of Christianity. They recall details correctly from stories from the Bible. For example, they list the different plagues that were inflicted on Egypt. Pupils understand key beliefs of Judaism. For example, they know why the Torah is held in great esteem and the correct way to handle this sacred book.
129. Progress is good through Key Stage 1 as teachers cover the syllabus systematically. Pupils develop understanding of stories from the New Testament. For example, they identify the key features from the story of the Good Samaritan. They learn about the importance of symbols across different religions and relate them to their own experience as in the importance of celebrations. Pupils build their knowledge of different elements of festivals. For example, they respond to the different foods eaten during the celebration of Pesach and appreciate the special plate used for the food. Pupils develop good skills of explaining their own emotions. For example, in Class 2 pupils identify their fears, "I don't like nightmares".
130. By the end of Key Stage 2 all pupils have reached expected standards. All pupils understand the different branches of Christianity and appreciate the difference between Christian forms of Worship. They all know a range of key events in the Bible. For example, they understand the importance of the conversion of Saint Paul and the meaning of the parable of the sower and the seeds. All pupils appreciate the differences between several religions including Sikhism, Islam and Hinduism. Pupils understand the role of key historical figures who worked for the good of human kind. For example, they write about the role of Elizabeth Fry or Martin Luther King. Standards of literacy are satisfactory through the school in relation to pupils' prior attainment.
131. Progress is good throughout the Key Stage. In the first half of the key stage pupils develop a good understanding of Sikhism as they work systematically through the beliefs and traditions of this religion. They develop a good understanding of the five Ks and retell stories effectively of the Gurus. Coverage of the world religions is widened in the second half of the key stage and pupils compare characteristics across more faiths. Pupils develop skills of relating their learning to their own experiences. For example, they explain the symbolism of a candle's light to ceremonies of christenings they have attended. Progress in literacy is satisfactory as pupils regularly write in lessons. They are required to use non-fiction books regularly which supports their reading development well. Pupils continue developing understanding of their own feelings. For example, in Class 5 a pupil was keen to be fully baptised after discussion of the different forms of induction into the Christian church. Progress of pupils with special educational needs is satisfactory because they are encouraged to give oral contributions in the whole class discussion. They play a full part in the whole class discussion and then receive specific

assistance to complete the written tasks.

132. Pupils' attitudes to religious education are very good. They are sensitive to the beliefs of other religions and understand the importance of tolerance. Pupils are willing to try new experiences. For example, many pupils volunteered to try to taste horseradish as part of the food of the Jewish celebration of Pesach. Their personal development is very good as they discuss each other's views with sensitivity. For example, pupils appreciate the beauty of the Pesach plate. They develop spiritual awareness through religious education as teachers ensure a sensitive context for the teaching and expect personal responses in whole class discussion. Behaviour is good through the school.
133. Teaching is good with some very good features. Teachers use resources well particularly in Class 3. For example, the teacher provided all the different foods used in a Jewish celebration including a ham shank. Teachers' planning is good with clear details of the lesson objectives. Planning is carefully based on the termly plans and ensures comprehensive coverage of the locally agreed syllabus. All teachers plan an interesting range of written tasks or diagrams. Planning for developing literacy are satisfactory as pupils are required to write in different styles. However, opportunities are missed in Key Stage 2 to develop skills of extended writing. The balance between whole class discussion and individual tasks is generally good. However, in some cases the pupils are kept too long as a whole class as the lessons are carried out at the end of the previous lesson's plenary session without a break. Teachers' subject knowledge is good and they use technical language effectively as the school has worked hard to implement the new agreed syllabus. Teachers all produce good quality displays with an interesting range of non-fiction books and sometimes well made artefacts. For example, a Judaism display included an Ark of the Covenant. Teachers manage pupils' behaviour well in Key Stage 1 as they teach the lessons with good regard to the spirituality of the work. Teachers have high expectations of pupils' oral discussion but expectations of the presentation of the written work are inconsistent. The assessment of pupils' progress is recorded effectively in a well-designed efficient format. It is carefully linked to the requirements of the locally agreed syllabus.
134. Standards have improved since the last inspection.

142.

142. **Other subjects or courses**

142.

