

INSPECTION REPORT

Corpus Christi RC Primary School
Middlesborough

LEA area : Middlesborough

Unique Reference Number : 111713

Headteacher : Mr G O'Connor

Reporting inspector : Mrs M K Britton

Dates of inspection : 18 - 21 October 1999

Under OFSTED contract number: 707086

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Roman Catholic Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	The Diocese of Middlesbrough
Name of chair of governors:	Father P Farrer
Date of previous inspection:	June 1996

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INFORMATION ABOUT THE INSPECTION TEAM

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Mrs M K Britton, RgI	Art; Design and technology; Physical education	Characteristics of the school Attainment and progress; Teaching; Leadership and management; Efficiency of the school
Mrs M Manning, Lay Inspector		Attitudes, behaviour and personal development; Attendance Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources
Mrs A Smithers	Mathematics; Science; Information and communications technology	Curriculum and assessment
Mrs M Mann	Under fives; History; Music; Equal opportunities	Spiritual, moral, social and cultural development
Mr J Manning	English; Geography	Special educational needs; English as an additional language

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MAIN FINDINGS

What the school does well

- Pupils, including those with special educational needs, make good progress throughout the school in English, mathematics and science.
- The headteacher provides excellent leadership. The quality of leadership provided by the governing body and staff is very good and the school is very efficient.
- The quality of teaching is very good and better in more than 40 percent of lessons. Overall, the quality of teaching is good and better in 91 percent of lessons. .
- The pupils' attitudes, behaviour and relationships are very good.
- The provision for pupils' moral development is excellent.
- The school implements all its stated aims very effectively and has an excellent ethos.

Where the school has weaknesses

- Pupils lack confidence in speaking on a range of subjects and to a variety of audiences.
- The information provided on pupils' progress in the annual reports to parents is not consistently detailed and does not indicate what pupils need to do in order to make progress.

This is a very good school with many good features. Pupils benefit from the excellent ethos and the very good quality of teaching and make good progress in the positive and caring environment of the school. The weaknesses are minor and are far outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good improvement towards the targets set by the last inspection. There are curriculum policies and guidance for all the subjects except art. Pupils' skills in listening are much improved. Despite the school's hard work, pupils lack confidence in speaking and standards are still a weakness. The headteacher and subject coordinators have made good progress in developing an approach to monitoring the work of the school. The information is used well to adapt and develop the curriculum. The governors now take a very active role in monitoring the work of the school and use their knowledge of it well when they plan for further improvements.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key <i>very high</i> A* <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	A	A*	
Mathematics	C	A	
Science	A	A*	

There has been a steady improvement in standards in English, maths and science over the last four years. The inspection findings indicate that for this year's pupils, attainment in these subjects is similar to the levels expected nationally. There is a higher proportion of pupils with special educational needs in the present Year 2 and Year 6, and as a result, it is likely that fewer pupils will reach average levels in the end of key stage tests

for the year 2000. Pupils throughout the school make good progress in English, mathematics, science, information and communications technology, design and technology, geography, music, and physical education and they make satisfactory progress in art. The consistently good progress is due to the very good quality of teaching and the pupils' very positive attitudes to learning.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Very good
Mathematics	Very good	Good	Very good
Science		Good	Very good
Information technology		Very good	Very good
Other subjects	Very good	Good	Very good

In 11 percent of lessons the quality of teaching is excellent and in 30 percent it is very good. In a further 50 percent of lessons the quality of teaching is good and in the remaining 9 percent of lessons it is satisfactory. Characteristic features of the teaching throughout the school are the high expectations and good rapport the teachers have with pupils. The quality of teaching is a significant factor in the good progress pupils make and an indicator of the school's ability to maintain and further raise these standards.

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

Other aspects of the school

Aspect	Comment
Behaviour	Consistently very good throughout the school.
Attendance	Satisfactory; levels of attendance are similar to the national average.
Ethos*	Excellent. Pupils are keen to do their best; the headteacher, staff and governors are committed to achieving high standards; relationships are very good.
Leadership and management	Very good. The headteacher provides excellent leadership; the governors and members of staff with responsibilities provide very good leadership.
Curriculum	Good. The curriculum for children under five is very stimulating. The curriculum planning for older pupils is good and is enriched by educational visits and after-school clubs.
Pupils with special educational needs	Good provision. Well structured individual education plans are used well by teachers to plan relevant work for the pupils and they make good progress.
Spiritual, moral, social & cultural development	Very good. The provision for pupils' moral development is excellent; provision for spiritual and social development is very good; provision for cultural development is satisfactory.
Staffing, resources and accommodation	Good. A good number of well qualified staff and good arrangements for professional development. Very good resources and attractive and well-planned accommodation.
Value for money	Very good. Pupils make good progress and achieve high standards; the quality of education is very good; the costs are reasonable.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> •The school enables children to achieve good standards •The way in which parents are encouraged to play an active part in the life of the school. •The teachers are very approachable •The information the school provides for parents about their child's progress. •Their children like school. 	<ul style="list-style-type: none"> •The parents are happy about everything the school does.

The inspectors agree with the parents very positive views of the school but believe that the school could provide parents with even better information about the curriculum and about their child's progress.

KEY ISSUES FOR ACTION

The headteacher, staff and governing body should maintain the high standards and the excellent ethos of the school and further improve the standards of pupils' attainment and the quality of education by:

Providing more planned opportunities for pupils to build their confidence in speaking at length to a variety of audiences for a range of purposes;

Paragraph 106

Improving the quality of the information provided for parents in the annual reports on pupils progress by:

- using clearer language;
- specifying the pupil's strengths and weaknesses;
- indicating clear targets for improvement.

Paragraphs 56 and 61

In addition to the Key Issues above, the headteacher staff and governing body should also consider including the following less important issues in their action plan:

Enhance the provision for learning in the outdoors, particularly for the children in the reception class.

Paragraphs 80 & 99

Provide more opportunities for pupils to become aware of the values, beliefs and traditions of other cultures.

INTRODUCTION

Characteristics of the school

1 The school serves the Roman Catholic community of the East Middlesbrough Housing estates. The majority of pupils come from rented housing in the surrounding local authority estates. The level of social and economic deprivation is well documented. The parents, pupils, staff and governors are faced with many challenges. Some families have experienced three generations of unemployment. Over the last few years there has been an increase in drug related problems on the estates. The number of pupils attending the school has fallen steadily over the last five years and this trend is forecast to continue. The school is in the East Middlesbrough Education Action Zone.

2 Children are admitted to the nursery following their third birthday and attend part-time. On entry into the nursery, the overall attainment of the majority of the children is well below the level expected of children of this age. Skills in language and literacy and in personal and social development are particularly poor. They begin full-time education in the reception class in September if they have their fifth birthday between September and February and in January if their birthday is between March and August. The results of assessments carried out when children start school in the reception classes show that the majority of children still do not reach levels typical of the age group, particularly in language and literacy and in personal and social skills. .

3 There are 178 pupils on roll. 93 pupils (52 percent) are entitled to free school meals, which is well above the national average. There are 42 pupils (23 percent) on the school's register of special educational needs. This is above the national average. The number of pupils with special educational needs has increased each year. Of these pupils, 14 are at Stage 1 of the Code of Practice and seven are at Stage 2. A further 21 pupils are identified at Stage 3 and above, of whom one has a statement of special educational need. The number of pupils with statements is below the national average.

4 There are nine classes in all. The nursery offers places for 26 children each morning and a further 26 children each afternoon. Currently 18 children attend each morning session and a further 20 attend each afternoon session. There is a reception class, one class in each year group in Key Stage 1 and five classes for

Key Stage 2 pupils. Two of the Key Stage 2 classes include pupils from two National Curriculum year groups.

5 The school aims state the intention to: provide spiritual and moral training according to the teaching of the Catholic Church; to help children acquire the basic skills of communication and numeracy and to receive National Curriculum entitlement; attend to the individual needs and talents of the children; to stimulate children's interest, pride and care for their environment; to provide opportunities for them to develop creative and physical talents and to foster good relations with other professionals, parents, the Church and the community. An emphasis is placed on the school as a community.

6 The school's current development plan targets include: the introduction of the National Numeracy Strategy; the development of resources and teaching of information and communications technology; the continuing development of the Literacy Hour, religious education and drugs education; the introduction of various Education Action Zone strategies; the implementation of an anti-bullying policy.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1998	20	17	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	13	15
	Girls	12	12	10
	Total	16	25	25
Percentage at NC Level 2 or above	School	76 (61)	74 (67)	74 (70)
	National	80 (80)	81 (80)	84 (83)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	16	13
	Girls	10	12	11
	Total	24	28	24
Percentage at NC Level 2 or above	School	71 (67)	82 (73)	71 (58)
	National	81 (80)	85 (83)	86 (85)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	10	24	34

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	6	9
	Girls	19	15	19
	Total	27	21	28
Percentage at NC Level 4 or above	School	79 (66)	62 (48)	82 (82)
	National	65 (63)	59 (62)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	9
	Girls	19	15	19
	Total	24	20	28
Percentage at NC Level 4 or above	School	71 (52)	59 (48)	82 (55)
	National	65 (63)	65 (64)	72 (69)

Attendance

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

		%
Authorised Absence	School	6.4
	National comparative data	5.7
Unauthorised Absence	School	0.37
	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

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

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	41
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7 When children start school in the nursery, assessments carried out by the school show that the majority do not reach the levels described as typical for three-year-olds in all six areas of learning. Approximately a third of the children reach typical levels in most areas of learning. About half of the children have difficulty in making themselves understood because of limited language skills and speech problems. Standards are particularly poor in personal and social development, language and literacy skills, mathematics and knowledge and understanding of the world, and creative development. Children's skills in running and jumping, climbing and balancing are well developed but control of small movements such as fastening buttons, using a pencil or fixing construction toys together are not well developed. Children in the nursery make good progress in all areas of learning. They make particularly good gains in personal and social skills and in language and literacy.

8 When children start full time education in the reception class, their skills in each area of learning are assessed using baseline assessment tests. These assessments show that the majority of children do not attain the levels expected of four-year-olds. All the children make good progress and, by the end of the academic year, the majority of children are nearer the levels described as typical for the age group. However, only a minority reach the levels described by the national desirable learning outcomes for children aged five. Children's strengths and weaknesses are identified early. Teachers plan the learning very effectively and this contributes to the good progress that children make. The school has maintained the good progress identified by the last inspection

9 The national end of Key Stage 1 test results and the teacher assessments for 1998 show that the number of pupils who attained the expected levels in writing was in line with the national average but very high when compared to similar schools. The number of pupils who attained the levels expected nationally for seven-year-olds in reading was well below the national average when compared to all schools but above the average for similar schools. Pupils' results in the teacher assessments in science were below the national average. The number of pupils attaining higher levels than those expected of seven-year-olds in reading is well below average and in writing is close to the national average. In mathematics, standards are below the national average but are average when compared to similar schools. The percentage of pupils attaining the expected levels for seven-year-olds in the end of key stage tests for 1999 indicates a good improvement on the previous year. The inspection evidence confirms this.

10 The inspection evidence shows that, by the end of Key Stage 1, the majority of pupils attain levels which are broadly in line with the national expectation in English, mathematics and science. They reach the levels expected nationally in information and communications technology.

11 By the end of Key Stage 2, pupils attain levels in line with the national expectations in English, mathematics and science. They reach the levels expected nationally in information and communications technology.

12 The national end of Key Stage 2 tests for 1998 showed that the percentage of pupils who reached the nationally expected levels in English was well above the national average. The percentage of pupils who

attained levels that exceeded the national expectations for the age group was above the national average. Standards of attainment were well above average when compared to similar schools.

13 In mathematics, the national end of Key Stage 2 test results for 1998 showed that the percentage of pupils who attained the expected levels in mathematics was broadly in line with the national average when compared to all schools and well above average when compared to similar schools. The percentage of pupils attaining levels higher than those expected nationally for eleven-year-olds was close to the national average. The test and task results for 1999 indicate that attainment is broadly in line with what is expected nationally. This matches the evidence gathered during the inspection.

