

## INSPECTION REPORT

**North Fawdon Primary School**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique Reference Number: 108471

Inspection Number: 1088232

Head teacher: Mrs K Held

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 27-30 September 1999

Under OFSTED contract number: 706909

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary School

Type of control: County

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: North Fawdon Primary School  
Brotherlee Road  
Newcastle upon Tyne  
NE3 2SL

Telephone number: 0191 2851350

Fax number: 0191 2851350

Appropriate authority: Governing Body

Name of chair of governors: Councillor K Taylor

Date of previous inspection: 6th May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
D Hardman, Rgl	Mathematics Information Technology	Characteristics of the School Attainment and progress Teaching Leadership and management
M Malin Lay inspector		Equal Opportunities Attendance Partnership with parents and the community Staffing, accommodation and learning resources
C Carrington	English Design and technology Art	Curriculum and assessment The efficiency of the school
P Tuttle	Science Religious Education Physical Education	Special educational needs Pupils' spiritual, moral, social and cultural development
G Ulyatt	History Geography Music	Areas of learning for children under five Support, guidance and pupils' welfare

The inspection contractor was:

Quality in Focus  
Thresher House  
Lea Hall Park  
Demage Lane  
Lea-by-Backford  
Chester CH1 6LP

Tel: 01244 851813

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## **MAIN FINDINGS**

### **What the school does well**

- The headteacher, senior management team and governing body manage the school well and give clear educational direction for the school.
- Teaching is often good in both key stages and for children under five. Teaching is consistently good for the older pupils in each key stage.
- The provision for pupils with special educational needs is very good and they make good progress throughout the school.
- The school values its pupils as individuals, there are very good equal opportunities for all pupils and very good opportunities for pupils to participate in extra curricular activities.
- Provision for pupils' spiritual, moral and cultural development is very good.
- Pupils have good attitudes to learning and very good relationships with each other and adults.
- The financial planning, control and administrative procedures are very good.
- The arrangements for the professional development of all staff are very good.
- There is a very good, positive ethos in the school.
- The school provides good value for money.

### **Where the school has weaknesses**

- I. The use made of information technology by staff and pupils is inconsistent across the school and throughout the other subjects of the curriculum. Staff are not yet confident in the use of the recently bought resources for information technology. As a result, pupils' attainment and progress is below expected levels by the ages of seven and eleven.
- II. There are insufficient opportunities for pupils to develop independent writing in Key Stage 1 and the quality of handwriting and presentation is below expected levels by the ages of seven and eleven.

**The weaknesses are 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 considerable improvements since the last inspection and is well placed to implement future initiatives. Standards have improved in mathematics by age of seven. However, pupils' presentation and independent writing skills are still below the level expected nationally by the age of seven and eleven. Adult help is well organised in Key Stage 1 to provide pupils with additional support. There are strategies in place that have developed a wider range of teaching and learning styles and are making a positive contribution to raising teachers' expectations of pupils' attainment and progress. Registers are now called formally at the start of each afternoon session and they provide an accurate record of pupils present in the school. There are schemes of work for all subjects which provide a standard framework and guidance for teachers to use when planning their lessons. The role of the curriculum co-ordinators has been developed to include monitoring of their subject across the school and they identify and share good practice. This has involved the review of the management structure and the clearer definition of the responsibilities of the subject co-ordinators. There is a clear policy and planned method of school review and the team approach to the analysis of issues, setting of priorities and evaluation of success is having a positive effect on pupils' attainment and progress.

### Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>Well above average</i> A
			<i>Ab</i>
			<i>ove average</i> B
			<i>Average</i> C
			<i>Below average</i> D
			<i>Well below average</i> E
English	D	A	
Mathematics	C	A	
Science	C	A	

In the 1998 tests for eleven-year-olds, the school's results were below the national average in English and close to the national average in mathematics and science. Results are well above the national average in all three subjects when compared to schools with pupils from similar backgrounds. The school results in 1999 for all three subjects are not as high as in the previous year, however, there was a larger proportion of pupils in Year 6 with special educational needs last year which accounts for the apparent fall in standards. When the results of the 1999 tests are analysed, and the special educational needs pupils scores removed from the picture, it can be seen that standards have improved. It is not possible to compare the 1999 results with national figures as they are not yet available. Pupils make steady progress in English, mathematics and science and, as a result, pupils' attainment matches the levels expected for their age by the end of both key stages. The exception is in the standard of presentation of pupils' work in both key stages and the slower progress of pupils in



Key Stage 1 in developing their independent writing skills. Pupils make good progress in art and music in both key stages and good progress in religious education in Key Stage 2. By the end of both key stages in information technology, pupils' attainment is below what is expected and their progress is unsatisfactory in their abilities to use computers to control events, monitor changes in the environment or to explore real and imaginary situations. There have been several changes in the leadership of the school recently due to the extended leave of the headteacher and the maternity leave of the deputy headteacher. The seconded headteacher and acting deputy headteacher have had a very positive effect on the leadership and management of the school. They have started initiatives which are already beginning to have an impact on the attainment of pupils and the progress they make. For example, teachers' planning now shows how pupils of different prior attainment are given work that builds effectively on their previous experiences.

The majority of children's attainment is below what is expected nationally when they start in the nursery and reception class, although the full ability range is represented. They make steady progress in the nursery and reception class and, by the age of five, most children's attainment is broadly in line with that typical of children of similar age in mathematics, knowledge and understanding of the world and creative and physical development. For the majority of children, it is below what is expected in language and literacy. The good emphasis on developing children's personal and social development ensures that children make good progress and achieve standards above those expected for their age.

#### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science		Good	Good
Information technology		Good	Too few lessons observed
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

Seventy lessons or part lessons were seen. Teaching was never less than satisfactory, it was good in 54 per cent and very good in a further 2 per cent of lessons. No unsatisfactory lessons were observed. Teaching was consistently good for the older pupils in both key stages. It was often good for children under five in the nursery and reception class. Some good teaching was seen in every class. English, mathematics and science are taught consistently well in Key Stage 2. The quality of teaching for information technology is good in Key Stage 1 because teachers use programs they understand and they are confident in all aspects of information technology. However, some teachers lack confidence and experience with information technology; this subject is not taught sufficiently in both key stages to systematically develop pupils' skills.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good and the majority of pupils behave well.
Attendance	Attendance is good; the majority of pupils are punctual and lessons start on time.
Ethos*	Very good. Pupils' attitudes are good and they want to learn. Relationships between pupils, teachers and other adults are very good. The school strives to do well and teachers are committed to improving standards, particularly in English, mathematics and science.
Leadership and management	The headteacher, senior management team and governing body provide good leadership and manage the school well. They have a clear picture of how the school needs to improve. The school has a monitoring and evaluation policy, which is effectively implemented and is beginning to have a positive impact on pupils' attainment and the progress they make.
Curriculum	The curriculum is broad and balanced for all subjects except information technology. Many staff do not use information technology resources often enough to meet aims of the scheme of work. Schemes of work and teachers' planning are good and clear assessment procedures ensure that pupils are taught in a logical sequence that builds on their previous experiences. Very good extra curricular activities, visits and visitors enhance the curriculum and widen pupils horizons.
Children with special educational needs	Pupils with special educational needs and English as an additional language make good progress towards the targets set for them in their individual education plans.
Spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and cultural development is very good. It is good for social development. This provision extends their social awareness and development and lays the basis for good citizenship.
Staffing, accommodation and resources.	The school has a good match of teachers and support staff to provide an effective learning environment for all pupils. Arrangements for the professional development of staff are very good. The accommodation is good, immaculately kept and used well to deliver the requirements of the National Curriculum. Resources are good in music, information technology, art and religious education. They are satisfactory for the other subjects.
Value for money	The school's finances and administrative procedures are very efficient. The cost to educate each pupil is about the same as the national average. The school provides good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
III. The school encourages parents to play an active part in its life. IV. The school is approachable. V. The school gives a clear understanding of what is taught. VI. Their children achieve a good standard of work. VII. The school's values and attitudes have a positive effect on their children. VIII. Their children enjoy going to school.	IX. Parents are not kept well informed about  X. The work the children are expected to do at

Parents are absolutely right about the positive comments made. In the inspection team's view, the school provides a good range of information about pupils' attainment and progress and, coupled with three formal opportunities for parents to meet teachers to discuss their children's progress, is keeping parents well informed. The school is aware of the concerns about some inconsistencies in the setting of homework and is producing a new policy in line with national recommendations.

## · KEY ISSUES FOR ACTION

·  
To raise standards and further develop the quality of education the governors, headteacher and staff should:

(a) Improve pupils' progress in information technology and raise attainment by the end of both key stages by:

XI. improving teachers' knowledge, skills and understanding of how new resources can be used in information technology;

XII. providing more opportunities for pupils to use computers as a means of controlling and monitoring experiments and investigating options in real or imaginary situations;

XIII. making more use of information technology to record and handle data from work in all subjects, especially mathematics and science.

*(Paragraphs 18, 27, 34, 35, 66, 82, 86, 94, 101, 115, 116, 117, 118, 120, 121)*

(b) Improve the quality of pupils' handwriting and presentation by:

XIV. providing more opportunities for pupils to practise these skills in all subjects;

XV. introducing joined script for pupils earlier in their school life.

*(Paragraphs 14, 15, 29, 37, 92, 93, 108, 11, 124, 135, 142)*

(c) Improve pupils' attainment and progress in independent writing in Key Stage 1 by providing more opportunities for pupils to use their literacy skills in all subjects.

*(Paragraphs 28, 29, 37, 92, 135, 140)*

Note - the school has already identified these issues and has action plans in place to tackle the points identified above.