**Art**

135. Pupils in both key stages, including those with special educational needs, are making sound progress and attaining standards in line with the expected level for pupils of their age. This matches the judgement of the last inspection.
136. By the end of Key Stage 1 pupils have extended their skills in printing, painting and modelling, building well upon their previous learning in the reception class. They use clay to mould pots using two separate techniques. In year 1 pupils appreciate the differing styles used by famous artists to paint portraits and miniatures and then draw their own portraits of each other. In Year 2 pupils develop skills in a number of artistic activities, including pottery, paper collage and weaving. They take great care in designing and in selecting their colours for their work. Pupils discuss colour and form and review their work to make improvements. Scrutiny of work shows that pupils use a

variety of techniques, such as string printing, collage, using the Faience style, colour shading and pastels. In several classrooms there are good displays of pupils' work. In Year 2 pupils show good drawing skills. For example, they drew Egyptian silhouettes which linked well with their history topic.

137. By the end of Key Stage 2 pupils build on their previous skills to produce carefully executed work. They combine colour in designs using a variety of media, including pastels, plastic crayon and paint. They create patterns based on William Morris designs to decorate written work. They follow this up by designing patterns for ceramics. The pupils then paint these with well-chosen colours with great pride. Pupils in all classes use their sketchbooks, but in some cases their use is not fully developed. There are some displays of three-dimensional work on display around the school.
138. Pupils' attitudes to their work in art lessons are good. They co-operate well in sharing paints and other resources. Relationships amongst pupils and between pupils and staff are generally good and this further promotes pupils' good behaviour. They are often absorbed by their work and often comment appreciatively about what others are doing. For example, Class 3 pupils worked at a very good rate when they were creating their clay pots and admired each other's efforts.
139. The quality of teaching is good with some very good features. Teachers use a mixture of whole class instruction and allow ample time for group work. They intervene appropriately to question, support and extend pupils' learning. Teachers provide a good range of resources and ensure that pupils' work is valued and well displayed. Scrutiny of work indicates that the teachers have good subject knowledge. They plan their lessons well, making positive use of the school's scheme of work and entitlement document. This clearly outlines what pupils should be taught in each year and provides consistency in the provision between classes. Teachers generally organise group work well and use classroom assistants effectively to work with pupils, including those with special educational needs. In the best lessons, the teachers provide a range of well chosen activities, which are clearly explained and are appropriate to the pupils' abilities. Clear instructions and plenty of praise and advice contributed to calm and orderly lessons where pupils made good progress. Teachers are keenly aware of health and safety issues and ensure pupils comply with these.

## **Design and technology**

140. Pupils reach appropriate standards of attainment in design and technology by the end of both key stages. This is an improvement in Key Stage 1 since the last inspection. Progress is good in lessons where pupils gain skills, knowledge and understanding at a good rate by designing, making and evaluating their work. Pupils practise good principles of design and technology. They employ the principle of "disassembly" and evaluate their processes step by step. This is very good practice.
141. In Key Stage 1 pupils in Year 1 and 2 successfully use simple tools such as scissors, needles and thread. They build on their own experience of materials and techniques and consider different ways of joining materials together. For instance, in designing a coat for "Joseph", they investigate joining felt pieces together by sewing, or find out how to join pieces of fabric using glue, sticky tape or staples. Links with literacy skills are made by pupils as they correctly order sentences outlining their plans. In Class 3 pupils have acquired additional skills in learning to measure, mark out and shape different

materials according to a written plan. For example, they disassemble sandwiches into their individual parts: they draw and list the various components which comprise the sandwiches, and set about designing their own versions. They take delight in planning new sandwich fillings, drawing and labelling their plans carefully and accurately. Closely following their written planning sheets, they construct their sandwiches accurately, using the ingredients and fillings in the combinations they identified in their design plan: for example bread, chocolate spread, cheese, crisps, peach or grapes. Some sandwiches are topped with “hundreds and thousands”, whilst others contain pickled onions. Stringent health requirements are observed to establish hygienic working conditions. Following the construction of the sandwiches, the results are thoroughly tested and tasted - evaluation through eating. Pupils discuss their sandwiches critically using appropriate vocabulary: “crunchy”, “sour”, “horrible” or “delicious”.