14 In science, the national end of Key Stage 2 test results and Teacher Assessments for 1998 showed that the number of pupils attaining the expected levels was well above the national average and very high when compared to similar schools. The percentage of pupils attaining the higher levels was below the national average. The results of the tests and tasks for 1999 reflect the standards found by the inspectors. The current cohort includes a high percentage of pupils with special educational needs and although the majority attain the levels expected for their age, it is unlikely they the school will maintain the previous standards in the end of key stage tests.

15 Throughout the school, pupils of all levels of attainment reach levels appropriate to their ability. Pupils in both key stages who are on the school's register of special educational needs attain appropriate levels in relation to their prior attainment. They make good progress in both key stages. Some have improved so much that the level of support needed has been reduced. In three instances pupils are now able to work more independently without individual education plans. Teachers help pupils with special educational needs to progress by giving them work which matches the targets identified in their individual education plans. Often pupils are withdrawn for extra reading and this has proved successful.

16 Pupils of all levels of attainment, including those with special educational needs, make good progress in Key Stage 1 in English, mathematics, science and information and communications technology. In Key Stage 2, pupils of all levels of attainment, including those with special educational needs, make very good progress in English and good progress in science, mathematics and information and communications technology.

17 Pupils make good progress in English at Key Stage 1 and by the end of Year 2, they attain levels which are broadly in line with those expected nationally in writing. Standards in reading are below average. They listen attentively to each other and to adults when they are reading and are confident when answering questions about what has been read. Pupils read with enjoyment, look for clues in the pictures or the text and use their knowledge of sound and letter relationships well to read unfamiliar words. Pupils write for a range of purposes organising the text appropriately. They construct sentences that are generally punctuated accurately. Standards in spelling are satisfactory.

18 Pupils make good progress in English at Key Stage 2. Standards in speaking remain a relative weakness throughout the school. Despite the teachers' efforts, many pupils lack confidence to speak at length. Pupils listen well. In reading, pupils attain appropriate levels. They read accurately and, when they have had time to prepare the text, they read with expression. Pupils write in a variety of styles for a wide range of purposes and use punctuation well. Spelling is usually accurate. Some higher attaining pupils make very good progress in writing. Handwriting develops well throughout the school and standards of presentation are good.

19 Literacy is given appropriate attention and the Literacy Hour is very well implemented in both key stages. The teachers follow the National Literacy Strategy, but adapt some of the activities to meet the needs of the pupils and this is having a positive impact on pupils' progress. Pupils are required to use their literacy skills in all subjects but a particularly good link is being made with design and technology. Pupils are given many interesting and relevant opportunities to practise the skills of reading and writing and they do so with enthusiasm. For example, following a geography field trip, pupils in Year 6 design a flier to advertise a river trip and consider the appropriateness of the text for the audience. They produced the flier using the computer.

20 The school is implementing the National Numeracy strategy and this is already having a positive impact on pupils' progress. Pupils' use of numeracy skills is well promoted in other subjects of the curriculum. For example, pupils in Key Stage 1 investigate what their friends had for breakfast and present their findings in

a graph. Key Stage 2 pupils use graphs and tables to record their findings in science investigations and their knowledge of measurement in design and technology.

21 In science, pupils make good progress in both key stages. At Key Stage 1, pupils learn how diet helps them to stay healthy and they carry out simple investigations. They experiment with pushes and pulls as part of their work on forces. They are learning what they need to do to create a fair test. At Key Stage 2, pupils continue to develop their understanding of health, and, as part of their study of electricity, they investigate conductors and insulators. When they study living things they learn about the food chain and the interdependence of living things.

22 In information and communications technology, pupils attain levels that are in line with the national expectations for their age by the end of both key stages. Pupils in Year 2, use the keyboard and the mouse to enter text and data and edit, save and print their work. By the end of Key Stage 2, pupils in Year 6 are confident when editing text and illustrations, selecting and changing fonts and colours. Pupils make good progress in lessons and the schools' increased resources and the very good quality of teaching are already having a positive impact on progress and attainment.

23 Pupils at both key stages make good progress in design and technology, geography, history, music and physical education and they make satisfactory progress in art. The consistently good progress is due to the very good quality of teaching, particularly the detailed and relevant planning, and the pupils' very positive attitudes to learning.

Attitudes, behaviour and personal development

24 Pupils have very good attitudes to their work. Children under five in the nursery and in the reception class make good progress in developing their personal and social skills. Children learn to work as part of a group, handle resources with care and show respect for the environment. They are encouraged to take responsibility and enjoy being helpers.

25 Pupils in Key Stage 1 and Key Stage 2 are very attentive, keen to take part in the lessons and they take pride in what they doing. This was seen in a Year 5 music lesson where they responded very well and gave an excellent performance of their own versions of 'street cries'. Year 2 pupils became fully involved in a design and technology lesson in talking about the design features of specific objects. Year 3 pupils responded very well in a mathematics lesson when they concentrated on their mental and written work. Younger pupils are occasionally restless but this tends to be towards the end of the day when they have worked hard. The older pupils are particularly well motivated to work and respond to challenges throughout the day. Pupils' ability to sustain concentration has improved since the last inspection when it was described as variable. All pupils mix well, boys and girls play happily together and have equality of opportunity to join all school teams and groups. Older pupils help and play with younger ones in the playground. Pupils with special educational needs generally concentrate well even over long periods as when a group in Key Stage 1 reinforced their understanding of blend letters by trying to identify new words. They contribute well orally and are well supported by other pupils in their classes

26 All members of the school community are valued equally and show tolerance towards each other. This contributes the very good standards of behaviour. From the earliest stages, pupils show caring and sensitive attitudes to each other and to adults. Caring, sharing and valuing each other's achievements permeates the life of the school and is evident in assemblies, lessons, in the playground and in all activities. The headteacher and staff provide excellent role models for the pupils.

27 The behaviour of pupils in lessons and around the school is very good. They move around school sensibly and are polite to each other and very courteous to adults, greeting them pleasantly and holding open doors for them. Pupils rarely need to be disciplined but, occasionally, poor behaviour occurs in the hall at lunchtime and there can be a little rough play in the playground. Parents who were at the pre-inspection meeting or answered the questionnaire said they were happy about the standards of behaviour in school. When pupils are gathered together in large groups, for example, in the hall for assembly their behaviour is extremely good.

They can be trusted to behave very well when they go on visits out of school and this was seen at the swimming pool when they were very orderly and obeyed instructions. They look after property in school very well and make no litter. The standard of behaviour has improved since the last inspection when it was judged to be 'generally good'.

28 Pupils have very good relationships with each other and with teachers and support staff. They co-operate very well in class when working in groups and pairs, for example, when Year 3 were using the computers in the information and communications technology suite. Large groups of older boys and girls very happily organised races amongst themselves during lunchtime and some older girls were seen to enjoy looking after the younger pupils in the playground. They have the confidence to perform in front of each other in class or in assembly as they know the rest of the pupils will support them but they need more practice in performance. There is no evidence that any particular group of pupils is treated unfairly by the others.

29 Pupils respond well to opportunities to take responsibility and their personal development is good in this respect. The younger pupils enjoy carrying out duties such as taking around milk cartons to other classes and older boys clear away chairs after assembly as a matter of course. Pupils do not use the library much for independent research although they are familiar with how to look up information on topics. A few take the initiative to do research at home such as on human teeth before a visit by the dental nurse.

Attendance

30 Attendance at school is satisfactory, being only slightly below that of similar schools nationally. The level of unauthorised absence is broadly the same as that of other schools. A large proportion of this absence is the result of parents taking their children out of school for holidays longer than is strictly allowed. This has a detrimental effect on pupils' progress because they miss valuable parts of their education. This is particularly hard on children at the beginning of the school year when they are settling in to new routines. Lateness to school is not a problem and lessons start on time. Staff are sometimes over eager to keep to time in the morning, for example, for assemblies and do not always conform to the legal requirement to take registration at the beginning of the session.

QUALITY OF EDUCATION PROVIDED

Teaching

31 The quality of teaching is very good. In 11 percent of lessons the quality of teaching is excellent and in 30 percent it is very good. In a further 50 percent of lessons the quality of teaching is good and in the remaining 9 percent the quality of teaching is satisfactory. This represents a significant improvement in the quality of teaching since the last inspection when it was judged to be 'sound or better in the majority of lessons.' Characteristic features of the quality of teaching throughout the school are the high expectations and good rapport the teachers have with pupils. The quality of teaching is a significant factor in the good progress pupils make and an indicator of the school's ability to maintain and further raise these standards.

32 The quality of teaching for children under five in the nursery and reception classes is very good. In approximately 50 percent of lessons the quality of teaching is very good and in the remaining 50 percent it is good. This very good teaching enables children to make good progress towards the targets described by the national desirable learning outcomes for children aged five. The strengths of the teaching are in the teachers' knowledge and understanding of the age group and how they learn. The plans for teaching state clearly what is to be taught and what is to be learnt and the children are managed very effectively to promote their personal and social development as well as their intellectual development.

33 In Key Stage 1, the quality of teaching is good. In 57 percent of lessons, the quality of teaching is good,

in 12 percent it is very good and in 6 percent of lessons it is excellent. In the remaining 25 percent of lessons the quality of teaching is satisfactory. The consistently good quality of teaching enables pupils to make good progress and gain confidence in themselves. Particular strengths of the teaching are in the quality of the plans for teaching and the management of pupils.

34 In Key Stage 2, the quality of teaching is very good. In 33 percent of lessons the quality of teaching is very good and in 17 percent of lessons it is excellent. The excellent teaching is in English, mathematics, science and information and communications technology. In a further 45 percent of lessons the quality of teaching is good and in the remaining 5 percent it is satisfactory. Overall, the strengths of the teaching in Key Stage 2 are in the excellent management of learning through very effective planning and use of assessment. The teachers have consistently high expectations for pupils' learning, and use a wide variety of methods and strategies which include practical activities, discussion, question and answer session and educational visits. Teachers' subject knowledge is secure and they make very good use of their own time and the pupils' time. The teaching for pupils in Year 5 and Year 6 is of particularly high quality.

35 Where the quality of teaching is excellent, the teachers are enthusiastic and their very good subject knowledge and understanding enables them to provide a variety of relevant and interesting activities and to pose challenging questions. They make excellent use of their time to interact with small groups and individuals to ask further questions and provide feedback for pupils. This motivates the pupils and they make at least good progress in the lesson. For example, in a Year 6 science lesson about the food chain, very clear explanations and continuous demanding questioning promote pupils' progress. The last few minutes of the lesson are used very effectively to draw the learning together.

36 Where the quality of teaching is very good, the teachers' planning includes clear learning objectives which are shared with the pupils. Well chosen activities enable the pupils to make good progress in acquiring knowledge, skills and understanding. There is a good balance between direct teaching and pupils' tasks and activities. For example, an information and communications technology lesson begins with direct teaching using the interactive whiteboard and then pupils work on the computers in pairs to locate and import graphics and text. Pupils make good progress in these lessons.

37 Where the quality of teaching is good, the activities are well planned and purposeful and build on the pupils' prior attainment. The teacher is well organised and manages the pupils well. For example, in a literacy hour in Key Stage 1, pupils working on the story of 'Desmond and the Cheese Factory' are set different levels of work and the teacher intervenes appropriately to help them maintain concentration and complete the tasks successfully.

38 Where the quality of teaching is satisfactory, the lessons are appropriately planned and resources are well prepared and organised. The teachers have a good rapport with the pupils and have high expectations for their attitude to work. Shortcomings occasionally occur in these lessons when the teacher tries to manage too many activities and the learning objectives are not sufficiently well focused. As a result opportunities to promote pupils' progress are lost.

39 Teachers in the nursery and the reception class have very good knowledge and understanding of the curriculum for children under five. The teachers in Key Stages 1 have good knowledge and understanding of the subjects of the National Curriculum and they promote high standards. Teachers at Key Stage 2 have very good subject knowledge and understanding particularly in English, mathematics and science. Good use is made of specialist expertise in music throughout the school and this makes a positive impact on pupils' progress in music.

40 Teachers' expectations for pupils' behaviour and attitudes to learning are very high throughout the school. They use the school's system of rewards and sanctions consistently and unobtrusively. Pupils respond well to the expectations and the teachers rarely have to remind them of their expectations. This results in pupils making good progress and having a positive view of themselves as learners.