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

XVI. improve pupils' progress in history in Key Stage 1; *(Paragraphs 20, 134)*

XVII. produce more detailed assessment for children under five to enable staff to more clearly identify when children are ready to learn new letters, simple words and early writing skills.

*(Paragraphs 34, 42, 51, 85)*

## · INTRODUCTION

### · Characteristics of the school

- 1 There have been few changes to the catchment area since the last inspection. North Fawdon Primary School is situated adjacent to the commuter belt to the north of Newcastle upon Tyne. However, the school serves an area of social deprivation in which just under half of the households have no adult in employment. There are 217 boys and girls currently on roll with an additional 30 children attending the Nursery on a part-time basis. The buildings are a mixture of classrooms in the main building, which also houses the hall and offices, and classrooms in separate buildings adjacent to the yard.
- 2 The majority of pupils in the main school are from the immediate ward of Fawdon. Parents, visitors and members of the local community play an important role in the life of the school. They are invited to help with a number of activities on a regular basis and the "Friends of North Fawdon" association organises social events and raises money for the school.
- 3 The overall level of attainment of pupils entering the school is below the national average although the full ability range is represented. There are currently few pupils who have English as a second language or from ethnic minorities. Approximately 47 per cent of pupils are eligible for free school meals which is well above the national average. Thirty one per cent of pupils have been identified as having special educational needs, this is higher than the national average and one per cent have statements of special educational need, which matches the national average.
- 4 The school's mission statement is: "At North Fawdon Primary School we aim to create a community in which everyone matters and where we can develop mutual trust and respect. Furthermore it is our aim that this school should be a place where quality of education is provided for the children in our care. The children, parents, governors and staff work together to realise these general aims".
- 5 The main targets for development are:
  - XVIII. to continue to develop the Literacy Strategy by forming a working group to monitor the effectiveness of its implementation, focus on curriculum targets, review reading records and improve resources;
  - XIX. to raise standards in mathematics throughout both key stages;
  - XX. to ensure that all curriculum areas are adequately planned, delivered, resourced and monitored;
  - XXI. to raise pupils' attainment in information and communication technology and to implement the requirements effectively;
  - XXII. to continue to ensure that the school is included in the community and includes the community in the life of the school.

## Key indicators

### 6 Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1998	20	22	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	17	17
	Girls	15	16	14
	Total	27	33	31
Percentage at NC Level 2 or above	School	68%(47%)	83%(47%)	78%(83%)
	National	80%(80%)	81%(84%)	84%(85%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	18	18
	Girls	14	14	16
	Total	27	32	34
Percentage at NC Level 2 or above	School	68%(43%)	80%(47%)	85%(40%)
	National	81%(80%)	85%(84%)	86%(85%)

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

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

Year	Boys	Girls	Total
1998	17	16	33

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	11	12
	Girls	9	5	6
	Total	17	16	18
Percentage at NC Level 4 or above	School	57%(44%)	53%(69%)	60%(69%)
	National	65%(63%)	59%(62%)	69%(69%)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	13	12
	Girls	8	7	7
	Total	17	20	19
Percentage at NC Level 4 or above	School	57%(50%)	67%(78%)	63%(81%)
	National	65%(63%)	65%(64%)	72%(69%)

## 8 Attendance

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

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

Percentage of half days (sessions) missed through absence for the latest complete reporting year:		%
Authorised Absence	School	5.5%
	National comparative data	5.7%
Unauthorised Absence	School	0.6%
	National comparative data	0.5%

## 9 Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

## 10 Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	2%
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**

- 11 Attainment on entry into the nursery is below that which is expected for the majority of children of this age. By the age of five, children's attainment in personal and social development is above that which is expected, this is due to the good teaching they receive. Children make good progress in developing their personal and social skills. They learn to work independently, in pairs and small groups. Children are beginning to concentrate effectively on new learning for extended periods. They behave sensibly at lunchtime in the dining hall and enjoy socialising with friends in the playground. Children develop good work habits, they persevere well, co-operate in shared group activities and work sensibly and independently when required. In mathematics, knowledge and understanding of the world, physical and creative development, most children's attainment matches the expected level and in language and literacy it is below the level expected of five-year-olds. Overall, children are prepared well for the National Curriculum. Standards have been maintained since the previous inspection.
- 12 Standards vary considerably from year group to year group depending, on the percentage of pupils with special educational needs and the nature of their learning difficulties. It is, therefore, difficult to make valid comparisons of each year's work.
- 13 In the national tests for seven year olds in 1998, pupils' performance was close to the national average in writing and well below average in reading and mathematics. The number of pupils reaching the higher level in the tests for reading, writing and mathematics was below the national average. In teacher assessments of speaking and listening, pupils' attainment was well below the national average and it was close to the national average for science. Compared with similar schools in 1998, standards in reading were above average, well above in writing and close to the average in mathematics. Results in 1999 were lower than in the past. However, these statistics do not take account of the high percentage of pupils with special educational needs. Since the last inspection, the rate of improvement in test results has been variable due to the differing number of pupils with special educational needs in each year group and the nature of their special needs. It is, therefore, inappropriate to compare trends over time with the national trend. Several recent changes and improvements in the leadership and management of the school are beginning to have a positive effect on pupils' attainment and progress in both key stages. For example, teachers' planning now shows how pupils of different ability are given work that builds effectively on their previous learning.
- 14 In English, pupils make steady progress in Key Stage 1 and, by the end of Year 2, their attainment in speaking and listening, reading and writing matches the level expected for their age. By the age of seven, pupils have sound speaking and listening skills. Pupils, including those with special educational needs, listen carefully to their teachers and understand the questions asked or instructions given. Many speak confidently and are keen to talk to the rest of the class, for example, when they talk about their moving picture in design and technology. Pupils have developed a variety of skills to help them read. For example, they use the passage to obtain information and make good use of letter sounds to build words. There has been a fall in the standard of handwriting since the previous inspection. The more fluent writers write imaginatively, when given the opportunities. In Years 1 and 2, pupils of average attainment progress from writing simple sentences to short pieces. Some use capital letters and a full stop accurately. Pupils make steady progress in spelling. However, progress in developing the



imaginative use of vocabulary, structuring ideas and increasing the complexity of the writing is hindered by infrequent opportunities to write using a cursive style. In mathematics, pupils make steady progress and, by the end of Year 2, their attainment matches the level expected for their age. Pupils add and subtract accurately and use mental recall to show they know their two, five and ten times tables. Their knowledge of measurement shows that their attainment in number and shape, space and measures also matches the national average. In science, pupils make steady progress and, by the end of Year 2, their attainment matches the level expected for their age. Pupils have a good knowledge of the basic conditions required by animals and plants to sustain life and they use this knowledge in a comparison with non living objects. They describe accurately the way different materials are needed for different products.

- 15 In the 1998 tests for eleven-year-olds, the school's results were below the national average in English and close to the national average in mathematics and science. The number of pupils reaching the higher level in the tests for English was well above the national average and above the average for mathematics and science. Results are well above average in all three subjects when compared to schools with pupils from similar backgrounds. The school results in 1999 for all three subjects are not as high as in the previous year. However, there was a larger proportion of pupils in Year 6 with special educational needs last year which accounts for the apparent fall in standards. When the results of the 1999 tests are analysed, not including pupils with special educational needs, standards have improved. It is not possible to compare the 1999 results with national figures because these are not yet available. Pupils make steady progress in English, mathematics and science in both key stages. As a result, pupils' attainment in the present Year 2 and Year 6 matches the levels expected for their age. The exception is in the standard of presentation in both key stages and the slower progress of pupils in Key Stage 1 in developing their independent writing skills and a cursive style of handwriting.
- 16 In Key Stage 2, pupils continue to make steady progress in English and, by the end of Year 6, their attainment matches the level expected for their age. By the age of eleven, most pupils listen to each other with respect, express ideas clearly and thoughtfully and make relevant comments, both during class discussions and when working in groups. Most read fluently and independently and, when reading aloud, use expression effectively. Pupils read a variety of texts for information and pleasure and their skills for skimming and scanning the text for information are used effectively. Pupils use their writing skills in other curriculum areas. However, the standard of presentation is often below the expected level for pupils in Key Stage 2. In mathematics progress is steady and, by the age of eleven, pupils' attainment matches the level expected for their age. By the end of the key stage, pupils add and subtract numbers to one thousand, use decimal notation and make graphs and simple spreadsheets using programs on the computer. Many use their mathematical knowledge well to solve problems, for example, working out the cost of different items on a shopping trip and correctly identifying the change from a given amount. Pupils continue to make steady progress in science and, by the age of eleven, their attainment matches the level expected for their age. Pupils carry out investigations and understand the conditions needed to make a test fair, make predictions and record their work accurately. There are no significant variations in progress for boys or girls or for pupils from different backgrounds.
- 17 The school is implementing the National Literacy Project well and following the Numeracy Strategy very effectively. The targets set to improve pupils' attainment and progress, in both subjects, are having a positive effect on standards. Standards against individual targets have improved and the school has set realistic targets for the end of Key Stage 2 tests, which take careful account of pupils' present levels of attainment. The school is well placed to meet these targets and sustain future development.