142. In Key Stage 2 close links with history and information and communication technology are made as pupils in Years 3 and 4 plan a brochure to entice holiday makers to visit Egypt. They design their leaflet using rulers, working together well in a group. One group agrees on an inviting headline “Come to Egypt with Me” and then discusses what features to include to draw attention and customers successfully. In Years 5 and 6, groups of pupils follow their detailed and accurately drawn plans to construct the chassis for their vehicle. They use a range of tools such as drills and hacksaws. Pupils write the evaluation of their progress towards achieving success, and clearly describe any difficulties they overcame and what their next tasks will be.
143. The work of pupils in the previous school year shows that they have overcome problems in designing and making products. They have learnt to disassemble items to examine their component parts. For example, they have planned in detail how to make themselves a pair of slippers. Their planning shows that they have evaluated their work during the process of making the slippers, by looking closely at how their construction is working and whether they need to adjust their design. Evidence shows that their persistence in improving their slippers has been successful: the slippers have non-slip soles and stood up to the test of being worn for long periods. During this year pupils have made good progress before leaving the school. Progress of pupils with special educational needs is satisfactory. They take full part in this subject and develop both designing and making skills effectively. Standards of numeracy are satisfactory. They are developed effectively in the scale drawings used in the designing process. Standards in literacy are satisfactory. Pupils develop skills in writing up their evaluations and in compiling lists of resources needed for the making aspect of the work.
144. Pupils’ attitudes in lessons are very positive. They behave well, are keen and interested, and participate eagerly in discussions. They work together extremely well, helping each other to overcome difficulties and listening to others’ opinions sensibly. Their concentration levels are high and they work with a strong sense of purpose. Where appropriate, they observe health and safety requirements, washing their hands and their tabletops, for instance, before handling food. They handle resources such as needles and hacksaws carefully, and tidy them away properly. They like planning their work, and also enjoy evaluating their projects - especially the ones they can eat. They are sensible when reviewing their progress towards achieving their goals and set realistic targets for their next lesson.
145. Teaching in design technology is good. In Classes 3 and 5 teachers have clear learning objectives and high expectations. Time is well managed, and teachers use effective

questioning skills as they encourage pupils to articulate their evaluations of their work in discussions. At these times, pupils have opportunities to practise their literacy skills of speaking and listening. Resources for design technology are well organised by the co-ordinator who has also provided very good documentation to support teachers' planning in the further development of design and technology. Informal assessment in lessons is conducted well as teachers closely observe their pupils at work, listen to them carefully and take time to check their understanding and knowledge at the end in discussion sessions. Formal assessment procedures are in place but are not yet being used consistently throughout the school.

## Geography

146. Judgements are made from lesson observations, work scrutiny, displays and teachers' planning. Since the last inspection in 1996, the school has successfully developed detailed documentation to ensure curriculum coverage across each year group. This includes a policy document and a scheme of work to support teachers' lesson planning.
147. Pupils make satisfactory progress in geography throughout the school and by the end of both key stages attainment is in line with national expectations. In Key Stage 1 pupils are developing the skills of observation as they take notice of local landmarks, drawing from memory a tower or a park. They draw plans of familiar objects as seen from above, for example an armchair or a pond. In conversation, some describe how to get to the class their sisters or brothers are in, how they walk home, or where the nearest shop is. They name the nearest big towns - Sunderland, Durham and Newcastle - and make large pictures to show the features of a place at the seaside, complete with labels such as "cliff", "beach" and "sea". Some remember going on holiday to faraway places such as Scotland or America and know that the journey takes many hours by car or plane. Many have seen the "Angel of the North" and know that it is "up there", along the main road.
148. By the end of Key Stage 2 pupils have developed an understanding of place and distance as they study Egypt. They discuss the features of Egypt which might make it an attractive holiday destination. They enjoy designing a brochure to entice "tourists", gaining a thorough understanding of Egypt's climate and physical attractions. Their vocabulary is expanded by learning words such as "Nile Valley", "Mediterranean", "Red Sea", "desert" and "cruise". By the end of the key stage they study features in the immediate locality: They know that the nearest supermarket is in Hetton, and the quietest local place is the church. Pupils study contours and identify that the church is on high ground whereas a picnic spot is only five hundred metres above sea level. By interviewing elderly people who have lived in the locality for some years, they discover how the village has changed: fewer shops, many more houses and more roads. From a study of maps pupils see that the use of land has changed in the last century: glasshouses in 1895 gave way to allotments in 1940 which in turn became a housing estate in 1997. A study of volcanoes successfully serves to link pupils at a secondary school with the Year 6 pupils. Progress of pupils with special educational needs is satisfactory throughout the school. Pupils take full part in discussions as they are supported well by their teachers. Geography makes a positive contribution to literacy as pupils are expected to use the reference books in the classrooms regularly. Their written work develops descriptive writing satisfactorily.
149. Pupils enjoy geography; they have positive attitudes, show interest and are keen to take