41 The quality of teachers' short-term planning and assessment is very good throughout the school. It is clear what pupils are to learn and tasks are planned to challenge pupils of different levels of attainment. What is to be assessed is clearly indicated and the subsequent plans for teaching take account of the pupils' prior learning. The contribution to be made by support staff is planned and they are well briefed before the lesson.

42 The management of pupils in lessons is very good in nursery, reception and Key Stage 2 and good at Key Stage 1. Routines are well established and pupils settle down to their work quickly. In the most effective lessons, teachers use a wide range of teaching strategies and methods that promote a good pace of learning and cater well for pupils' different learning preferences.

43 The methods and organisation used by teachers in nursery and reception are very good. They provide stimulating and well organised activities for all the pupils which promote language and literacy and social skills particularly well. This enables children to make good progress in all areas of learning. In Key Stage 1 and Key Stage 2 teachers organise well and use activities and approaches relevant to the age group.

44 Throughout the school teachers make good use of resources and of the time available. Resources are well prepared and there is a prompt start to lessons. Pupils are encouraged to sustain their efforts throughout the lessons. Where teaching is most effective, teachers work with specific small groups and individuals for some of the time and teach the whole class or larger groups at other times. Support staff are used well and contribute a great deal to the quality of education. The pace of lessons in Year 5 and Year 6 is particularly brisk and excellent use is made of the time in these classes.

45 Satisfactory use is made of homework at both key stages. The tasks which teachers set for pupils are relevant and contribute to the progress they make. The homework tasks are generally followed up.

46 All teachers are aware of the targets in the individual education plans for pupils with special educational needs. Pupils often work in a similar attainment group during the literacy hour. They are usually well supported by teachers and classroom assistants. Although they mostly receive work that is appropriately challenging, on occasions the pace and range of activities are not varied enough. For instance, the listening centres are not used sufficiently to help pupils consolidate their understanding of new words or give them more independence in their learning. The support individual pupils receive in the 'better reading partnership' sessions and in the withdrawal groups is good. Records, which trace their improvement in these sessions, are meticulously kept.

The curriculum and assessment

47 The curriculum very effectively supports the school's aims. It is balanced, broadly based and prepares pupils well for the next stage in their education. It meets the statutory requirements and appropriate attention is given to health and sex education. There is a clear curriculum structure that provides a framework within which initiatives such as the strategies for raising standards in literacy and numeracy can be supported, implemented, monitored and evaluated. This structure, together with the schemes of work for each subject provide a programme of activities that enables pupils to build continuously on their skills, knowledge and understanding.

48 The curriculum provided for children who are under five years old is very good. It provides well-planned opportunities for pupils to make progress in all six areas of learning. There are very good links between the curriculum for nursery and that for reception. Effective links are made with the Key Stage 1 programmes of study of the National Curriculum. This contributes well to the good progress pupils make.

49 The school provides equality of access and opportunity for all pupils. All members of the school community are valued equally and show tolerance towards each other. From the earliest stages, pupils show caring and sensitive attitudes to each other and to adults. The school fulfils all the requirements well.

50 The provision for pupils with special educational needs is good. The curricular needs of pupils on the special education needs Code of Practice register are fully met. Pupils with special educational needs have full access to the curriculum. Withdrawal sessions are well organised and give pupils the added confidence to rejoin the full class with ever-growing skills in reading. Individual education plans are well structured and teachers use the targets set to plan relevant work for pupils, such as giving them word-banks and joining them in group work to help with their ideas.

51 Curriculum planning is very good. The long-term curriculum planning for English and mathematics follows national guidance. The school successfully implemented the National Literacy Strategy last year and is introducing the National Numeracy Strategy during the current academic year. Long and medium-term planning is in place for all subjects, and the school has adopted national guidance to support their own schemes of work. Medium and short-term planning is thorough and effective; clearly stating learning objectives for series of lessons and identifying the learning outcomes that are intended. Overall these are good but there is some inconsistency and some are too general. For example, in one instance the learning outcome is described as 'use the correct mathematical language' instead of specifying the particular mathematical language to be used.

52 The curriculum is enriched through a range of initiatives, visitors and visits. It is made particularly relevant by the teachers' use of first hand experiences such as a trip on a transporter on the River Tees, a visit to a power station and a visit to Mount Grace Priory. Extra-curricular activities include drama and computer clubs, opportunities to play competitive sport in netball and football teams and opportunities to enter local music festivals. Through an Education Action Zone initiative pupils are able to learn the guitar and this is effective in making available musical experiences, which are relevant and interesting to the pupils. These activities make a very positive contribution to pupils' personal and social development.

53 The school has effective systems for assessing and recording pupils' achievements in English, mathematics and science and these are having a direct impact on raising standards. An analysis of this data and that from national tests is used to identify strengths and weaknesses in curriculum provision and to identify pupils requiring additional support. End of unit or half-term tests are carried out using a variety of strategies and the results of these assessments are used well to inform future planning. In other subjects, teachers use opportunities to assess pupils' progress through observations, tests, questions and discussion and use the information well as a basis for the next learning. Opportunities for assessment are appropriately included in lesson plans.

54 Records of pupils' attainment are entered in an appropriate framework devised by the school or annotated within the pupils' exercise books. The annotation is not always legible to pupils and parents and does not consistently correlate with the planning. The recording of pupils' progress for information and communication technology is good. The record of pupils' attainment provided in the annual report to parents is unsatisfactory. The reports provide insufficient specific information on what pupils know, can do and understand and does not identify targets for improvement within the subjects.

55 The assessment procedures for pupils with special educational needs are all fully met. Reviews are regularly held. The recording of pupils' progress is very good.

Pupils' spiritual, moral, social and cultural development

56 Provision for pupils' spiritual, moral, social and cultural development, overall, is very good.

57 The school's ethos positively promotes the very good spiritual development of the pupils throughout all areas of the curriculum. Opportunities for quiet reflection were observed during the tranquil moments for prayer at the beginning and end of sessions and in the collective acts of worship. During the week of the inspection, assemblies were focused on signs and symbols. Pupils identified with the message "Jesus loves me very much" in sign language, and reinforced their understanding of the signs and symbols of the Catholic faith. The school's programme for religious education, collective worship and notices such as "We are all Christians", "We all

belong to Christ's Family" make a very good contribution to pupils' highly spiritual sense of involvement in the family of the Catholic Church and in the school community. Opportunities are provided for pupils to consider their own beliefs and respect the feelings of others. They listen to, reflect on and respond to music. For example, pupils in Key Stage 1 showed sensitivity when singing "Hush little baby" and related to the mood of the music and older pupils were taught to sing "Kum by Yah" using sign language and asked to reflect on the needs of the deaf. A trip on a boat for Year 6 pupils allowed them to experience events to which they reacted with excitement and delight and were keen to share their thrilling experiences. Impressive displays of art, poetry and prayers are used to help pupils to reflect on and value each other's ideas and experiences. The headteacher and staff, supported by the governors, work hard to ensure every pupil has the opportunity to grow in spiritual awareness and to gain a sense of their own worth.

58 The provision for pupils' moral development is excellent. The headteacher and staff provide very effective role models and there is a mutual respect between staff and pupils. The adults provide consistently high expectations for the pupils' behaviour and, as a result, behaviour is consistently very good in classrooms, on corridors and in play areas. Very good management of pupils ensures that all pupils are treated sensitively and fairly and this helps the pupils to behave appropriately and to understand fairness and justice. From the earliest years, pupils are taught that their actions can affect other people. All teachers create opportunities for pupils to understand what is right and what is wrong and this is emphasised across the curriculum. The school's positive attitude to promoting good behaviour is epitomised by the notices around school, "Good behaviour is always noticed" and it is, even to there being two tickets awarded for the Middlesbrough Football Club's game each week to the best behaved pupils! Pupils are encouraged to care for each other. For example, older pupils are encouraged to help the younger ones as they settle into school. Improvements to the playground and field and visits to rural areas promote pupils' awareness of the need to care for their environment. Resources are treated with care and respect and there is an absence of litter in and around the school.

59 The provision for social development is very good. Pupils are encouraged to think about themselves and how to relate positively to other people. They work collaboratively in lessons and in team games, and social skills are further developed at break and at lunch times. Links with the local community, particularly the Church, are strong. Regular visits from the Parish Priest plus visitors from, for example, the Police Force, the Road Safety Officer and the Fire Service, help to encourage a sense of citizenship and a better understanding of the wider community. Pupils perform at community concerts, compete in music festivals and collect for many worthy causes. For example, the school has, this term, raised three hundred pounds to help provide wells in Bangladesh. Visitors into school and visits to places of interest all support pupils' social development, as do the wide range of extra curricular activities which include competitive sports, music groups and drama.

60 The provision for pupils' cultural development is good overall. Pupils participate in and celebrate their own religious culture within the Catholic Church during school time. Learning in many subjects is enhanced by visits to museums and many other relevant places of interest. These visits are used well to develop pupils' understanding of their own culture. Pupils study and emulate the work of famous artists and have experience in listening to the music of a wide range of composers from many parts of the world. Work in literacy helps pupils to appreciate the poetry and literature of their own and other cultures, whilst in religious education, pupils study major world religions and discuss the effects which different beliefs have on the way people live. In history, they study other civilisations, for example, the Ancient Greeks. Pupils have some awareness of other cultures and feel a responsibility to the third world, for example, in their support of CAFOD. Opportunities for pupils to explore the diverse cultural traditions in dance, drama, music, art and literature or to understand that important scientists and mathematicians from beyond Western Europe contribute to the world in which they live are not well developed. There is a good range of books that promote other cultures.

Support, guidance and pupils' welfare

61 The ethos of this school fosters good relationships and encourages mutual respect providing a firm foundation, which ensures that pupils are happy and feel secure in their learning.

62 There are sound procedures for the monitoring of pupils' academic progress and personal development. Teachers know their pupils well and have very good relationships with them. Day-to-day guidance for pupils is good but procedures to record this information are rather informal. Pupils are not involved in setting their own targets for improvement either in their work or social skills. The timetable for pupils in the reception class and Year 1 includes lessons when they can talk about anything important to them. This makes a good contribution to pupils' personal and social development. This is not a common practice throughout the school and teachers of older pupils make individual arrangements to find time to discuss issues when it is appropriate. The reports, which go home to parents at the end of the year, do not emphasise sufficiently what pupils need to do in order to improve although very clear targets are set for pupils with special educational needs.

63 The school has very effective procedures for monitoring and promoting discipline and good behaviour. The staff believe in praising good attitudes in the classroom and around school and these are celebrated weekly in assemblies. Both individuals and groups of pupils receive recognition through the house system of awarding points and this encourages pupils to take pride in behaving well. On the few occasions where behaviour is not as good as it should be, the school follows clear procedures to involve parents in helping to make improvements. Parents do not feel that bullying is a problem in school. The school does not exclude pupils, concentrating instead on nurturing the pupils' sense of their own worth and dignity. This practice closely reflects the aims stated in the mission statement.

64 Attendance at school is promoted well by awarding the best class each week a certificate displayed on the classroom door. Pupils know that they need to be in school when the bell rings and parents are reminded of this in the brochure.

65 The attention the school gives to pupils' health and safety is satisfactory. They are well instructed on looking after their own health and fitness. Several visitors come into school to talk to them about the dangers of smoking, being good citizens and about caring for their teeth. The school nurse gives older pupils an introduction to sex education. Child protection procedures are sound and the school contacts the appropriate professionals should there be any concerns about particular pupils. Proper care is taken when pupils go out of school on trips although first aid arrangements within school are not so well planned. The school has recently taken advice on risk assessment in school and has acted on this advice. Younger children joining the nursery and moving on to the reception class have good opportunities to settle in and older pupils transferring to secondary school are well supported by the links made between schools, both pastoral and in the curriculum.

Partnership with parents and the community

66 The school has good partnerships with parents and the community.

67 The quality of information which parents receive both formally and informally is satisfactory. The school prospectus and the annual governors' report to parents are informative and contain all that parents need to know with the exception of the school's policy on special educational needs. Parents have appropriate opportunities to talk to teachers about their children's progress both at planned meetings and less formally at the beginning or end of the school day. Pupils' reports to parents either contain too much formal language in the section where teachers describe how parents can help their children or are too general to be of specific use. The school keeps parents well informed about precise events such as visits for their children but is less effective in sharing news about happenings in school in which they may be interested.