- 18 By the end of both key stages, pupils' attainment in information technology is below the levels expected for their age. This is because of a combination of inconsistent use of information technology, teachers' lack of confidence in the use of the new resources, insufficient use of information technology to record and handle data in other subjects and too few opportunities for pupils to use computers to control and monitor experiments and investigate options in real or imaginary situations. For example, finding their way through a story program where their decisions affect the way the story develops. By the age of seven, pupils' attainment matches the level expected for their age in using a simple word processor, an art program and a tape recorder. By the age of eleven, pupils' attainment matches the level expected for using word processors, incorporating pictures in their work and using simple data programs to create graphs. For example, pupils in Year 5 begin to use a spreadsheet and understand how to calculate the price of items by multiplying one cell by another. In discussions with Year 6 pupils, they explained how they create stories on the screen, by drafting and redrafting their work until they are satisfied with it. They describe how to load and save work and are using the internet to send and receive messages. The school is aware of areas for development and has good plans to improve provision for information technology. Standards appear to have fallen since the last inspection which is partly due to the change to different computer systems and the time it takes for staff to become confident in the use of new equipment and resources.
- 19 By the age of seven, pupils' attainment in religious education is in line with the locally Agreed Syllabus. By the age of eleven, pupils' attainment is above the expected level in the Agreed Syllabus. Progress is good through both key stages. By the age of seven, pupils have a good knowledge of a number of Bible stories and understand the importance of wedding and christening ceremonies to Christians. By the age of eleven, pupils extend their understanding of the Christian faith and have a good awareness of a range of festivals and celebrations of a number of the world's major faiths.
- 20 Pupils make good progress in art, music and physical education in both key stages and they attain standards above what is expected for their age. In all other subjects, except history in Key Stage 1, pupils make steady progress and their attainment matches what is expected for their age. In history, pupils' progress is unsatisfactory in Key Stage 1 because of the limited opportunities for pupils to consolidate their learning through writing and recording their work. In design and technology, there was insufficient evidence to make a secure judgement of pupils' standards and progress in Key Stage 2.
- 21 Pupils who find learning difficult are identified at an early stage and individual education plans are written for them. These pupils are well supported by teachers and when working with specialist staff in the classroom and in small groups. Teachers and other support staff know their pupils well. As a result, pupils with special educational needs and English as an additional language, make good progress towards the targets set for them in their individual education plans.
- .

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

- 22 The steady progress pupils make in the school is a reflection of the satisfactory standard of teaching and pupils' good attitudes to learning. The school has maintained, and in some areas improved, standards of attainment and progress since the last inspection, has identified areas for progress to be made and is well placed to improve further. The positive and caring ethos of the school is mirrored in pupils' attitudes and behaviour and this contributes to their personal development.
- 23 Pupils' behaviour, both in and around school, is good and sometimes very good; this has a positive effect on their learning and social development. The behaviour of pupils with special educational needs is as good as their peers, apart from a few pupils with specific behavioural difficulties. During the inspection, there were a few occasions when these pupils showed lack of respect for their teachers, for example, being noisy and disruptive and talking back to the teacher. Overall however, pupils show respect for their teachers, their environment and the building. There is no litter or graffiti either inside or in the grounds. Pupils play constructively together and there have been no recent exclusions.
- 24 The quality of relationships is very good. Relationships between boys and girls and between pupils of different ages and abilities in the mixed age classes are very good. Pupils work collaboratively in many situations, such as numeracy and science, where they often help each other. Relationships with adults are very good and pupils usually respond promptly and positively to requests and instructions. During the inspection no instances of bullying were observed.
- 25 Pupils' personal development is good although some show immature behaviour and insecure self esteem. Many of the youngest pupils do not enter the school with the necessary social skills and maturity for sustained sessions of more formal work. However, all staff, particularly in the nursery and reception classes, help pupils to build confidence and self esteem as they work with them in the classroom. As pupils grow older, they show greater degrees of self control and application. Pupils throughout the school accept responsibility willingly, for example, clearing up at the end of the lessons. Older pupils are given additional responsibilities such as being carers for new children in reception or dealing with the bank savings. Pupils take good care of learning resources, property and equipment such as computers.

## **Attendance**

- 26 Pupils' attendance is good and this makes a positive contribution to their learning and the effectiveness of the school. Levels of attendance at 95 per cent are above the national average. This has been maintained since the previous inspection. Punctuality is good, and lessons start on time which makes a positive contribution to pupils' learning.

## QUALITY OF EDUCATION PROVIDED

### Teaching

- 27 The quality of teaching throughout the school is always at least satisfactory and often good. Teaching is good in over half the lessons. The quality of teaching is particularly good for the oldest pupils in each key stage. The teaching of English, mathematics and science is consistently good in Key Stage 2. Teaching has improved since the last inspection as no unsatisfactory teaching was observed. This is because of the introduction of schemes of work for all subjects and improved teachers' planning, which clearly identifies the knowledge, skills and understanding to be taught to pupils of different abilities; this has increased the pace and challenge in most lessons. Detailed guidance for all subjects supports teachers' good planning and ensures that pupils build on their previous experiences well. Teachers' confidence has improved since the last inspection and, with the exception of information technology, it is good for most subjects because of these developments. The school is well placed to implement future initiatives. Teachers in both key stages have a good knowledge and understanding of English, mathematics and science and most other subjects. Their knowledge of information technology is less secure but a good development plan and familiarisation with the computers and software recently acquired is improving their confidence. Information technology is beginning to be used effectively to support pupils' literacy. For example, in Key Stage 1, pupils use a word processing program to write their answers to questions and in Key Stage 2, they compose their own stories. However, data handling is less well developed.
- 28 Teachers' expectations of behaviour are generally high and pupils respond well to the good learning environment provided. The behaviour of pupils with special educational needs is as good as their peers. However, occasionally a few pupils with specific behavioural difficulties show lack of respect for their teachers. For example, being noisy and disruptive and talking back to the teacher. Teachers' expectations of what pupils can achieve are improving and this usually leads to a good pace in lessons. However, there are insufficient opportunities, for pupils in Key Stage 1 to use literacy and writing skills to extend their independent writing in other subjects. Teachers' planning is good and takes account of the entitlement for pupils in each year group. They have made effective use of planning required by the Literacy and Numeracy Strategies and this has helped them to use time well and, in most instances, to organise their lessons efficiently. Teachers use the whole class sessions, with which these lessons begin, effectively to involve pupils of all attainment and to encourage individuals to participate fully. For example, in a Year 6 mathematics lesson, good questions were used to encourage pupils to devise their own ways of solving different money problems. Other strategies used by teachers include working with groups and individual teaching; some teachers make use of pupils' expertise in their teaching. A good example occurred when discussing the use of computers in Year 5 when one pupil explained how to use a spreadsheet. As teachers move round the class they make good teaching points to groups and individuals. They are usually keenly aware of the needs of pupils with special educational needs and make time to support them either individually or in small groups. Support staff help all pupils, particularly those with special educational needs, very effectively.
- 29 Pupils are managed well and little time is wasted. Pupils respond well to what is required of them. However, on the odd occasion, pupils become restless because introductions to lessons are too long. Across the school investigative, experimental and many other styles of teaching are used. Teachers choose suitable methods to enable pupils to make progress. Correct emphasis is placed on practical activity before pupils try to record their ideas, particularly in Key

Stage 2. For example, during a science lesson in Key Stage 2, pupils tested different materials to find out which ones would be suitable for a school uniform. However, previous work shows that their presentation and handwriting is not always satisfactory and teachers do not provide sufficient opportunities for pupils to improve their skills when writing in other subjects. Teachers do not introduce joined script sufficiently early, consequently pupils do not develop their skills sufficiently by the end of Key Stage 2.

- 30 Most teachers in both key stages know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers respond well to the needs of pupils, including those with special educational needs; they intervene sensitively to offer support and encouragement. For example, teachers assess what pupils are learning in the lesson and make constructive suggestions as to how they can improve. This was particularly evident when a teacher was working with groups of pupils in Year 4 improving their mathematical skills. Pupils were using addition and subtraction to solve problems using different amounts of money. This was an enjoyable and stimulating session and allowed the teacher to observe and assess pupils as the activity proceeded, adapting questions according to the needs of different pupils.
- 31 Assessments of pupils' attainment and progress are good and used effectively to guide future planning. In their day to day work, teachers assess pupils' work well. They listen carefully and patiently, so that they recognise pupils' mistakes and misunderstandings. All teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes.
- 32 Teachers use homework to support pupils' learning although the frequency with which they set homework varies. There is an expectation that pupils of all ages will complete some homework and, for younger pupils, this is often reading activities. The school is aware of parents' concerns over the amount of homework and is preparing a policy and homework folder in line with national recommendations.
- 33 The quality of teaching for pupils with special educational needs, and for those who have English as an additional language, is consistently good. Good support is provided when pupils are working with specialist staff and volunteer helpers in classrooms and in withdrawal groups. Pupils' individual education plans are clear and staff know their pupils well and provide relevant activities to extend their learning. For example, with a group of pupils working in English in Year 5, the teacher and pupils read the text together and skilful questions helped pupils identify the purpose of the text. Teachers, special needs staff, support assistants and volunteer helpers work together closely to ensure that pupils build on their previous experiences. As a result, pupils with special educational needs make good progress in both key stages.
- 34 Teaching for children under five in the nursery and reception classes is never less than satisfactory and often is good. Children benefit from teaching that is firmly based on the desirable learning outcomes. Well-organised and managed lessons provide stimulating activities that have a positive effect on attainment and progress. Staff teach personal and social development well and all who work with the under fives are good role models for children. The teaching of language is satisfactory and staff actively promote the development of listening skills. Consequently children learn to follow instructions well, particularly during physical activities. The teaching of literacy is less well developed and assessments lack sufficient detail for staff to quickly identify which children are ready to learn letter sounds, simple words and early writing skills. The teaching of mathematics is good and staff take advantage of every-day

situations to help children develop a clear understanding of mathematical language and ideas. For example, children worked with a member of staff counting coloured shapes and accurately adding two groups together. They used correct language to explain that three blue and two green shapes made five. The teaching of knowledge and understanding of the world, creative and physical development is often good. Staff plan activities throughout the day to make sure children develop both scientific and environmental curiosity. They encourage children to improve their skills in model making through sensitive intervention, but do not plan regular use of the computer to support learning. Children are encouraged to develop their creative skills and their work is well displayed which improves their self esteem and has a positive impact on their learning. Staff make good use of equipment and use demonstrations effectively to improve children's physical development.