part in discussions. Generally they settle to their tasks very well, co-operating sensibly in pairs or in small groups as they plan their brochure for holiday makers. They enjoy school events such as a fashion show, parading clothes to wear in different seasons. Visits to local places of interest enrich pupils' experience. They discuss changes in the local area with enthusiasm and show concern at the spread of housing. Care and interest are shown in their locality and environment.

150. Teaching is satisfactory throughout the school. Teachers' planning is supported by detailed documentation. Planning is complex since classes straddle two year groups and care is taken to prevent unnecessary overlap in subject coverage. Resources are very well organised. Lessons are interesting and teachers organise resources well. Generally they manage enthusiastic, skilful responses in discussion and use good questioning skills to develop pupils' thinking. They enrich pupils' geographical vocabulary by using a range of specific words, such as "valley", "ruins" and "desert". This helps to extend pupils' literacy skills and their geographical knowledge and understanding. Teachers seize opportunities to link geography with other subject areas. In history when studying Ancient Egypt, pupils study and draw the tortuous course of the River Nile and know that it flows into the Mediterranean, and in art they use pencil effectively to record their close observation of quartz or mica.

158. **History**

151. Judgements are made from observing lessons, from discussions with pupils and teachers, scrutiny of pupils' work and displays, and from teachers' planning. Since the last inspection in 1996, the school has worked effectively to reorganise all of the curriculum framework, including history. This has been done with considerable success.
152. Progress is satisfactory both in lessons seen and over time as teachers use the carefully planned termly planning to build systematically on skill development. In Key Stage 1 pupils are gaining an understanding of the passage of time as they look at how they themselves have changed and grown older. "When I started school I got a star", writes a pupil in Year 1. In a religious education lesson, they are keen to know whether Jesus lived before or after Esau. They have visited Beamish Museum and looked at shops and police stations as they were years ago, and they have had opportunities to look closely at historical artefacts such as a Victorian baby's bath and compared it with a baby's bath of today. They have made a tree in brown and green card, and written the names of their own family on the branches: this helps them to understand fully the meaning of a "Family Tree".
153. In Key Stage 2 pupils study the lives of people who lived long ago. For example, in Class 3 they study the civilisation of Egypt, learning how to write their own names in hieroglyphics and perform Egyptian mathematics. Later, they take delight in learning about the rituals in Ancient Egypt connected with death, and expand their vocabulary by using words such as "canoptic", "embalmed" and "after-life". By the end of Key Stage 2, they have conducted a study of the locality. Pupils interview senior citizens to discover the changes that have occurred in East Rainton, for example learning that once most people in the village worked as miners whereas nowadays, no-one does as the mine has closed. They study actual census data of 1891, finding out that Victorian families were often much larger than families nowadays, and discovering how many rooms in Victorian houses had windows. Progress of pupils with special educational needs is satisfactory. They work well in the oral part of the lessons. History contributes well to

the development of literacy as pupils gain skills in using reference books from the classroom displays. They also develop writing skills effectively when they record their understanding of the practical work.