68 Parents whose children have special educational needs are invited to reviews of their children's

progress, and some take up the opportunity to discuss the work. Communications to parents are brief but clearly set out.

69 Parents are very well involved in their children's learning. This is an area that has improved since the last inspection. As soon as their children join the nursery, parents have very good opportunities to find out about how they can help them in literacy and numeracy through normal everyday activities. Pupils throughout the school benefit from the 'Better Reading Project' that depends on volunteers giving regular time to work with individual pupils over several weeks and to assess their progress. Some parents undertake training to become classroom assistants with the help of the school and a further group is developing information technology skills and will go on to work alongside their own children. Pupils take work home to share with their parents such as spellings and mathematics and reading books are taken home regularly. Some parents are starting to make their own comments in the reading records when encouraged by a teacher. Parents are involved in out of school activities and with the football club run by a parent at weekends. The school is well supported by parents and members of the parish in fund-raising activities such as baking cakes for the pupils to sell. They give good support to events such as school discos.

70 The school makes a good range of contacts in the local community and beyond. This extends the education which pupils receive in school. The local parish is particularly supportive. Pupils in all years go out on a range of visits such as the Year 6 trip on the River Tees to support their work in geography and an annual visit to a museum that helps them in their understanding of social history. Pupils regularly take part in music festivals with other local schools. The school makes use of the facilities at the local football club to give older pupils a two-day session on healthy living. Pupils also make use of the facilities at the local secondary school for a range of activities both during the school day and for an after school football club run by the school caretaker. Some pupils take part in Easter and Christmas celebrations at the secondary school and their parents are invited to attend. Links with local businesses are less well developed though some effective links provide advice in developing the information and communications technology suite.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

71 The quality of leadership and management is very good overall.

72 The members of the governing body provide very good leadership and management. There is a strong partnership between the governors and the headteacher and their commitment to maintaining and improving standards is an indication of the school's good capacity for further improvement. They are very supportive of the school and provide very strong and effective support for the headteacher and staff. The governors have a very good understanding of their role and how it complements that of the headteacher and are effective in the role of 'critical friend'. They work effectively in committees that meet regularly and report to the full governing body. The responsibility for some decisions is appropriately delegated to these committees, which makes for efficient and effective use of the time available for meetings. The governing body is fully involved at every stage of the school development planning cycle. Opportunities for all governors to work alongside teachers in the classrooms and to visit the school regularly are very effective and provide governors with first-hand information upon which to base their school development planning decisions. They make good use of the sound professional advice from the headteacher and staff to inform their decisions. There are governors named as responsible for special educational needs, literacy and numeracy and they carry out their roles conscientiously. The governors monitor the implementation of initiatives but their role in evaluating the impact of the initiatives on standards is not fully developed. The governing body fulfils all the statutory requirements.

73 The headteacher provides excellent leadership that gives a strong sense of direction for the school. There is a particularly strong and effective emphasis on valuing the pupils and their achievements and on providing pupils with consistently high quality experiences in lessons. The headteacher shows great commitment to the school and has been very successful in building a very strong team that includes the governors, all staff

and pupils and their parents. His vision for the school and the success of the pupils is very effectively shared with the team. This shared determination that pupils will be given the best provision possible has a very positive impact on pupils' progress and is very effective in raising standards. Teachers are placed where they can make best use of their skills, and responsibilities are appropriately delegated to them. This provides good opportunities for individual professional development and contributes to the high standards achieved. Because the headteacher makes clear what is expected from staff and pupils, teachers are able to carry out their responsibilities efficiently and effectively. There is no deputy headteacher but two senior teachers provide very good support for the headteacher and their colleagues and carry out their delegated responsibilities with skill and dedication.

74 The leadership provided by subject coordinators is very good. They manage their responsibilities well in relation to the time and opportunities available to them. For example, they provide guidance and support for colleagues; monitor plans for teaching and samples of pupils' work, and manage the resources for their subject or area of responsibility. Their knowledge of the quality of provision helps them to contribute to the school development planning process and to identify areas for further development.

75 There are good arrangements for monitoring the quality of teaching and the impact of curriculum development. Through regular and systematic monitoring of teaching and learning, the headteacher is well aware of the school's strengths and areas for development. Coordinators have had some useful opportunities to monitor the quality of teaching and learning through direct classroom observation. The information gathered in this way has been used very effectively to develop aspects of the curriculum and has made a good contribution to school improvement. The school is now ready to develop their monitoring practice by using more specific criteria for the scrutiny of teachers' planning and pupils' work, discussions with pupils and classroom observations.

76 All statutory requirements for pupils with special educational needs are met. The new co-ordinator for special educational needs has developed very good systems for keeping track of pupils' progress. Pupils are identified early and given relevant individual education plans to support them. The governing body are becoming more involved in monitoring and supporting staff in their work with the large numbers of pupils in the school with special educational needs.

77 The quality of school development planning is very good. An appropriate number and range of priorities and targets are identified and there are programmes of action in which staff time, funding and staff development opportunities are clearly linked to each priority or target. The time scale for the developments is manageable and is linked to a long-term view of school improvement. The headteacher and governing body regularly monitor progress towards the targets and adjust the time scale or approach when necessary. Systems for evaluating the impact of the success of the development priorities and targets are satisfactory. However, not all the criteria are sufficiently well focused to enable the management to judge the extent to which the priorities and targets have been achieved or the impact they have had on standards.

78 The headteacher staff and governors have been effective in moving the school forward since the last inspection. In relation to the key issues for action set at the time of the last inspection the following progress has been made.

79 The headteacher has taken an appropriately strategic view of curriculum development and there are now policies and schemes of work for all subjects except art. The schemes provide good guidance for staff and provide an appropriate programme for pupils to develop their skills, knowledge and understanding. They are well implemented. The school has made good progress on this issue.

80 The headteacher and subject coordinators have made good progress in developing an approach to monitoring the work of the school. The information is used well to adapt and develop the curriculum.

81 Satisfactory progress has been made in developing strategies to improve pupils speaking and listening skills. Listening skills are now good. Despite the teachers' efforts, and the good progress pupils make throughout the school, speaking skills are still a weakness.

82 The governors now take a very full part in the life of the school and have a secure view of its strengths and weaknesses. Very good progress has been made on this key issue.

83 Overall, progress towards the targets for improvement set by the last inspection has been good.

84 The school makes good provision for all pupils to have equality of opportunity across all aspects of the life and work of the school. The mission statement and aims state the school's commitment to ensuring that all pupils are valued equally. All pupils have full access to the curriculum, regardless of gender, age, disability, ethnicity or social disadvantage. All pupils are well integrated in lessons and activities. The Christian ethos, underpinning the school's philosophy, supports and enhances these aims and all pupils, including those with special educational needs, are equally well catered for.

85 The school has an outstanding ethos. The school's aims, values and policies are very well reflected through all its work. All staff and the governing body consistently promote the focus on providing an environment in which pupils accept and recognise their own worth and dignity together with the worth and dignity of others as members of God's family within the Catholic Church. They have high academic aspirations for the pupils. The pupils are aware of the adults' expectations and respond by behaving very well and working diligently. Parents responding to the questionnaire sent out before the inspection and parents at the meeting with the inspectors expressed strong support for the aims and values that the school promotes. They say that the aims and values have a positive impact on their children.

86 Because of the excellence of the headteacher's leadership the school is a very civilised and happy community in which pupils and adults relate very well to one another.

Staffing, accommodation and learning resources

87 Staffing, accommodation and the learning resources available to the school are good overall.

88 There is a good number of staff and they are well qualified and experienced to teach primary-aged pupils and children in the nursery. The headteacher has a non-teaching role as is appropriate to the size of the school but is available to instruct groups of pupils, for example, in information and communications technology. The range of subjects they are qualified in is particularly good and the curriculum is fully covered by the addition of part-time staff to teach music. There is an appropriate balance between the numbers of experienced and relatively new teachers. All staff have clear job descriptions which include their coordinator's roles. Appraisals are not currently taking place however teachers new to the school have been well supported in recent years. Teachers' professional development is well supported. Staff development has included a good range of training in the past school year to support work in the curriculum and two senior teachers have had the opportunity to be seconded to senior roles in other schools. The special educational needs co-ordinator has had in-service training in the past year and provides informal and effective support for teachers.

89 Pupils with special educational needs are well supported in all classrooms. Most teachers have had relevant training but some new staff and classroom assistants would benefit from training that would help them to develop a wider range of strategies to help pupils whose concentration span is short. Accommodation for these pupils is good and resources are well chosen and add to pupils' motivation and support their learning.

90 The school has an appropriate number of support staff for the number of pupils and the children in the nursery. Non-teaching assistants are encouraged to obtain qualifications such as National Vocational

Qualifications to help them in their work although there has been no specific training for helping pupils with special educational needs. A non-teaching assistant and a number of volunteers have taken training in the 'Better Reading Partnership' scheme. The school has ample support in administration to run the day-to-day activities smoothly. The conscientious caretaker and cleaning staff take great pride in the building and more than fulfil the requirements of their roles.

91 The accommodation for teaching and learning is very good. Some areas have become available as the number of pupils has fallen and the headteacher, staff and governors have made imaginative use of these to enhance the educational provision. The school has been able to arrange accommodation to the best effect. For example, ground floor areas have been converted to provide good accommodation for design and technology and storage, a library and an information and communications technology suite. The flow of traffic through these areas is not hindered but no longer does it cause any of the disruption to lessons that was seen at the last inspection. Physical education and music take place in the hall which is also used for collective worship and dining. This is of a good size and provides adequate space for these activities. Classrooms and corridors are carpeted and the walls are bright and attractive with displays of pupils' work and murals designed and painted by the caretaker. Pupils have a generous amount of space outside; both hard-surfaced and grassed, for leisure and for physical education. The school is making every effort to enhance the field and playground to provide a stimulating learning environment, but their efforts are often restricted by vandalism. The nursery has a well-fenced outdoor learning area but there is no such area for the children under five in the reception class.

92 The school has a generous amount of very good quality resources so that the whole curriculum can be taught. The quantity and quality of resources are never less than satisfactory in any subject but music is less well provided for. There is sufficient appropriate storage space for learning resources. The library includes sufficient good quality fiction and non-fiction book and there is a good range of story tapes. There is a good supply of reading scheme books and these are readily available. Information and communications technology resources are excellent both in number and quality. The school also has on trial an 'interactive white board' which is proving very effective in class and group teaching.

The efficiency of the school

93 The school makes very efficient and effective use of the resources available.

94 The standard of financial planning is very good. The governing body fulfils its financial planning role very effectively and makes good use of all available forecast information during the annual cycle of budget planning. They are very well supported by the headteacher. The governing body has established a clear link between the approval of the budget and its use to meet the costs of spending priorities identified in the school development plan. The governors take an appropriately long-term view and consider and plan for any forecast changes to the budget. For example, a reduction in the number of pupils attending the school has reduced the funds available and it is expected that this trend will continue. The governing body has discussed the situation and has begun to make contingency plans. Spending is carefully monitored and the headteacher and governors have a clear understanding of current and future needs. The development plan includes some criteria against which to judge the impact of spending. These tend to be used informally and are not sufficiently rigorous to give the school a clear picture of the effect of spending on pupils' progress and attainment.

95 The headteacher makes very good use of the skills and experience of the teachers, nursery nurse and support staff. Responsibilities for subject leadership and other aspects of the school's work are appropriately delegated to teachers and administrative and support staff. Expectations of each member of staff are made clear and the staff work very well together to complement one another's skills. The teamwork is a significant strength of the school. No educational time is wasted; lessons begin promptly and move at a good pace. Lunchtime staff work efficiently by consistently promoting high standards of behaviour and ensuring that teachers are not sidetracked from teaching to deal with lunchtime incidents. Support staff are briefed well by the teachers and make an effective contribution to the quality of provision in the school. They use their initiative and make very good use of their time. Parents who help in the school are briefed well by the teachers, are clear about what it is

they are to do and this enables them to make a very positive contribution to children's progress. The friendly, efficient work of the secretary is a major factor in the smooth day-to-day organisation of the school. The caretaker and cleaning staff carry out their tasks efficiently and contribute a great deal to the quality of the learning environment and the smooth running of the school.