### **The curriculum and assessment**

- 35 The school provides a broad, balanced and relevant curriculum which effectively promotes the intellectual, physical and personal development of pupils. With the exception of information technology, all subjects meet the requirements of the National Curriculum. Religious education is taught in accordance with the Locally Agreed Syllabus.
- 36 The school provides a broad range of activities in the six nationally agreed areas of learning for children under five. The provision enables children to meet the desirable learning outcomes. As a result, children are prepared well for the next stage in their education. Children with special educational needs in the nursery and reception class follow the school's curriculum effectively because the tasks and teaching methods are suitably modified to meet their specific capabilities.
- 37 The overall teaching time is in line with that recommended nationally. Subjects are timetabled separately and time is allocated appropriately to each subject. The school is aware that curriculum balance is not as successfully achieved in Key Stage 1. Pupils do not have sufficient time to practise writing skills and this has resulted in slower progress. Since the previous inspection, the school has ensured that practical aspects of subjects are not over emphasised. Teachers' planning shows that an appropriate balance between practical work and recording has been achieved.
- 38 The Literacy Strategy has been introduced satisfactorily and provision in many classes is good. The school has recently allocated additional time for reading and writing practice but it is too early to see the benefits of this. The Numeracy Strategy has been introduced well and number work is strongly promoted. Mental mathematics is a good feature of all lessons.
- 39 The school's curricular planning is good. The school has made good progress since the previous inspection by formulating useful policies and schemes of work for each subject. It has introduced an overall plan of topics to be studied on a two-year cycle to ensure that National Curriculum subject content is covered without duplication or gaps. Good quality and detailed schemes of work for each subject and religious education are in place. These plans identify clearly what pupils in each year group will do. They provide good guidance for teachers in planning activities which match the abilities of pupils and strategies for assessing what they have learned.
- 40 The curriculum is given extra breadth by the carefully planned programme of personal, social, moral and health education which is well integrated into other subject areas such as physical and religious education. The curriculum meets the needs of pupils on the special educational

needs register and those who have English as an additional language. All pupils have equal access to the curriculum. Arrangements for pupils with special educational needs ensure they have individual education plans which target the improvement of their skills. Teachers provide for pupils of different abilities in whole-class discussions through good questioning. Pupils' personal development is promoted through sex education in accordance with the governors' policy and they are alerted to the dangers of drugs in science lessons.

- 41 The curriculum is enhanced by a very well planned programme of visits, and visitors to the school, linked directly to the work in the classroom. Visitors make a valuable contribution to the curriculum. There is a very good range of extra curricular activities which includes choir, recorders and a variety of sporting activities. These provide valuable extensions to the curriculum and make a very positive contribution to pupils' attainment and progress. There is good provision for sport including competitive games. The way the school promotes the arts through music and art in the school and after school is good. The school is very effective in providing for pupils' spiritual, moral, social and cultural development through religious education, music and art. Through their links with the community, the school prepares all pupils well for life outside school. Overall, curricular provision reflects the aims of the school well and makes a good contribution to the standards achieved. Pupils are well prepared for the next stage of their education.
- 42 Procedures for assessment are good. Records of progress for pupils under five are effective in plotting the course of each individual pupil towards the desirable learning outcomes. The school is using the Local Education Authority's scheme to provide a good baseline assessment from which pupils' future attainment and progress can be measured. However, these assessments sometimes lack sufficient detail and consequently staff are not always able to quickly identify who is ready to learn letter sounds, simple words and early writing skills.
- 43 The school has effective procedures in place for assessment in each subject. Teachers know their pupils well. They plan effectively to meet individual needs based on accurate day-to-day judgements of what pupils know and can do. They identify clearly in their planning what is to be assessed. Where evaluations of these assessments are carried out, teachers use them to plan the next stage effectively. Good learning gains are made because targets for improvement are set and known by pupils. A good feature of the school's assessment is that the termly results are shared with parents. Pupils' work is marked regularly and praise given appropriately. Occasionally, expectations are too low and praise is given inappropriately for work which is not of a satisfactory standard. Often constructive comments are made to help pupils improve their work, however, this is not adhered to consistently
- 44 The school carries out a range of formal assessments as pupils progress through the school. These include the use of standardised reading tests, National Curriculum assessments at the end of each key stage, as well as non-statutory National Curriculum tests in Years 3, 4 and 5. The results of these tests are used effectively to identify strengths and weaknesses and to set targets for future action. A range of good strategies is used for identifying pupils with special educational needs. Their progress is measured against the learning targets in individual education plans which are reviewed regularly. When a pupil's needs change, the system responds rapidly. The early detection of special educational needs, as well as the considered movement of pupils both to higher or lower levels on the special needs register, are effectively managed. Overall, assessment and the careful recording which goes with it make a valuable contribution to pupils' attainment and progress.

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

- 45 The provision for the spiritual, moral and cultural development of pupils is very good, is a strength of the school and adds to its positive ethos. The provision for pupils' social development is good. The school has maintained the high standards of provision since the last inspection.
- 46 Pupils' spiritual development is very good and is promoted successfully through religious education and acts of worship. The daily acts of collective worship fully meet statutory requirements and allow pupils time to reflect on their thoughts and experiences. Music is an important part of assemblies. Pupils behave and respond very well. During the inspection, the local vicar and her church community supported an assembly on the theme of Harvest. This was well received by the pupils and added to their spiritual development. In other assemblies on Harvest, teachers involved pupils and, coupled with the excellent choice of resources, made whole assembly experiences wonderful occasions for the pupils. Religious education lessons make a valuable contribution to understanding and respecting other people's beliefs. The daily act of collective worship is broadly Christian. Festivals in other religions are included, as shown in the very good displays in the school hall, for example Divali, Hanukkah and Eid El Fitr.
- 47 Provision for moral development is very good. The school provides a clear, moral framework through school policies and rules which ensures pupils are taught right from wrong, and what is acceptable or unacceptable behaviour. Pupils' response is very good. This is an improvement since the previous inspection and, considering the high number of pupils on the special educational needs register with identified behavioural problems, this is a major success of the school. The reward system, which is understood and appreciated by pupils, acts as an incentive to good behaviour. Pupils take on increasing amounts of responsibility as they move through the school. Pupils in Years 5 and 6 assist children in reception by volunteering to act as their "carers" during break and dinner times. Teachers continue to provide good role models for pupils and lead by example. The school provides good opportunities for pupils to lay a firm foundation for good citizenship.
- 48 Provision for pupils' social development is good. They respond well to each other and they are generally courteous to teachers, adults and visitors. Older pupils take responsibility for the school bank. Others represent their classes on the School Council, formed to raise and discuss issues in an informal setting. This helps to extend their social awareness and development. Pupils are encouraged to take care of their own and others' property. In lessons they are encouraged to co-operate and collaborate to achieve objectives which they do successfully.
- 49 Provision for pupils' cultural development is very good. Religious education lessons and well-planned assemblies make a very positive contribution to pupils' cultural development. The religious education scheme of work includes a multi-faith approach, incorporating the study of other religious traditions and beliefs. Teachers organise visits to places of interest which help to develop pupils' cultural understanding as well as supporting the work of the subjects they cover in the National Curriculum. A good range of visits includes The Souter Lighthouse, Beamish, Museum of Antiquities, The Laing Art Gallery and Arbeia. The whole school took part in a visit to the Seagull Theatre to see "The Nutcracker". Pupils perform carol singing at various venues in the local community and enhance their own involvement in the community.



## **Support, guidance and pupils' welfare**

- 50 The provision for pupils' support, guidance and welfare is satisfactory and has been continued well since the previous inspection. The school provides a safe and secure environment for pupils and this contributes well to their learning. Staff know pupils well and effectively provide for their pastoral needs. Parents rightly believe the school is a caring, stable environment for their children.
- 51 The procedures for monitoring pupils' attainment and progress are good in both key stages and satisfactory for children under five. For children under five, information is obtained from assessments, but often lacks sufficient detail. As a result staff are sometimes unable to quickly identify who is ready to learn letter sounds, simple words and early writing skills. In both key stages individual members of staff maintain good records relating to pupils' academic progress and personal development. There are clear, well-documented procedures for monitoring progress in English, mathematics, science, information technology and religious education. This information assists teachers to build effectively on pupils' previously acquired knowledge, skills and understanding. The school has a marking policy but this is not adhered to consistently which prevents some pupils being actively involved in improving their work.
- 52 The procedures for monitoring pupils' personal development are good and the school uses a comprehensive personal, social and moral education scheme in both key stages. Older pupils in the school are given appropriate responsibilities, such as taking care of children in the reception class during lunch breaks. There is a very effective School Council and pupils of all abilities in Key Stage 2 have positions of responsibility. Pupils support many charities, both nationally and locally, deciding for themselves whom they will support, which makes a very positive contribution to their personal development and understanding of the wider world.
- 53 For pupils with special educational needs and English as an additional language, the school makes good use of the local authority support services and seeks advice from a number of appropriate outside agencies. Staff use a systematic structure with clearly documented evidence to record progress. Individual education plans include appropriate targets and strategies, with criteria for judging success. The school shows good commitment to the provision of support for pupils with special educational needs. Pupils are sometimes withdrawn or are given individual or small-group classroom support on a regular basis. This extends and enhances their learning opportunities. There are regular reviews of the targets set in pupils' individual educational plans and of the progress made towards them.
- 54 The school is effective in promoting good behaviour. Well-developed reward systems are in place and these are used well to encourage good, positive behaviour. Significant achievements are celebrated in whole school assemblies. The behaviour policy is applied fairly and consistently throughout the school and this is having a positive impact on pupils' learning. Inspectors' evidence confirms that pupils generally behave well in classes and around the school. Midday supervisory staff take good care of the pupils. They successfully supervise pupils' behaviour during the midday break, ensuring that any incidents are recorded and reported to members of the teaching staff. The school has appropriate procedures in place for dealing with incidents of bullying, of which there was no evidence during the inspection. Parents are supportive of the school's procedures for dealing with incidents of anti-social behaviour.
- 55 Procedures for monitoring and promoting regular and prompt attendance are good. This is effective in promoting pupils' learning opportunities. In response to the previous report, all staff mark registers accurately and consistently at the beginning of both morning and afternoon

sessions. Attendance and incidents of lateness are checked weekly by the headteacher and the education welfare officer. The majority of pupils arrive punctually for school and lessons start on time, which makes a valuable contribution to pupils' learning.