154. Pupils' attitudes to history are positive. Most are keen and interested, eagerly answer and ask questions in discussions and settle to their tasks with high levels of concentration. They generally behave very well and become engrossed in their work. Occasionally restless behaviour towards the end of the day interrupts the flow of a lesson. However, when working as a group, or in a pair, most pupils show consideration for each other, respecting each other's opinions and suggestions, and sharing resources sensibly. They enjoy visits to local places of interest, and take part in school events enthusiastically, for example a "fashion show" of clothes worn through the ages.
155. Teaching in history is satisfactory in both key stages. Planning history lessons is complex since classes straddle two age groups: this needs care and review to prevent undue repetition. Teachers use effective questioning during discussions to expand pupils' knowledge and understanding of history. They seize opportunities to challenge pupils' thinking and reasoning, and build up pupils' historical vocabulary by using words and phrases such as "preserved", "ritual" and "in those times". This has an impact upon pupils' literacy experiences. They use resources effectively to bring history to life, such as dummy mummies and copies of Egyptian jewellery. They display a series of maps which show the growth of the locality. A particularly good feature of a lesson in Class 5 is the very good link made with information technology. Pupils enter the details of their own family into a spreadsheet program, constructing their own "census" data. They use their printed out data for a homework exercise: to complete cells, for instance about their own and their parents' places of birth.
156. Teachers take care to link history with other subjects. For example, pupils in Class 5 enjoyed organising and presenting their knowledge and understanding of Victorian times to the whole school and to their parents. The occasion was a celebration of the Victorian era in many forms. It showed the extent of the pupils' knowledge and included several features of Victorian life. These included a poor mother living in one room and an over-worked housemaid described their daily chores and a sooty-faced boy working as a chimney-sweep. As a contrast the audience caught a glimpse of a famous Victorian actress reciting a dramatic speech as Lady Macbeth. Every pupil had a part to play: they planned the production themselves, choosing the characters and the texts to provide a true portrait of Victorian times. In their efforts to portray those days as faithfully as possible, they invited the school secretary to take part in the mistaken belief that she had first-hand knowledge of the period, but she declined.

## **Music**

157. In addition to classroom lessons, pupils were inspected when singing in assembly and the choir club. Teachers' planning was scrutinised. From this evidence, it is clear that pupils, including those with special educational needs, are attaining in line with national expectations and make sound progress in Key Stage 1 and in key Stage 2. This judgement is in line with that given in the previous inspection report.
158. Pupils enjoy performing their music. They sing tunefully and with expression and learn a range of songs, rhymes and hymns. Pupils sing effectively in morning assembly. Pupils make sound progress in developing their knowledge and understanding of musical

terms. In Key Stage 1 pupils in year 2 show a good understanding of beating in time to music. They use their own body parts to compose music, clicking fingers, clapping hands and tapping cheeks. They understand the terms 'dynamics' and 'notation' and are able to create a composition using the notation symbols agreed by the whole class. Pupils listen sensibly to the wide range of music played in assemblies. They are developing skills in appreciating music and sensibly consider their reactions to the items they hear.

159. By the end of Key Stage 2 pupils have made sound progress in understanding musical terms. They understand the terms 'pitch', 'rhythm', 'dynamics', 'melody' and 'sequence' and are able to use them correctly. They are able to compose sequences themselves to illustrate a story musically. They know the names of the percussion instruments they are using. In Class 5 pupils have written compositions using symbols and Venn diagrams to tell a story in musical language. All pupils, including those with special educational needs, have full access to the music curriculum. Progress in Year 5 is very good in lessons as there is now a specialist teacher teaching this class. However this has not yet made a significant impact on attainment. The progress of pupils is enhanced by opportunities to take part in public performances and concerts.
160. Pupils show good responses in musical activities. They collaborate well together when they work on group compositions. They generally behave well, sharing instruments and working sensibly when playing or composing, despite the sounds made by other groups. Pupils show confidence and persistence in their music lessons, trying hard to achieve pleasing results. This was particularly evident in lessons at the end of both key stages where pupils were keen to enter fully in the lesson with enthusiasm, concentration and application.
161. Teaching is never less than satisfactory and overall the quality is good with a small proportion of very good teaching. Teachers plan lessons carefully, using the school's scheme of work and the entitlement document. In the best lessons teachers challenge the pupils to consider their work. For instance, when a teacher listens to a pupil's composition and asks what other sound was used in order to recall the term "vocal". Teachers generally have high expectations both about the standards they want pupils to achieve and their behaviour, for example when using instruments.
162. The school has maintained its standards in music since the last report in Key Stage 1. There are good resources and a weekly choir club. At present there is no peripatetic music tuition.