96 The school raises pupils' attainment considerably from their entry into nursery. By the time that pupils reach the end of Key Stage 2 many of those with special educational needs have made very good progress. This is the result of careful planning and efficient use of the available resources, including books and staff.

97 Learning resources and accommodation are used very well. Resources are efficiently, and effectively stored. They are accessible to staff and, where appropriate, to pupils. The teachers use a wide range of stimulating resources in lessons. The resources are well cared for by adults and pupils. As funds become available, the accommodation is adapted and improved. For example, a very efficient information and communications technology suite has just been developed in a shared area. The classrooms are well organised to make best use of the space available and to provide attractive areas for a wide variety of activities. The accommodation is very well maintained and provides an attractive learning environment. It is enhanced by high quality displays of pupils' work. The outdoor area for children in the nursery is used daily to provide good quality learning experiences. The grounds have been thoughtfully developed to include trees and areas for planting and further appropriate developments are planned.

98 The standard of financial control and school administration is excellent. The accounting systems and checks are used efficiently and effectively. Adequate and accurate information is available for the headteacher and governors. Administrative tasks are carried out efficiently and the day-to-day organisation of the school is unobtrusive and the school runs smoothly. The secretary provides excellent support for the headteacher and staff enabling them to focus on their work with the children.

99 When children start school in the nursery, the majority do not achieve typical levels for three-year-olds in most areas of learning. Children make good progress throughout the school and by the time they leave at the end of Year 6, almost all pupils attain levels in line with the national expectation and some reach higher levels. Throughout the school, pupils have very good attitudes to learning. Standards of behaviour in the school are very good and pupil's personal development is very good. The quality of teaching is very good. Levels of attendance are satisfactory. Considering the good progress the pupils make throughout the school and the very good quality of education provided, the school is judged to provide very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

100 The educational provision for children under five is very good.

101 There are 66 children under five who are taught either in the nursery or in the reception class. The nursery provides 26 part-time places. Children enter the nursery after their third birthday and attend either the morning or afternoon session. Children transfer to full-time education in the reception class at the beginning of the autumn term if their fifth birthday is between September and February, and in January, if their birthday is between March and August. There is an appropriate induction process, including home visits, a visit to the nursery and an informative nursery leaflet.

102 On entry into the nursery, the overall attainment of the majority of the children is well below the level expected by nationally approved entry assessment for children of this age. The results of the baseline assessment carried out by the school shows that children's attainment in most areas of their development is still below typical levels for four-year-olds. The children, including those with special educational needs make good progress in the nursery and reception classes.

Personal and Social Development

103 On entry to the nursery, the majority of children have very poor personal and social skills. They make good progress but, on transferring to the reception class, many pupils still do not reach the level expected. They continue to make good progress in the reception class and by the time they enter Key Stage 1 the majority reach the levels described by the national desirable learning outcomes for five-year-olds in personal and social development. Children quickly learn to work as part of a group and become increasingly aware that their actions can affect other people. They learn to identify with the feelings of others; for example with the baby bear in the story of 'Goldilocks', and can empathise with people who feel sad or happy. Four-year-olds handle resources with care and show respect for the environment. They are encouraged to take responsibility and enjoy being helpers when tidying away and at milk times. They make independent choices of some of the activities and materials they use, and learn to share the resources. In the outdoor area they learn to cooperate with others when they use a variety of wheeled toys. Positive remarks and praise from staff promote the children's self-esteem and confidence. They make very good progress in this area of learning in both the nursery and the reception class.

Language and Literacy

104 On entry to the nursery, the majority of children have poor language and literacy skills. Approximately one third of the children are very well below expected levels for three-year-olds. At least half of the children find difficulty in making themselves understood, either because of speech difficulties or poor articulation. Children in both nursery and the reception class enjoy stories and are learning to listen attentively. They try hard to express their ideas and feelings when they take part in conversations with the adults or answer questions. They practise their skills in speaking in role-play situations such as the home area and the hairdressers. Music and rhymes enable children to add new words to their vocabulary and practise speaking with a group. Children quickly learn to recognise their own names as they self register at the beginning of the session and attempt to write their names on paintings and drawings. They make good gains in early reading skills when they share books with an adult and then retell the stories using finger puppets and soft toys. Children show an interest in books and handle them with care. A few children in the reception class know some letter sounds and use them to decode simple words. Extensive experience of using mark makers and other small tools and equipment in the nursery helps children to improve their coordination skills and by the time they are in the reception class most hold their pencils correctly and copy their names or trace over letters. Higher attainers in reception are attempting to write their own names independently, copy letters and write simple sentences which they have suggested, under the teacher's writing. By the time children are five they have made significant progress in developing speaking and listening skills and writing skills, and good progress in early reading skills. The very good quality of teaching and the provision of purposeful and stimulating activities make this rate of progress possible.

Mathematics

105 When children start school in the nursery only 20 percent reach typical levels for three-year-olds in the mathematical area of learning. Children practise counting and sorting in their play, for example they set the table in the home area, matching the number of place settings to the number of people and learn about one-to-one correspondence as they tidy resources away by placing them on templates. They learn about number and numerals in playing games and know a variety of number songs and rhymes. The children quickly understand how many are allowed to play in the sand or water at one time and organise themselves accordingly. Children in the nursery compare and match objects for size, shape and colour and can put things in order. They know the difference between large and small, full and empty and use the words accurately. Reception class children know the names of shapes such as triangle, square, circle and rectangle and sing a selection of number rhymes to reinforce concepts. The higher attainers have a good grasp of number order and can write some figures. Their mathematical vocabulary is increasing and they accurately use words such as most, fewest, different and whole. Average attainers count to ten confidently and recognise most of those numbers. Lower attainers count five objects accurately and recognise numbers up to five. They make good progress in both the nursery and the reception class and approximately half reach the levels described by the desirable learning outcomes for five

year olds by the time they transfer to Key Stage 1.

Knowledge and understanding of the world

106 Children's knowledge and understanding of the world is very limited when they start in the nursery. They learn about themselves, their families and their environment. They enjoy looking at photographs of themselves as babies and compare these with how they look now. They explore the properties of sand and water as part of their play and concentrate for significant periods of time when using construction toys. Children use information and communications technology with increasing confidence and the majority use the mouse to locate, drag and drop objects on the screen to create pictures of a face. Children in the reception class talk about where they live and make pictures of their houses with their families inside. They recognise various signs and symbols used in the Catholic faith and design signs of their own to indicate happiness, sadness or their home. Children in both settings develop technological understanding through model making with a variety of tools and materials. For example, they make towers in response to the story of Rapunzel. A based topic on "hands" gives children an awareness of the need for personal hygiene and how hands can be used to show care or anger. Children make good gains in understanding some of the key ideas in this area of learning, and by the time they move into Year 1 they are nearer reaching the targets described by the national desirable learning outcomes for five-year-olds.

Physical Development

107 When children enter the nursery, their physical skills in climbing, running and jumping are well developed, but their coordination in controlling small tools and equipment is poor. By the time they are five, the majority achieve the levels expected by the national desirable learning outcomes for children under five. In the nursery outdoor play area, children improve their control of bicycles and gain an awareness of space and of those around them. They improve their agility and coordination as they travel through tunnels or explore the climbing frame. Children are generally confident when using apparatus. Children in the reception class develop the skills of hopping, jumping and landing and learn to balance on different parts of their body. As they move around the hall, children show good awareness of the use of space and allow others sufficient space. They are beginning to join a series of movements in a simple sequence and are developing their skills in throwing and catching. Children make good progress in using pencils, scissors, crayons and modelling tools in the nursery and the majority control these satisfactorily by the time they reach the reception class.

Creative Development

108 When children start school in the nursery, the majority have had little experience of using their imagination through role-play, picture making or sharing books with an adult. Children make good progress and by the time they are five the majority reach the nationally described levels. They use a variety of media in painting, modelling, collage and model making. Most children use colour well and record things they remember or imagine when they draw or paint. Children develop imaginatively in role-play in the home corner, the hairdresser's shop and in the cooking area. They are imaginative when they use soft toys to re-tell the story of five ducks and a fox. Children in the reception class create messages to send to Rapunzel and send these into her tower written on paper aeroplanes. They learn to hold and play musical instruments correctly when they use them to express their own ideas. Children make good progress in the creative area of learning and derive great pleasure from the imaginative experiences provided.

109 The children respond well to the strong Christian ethos of the school that underpins all teaching and learning and places an emphasis on caring for each other, good behaviour and a mutual respect between children and teachers. Children behave well and work hard. They are confident in the mathematical area of learning in oral sessions, interact well with each other and their teachers in their play and take pride in their paintings and models.

110 The quality of teaching is very good in all areas of learning. Teachers foster children's personal and social development at every opportunity and promote speaking and listening skills very well by modelling the

language as they join in the children's play or share books with them. The adults have high expectations of the children's behaviour and ensure that the children know what is acceptable and unacceptable behaviour. Adults use every opportunity to develop children's numeracy skills for example, at register time, giving out and collecting apparatus, in music sessions and in physical activities. Carefully planned lessons and effective use of assessment ensure that each child makes good progress. Tasks are well matched to individuals and groups. The learning activities are stimulating and relevant and indicate the staff's very good knowledge and understanding of the age group. For example, having heard the story of Kipper's party, children made his cake, sent out invitations and created colourful party hats. Adults interact and intervene in the children's learning very effectively and maintain a lively pace of learning.

111 The children benefit from the very good quality of the curriculum. Very good and effective liaison between all early years staff ensures continuity and progression in the delivery of the six areas of learning. The staff meet regularly and, together with the headteacher, they work as a mutually supportive team for the benefit of the children. Parents are always welcome and some help in school. Assessment is thorough and individual pupils' profiles are comprehensive and updated regularly. A formal report is sent to parents annually and there are opportunities for informal and formal meetings for parents throughout the year. The indoor accommodation is good and learning resources are plentiful. The classrooms are enhanced by attractive displays of the children's work which are used very effectively to value children's efforts. The nursery children benefit from the provision of an outdoor play area but no such area is available for the children in the reception class; this is a shortcoming in the provision.

112 During the inspection an initiative, started by the local Adult Education Group to involve parents in their children's learning, took place. Parents were invited into school to hear from nursery staff how parents could support their children's numeracy activities and link these with the children's work in music. A professional musician played the guitar and children and parents joined together to sing a range of number rhymes and songs with actions and to work imaginatively. Almost all areas of learning were integrated in this very worthwhile session and the pupils' creative, mathematical and personal and social development were greatly enriched.

113 On entry into the nursery, parents provide information for a baseline profile, "This is me". This includes details of the child's interests, experiences, knowledge and behaviour. This profile is used throughout nursery and reception and includes targets, decided by parent and teacher, which the child can work towards both at school and at home. Children are assessed using a local education authority's baseline assessment test during their first half term in the reception class. These assessments provide useful information against which children's progress is measured. Children with special educational needs are identified early and are given appropriate support.

ENGLISH, MATHEMATICS AND SCIENCE

English

114 The proportion of pupils at the age of seven who gained level 2 and above in reading in the 1998 end of Key Stage 1 standard tests was below the national average but above in comparison with similar schools. Writing levels were close to the national average but above the levels gained in similar schools. In 1999 the recorded levels were similar to 1998. Over the last four years, standards in writing have improved and reading standards have remained roughly the same.

115 At the age of eleven the proportion of pupils who gained level 4 and above in English tests in 1998 was well above the national average. Nearly a quarter of the pupils attained the higher level 5. This was above the national average. In 1999 the school maintained its high levels of attainment in English tests and over the last four years standards have consistently improved from below to above the national average.

116 In lessons and in the work scrutinised, pupils' attainment in reading and writing at the end of Key Stage

1 (age 7) is just below that expected nationally and at the end of Key Stage 2 (age 11) standards in English are in line with the national average. There is a higher proportion of pupils with special educational needs in the present Year 2 and in Year 6 than in 1999. As a result, it is likely that fewer pupils will reach average levels in the end of key stage tests for the year 2000.