- 56 The school has adopted the local education authority's guidelines for child protection and these are known to all staff. Personal safety is promoted through a well-developed personal, social and moral education programme and through visits to the school from appropriate organisations. Health education is generally promoted through science lessons. Pupils are taught how their bodies work and the importance of healthy eating, good exercise and care of teeth. Pupils in Year 6 have a more formal programme of sex education.
- 57 Health and safety policies and procedures are clear and comprehensive and governors discharge their responsibilities wisely. Risk assessments are routinely carried out. Apparatus used for physical education and fire appliances are checked annually and records are efficiently maintained. In response to parental concern at the time of the previous inspection, the school effectively reviewed its security procedures. The school building and grounds are clean and well-maintained by the caretaker and cleaning staff. Pupils are well-supervised throughout the day and lunchtime routines are carefully managed. There are clear procedures for dealing with accidents and illness and these are followed rigorously. An emergency evacuation of the school is carried out on a termly basis. Some health and safety matters were brought to the attention of the headteacher during the inspection and were appropriately dealt with.

#### **Partnership with parents and the community**

- 58 Partnership with parents and the community is good and this is an improvement since the last inspection. Parents are committed to and supportive of the school and many are involved in their children's learning both at home and at school. This involvement, as well as meetings for literacy and other curriculum issues, makes a positive contribution to the pupils' attainment and progress.
- 59 The quality of information for parents is good. Three parents' meetings are held each year, one of which is specifically for discussing their children's annual reports. These are very detailed and clearly state what pupils know, understand and can do. The school operates an open-door policy and parents feel that staff are approachable, welcome them and are prepared to discuss their children's progress, or any concerns they may have. Parents are encouraged to communicate with the school and teachers are committed to partnership with them. Parents of children with special educational needs and English as an additional language are invited to discuss the special educational needs provision, attend reviews and participate in their children's individual education plan. The prospectus is clear and informative and the school issues regular newsletters which keep parents well-informed of school events. Training is offered to parents as classroom assistants and seven parents are on their second year of training. Two others are completing a special educational needs course.
- 60 Parents give good support to their children's learning and many help with work and reading at home. Some parents help in school by sharing their skills, such as working with small groups to support reading and mathematics. The school is aware of the concerns about some inconsistencies in the setting of homework and is producing a new policy in line with national recommendations. Parents assist with school visits and also help with decorating, moving rooms around such as the library and a group have volunteered to revamp the wildlife area and pond. The "Friends of North Fawdon" raise regular funds by organising social events and the

summer fayre. The money is used to supplement school resources and this has a very positive impact on the level of resources and the opportunities available for pupils.

- 61 The school has developed good links with the local community through the church and through the local elderly who live in the almshouses. Pupils in Year 6 pay a weekly visit to the elderly where they work on projects like pottery moulding and stained glass-making which make a significant contribution to pupils' learning.
- 62 Pupils' progress and social and personal development benefit in many ways from partnerships created with the local secondary school and taking part in a broad range of visits to support the curriculum, such as museums, art galleries and the theatre. There are also links with industry through the education partnership with the local paper, who had a teacher on work experience. Some parents were concerned that they are not kept well-informed about their children's progress. In the inspection team's view, the school provides a good range of information about pupils' attainment and progress and, coupled with three formal opportunities for parents to meet teachers to discuss their children's progress, is keeping parents well-informed.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

- 63 Since the previous inspection there have been several changes and improvements in the leadership and management of the school which are having a positive effect on pupils' attainment and progress. The recently seconded headteacher has continued the development of a detailed management structure and the school is well placed to implement future initiatives. The school has addressed the key issues and standards have improved in mathematics by the end of Key Stage 1. However, pupils' presentation and independent writing skills are still below the level expected nationally. Adult help is well organised in Key Stage 1 to provide pupils with additional support. Strategies are now in place that have developed a wider range of teaching and learning styles and are making a positive contribution to raising teachers' expectations of pupils' attainment and progress. Registers are now called formally at the start of each afternoon session and they provide an accurate record of pupils present in the school. There are schemes of work for all subjects which provide a standard framework and guidance for teachers to use when planning their lessons. The role of curriculum co-ordinators has been developed to include monitoring of their subject across the school and they identify and share good practice. This involved review of the management structure and resulted in clearer definitions of the responsibilities of subject co-ordinators. There is a clear policy and planned approach to school review and the team approach to the analysis of issues, setting of priorities and evaluation of success is having a positive effect on pupils' attainment and progress.
- 64 The headteacher, senior management team and governors work together closely and manage the school well. There is clear direction for the work of the school ensuring that strategic decisions determine the financial and educational development of the school. There is a shared sense of purpose amongst the staff. They meet regularly, both formally and informally, to discuss curriculum matters. Curriculum co-ordinators, several of whom have taken on new responsibilities, take their roles conscientiously. They help prepare the school development plan and set priorities through a systematic analysis of needs in their areas of responsibility, which they discuss with the headteacher. Within the opportunities that are available, co-ordinators keep up-to-date with their subjects, look after resources, attend courses, complete a

yearly review of their subject and monitor the curriculum by examining teachers' planning and scrutinising pupils' work.

- 65 Governors show interest in the school and give it good support. The sound committee structure enables them to support the headteacher and meet their statutory responsibilities. There are link governors in place for literacy and special educational needs who visit the school regularly and effectively monitor the delivery of the curriculum. The school fulfils all legal requirements for special educational needs and a knowledgeable co-ordinator handles work efficiently and effectively. Good policies and procedures aimed at ensuring early identification and support are in place. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective, as a result, the majority of pupils make good progress.
- 66 The school development plan is an effective management tool, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is having a positive effect on raising pupils' attainment. Educational and financial planning are clearly cross-referenced. Priorities include both an audit to show the present position and indicators that allow the school to measure its success. For example, the school has identified further training for staff and the extended use of new equipment and resources to improve pupils' attainment and progress in information technology. The school has correctly identified as a priority for next year the monitoring of the Literacy and Numeracy Strategies to ensure the continued improvement of pupils' attainment and progress in English and mathematics. In addition, the school is reviewing curriculum planning in order to follow the nationally recommended subject guidance.
- 67 The school and the governing body have responded positively and effectively to the outcomes of the previous report with regard to leadership and management in the school. There is a clear emphasis on high achievement, providing all pupils with an effective learning environment in which they can flourish and establish good relationships between staff. As a result, there is a very good ethos in the school. With their current level of involvement and commitment the governors, in partnership with the headteacher and staff, are well placed to plan and implement further improvements.

#### **Staffing, accommodation and learning resources**

- 68 Staffing, accommodation and learning resources are good. There is a good match between the numbers, qualifications and experience of the teaching staff and the needs of the curriculum for all pupils. Similarly, the school has a good number of support assistants, with appropriate qualifications and experience, who provide effective support, in particular to the younger pupils and those with special educational needs. This is an improvement since the last inspection. There are very good arrangements for the professional development of all staff, including learning support assistants. Induction of newly qualified teachers and of teachers new to the school is managed well, with appropriate mentoring being provided. The school does not participate in a formal appraisal scheme but does have its own scheme which annually establishes personal and school development needs. Staff development matches the priorities of the school development plan.
- 69 The school provides good accommodation which supports pupils' attainment and progress. All classrooms are of sufficient size to enable pupils to take part in the full range of activities. The good sized hall is used for physical education and assemblies. There is a suitable separate

dining area. Playgrounds are of adequate size for infants and older pupils, but there is no covered play area available for nursery or reception children during wet weather. The play area is supplemented by an excellent playing field and a wildlife area and pond, which will shortly be revamped by a group of parents. The school office and entrance hall provide a friendly welcome to visitors. The caretaker and cleaning staff maintain the school to a very high standard.

- 70 The school has maintained a satisfactory range of resources since the previous inspection to support the subjects of the curriculum. The quality and quantity of resources are good in music, information technology, art and religious education. Books, equipment and display materials are well-organised and stored either in classrooms, when in frequent use, or centrally where the subject co-ordinator and all staff have easy access to them. Teachers use wall displays to create effective environments. For example, in the shared library and information technology suite, pupils' work from an art program effectively shows the potential of computers in cross curricular themes. The use of resources, artefacts and displays in classrooms and around the school is good and reinforces pupils' self esteem.