### **Physical education**

163. Attainment by the end of both key stages is in line with national expectations as progress is satisfactory throughout the school.
164. By the end of Key Stage 1 pupils produce sequences effectively that combine balances, rolls and jumps. They compare different combinations of movements and choose the most interesting performance. High attaining pupils produce imaginative and well-executed sequences. They produce sophisticated one point balances and complex rolls. Progress is satisfactory in Year 1 where pupils receive regular opportunities to develop their skills. Nearly all pupils develop an appropriate response to instructions, changing direction or stopping on command. They develop understanding of the

importance of warming up at the beginning of lessons. Pupils develop the ability to adopt and sustain a balanced position. They develop skills of moving in different directions at varying speeds. Pupils develop confidence in performing in front of the whole class.

165. By the end of Key Stage 2 pupils use games equipment correctly. For example, they hold unihoc sticks correctly and understand the importance of safety when raising the stick. Most pupils control the ball effectively using the unihoc stick and different techniques of dribbling, passing and receiving. They have co-operative skills in teamwork and understand the importance of being ready to take their turn without wasting any time between players. Progress is satisfactory throughout the key stage as teachers plan a balanced programme over the full year. Pupils develop skills of passing and throwing balls in a variety of different throws. For example, they practise chest passes and increase their level of accuracy. High attaining pupils produce these passes accurately at speed. Progress in the "fit for fun" club is very good as the teacher sets a very fast pace to the activities and gives individual pupils clear targets to improve their stamina. Progress of pupils with special educational needs is good as they are given specific support from the classroom assistants who are clearly briefed to support the pupils' physical needs.
174. Attitudes to physical education are good. Most pupils are keen to take part in all the activities. They listen to instructions well and try hard to improve their own performances. Pupils' personal development is good as they learn to control their own bodies. They appreciate each other's performances and co-operate well in pairs or small teams. Behaviour is generally good in lessons with pupils responding well when teachers use praise. Pupils all move sensibly between the hall and their classrooms and change quickly without wasting time. Pupils with special educational needs respond well in lessons. The classroom assistant has a very good understanding of their physical limitations and uses encouragement very effectively which motivates the pupils to try harder. Pupils thoroughly enjoy the "fit for fun" club and work at a very fast pace to improve their performance in the different tasks.
166. Teaching is satisfactory in both key stages. Teachers use resources effectively to develop skills. For example, in the "fit for fun" club the teacher used a very good range of different equipment to set up contrasting challenges and used lively music to keep the pace going. Teachers use warm up and cool down activities effectively. For example, in Class 3 pupils were asked to play the knives, forks and spoons game to move into different positions. Teachers manage pupils' behaviour well in Key Stage 1. They speak firmly but sensitively to individuals and explain clearly what the pupil is doing that is unacceptable. In Key Stage 2 there are times when a teacher does not insist that pupils are quiet when instructions are being given. Teachers' subject knowledge is satisfactory which leads to clear explanation of tasks and appropriate use of language. Planning is clear and based carefully on the schemes of work to ensure that skills are steadily developed. Tasks are well balanced in lessons to ensure that pupils build on the previous tasks. For example, in Class 2 pupils explore a range of increasingly complicated ways of moving round a hoop. Most teachers have high expectations of pupils' behaviour and of the pace at which they carry out the tasks. Teachers all use demonstration effectively to celebrate good work and to share in different ideas. They all give clear demonstrations themselves. For example, in Class 5 the teacher identified precisely how to hold and control the unihoc sticks. However, teachers generally miss opportunities for pupils to develop critical skills of commenting on each other's

performance. All teachers use praise effectively to encourage pupils to try harder. Literacy is well supported in Class 3 as the teacher uses language in an unusual way. For example, she described three individuals' performance as bizarre and energetic which was much appreciated by the pupils.