117 Pupils enter the school with poor skills in literacy. Despite good progress in the nursery and reception classes, the majority still do not reach the levels expected nationally for five-year-olds when they begin Key Stage 1. In speaking and listening they are generally below that expected nationally. They take longer to learn the basic skills of reading and writing. Considering this low base, most pupils, including those with special educational needs, make good progress over time in Key Stage 1. In Key Stage 2 many pupils make very good progress over time. In lessons most pupils make good progress and sometimes exceed the learning intentions of the lesson. The best progress is in reading and writing. Boys are less successful in the tests than girls but progress in lessons is not significantly different.

118 Pupils of all ages listen well. In Key Stage 1, pupils talk about the stories that they hear and retell incidents when prompted by the teacher. Most pupils only use single word answers or short sentences. They lack a secure knowledge of a range of vocabulary. In Key Stage 2, despite teachers working hard to develop pupils' knowledge of technical terms and to create variety in speaking, many pupils are reluctant or lack confidence to speak at length. Year 6 pupils had the opportunity to prepare scripts based on a visit they had made in geography. Their delivery of these was competent but did not extend to holding discussions with the rest of the class. In group work they perform much better than in front of the class as a whole. There are insufficient opportunities for pupils to engage in activities such as drama, role-play and debate in order to develop their ideas orally. Speaking still remains a relative weakness as it was at the last inspection and this was also revealed in the assessments at Key Stage 1.

119 The school has put a lot of effort into raising reading standards. Pupils now make good progress in reading by the time they reach the age of eleven. They quickly learn to read in Key Stage 1 and by the age of seven the majority of pupils are attaining average levels. The 'Better Reading Partnership' and the good supply of fiction, both reading scheme books and supplementary programmes, contribute significantly to this improvement over time.

120 Most pupils enjoy reading and build up a good understanding of how to decode new words using a variety of methods, such as looking for clues in the pictures, seeing the context or applying their knowledge of phonics. In Key Stage 1 pupils usually relate the main points in a story. Higher attaining pupils are able to find books independently in the library to add to their knowledge of the stories they are reading. For instance, some found pictures of wolves and related facts about them after they had read 'Little Red Riding Hood.' From an early age they learn how books are constructed and know some of the terms used like 'index, glossary, logo, author and illustrator.' They develop their research skills in English and in other subjects, such as geography and history in Key Stage 2, but pupils rarely use the non-fiction library in their topic work. Most pupils read accurately and expressively given time to practise. They attain standards at least in line with expectations.

121 In writing, pupils make good progress throughout the school. In Key Stage 1 they learn about different parts of speech and some successfully used a variety of powerful verbs in their descriptive writing. Standards in spelling are satisfactory and pupils make good use of their knowledge of phonics. By the end of the key stage, pupils use their word banks to check on simple words that they use regularly. Handwriting develops well. In Key Stage 2, progress in writing is good and for the few higher attaining pupils in the older classes it is very good. Pupils understand the use of the apostrophe and apply their knowledge of speech marks when necessary in their stories. Some pupils had transcribed facts for their biographies in a lively, personal style adapting source materials, such as notes, diary accounts and time lines. Spelling is more often than not accurate, and handwriting and the presentation of work generally are good.

122 Pupils have good attitudes to English even though some pupils in Key Stage 1 and the younger ones in Key Stage 2 occasionally are rather boisterous and over-enthusiastic. They all enjoy sharing their work with the class and with adults. They try hard in their reading to be expressive. Pupils like the stories and poems they

hear in the literacy hour and are prepared to contribute to discussions but are often limited by their limited vocabulary and knowledge of more complex sentence structures. Pupils with special educational needs make a good contribution to whole class sessions. Older pupils particularly have good attitudes to work. They are learning to show greater independence but need more confidence in oral work. The good teaching motivates them and they respond positively.

123 The quality of the teaching is consistently good and often better in both key stages. It is often very good and occasionally outstanding, especially in Key Stage 2. Teachers have adopted the lessons of the literacy strategy and bring a rigorous and lively pace to all classes. They have established good rapport with the pupils. Teachers' expectations are high and pupils expect to work hard. They often continue into break or lunchtime. Many make good progress as a result of the challenges they are faced with. Teachers mark work regularly and clearly, and their assessments of pupils are accurate. Teachers keep a close check on the progress that pupils make and set relevant follow-up work. For instance, they know that many pupils need to broaden their vocabulary and they consciously ensure that their direct teaching brings pupils into contact with new words and phrases. In order to raise standards of teaching even higher more use could be made of the non-fiction library and information and communications technology in topic work. In a few lessons, the variety of activities provided for pupils with special educational needs is limited.

124 English is well planned and well coordinated. Resources are good and support the school's drive to improve standards. The school has introduced the literacy hour sensibly and all literacy sessions are effective. In design and technology and in geography the teachers make good connections between the language used in these subjects and pupils' experiences during the literacy hour. For example, practical discussions in these subjects are helping pupils to gain more confidence in presenting their ideas to the class.

125 Since the last inspection, the quality of teaching has improved particularly in the challenge given to most pupils. Some progress has been made in pupils' listening skills. Speaking skills are still a weakness even though the school has provided more opportunities for pupils to be involved in activities such as drama and role-play.

Mathematics

126 The 1998 tests show that attainment at seven years old is below the national average. Results from 1999, show an improvement in the percentage of pupils reaching the levels expected nationally at Level 2. This matches the standards found by the inspectors. At Key Stage 2, the results of the 1998 tests show pupils attainment to be broadly in with national averages when compared to all schools and well above average when compared to similar schools. Results in 1999 show a slight increase in the percentage of pupils reaching the levels expected nationally for eleven-year-olds. There has been a steady improvement in standards at the end of both key stages over the last three years.

127 Pupils' attainment at the end of Key Stage 1 is broadly in line with national expectations. Pupils are beginning to understand the place value of each digit, and order numbers to 100. They develop strategies to calculate mentally; for example when adding 9 they add 10 and subtract 1. Many pupils know their number bonds to 15. They can undertake money calculations, both adding a list of items as if they were shopping and subtracting to determine the amount of change. They are extending their mathematical vocabulary so that when they encounter a problem which uses the words such as total, plus or altogether they recognise the need to add.

128 By the end of Key Stage 2, pupils reach the national expectations for eleven-year-olds. Year 6 pupils have a sound understanding of place value and use addition, subtraction, multiplication and division with numbers to 1000. They use a range of mental strategies to solve problems and calculate using decimals and fractions, including problems related to money and length. Pupils know and understand the terms 'numerator' and 'denominator'. They undertake problems which involve interesting calculations to find the distance between various European cities. They read and interpret information displayed on a bar graph. Pupils present information and results clearly and give sensible reasons for their chosen method. They are beginning to be able

to identify trends through looking at graphs and use the correct mathematical vocabulary for example, axis, frequency and range and can calculate the mode.

129 Pupils' progress is good in both key stages with some examples of very good progress in Key Stage 2. The youngest Key Stage 1 pupils identify shapes that will and will not roll and they are beginning to use words such as 'corners', 'faces' and 'sides' when describing 2 dimensional shapes. They say which is the longer or shorter object. They recognise odd and even numbers and higher attaining pupils double numbers up to 20 using practical apparatus. A minority of pupils has difficulty in correctly forming the numerals but understand one-to-one correspondence in a practical situation. In lower Key Stage 2 pupils use standard measure such as centimetres and can find the perimeters of simple shapes and present the information clearly within tables. They know the relationship between different measurements of length. They are gradually tackling more complex number calculations for example, they calculate the difference in temperature when negative numbers are involved. Pupils in upper Key Stage 2 work with much larger numbers, and develop strategies to undertake calculations. For instance, when they are required to multiply 23 by 5, they know that it is the same as 20 multiplied by 5 added to 3 multiplied by 5. They learn about probability and ratio.

130 Attitudes throughout the school are positive; pupils enjoy mathematics. They concentrate and persevere, particularly with practical tasks. They record their work neatly and with increasing care. They co-operate and work well together. Pupils take turns and share learning resources mostly taking equal responsibility. Relationships in all the classrooms are very good.

131 The quality of teaching in Key Stage 1 is good overall. Teachers' planning identifies learning objectives but sometimes these are insufficiently specific. For example, in one lesson the learning objective is 'to use mathematical language' but the exact words the pupil should learn to use are not specified. Although the teachers' description of a square is correct when it is stated that a square has four corners and four sides, it is insufficiently precise because it is not stated that the sides are of equal length. Teachers' relationships with pupils are good and there is a good use of practical apparatus to support learning. The quality of teaching in Key Stage 2 is very good overall. Teachers use good questioning techniques to probe knowledge and develop understanding. Tasks are well structured and differentiated allowing all pupils, including those with special educational needs, to work at an appropriate but challenging level. Teachers use a variety of strategies including direct teaching, question and answer sessions, independent activities and whole class discussion in which the learning objectives are reinforced. Teachers' management of behaviour is very good.

132 Mathematics is used well to support other subjects. For example, in Year 6 data collection is relevant to the geographical study of the river, and in English a time line is used while considering autobiographies. Pupils work with co-ordinates in geography.

133 The curriculum provision is good. The National Numeracy Strategy is being introduced this term and is very well planned and resourced. The co-ordinator is effective in supporting staff and monitoring the curriculum. Currently she monitors the planning and has been pivotal in the introduction of the current planning format. The school has allocated time for classroom observation now the national guidance is in place. There are plans to evaluate this new strategy throughout the coming year and the school is already aware of some improvements they wish to make, particularly the need to focus on checking learning outcomes during the plenary sessions. Assessment procedures are good. There is a whole school format and assessment tasks are undertaken at the end of each unit, but there is some inconsistency in this practice. Analyses of test results are undertaken and inform developments in teaching and learning effectively. Homework is given regularly and, with encouragement from the staff, the majority of pupils undertake the tasks and this makes a positive contribution to their progress.

Science

134 Results of the 1998 teacher assessment show attainment at the end of Key Stage 1 to be below the national average. Results show improved in 1999. This is confirmed by the inspection findings. At Key Stage 2

the results of the 1998 tests show pupils attainment to be well above the national average. Results in 1999 indicate similar attainment. There are a greater number of pupils with special educational needs in the current cohort but the majority of pupils reach the levels expected nationally.

135 By the end of Key Stage 1 pupils know that humans need food and water to stay alive and recognise the need to eat a variety of food in order to stay healthy. They classify food into different categories; fruit and vegetables, proteins, and food containing lots of sugar, and record the information appropriately. They undertake a survey on the food eaten for breakfast and present the data on a block graph. They can identify the different uses of water. They further develop their scientific skills by identifying similarities and differences between babies and toddlers and are able to describe how they are looked after. They know that medicines can cure some illnesses but also that they are dangerous.

136 By the end of Key Stage 2, pupils remember the differences between physical and chemical change. They are able to describe the conditions which would be needed to ensure that an investigation involved a fair test. Pupils understand that food chains show feeding relationships in an ecosystem and those food chains start with a green plant. They know how plants make their own food using sunlight, water and nutrients. They have an appropriate scientific vocabulary and can use words such as 'predator', 'carnivore', and 'melt' correctly.

137 Pupils make good progress at Key Stage 1. In Year 1, pupils learn about forces through first hand practical investigations and they know that pushes and pulls make things move or stop. They observe the similarities and differences between the movements of different objects and begin to be aware of dangers by recognising risks to themselves from moving objects. Pupils in Year 2 continue to develop their understanding of hazards when they learn about the dangers and benefits of medicines and how they must be stored securely so that they cannot be taken by mistake. While learning the dangers of drinking or eating anything from an unmarked bottle or unknown source, pupils have opportunities to meet with medical professionals to ask and answer questions. They learn that household objects such as bleach and disinfectant should be stored out of the reach of young children

138 Pupils' progress at Key Stage 2 is good and there are some examples of very good progress. Pupils continue to develop their understanding of health; learning the names and specific functions of their teeth and, through discussions with a dental nurse, they find out what damages teeth and how to keep them healthy. They investigate materials to find which conduct electricity and which can be used as insulators. They realise why electric wires have a central metal part and are covered in plastic allowing the electricity to pass through the centre while the outside remains safe to touch. Older pupils are able to make sensible predictions and give explanations for decision. They describe the composition of solids and have an increasing technical vocabulary. Pupils learn about the shape of the earth and its size and distance from the sun and moon. Using practical everyday objects they relate the size of the earth to a pea, the moon to a bead and the sun to a beach ball. They identify that a food chain from the local environment might include a plant, greenfly, ladybird, spider, bird and cat and can find similar chains in areas such as marshes.