### **The efficiency of the school**

- 71 The school is an efficient organisation and the quality of financial planning is very good. The carefully targeted expenditure is the result of a productive partnership between the acting headteacher, staff and governing body. Together, they analyse accurately the strengths of the provision, determine needs and evolve objectives to secure the school's effectiveness. There is an effective development plan and expenditure is focused on educational priorities and raising standards.
- 72 The reduction in the budget in recent years has meant that governors have had to look closely at all spending options. They have exercised prudent financial planning in managing short-term fluctuations in funding, for example, through the rise and fall in pupil numbers. Since the previous inspection, they have become more involved in financial planning and are beginning to evolve longer-term strategic objectives to secure the school's effectiveness. Careful costing of priorities and clear criteria for success enables them to evaluate cost effectiveness and value for money.
- 73 The budget profile is appropriate and close to that typical of primary schools nationally. Costs are in line with schools of a similar size. The funds received for inservice training of teachers are used well and carefully monitored to assess impact on teaching and learning. Funds allocated to special educational needs are appropriate and used effectively, which has a positive effect on the pupils' attainment and progress.
- 74 The school uses the accountancy service provided by the Local Education Authority. This provides good advice in the preparation of the budget. Regular and up-to-date statements of income and expenditure are provided so that spending can be properly monitored and checked. Governors note this information and discuss it in their finance committee meetings and meetings of the whole governing body. The recommendations made in the last audit have been implemented satisfactorily.
- 75 Efficient use is made of staff, accommodation and learning resources. Teaching staff are deployed effectively. Good use is made of support assistants for pupils with special educational needs. Volunteer helpers are managed well and make a significant contribution to learning.

The school buildings and grounds are used effectively both during and out of normal school hours when various clubs take place. The school has built up sufficient quantity and quality of learning resources in most areas of the curriculum and, with the exception of information technology, these are used efficiently.

- 76 Since the previous inspection, the school has reduced the staffing of the nursery to an appropriate level and put in place procedures for registration at the beginning of the afternoon session. A prompt start is made to lessons and time is used well making a significant contribution to the standards achieved.
- 77 Financial control is effectively exercised by the governors through their finance committee which maintains oversight of expenditure. Day-to-day financial management is delegated appropriately to the headteacher and the accounting system is efficiently handled under her direction by the school secretary. The school is efficiently and unobtrusively administered, routines are well-established and ensure smooth day-to-day running. This contributes strongly to the positive learning ethos. Pupils enter the school with attainment which is below that seen in most pupils of their age group and from a wide range of social and economic backgrounds where many households experience social disadvantage. They leave school with levels of attainment which are in line with national averages. Pupils' attitudes and behaviour are good. Teaching is always satisfactory and often good. As a result, the school gives good value for money.

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

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 78 Attainment on entry into the nursery for the majority of children is below that which is expected for children of this age. By the age of five, children's attainment in personal and social development is above that which is expected. In mathematics, knowledge and understanding of the world, physical and creative development, the majority of children's attainment matches the expected level; in language and literacy it is below the level expected of five-year-olds. Children are prepared well for the National Curriculum. Standards have been maintained since the previous inspection.
- 79 In personal and social development, children make good progress. They develop confidence as they undertake a variety of activities throughout the session. Most talk confidently with adults about their activities. They behave well and respond appropriately to directions and requests. They are familiar with school routines, lining up sensibly before moving into different parts of the school. Staff expectations are very clear and this helps children to understand right and wrong in relation to school rules. Children are quick to establish good relationships with others as they play and they learn to work in groups for increasing periods of time. They develop concentration, perseverance and independence in their learning, for example, a group of children counted out specific numbers of objects without immediate adult support. Children respond to religious events when they attend school assemblies and when they learn about the nativity at Christmas-time. They develop an awareness of differing cultures and beliefs through resources, well-planned activities and local visits to Chinatown. Children respond to their feelings by showing pride in their achievements. They experience the wonder of the natural world when watching chicks hatch. Initiative is actively encouraged and all children have opportunities to play key roles in tidying away or in pouring their own drink. They select their own activities and most have personal independence when undressing and dressing for physical activity.
- 80 Progress is satisfactory in language and literacy. Children listen attentively when in small groups and follow instructions well. In the nursery, they already respond to directions. Good use of stories and appropriate illustrations of vehicles through the ages, promote the development of children's vocabulary. All children show genuine interest in stories, have good access to a range of books and know how to handle them correctly. They take part in role play and make up stories. The majority of children recognise their name and have the opportunity to self-register each day; however few children make a recognisable attempt at writing their name. Both nursery and reception classes have good clear print in the environment, however, very few children recognise familiar words. Few children recognise letters by shape or identify objects with similar initial letter sounds. Children are familiar with many songs and rhymes and older children in the reception class recognise patterns in rhyming words. Children have opportunities to write as they play, but few use symbols or familiar letters to communicate meaning. Children record their thoughts and ideas by drawing pictures, but very few write recognisable symbols.
- 81 In mathematics children make satisfactory progress. Children become aware of equipment of various shapes and sizes. They name, sort and match shapes as they play. Children understand positional vocabulary and some use it as they play with dough. They compare, order and sequence objects in practical situations using a range of resources. Children use beads and appropriate templates to make and repeat mathematical patterns. Number stories and rhymes are used effectively to help them understand how numbers work, for example, they learn how one can be added on or taken away when singing 'Five Currant Buns' in the nursery

and consolidate their learning in reception by counting the correct number of objects and increasing them by one. They also count objects through directed activity and to identify the correct number. Some children recognise numbers to ten, but most do not use numbers consistently and correctly in their work. Scrutiny of work shows that children use mathematics to solve problems in a practical way by using money and identifying the correct coin. Some children have an understanding of practical number operations, for example, they select two sets of objects and count how many there are altogether showing a clear understanding of the language associated with addition.

- 82 In knowledge and understanding of the world children make satisfactory progress. They discuss recent events in their lives and draw pictures of special occasions. They learn about transport from early times to the present day. They gradually become familiar with the school and planned visits to places of local interest such as Marlish Farm and Whitley Bay help children to become aware of their locality. The school welcomes visitors such as fire officers and policemen to share their working experiences with the children. Children have good opportunities to explore features of living and man-made things; they handle artefacts displayed for their attention. They grow potatoes and observe animals that “visit” the school. They observe differences in the seasons and changes in ingredients when dampened, heated or cooled. In the reception class children observe closely and record their observations, for example, they discuss and record the weather on a chart. They are encouraged to question in a scientific way when playing with water and sand. Most children make good progress in their technology skills. They cut, fold and join materials and learn to make sensible choices in the resources they use when making objects with boxes. Good quality commercial resources support their learning well. Computers are available with supportive programs, but regular access is limited.
- 83 In physical development children make satisfactory progress. Nursery children have access to a selection of wheeled apparatus and assessments show that they develop good co-ordination and an awareness of their space and the space of others. They negotiate safely around each other. Most children in reception have good body control. They run and jump and some hop. Plans show that children use small apparatus to develop hand-eye co-ordination and they have regular visits to the soft play centre. In the “park” within the school grounds, children use climbing and balancing apparatus and develop skill and confidence. Some children demonstrate sound fine motor skills. There is a range of tools and equipment available and children develop their fine finger skills. They have regular access to a good range of commercial construction equipment and they push and pull to join two pieces together. In the reception class, most children handle paint brushes correctly, but few have acquired the skill of using pencils correctly. They use and manipulate malleable materials such as dough or clay well.
- 84 Children make satisfactory progress in creative development and reach standards that are in line with those of similar age. Children have good opportunities to explore sound. Instruments are available for them to use throughout the day; they also have planned musical activities in which they sing, with some nursery children already knowing the words to songs. Children explore colour as they paint and well-focused activities improve their learning, for example, they identify shading in bubble paintings in the nursery and mix two colours together to create a different colour in reception. They work with a variety of media to experiment with texture, shape, space and form. They have regular access to dough and clay and make visual representations. Displays show that children produce observational paintings and interesting work using paint. There are activities planned each day to encourage imaginative play, such as the home area and the multi-storey car park, and most children make up stories as they play.



Children respond well to music which is used effectively towards the end of physical development lessons in reception. Planned sessions help children develop an awareness of their senses and they are encouraged to explore various natural and man-made items that are displayed for discovery. Children are inspired by the visually stimulating environment in which they work. They experience the smell of many interesting items including lavender, peppermint and garlic and tasting activities are also planned.

- 85 The quality of teaching is good. Staff give priority to personal and social development, language and literacy and mathematics and are secure in their knowledge and understanding of the desirable learning outcomes for children under five. They teach personal and social development well and all staff are good role models for children, providing a caring and secure working environment. They praise children frequently which builds their self esteem. Staff explain rules carefully, making sure children are secure in their understanding. They have high expectations for behaviour. They plan many group activities to encourage children to share staff attention and to share equipment with each other. They provide appropriate activities to help children develop concentration and perseverance in learning. The teaching of language is satisfactory and staff actively promote the development of listening skills. Children learn to follow instructions well, particularly during physical activity. Staff read regularly to children from the 'big books' and use clear illustrations to encourage new learning. They work closely with the children and encourage them into discussion. They are effective in helping children to develop new vocabulary and to explore the meanings of new words. The teaching of literacy is less well developed. Children are assessed, but the assessments lack detail; consequently staff are unable to quickly identify who is ready to learn letter sounds, simple words and early writing skills. Staff use good strategies to teach children to recognise their name, but do not offer enough clear guidance towards writing it successfully.
- 86 The teaching of mathematics is good and staff take advantage of every-day situations to help children develop a clear understanding of mathematical language and ideas. Staff are secure in their knowledge and understanding of early mathematical development and organise their teaching effectively. Good teamwork is evident. Staff provide a range of directed activities to promote mathematics and work closely with small groups of children to ensure understanding. They assess children in counting and number recognition and plan accordingly for individual children. They have yet to include more detail in the assessment of mathematics overall. The teaching of knowledge and understanding of the world is satisfactory. Staff plan activities throughout the day to ensure children develop both scientific and environmental curiosity. They provide interesting displays for the children and plan local visits. They provide a good balance of teacher-directed and child-chosen activities. They encourage children to improve their skills in model making through sensitive intervention, but do not plan regular use of the computer to support learning. The teaching of physical development is satisfactory. Staff make good use of the equipment and provide a variety of activities. They explain clearly and use demonstrations effectively to help children improve their skills. Staff work closely with all children encouraging them in their fine skills development, although pencil control is less well taught. The quality of teaching creative development is satisfactory. Staff encourage children in their creativity and show how much they value the children's efforts by displaying their work well. They provide a good variety of materials and tools which are accessible to the children, in order to enhance and promote learning. Staff encourage the children to express their ideas and to communicate feelings through sensitive interaction. Sensory exploration is actively encouraged through well-planned activities.