167. The inspection of this school included a focused view of swimming which is reported below. Attainment in swimming is above national expectations. Almost all the pupils attain the minimum level of 25 metres. A high proportion of pupils attains distances greater than this with a small proportion of pupils attaining their Bronze survival award. Progress is good over time as pupils receive two terms of swimming in both Years 5 and 6. This ensures that pupils have time to build their confidence. Attainment is consistently good each year. For example, last year two thirds of pupils gained distance awards of 50 metres or more.
168. Teaching is good. The swimming instructor has good subject knowledge and has a clear understanding of individual needs. She plans thoroughly and ensures the steady development of skills by building each lesson carefully on the previous learning. She manages pupils' behaviour well and sets clear standards both in and out of the pool. She organises lessons effectively using the pool in a variety of different ways. For example, she uses both the breadth and the width of the pool and puts pupils in small groups to develop water confidence. She uses resources appropriately to support different pupils' needs. For example, when practising front crawl leg kicks, pupils used arm bands, floats or neither according to their stage of development. The instructor uses demonstration effectively to develop understanding of the correct movements of different body parts. She sets individual targets appropriately to ensure a good rate of progress.
169. Swimmers who have a slower rate of progress than average generally achieve the minimum standard as they have two years to consolidate their skills. The swimming curriculum is well balanced as pupils receive teaching across the three main strokes. They also receive a sequenced programme to develop water confidence. Assessment is good as all pupils are tested regularly. There is a clear framework for identifying progress in the different distance and survival awards. Pupils value the award of swimming badges as the school celebrates their achievement well in whole school assemblies. However, the record of pupils' attainment is not sent on to the secondary schools. The good quality of the swimming pools supports pupils' development well as the leisure centre provides an attractive environment for learning. The opportunity to progress from the learner pool to the full sized pool has a positive impact on standards. It allows pupils to extend their learning beyond the minimum requirements. The use of the leisure pool supports personal development well because pupils are gaining confidence in using this public facility within their community.
- 178.

## **PART C: INSPECTION DATA**

### **178. Summary of inspection evidence**

170. This inspection was carried out by a team of four inspectors including a lay inspector and took place over a period of four days in the week beginning 15 November 1999.

The main evidence considered by the inspection team for the report was gathered from:

- .Fifty seven lessons or parts of lessons covering the children under the age of five in reception class and all classes at Key Stage 1 and Key Stage 2, including pupils identified as having special educational needs;
- .aspects of acts of worship and a range of other activities;
- .listening to 3 pupils read from every year group throughout the school and checking pre-reading and reading skills of the children under the age of five in the reception class;
- .the Literacy and Numeracy Strategy for all classes;
- .a range of previous and current samples of pupils' work from each year group;
- .discussions with pupils about their work;
- .discussions with the headteacher, staff, governors, parents and the link teacher with the secondary school;
- .a scrutiny of a full range of documentation, including the school development plan, policy documents, schemes of work and other associated school documentation;
- .an examination of attendance records, budget statements, teachers' planning, records of pupils' attainments and reports to parents;
- .a meeting held by the registered inspector and attended by six parents shortly before the inspection. The team also considered the responses that parents made in 48 questionnaires.

**DATA AND INDICATORS**

**Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	104	4	19	25
Nursery Unit/School	7	0	0	0

**Teachers and classes**

**Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	17.1

**Education support staff (YR – Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	32.0

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	7

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

Total number of education support staff:	0
Total aggregate hours worked each week:	0
Average class size:	20.8

**Financial data**

Financial year:	1999
	£
Total Income	230189
Total Expenditure	234306
Expenditure per pupil	2092.02
Balance brought forward from previous year	- 7918
Balance carried forward to next year	- 12035

## PARENTAL SURVEY

Number of questionnaires sent out: 104  
 Number of questionnaires returned: 48

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	54	42	2	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	38	4	0	0
The school handles complaints from parents well	27	50	20	3	0
The school gives me a clear understanding of what is taught	29	61	2	6	2
The school keeps me well informed about my child(ren)'s progress	32	60	6	2	0
The school enables my child(ren) to achieve a good standard of work	42	44	14	0	0
The school encourages children to get involved in more than just their daily lessons	32	44	14	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25	52	17	4	2
The school's values and attitudes have a positive effect on my child(ren)	44	46	10	0	0
The school achieves high standards of good behaviour	38	54	6	2	0
My child(ren) like(s) school	75	19	4	2	0