139 Pupils have positive attitudes to their work. They listen attentively to their teachers and to each other and co-operate well on group tasks, sharing equipment and materials effectively. They are encouraged to be curious and to ask questions. By the end of Key Stage 2 they have a good understanding of scientific procedures and work systematically. They take a pride in presenting their work carefully.

140 The quality of teaching is never less than good and in 50 percent of lessons at Key Stage 2 is very good or excellent. Teachers' subject knowledge and understanding are good; they have high expectations and they plan very effectively. There is an appropriate emphasis on practical investigation and the topics are presented in a way which stimulates enthusiasm and enjoyment. Resources are well chosen, efficiently organised and used effectively to promote knowledge and understanding. For example, a visit from a nurse is used very effectively. Pupils are always well managed and a brisk pace of learning is maintained. Opportunities are taken to revise and consolidate previous learning and there is effective drawing together of the main points at the end of the lesson. Teachers use questioning effectively to probe and develop pupils' understanding. Good use is made of a variety of assessment techniques to determine pupils' knowledge and understanding at the end of each unit of

learning.

141 The co-ordinator has a very good knowledge and understanding of the subject and is able to support and guide other members of staff very effectively. The scheme of work follows national guidance and has been adapted to meet the school organisation very well. Long and medium term planning is very good. The systems for monitoring planning and teaching are effective in ensuring that the curriculum is covered and there is a good range of resources which are readily accessible to staff and are used efficiently. Appropriate attention is given to safe working practices. Educational visits, such as those to the River Tees, give pupils opportunities to experience different habitats and to see how science is applied in real situations.

OTHER SUBJECTS

Information and communications technology

142 Attainment meets the national expectations by the end of both key stages. Throughout the school, pupils develop the skills required to communicate information and handle data and use some control technology although this is currently less well developed. Recently, the school has upgraded its resources and accommodation and this is having a very positive impact on pupils' attainment and progress.

143 By the end of Year 2, pupils use a word processor appropriately to refine the text using the cursor and space bar and are gaining confidence in using the mouse. They can store their work on the computer. By the end of Key Stage 2, pupils have very good mouse control. They can insert text, pictures and graphs and store and retrieve their work on the computer. They gather and prepare information for a database. They use a digital camera and insert the photographic products in the text.

144 Pupils make good progress at both key stages. Year 1 pupils learn to log on to the computer by inserting a password. They practise copying a sentence using the keyboard functions for capital letters, spaces between words, and to delete mistakes. In Year 3 pupils develop skills in using the program 'Word Art' as a design effect. They learn to import pictures, change their size and position and add text to create a poster. Year 4 pupils learn to use the tool bar to make a table to record information, selecting the size and font of the text and changing the size of the table to meet their individual requirements. Year 5 pupils improve their controlling, modelling and monitoring skills learning the limitations and differences between 'object-based' programs in which they are given shapes and graphics and those such as 'paint' in which they freely create their own designs. Pupils learn that object based programs are used in industry, for example while designing a kitchen. They practise drawing simple shapes using tools for straight and curved lines. In Year 6 pupils learn to import photographs taken with a digital camera and use a wide range of tools to present their work in a new format such as a flier advertising a river trip.

145 Pupils' attitudes to information and communication technology are very positive. They are keen to use computers and are confident in tackling the challenges they are set. They work well together with a good degree of co-operation and mutual support. Behaviour is always good. They remain on task throughout the session and are keen to complete the activity.

146 The quality of teaching is very good overall. Teachers have good subject knowledge. They plan lessons very thoroughly and well. They use the accommodation and resources, particularly the interactive whiteboard, very effectively. The facilities allow teachers to start each session with direct teaching covering the learning objectives of the session and then there are sufficient computers for the pupils to have the opportunity to practise, this is having a very good impact on pupils' progress. The tasks they set are challenging and well structured. For example, the youngest pupils are expected to log on for themselves, then they are provided with a good incentive to write sentences and given support in recognising lower and upper case letters. Throughout the school, teachers' interaction with individuals and small groups is very good. Teachers use questions effectively to assess pupils' knowledge and understanding and challenge pupils well by allowing them

independence to try out new ideas for themselves. Relationships are very good. In lessons in upper Key Stage 2 relationships are sometimes excellent and teachers very successfully promote pupils' confidence and self-esteem.

147 The co-ordinator provides good leadership for the subject. She supports staff, developing their confidence and expertise. The scheme of work follows national guidance and there are good systems for assessing and recording pupil progress. The newly organised accommodation and resources are being used well and are having a great impact on the provision made by the school. The quality of teaching and the quality and quantity of resources is an indication of the good potential for further improvement in standards.

Art

148 It was not possible to observe any art lessons so judgements are based on pupils' work and informal discussions with them, teachers' planning and a discussion with the headteacher.

149 Pupils make satisfactory progress throughout the school. They use a range of materials to record what they see and what they remember or imagine. Pupils in Key Stage 1 draw and paint to illustrate the stories they hear and events they remember. For example, Year 2 pupils have illustrated the story of a cloak that they were told in a dance lesson. Their work is detailed and they have taken care to produce good quality pictures.

150 Pupils in Key Stage 2 have used paint to create self-portraits. They place their drawing well on the paper and notice some detail of skin tone and eye and hair colour. In some classes pupils create self-portraits using felt tip pens on a very small scale. These demonstrate the pupils' good control over the materials. Portraits of Henry the Eighth and his wives are attractively produced using a range of collage materials. Pupils have chosen appropriate materials and used them well to enhance the portraits. Collage is also used in Year 5 to display information about the pupils' study of 'Space' in science lessons. Pencil crayons are used sensitively to illustrate the 'Joyful, Sorrowful and Glorious Mysteries' which pupils have studied in religious education lessons. Year 6 pupils demonstrate good observational skills in large-scale line drawings of a group of plants. Some of these drawings capture the structure and characteristics of the plants very well. Pupils in Key Stage 2 study the work of Western European artists such as those of the Impressionist School. Their paintings show a satisfactory understanding of the key features of these artists' work.

151 Pupils have very positive attitudes to the subject and talk about the work they have done with enthusiasm. They take care with their work and are proud of the finished results. Pupils' work is valued in attractive displays throughout the school and they take pride in these. The subject makes a good contribution to pupils' personal development and self esteem.

152 The curriculum provides pupils with opportunities to use a variety of materials and tools for a range of purposes and to consider the work of other artists. Art is a low priority on the timetables throughout the school but it is used very well to support pupils' learning in other subjects. The school is awaiting the Curriculum 2000 to review the provision and to create a new policy and scheme of work. There are plenty of resources of good quality and these are efficiently stored and readily accessible to teachers and pupils.

Design and technology

153 Judgements about pupils' progress are based on a few lessons, pupils' work, informal discussions with some pupils, an examination of teachers' planning and discussion with the headteacher.

154 Pupils in both key stages make good progress. At Key Stage 1, pupils in Year 1 learn to use simple materials such as paper, card and fabric, and fixing techniques such as glue and paper fasteners. They learn how to make parallel slits in a piece of card and then to insert another strip of card, which slides from side-to-

side, or up and down. They decorate these with a character to illustrate the rhymes they have written. Pupils in Year 2, who are involved in a 'Literacy through Design' project, examine objects such as a bottle crusher and a can crusher. They examine them carefully and are then able to make sensible suggestions as to how they work and what they might be used for. They make gains in knowledge and understanding of good design and learn appropriate vocabulary to discuss and evaluate the objects.

155 At Key Stage 2, pupils' skills and understanding are extended. Pupils in the Year 4 and 5 class learn how to use levers and linkages in order to make simple pop-up books. They are taught several techniques and then are given plenty of time to experiment with their ideas and perfect the process. They evaluate their designs and suggest how they might be improved. Pupils in Year 5 pupils have investigated biscuits, their ingredients and packaging. They evaluate the biscuits in terms of texture, taste and appearance and present their judgements in a diagram. They make appropriate suggestions for improving the biscuits.

156 Pupils have very positive attitudes to learning. They listen attentively to the teacher and concentrate and persevere with the tasks they are given. Pupils respond well to challenges such as, 'Can you make the cow jump over the moon when you make a pop-up book?' and are absorbed by the task. Pupils at both key stages behave very well, share the materials without argument and collaborate well in pairs and small groups. When pupils in the Year 4 and 5 class evaluate one another's work they make sensitive and helpful comments and suggestions.

157 The quality of teaching is very good. Clear objectives for teaching and learning focus on developing pupils' skills and their understanding of the design process. There is a good balance between direct teaching and opportunities for pupils to try out their own ideas and evaluate them. The teachers have very good rapport with pupils, ask questions that challenge their thinking, and provide feedback that both motivates and corrects any misconceptions.

158 The school has recently adopted a national scheme of work for the subject. The staff have made a good start in basing their plans on this scheme and plans are useful and provide continuity and progression of learning. The coordinator has plans to develop the scheme further and values the support provided by the local education authority's adviser. Good use is made of opportunities to develop pupils' literacy skills within design and technology lessons. The curriculum makes a good contribution to pupils' spiritual and social development because pupils are provided with opportunities to value one another's ideas and to cooperate and collaborate in pairs and small groups.

159 Resources have been enhanced since the last inspection and there is now a good range of materials and tools which are very efficiently stored in an appropriate shared area of the school.

160 The 'Literacy through Design Project', funded by the Education Action Zone and started this term, is already having a positive impact on pupils' skills in literacy and on their understanding of the features of good design. For example, Year 2 pupils of all levels of attainment were eager to write about what they had observed and felt when they examined the products. They added new words to their vocabulary and gained confidence in speaking about their ideas to the class.

Geography

161 Only a few lessons were seen in geography and judgements about progress are based on the evidence of pupils' work, discussions with them and with their teachers. The school has adopted the scheme of work for geography provided by the Qualifications and Curriculum Agency.

162 Pupils make good progress throughout both key stages. Pupils with special educational needs also make good progress throughout the school. In Key Stage 1, young pupils have visited the library and can follow a map of the route. All have written their own addresses. Some have written about where they have been on holiday for Barnaby Bear's scrapbook. Pupils in Year 2 enjoy reading about 'Katie Morag's Island Home' and

have learned several geographical terms from the stories. They know about ferryboats and listed a range of other forms of transport. Higher attaining pupils can describe accurately what a pier is. Most pupils are aware of the major differences between living on an island and on the mainland.

163 In Key Stage 2, pupils have studied the continents and can locate the major areas accurately. Field trips to the River Tees have helped them to understand about local industries as well as the major formations of rivers. They describe a river's source and its tributaries and such specific terms such as the Tees Barrage and explain what a meander is. The school is developing pupils' literacy skills by encouraging them to rewrite a local leaflet advertising river visits. This has given them a real audience for their work. Pupils are also rehearsing reports based on their visit to deliver to the whole class. Within the constraints of time the coverage of the curriculum is good and is further extended by a good supply of resources and outside visits. As yet the subject does not greatly improve pupils' awareness of other cultures and lands apart from some limited study of parts of India.

164 It was not possible to judge the quality of teaching but most teachers plan carefully and are following the scheme of work. Some very well-presented displays in classrooms in both key stages provide an effective stimulus for pupils' learning. For example, there is a three-dimensional representation of the River Tees, supplemented by clear aerial photographs, which gives pupils a clear idea of the major features of rivers and waterways. Teachers monitor the subject by looking at planning together and by a brief scrutiny of the work completed by pupils. This is adequate given the time available. The school has managed to maintain good standards since the last inspection where no issues were identified.

History

165 Few lessons were observed during the inspection period, so evidence has also been drawn from examining pupils' work and talking to pupils and teachers.

166 All pupils, including those with special educational needs, make good progress throughout both key stages. They recall previous learning and relate their knowledge and understanding to their current work. They have an increasing understanding of how children lived in the past including types of homes, schools and their living conditions.