## • **ENGLISH, MATHEMATICS AND SCIENCE**

### • **English**

- 87 By the end of both key stages, pupils' attainment in English matches the level expected for their age. In the national tests for seven-year-olds in 1998, pupils' attainment was well below the national average in reading and close to the national average in writing. The number of pupils attaining the higher level in reading and writing was below the national average. In comparison with similar schools, pupils' attainment was well above the average in writing and above the average in reading. In the 1998 tests for eleven-year-olds, pupils' attainment in English was below the national average. The number of pupils reaching the higher level was well above the national average. Pupils' attainment was well above average when compared to similar schools. This represents the wide range of ability within the year group. Results over recent years show fluctuations from year to year and reflect the number of pupils with special educational needs in each year group rather than a weakness in the provision. Overall, there has been a steady improvement and the school's strategy to raise standards is having a positive effect.
- 88 By the age of seven, pupils' attainment in speaking and listening matches the levels expected for their age. Pupils make steady progress and listen carefully to their teachers and understand the questions asked or instructions given. Pupils speak confidently and are keen to talk to the rest of the class, for example, when they talk about their moving picture in design and technology. They begin to use a more precise vocabulary to express their thoughts and feelings clearly and to describe events and retell stories. Pupils develop their vocabulary and confidence in expressing their ideas throughout the key stage, where opportunities for listening and speaking are incorporated into most lessons.
- 89 By the age of eleven, pupils' attainment in speaking and listening matches the levels expected for their age. Pupils make steady progress in speaking and listening. They structure their presentations appropriately, consider others' points of view and present a reasoned argument. This is evident in meetings of the School Council when pupils put forward well-thought-out proposals and report on the outcomes to their classes. Most pupils continue to use their listening skills to good effect. Discussion is encouraged and pupils report back to the class in many lessons. Pupils respect the views of others. As they become older their responses become more thoughtful and reasoned. They make steady progress across the key stage in reading aloud confidently and fluently. In both key stages, pupils with special educational needs make good progress developing their speaking and listening skills due to the well-directed support they receive.
- 90 By the age of seven, pupils' attainment in reading is in line with expectations. Pupils make steady progress in developing a variety of skills to help them read. For example, they use books to obtain information and make good use of letter sounds to build words. Pupils enjoy reading, understand the difference between fiction and non fiction and use reference books for information. Some are beginning to use dictionary skills with confidence. Higher attaining pupils read fluently, accurately and with understanding. Others are equally enthusiastic about books and use letter sounds and pictures to help them understand. Less confident readers have good strategies to tackle words they do not know. Pupils make sound progress in developing their ability to recognise on sight an increasing number of common words and to use letter sounds. The partnership between home and school is being effectively developed. Teachers hear pupils read on a regular basis and many parents support their children's reading at home. This makes a significant contribution to the progress pupils make.

- 91 By the age of eleven, pupils' attainment in reading matches the level expected for their age. Most pupils make steady progress and, by the end of the key stage, they understand author, character and plot and predict and infer meaning. Some read a series of books by a favourite author. Most pupils read non fiction books and locate information using the school library. They obtain information from the index of books to help their research on various topics. They use dictionaries satisfactorily. Pupils make good progress towards the end of the key stage. They develop their understanding of the texts they read and use their research and reference skills in other subjects. Lower attaining pupils and those with special educational needs in both key stages receive effective additional support. As a result, they make good progress. The school encourages parents to take an active part in their children's reading which has a positive effect on the progress the pupils make.
- 92 By the age of seven, pupils' attainment in writing matches the levels expected for their age. There has been a fall in the standard of handwriting since the previous inspection. The standard of handwriting is below the expected level. Many pupils do not write letters of a consistent size and do not discriminate between tall and short letters. The more fluent writers write imaginatively, when given the opportunities. They use punctuation accurately and spell simple words correctly. Pupils with below average attainment struggle to express ideas clearly in writing and write short pieces which do not show the development of ideas. Scrutiny of work shows that many pupils at the end of reception do not know their letters well enough to attempt to spell words. They practise letter formation and copy sentences but the rate of progress into writing sentences themselves is slow. In Years 1 and 2, pupils of average attainment progress from writing simple sentences to short pieces. Some use capital letters and a full stop accurately. Pupils make steady progress in spelling. However, progress in developing the imaginative use of vocabulary, structuring ideas and increasing the complexity of the writing is hindered by infrequent opportunities to write.
- 93 By the age of eleven, pupils' attainment in writing matches the levels expected for their age. Pupils write imaginatively and use more formal writing styles, such as reports in other areas of the curriculum. The range of writing is wide; it includes stories, plays and letters. Pupils have a good mastery of spelling and show effective strategies to improve their work. Many pupils do not use a consistent, joined handwriting style and standards are below the expected level. At the beginning of the key stage, and in subsequent years, considerable emphasis is placed on developing and understanding the correct use of English. Pupils successfully complete exercises aimed at improving punctuation and understanding of parts of speech such as verbs, nouns and adjectives and the use of past and present tense. As they progress through the key stage, they use and understand direct speech and know how to structure their writing. Pupils make satisfactory progress in increasing the range of writing. Scope exists to develop further the opportunities for pupils to plan, draft and edit their writing. Pupils' progress in developing a consistent, joined handwriting style is unsatisfactory because it is not introduced sufficiently early in their school life. Pupils with special educational needs receive additional support and when resources are tailored to their needs, they make good progress.
- 94 The school has fully implemented all the elements of the Literacy Hour. Throughout the school literacy skills are satisfactory. They are frequently promoted in mathematics and science but opportunities to promote literacy in other subjects are not always taken. For example, using information technology to extend their understanding of word processing programs.
- 95 Pupils' response in English is good. Most pupils are well-behaved, listen attentively and are keen to take part. They sustain their interest well. Pupils treat books with respect and enjoy reading. Older pupils read for pleasure at home. Pupils take pride in their work and are keen to

point out their own pieces of work on display. Pupils, in both key stages, enjoy handling books and share resources when necessary which has a positive impact on their learning.

- 96 The quality of teaching is never less than satisfactory and is often good. It is consistently good for the older pupils in each key stage. Teachers show a good understanding of the subject, they use correct technical terms and encourage pupils to do the same. They plan work which is stimulating and relevant and structure lessons well ensuring that teaching is focused and pupils' interest and concentration are sustained. Teachers use skilful questioning to encourage pupils to think about their reading and writing, or make an improved response during discussions. Lessons are well-managed and relationships with pupils are very good. Teachers use the literacy framework as a basis for their planning which is effective and shows the different activities that challenge pupils of different abilities. Most work is marked regularly and is effective when it shows pupils how they can improve their writing. Occasionally, expectations are too low and opportunities are missed to correct work. The recording of progress in reading and writing is thorough and gives a clear picture of attainment and progress. There is good liaison with those who teach pupils with special educational needs to ensure that pupils receive their curricular entitlement. Parents are well-briefed and make a significant contribution in the classroom when working on a range of literacy activities.
- 97 The English curriculum meets National Curriculum requirements and is well-managed. The acting co-ordinators supported staff in the introduction of the Literacy Hour and monitor its development well. They are aware of the need to increase the opportunities to practise the skills acquired in the Literacy Hour to improve the standard of writing at Key Stage 1. Additional time has been allocated for this purpose. Ongoing assessment of pupils' progress during lessons is effective and ensures that further explanation or challenge is provided when appropriate. Assessment activities are planned and results are used effectively to inform future planning and targets for groups and individuals. Evaluation of the curriculum and pupils' achievements are now strengths of the management of the subject and are beginning to have a positive effect on pupils' attainment and progress. All pupils have equal access to the English curriculum and the same opportunities to make progress. Pupils with special educational needs and English as an additional language are well supported with relevant activities and resources matched to their learning needs. The quality and range of resources are satisfactory and managed effectively.

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## **Mathematics**

- 98 In the national tests for seven-year-olds in 1998, pupils' attainment in mathematics was well below the national average. The number of pupils reaching higher level attainment was below the national average. When compared to schools with pupils from similar backgrounds, these results are close to the average. In the 1998 tests for eleven-year-olds, pupils' attainment in mathematics was close to the national average and the number of pupils reaching the higher levels was above the national average. These results are well above the average when compared with similar schools. These results, and the ones from 1999, show a dip from the previous years but, as the make up of each succeeding year group is different and the number of pupils with special educational needs was higher in last year's classes, it is inappropriate to compare trends over time.
- 99 The school strategy to reach high standards is beginning to have a positive effect on the present Year 2 and Year 6 pupils. This is an improvement since the last inspection, particularly in Key Stage 1. National figures are not yet available for 1999 and so comparisons are not possible.