167 In Key Stage 1, pupils develop an awareness of the past and a sense of chronology, and are beginning to find answers to questions about the past from sources of information, for example, photographs, artefacts and pictures. They develop some idea of the language of history and time and use expressions such as "then", "old", "before", "long ago" and "now". For example, when studying toys they are able to identify why their toys are different from those in the past and express their reasons for liking or disliking them. For example, "I like it because you can turn the head round". They record their findings appropriately. Pupils in Year 2 enjoy discovering about objects in the past, try to identify them and record their findings. For example, when given curling tongs, one child wrote, "I think my object is very old. It is made of metal. I think it is for my hair."

168 In Key Stage 2, pupils have a good understanding of how people lived in Tudor and Victorian times. They deduce from pictures of how people dressed, whether they were rich or poor, and write about their discoveries. They have a good knowledge of the Tudor family tree and write knowledgeably about Henry VIII, his reign and his reasons for marrying six wives. Through their study of the Victorian era, pupils learn how children lived and consider how different life was in their own locality at that time compared with life today. For example, pupils study and compare the differences between school days in Victorian times and their own school days. They sift evidence from primary sources, for example, photographs and documents, and enjoy studying a census form and handling artefacts. They differentiate between the lives of rich and poor children and find out about famous Victorians such as Dr Barnardo and Lord Shaftesbury and their attitudes towards children. By the end of Key Stage 2, pupils understand the difference between fact and opinion and have developed good research skills. For example, in their study of Greek pottery, Year 6 pupils date the pottery by its colour and find out about everyday life at that time. They make informed choices concerned with living in

Athens or Sparta and discuss sensibly the reasons for their choice. They have a good knowledge of vocabulary and names of places relating to the subject, locate Greece on a map and Ancient Greece on a time-line showing an understanding of BC and AD.

169 Pupils' response is good. They show enjoyment and interest in the lessons and handle artefacts with care. Their work in books and worksheets is well presented and the effective displays around school concerned with the Tudors, Victorians and Greeks are of a high standard. Pupils in Key Stage 2 work collaboratively and are keen to participate in class discussion and practical activities. Pupils in both key stages show initiative and pride when explaining their work and objects on display. Behaviour is very good.

170 The quality of teaching is good throughout the school, but is particularly effective towards the end of Key Stage 2. The planning is focused, detailed and effective and the pace of work appropriate for the age groups. Teachers' knowledge and understanding of the subject is good and their expectations are high. Work is well matched to pupils' attainment. Lessons are a mixture of story, research, discussion and activities. These activities are wide ranging and include both factual and imaginative work, for example, interviewing and talking to people who remember the past and role play.

171 The curriculum provides systematic progression and continuity of pupils' learning from year-to-year. The quality of long and medium term planning is good. Day-to-day assessment is satisfactory but the recording of pupils' work is not consistent. The coordinator examines samples of pupils' work and the staff discuss the progress pupils' make but there have been no opportunities for the coordinator to carry out classroom observations. The curriculum is enhanced by many cross-curricular links, for example, in music and literacy where pupils read about Oliver Twist and listen to excerpts from the musical "Oliver". Visits are made to museums and other local places of interest and these visits support pupils' understanding and knowledge of the past. The key skills of speaking, listening and writing are developed well through pupils' work in history.

172 Resources are good, particularly the large collection of interesting and informative books, for research.

Music

173 By the end of Key Stage 1, pupils attain levels that are in line with national expectations. By the end of Key Stage 2 they attain levels above expectation.

174 A specialist teaches music to all pupils. Each class receives one half-hour lesson each week; in addition pupils have the opportunity to join a recorder group. Class teachers give support in the music lessons and follow up the work in the classrooms where necessary; for example, in helping to prepare for performances at assemblies. There is provision from the Education Action Zone for classes in violin and guitar. The previous inspection, in June 1996, indicated that there was no evidence of composition, and that Attainment Target 2, listening and appraising, was not well covered. These areas have been addressed successfully.

175 Pupils in Key Stage 1, clap simple rhythms accurately and are developing a good understanding of pitch. They play untuned percussion instruments correctly and respond appropriately to changes in tempo. By the end of Key Stage 1, pupils recognise the accent beat of the bar when counting the pulse of a tune, play some tuned percussion instruments accurately and follow notation when singing songs. They sing many songs from memory and particularly enjoy performing action songs; for example, "There was a princess". Their singing sometimes lacks good phrasing, but shows an understanding of dynamics and is always enthusiastic.

176 In Key Stage 2, pupils sing tunefully and with clear diction. They learn a variety of songs from different cultures and in different styles. Their listening skills are developing well. They are able to sing rounds and keep to their own melodies when singing a variety of musical phrases simultaneously. For example, in a lesson illustrating Victorian street cries, pupils were able to move around the room and sing their own phrase confidently, making a harmonious sound. By the end of Key Stage 2, pupils recognise phrases played on the

xylophone or glockenspiel and, having been given the opening note, can reproduce the phrases on their own instruments with mostly accurate pitch and rhythm. They are learning to read music in the treble clef and to produce their own instrumental compositions. Their recorder playing is good and pupils listen to, and play, a wide range of music by many different composers.

177 Pupils make good progress throughout both key stages. They increase their knowledge and understanding in all aspects of the subject. Pupils' progress is enhanced by their involvement in music workshops with other schools and the opportunities to perform in several music festivals, where they have met with much success. Pupils enjoy performing and do so with increasing confidence and skill. There are many effective cross curricular links; for example in history, where pupils compose street cries to illustrate life in Victorian times and to create a dramatic scene.

178 Pupils' response to music is good. Pupils in Key Stage 1 work enthusiastically and enjoy role-play in their songs. They listen carefully to individual and group performances and take a pride in each other's achievements. Key Stage 2 pupils collaborate well in pairs or small groups when composing tunes. They are learning to listen discriminately and evaluate each other's performances effectively. They are sensitive to moods in music for example, when singing the story of "Bessie the Black Cat".

179 The quality of teaching in both key stages is good. Lessons are well prepared and long term planning covers the programmes of study. The specialist teacher has good knowledge and understanding. Her enthusiasm for the subject is infectious and the pupils respond accordingly. The curriculum is enhanced by extra curricular music activities such as the successful recorder workshop and pupils' participation in music festivals. This is possible only because of the music teacher. Class teachers liaise well with the music teacher and actively support pupils' music making. Information and communications technology has not yet been included in the music scheme of work.

180 Resources are sufficient and used well. Some instruments are worn and need to be replaced, for example tambourines. There are few opportunities for pupils to use keyboards to enrich and extend their increasing skills in musical composition.

Physical Education

181 Most of the lessons observed were games lessons.

182 Pupils, including those with special educational needs, make good progress throughout the school. At Key Stage 1, pupils learn how to make use of the space in the hall while being aware of others. They move safely and with good control, even at speed. The majority of pupils in Year 1 throw and catch a beanbag accurately when they work individually. By Year 3, most pupils bounce and control a large ball with one hand as they move around the hall. Teachers' plans show that they have made good progress in gaining control over the ball during the term. Pupils in Year 4 throw and catch a netball with increasing accuracy when they work in pairs. The majority perform a 'chest pass' correctly. In Year 6, most pupils dodge and weave showing good control. They use chest and bounce passes when they work as part of a team. In a dance lesson, pupils in Year 2 perform a simple sequence to tell a story. They have chosen music to create the mood of the different elements of the story and respond appropriately in their movement and facial expression. Pupils make satisfactory progress in improving and refining their performance during the lesson.

183 Pupils learn to swim at Key Stage 2. Lessons for pupils in Year 3, Year 4 and Year 6 were observed. The pupils made good progress in the lesson and make good progress over time. Many pupils are complete beginners when they start to learn to swim in Year 3. By the time they reach the end of Key Stage 2 pupils swim with confidence for at least 25 metres using a variety of strokes on the front and on the back. By the end of Year 6 they attain the standards expected nationally.

184 Pupils have very positive attitudes and they work hard in the lessons. For example, Key Stage 2 pupils at the swimming pool listen attentively to the teachers' instructions and explanations and respond promptly. They observe the safety rules well. Pupils are keen to accept challenges and work energetically to achieve them. Behaviour in lessons is generally very good and pupils work in pairs and teams without argument. Older pupils are competitive, but not aggressively so.

185 The quality of teaching is good overall. Teachers have at least satisfactory subject knowledge and understanding which they use to observe and analyse pupils' performance and point out how they might improve. Teachers make very good use of the scheme of work to plan their lessons. Each lesson has clear learning objectives and gives pupils sufficient time to practise and improve. Over time, a good balance of activities is achieved. Good use is made of teacher and pupils' demonstration to influence the quality of performance of the class. However, insufficient opportunities are created for pupils to evaluate the performance of others or to evaluate their own performance and set targets for improvement. Teachers make good use of individual, paired and small group activities in lessons that enable pupils to improve their skills. For example, in a Year 6 lesson pupils worked individually to warm up, in pairs to practise dodging and weaving and as part of a team to practise throwing and catching skills.

186 The curriculum is based on a local education authority scheme that provides very good guidance for teachers and promotes pupils' progress in gymnastics, dance, games and athletics. The teachers use it very well, adapting the lessons to the rate of pupils' progress. Swimming lessons are provided for pupils in Key Stage 2 and the school's approach ensures that pupils get every opportunity to reach the minimum required standard. The curriculum for pupils in Key Stage 2 is further enhanced by after school clubs for netball and football. Pupils are taught safe handling of equipment and are aware of safety rules in lessons.

187 There are sufficient learning resources of good quality. The hall is of a good size and there is plenty of space outdoors for games lessons. The caretaker works very hard to ensure that the outdoor area is safe for physical education lessons by removing dangers introduced by vandalism. The school has appropriately identified the need to enhance the stack of recorded music to support the scheme of work for dance.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

188 A team of 5 inspectors carried out the inspection over a period of 4 days. The team:

- observed 64 lessons or parts of lessons;
- listened to pupils in each year group read;
- scrutinised samples of pupils' work;
- talked to groups of pupils about their work;
- examined the school's register of special educational needs and pupils' individual education plans;
- discussed aspects of their work and school life with the pupils;
- attended collective worship;
- observed out of school clubs;
- examined the current school development plan and school policy documents;
- studied teachers' planning and pupils' records;
- interviewed the headteacher, staff and members of the governing body;
- analysed the school's budget;
- checked the attendance registers and observed the daily registration of children;
- examined the school's Annual Reports to Parents.

- held a meeting prior to the inspection which 9 parents attended;
- analysed the responses in 54 completed questionnaires returned by parents;

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	178	1	42	93
Nursery Unit	19	0	1	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

9.4

Number of pupils per qualified teacher

19

Education support staff (YR - Y6)

Total number of education support staff

3

Total aggregate hours worked each week

78

Qualified teachers (Nursery unit)

Total number of qualified teachers (full-time equivalent)

1

Number of pupils per qualified teacher

19

Education support staff (Nursery unit)

Total number of education support staff

1

Total aggregate hours worked each week

35

Average class size:

22

Financial data

Financial year:	1998-1999
	£
Total Income	390,362
Total Expenditure	402,939
Expenditure per pupil	1,937
Balance brought forward from previous year	11,453
Balance carried forward to next year	-1,124

PARENTAL SURVEY

Number of questionnaires sent out:	197
Number of questionnaires returned:	54

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	61	37	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	39	0	0	0
The school handles complaints from parents well	38	56	6	0	0
The school gives me a clear understanding of what is taught	56	39	4	2	0
The school keeps me well informed about my child(ren)'s progress	61	31	6	2	0
The school enables my child(ren) to achieve a good standard of work	69	31	0	0	0
The school encourages children to get involved in more than just their daily lessons	50	44	6	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	46	50	2	0	0
The school's values and attitudes have a positive effect on my child(ren)	48	50	2	0	0
The school achieves high standards of good behaviour	48	47	6	0	0
My child(ren) like(s) school	66	28	4	2	0

Other issues raised by parents

189 Only one parent expressed any dissatisfaction with the school. Parents who attended the meeting for parents expressed strong support for the school and were particularly pleased with the range of after-school activities.