- 100 By the age of seven, pupils' attainment in mathematics matches the level expected for their age. Pupils work with numbers every day and the introduction of the Numeracy Strategy is having a positive effect on pupils' progress. They use number lines and recognise the value of tens and units. For example, pupils in Year 1 use cards to recognise numbers to 10 and select two different numbers to add together. This work is developed well in Year 2 when, in a lesson using money, many pupils accurately identified coins to the value of 50p and added two and three items together accurately, recording their results. Pupils work with fractions, recognise that a half is the same as two quarters and represent them visually. They identify two-dimensional and three-dimensional shapes, such as square and cuboid, and name them correctly. Pupils begin to show the time to the nearest hour on the clock and, in discussions, some progress to using the minute hand to show the half-hour. They create simple bar charts to show classmates' favourite milk shake. Pupils count in fives and tens to 100, both forwards and backwards, and the most able pupils identify factors of two, five and ten in numbers up to 50.
- 101 By the age of eleven, pupils' attainment in mathematics matches the level expected for their age. Through daily mental mathematics work pupils develop their knowledge, understanding and the ability to quickly calculate using addition, subtraction, multiplication and division. For example, they develop their understanding of place values calculating in tens, hundreds and thousands, they measure the angles of different shapes and calculate the angles of a triangle. The majority of pupils add, subtract, multiply and divide in money to two decimal places. By Year 6, they are confident in collecting survey data and using tallies and bar charts to analyse and present data. For example, in the scrutiny of pupils' previous work they use co-ordinates to draw their own treasure maps. However, there is insufficient use of information technology to support their work in mathematics although a good start has now been made in Years 5 and 6 to produce spreadsheets and to understand how different cells can be used to calculate amounts.
- 102 Pupils make satisfactory progress throughout both key stages and build effectively on their previous learning. For example, pupils in Year 1 found the missing number in an addition to 10, many calculated in their heads while less confident pupils used counters to help them reach the solution. This work is developed in Year 2 when pupils use larger numbers and recognise that the position of the number affects its value when calculating in hundreds, tens and units. The focus on developing pupils' mental skills ensures that, by the end of Key Stage 2, many pupils are devising sound methods of calculating mentally. Pupils with special educational needs and English as an additional language make good progress, for example, in recognising and counting numbers in the reception class to creating patterns and sequences of numbers, adding, subtracting and measuring height and width in Year 2. As pupils move through the school, they work with progressively larger numbers. In Year 4, pupils have a satisfactory understanding of number, they work with fractions and double and half numbers mentally. This work is developed well in Year 5 when pupils recognise fractions such as a half and convert it to a percentage. A developing feature throughout the school is the emphasis placed on the acquisition of mathematical language. A good example of this is that pupils in Year 6 know about and work with products of numbers. They understand the relationship between addition and subtraction when working out the cost of items on a shopping list and accurately record their results showing the change from a given amount. Pupils with special educational needs and English as an additional language make good progress in solving problems, for example, in Year 5 they use a short method to find 9 times a number by multiplying by 10 and taking 1 amount away from the answer. By the age of eleven pupils use their numeracy and literacy skills well to support their work in mathematics by recording their work accurately both in numbers and sentences.

- 103 Pupils' behaviour in lessons is good. Pupils in both key stages have positive attitudes towards mathematics, respond well in oral sessions and stay on task. From the nursery and reception classes onwards, they co-operate well when working together. Pupils form good relationships through a range of different tasks. For example, reception class children enjoy number games taking turns to count in fives. Pupils in Year 2 work well together sharing dice and creating their own simple number problems. Pupils in Year 6 work well both collaboratively and independently when solving problems about household shopping lists.
- 104 The quality of teaching is always at least satisfactory and is often good, especially in Key Stage 2, where it is good in over half the lessons and very good in one sixth. This is an improvement on the findings of the last inspection in 1996. In both key stages, teachers have a good knowledge and understanding of mathematics and they use suitable methods to ensure that pupils build on their previous experiences. Teachers use skilful questioning at the beginning of lessons to review and develop pupils' knowledge and understanding and at the end of lessons to assess the progress made by different groups of pupils. They manage pupils well through planning a range of tasks which are matched to pupils' abilities, supporting their teaching with suitable learning resources and ensuring that pupils have a clear understanding of expected behaviour. In both key stages, teachers plan their lessons well, resources are well-organised and work is regularly assessed. Pupils are given homework, but it is not consistent throughout the school. The school is aware of parents' concerns over homework and are preparing a policy in line with national recommendations.
- 105 The curriculum is broad and balanced which is an improvement since the last inspection. The scheme of work now covers all National Curriculum requirements. Teachers use the scheme effectively to plan well-balanced lessons that implement the National Numeracy Strategy. The co-ordinator provides very good subject leadership, has monitored teaching and learning and supported colleagues well by providing training to set up the Numeracy Strategy. The provision for numeracy throughout the curriculum, and the effectiveness of the strategies used to implement it, are good and the school is well placed to implement future initiatives. Evaluation of the curriculum and pupils' achievements are now strengths of the management of the subject and are beginning to have a positive effect on pupils' attainment and progress. All pupils have equal access to the mathematics curriculum and the same opportunities to make progress. Pupils with special educational needs and English as an additional language are supported with relevant activities and resources matched to their learning needs. The subject is adequately resourced with a satisfactory range of books, materials and equipment which teachers use effectively to support their teaching of mathematics.

## **Science**

- 106 In the teacher assessments for seven-year-olds in 1998, pupils' attainment in science was in line with the national average. The number of pupils reaching the higher levels was below the national average. When compared with schools in similar contexts, attainment was above average. This is an improvement since the last inspection in 1996. In the 1998 tests for eleven-year-olds, pupils' attainment in science was below the national average. The number of pupils reaching the higher levels was above the national average. The results, when compared with similar schools, were well above the average. This is a big improvement since the previous inspection in 1996. The results from 1999 show a dip from the previous years but, as the make-up of each succeeding year group is different, and the number of pupils with special educational needs was higher in last year's classes, it is inappropriate to compare trends over time. The school strategy to reach high standards is beginning to have a positive effect on pupils in the

present Year 2 and Year 6. National figures are not yet available for 1999 and so comparisons are not possible.

- 107 By the age of seven, pupils' attainment in science matches the level expected for their age. Pupils in Year 2 study different materials to determine simple properties such as texture. In their investigation of living things and life processes, pupils classify living and non-living things and they study the human body and name the external parts. They investigate the effects of pushing and pulling as examples of forces in their study of physical processes. In all these investigations and studies, pupils develop skills effectively in experimental and investigative science. In a lesson in Year 2, pupils accurately predicted the effect of exercise on their bodies. They checked their pulse rates and noted how they felt before and after physical exercise. They recorded their results together and commented on body heat, pulse rates and change in energy patterns. Good discussion in these practical lessons makes a positive contribution to pupils' language skills.
- 108 By the age of eleven, pupils' attainment in science matches the level expected for their age. Pupils have studied a wide range of science and talk about their experimental details accurately, however, the written work and presentation is not so well-developed. Older pupils study life processes and the effect of vigorous exercise on their heart rate, they made a more detailed study of the components of the heart and learn about the function of veins and arteries and that oxygenated blood is bright red. Pupils record their change in heart rate in clear bar charts as well as recording them on spreadsheets. Pupils with special educational needs make good progress in constructing their bar charts and interpreting their results. Pupils in Year 6 study and investigate the function of muscles in the human body. They learn about how muscles work in pairs and the names and functions of the three main ones, for example, striated, involuntary and skeletal muscles.
- 109 Pupils make satisfactory progress in Key Stage 1 in developing their scientific knowledge and skills. In Year1, pupils study plants and make comments on what they see. In discussions, they described the leaves and knew that roots draw in water and help to hold the plant still. This work is developed well in Year 2, when pupils study the human body and accurately name the different parts they can see. Pupils in Key Stage 2, particularly the older pupils, make good progress. For example, pupils in Year 4 investigated the properties of materials in an experiment to find the most suitable material for a school uniform. They developed an abrasion test and found denim to be the most suitable material. Pupils carefully study whether their tests are fair and report on this. Pupils increase their knowledge of the body and know the effects of exercise on the heart rate. For example, in Year 5, they experiment and record accurately their pulse rates after exercise. Their studies into healthy life styles include how the misuse of drugs can have an adverse effect on people. For example, in discussions with Year 6, pupils identified the effect of tobacco on the lungs and the effect of exercise on the heart rate. Pupils make good progress in carrying out investigations and understanding the conditions needed to make a test fair, in making predictions and recording their work. Pupils with special educational needs and English as an additional language make good progress in their science lessons when they are assisted by the classroom auxiliaries or given individual help by class teachers.
- 110 Throughout the school science makes a positive contribution to pupils' literacy and numeracy skills. For example, in lively discussions on the change in the body's condition when pupils in Year 2 finish their investigation and when pupils in Year 4 discuss views on fair tests when studying materials. Mathematical skills are enhanced when pupils in Year 2 record their work as a large class pictogram and when pupils in Year 5 construct graphs and discuss the 'x' and 'y' axes and the scale of the numbers needed. There are examples of the use of information

technology to support pupils' learning in science, however these are not consistent throughout the school.

- 111 Pupils' attitudes to science are never less than satisfactory and in two thirds of lessons they are good. Pupils enjoy their work, particularly when they carry out practical experiments and investigations. They work well independently or in groups during experiments. They work collaboratively when asked to, sustain concentration and they respond with enthusiasm to challenge. Pupils take care with measurements, such as the rate of their heartbeats or when they count the abrasion strokes when testing materials. Pupils record their investigations carefully, making sure they include evidence of fair testing. However, the written work following these investigations sometimes lacks pride and presentation in a few cases is poor. Relationships between pupils and teachers are good. Behaviour is good, apart from the isolated instances when some pupils lack focus and become distracted.
- 112 The quality of teaching is good in both key stages. Teaching is particularly good towards the end of each key stage. In most lessons, teachers emphasise the investigative approach to science, challenging pupils with probing questions and interesting tasks. Teachers have a good knowledge of primary science and they plan from the detailed scheme of work that runs in a two-year cycle. This scheme of work covers all the necessary areas of the science National Curriculum. This is an improvement on the previous inspection findings when no scheme of work was in place. Teachers use resources effectively, they use the school grounds for practical investigations. For example, in Year 2, pupils exercise outside to determine the effect of this on their bodies. Teachers assess science achievement and progress on a weekly basis and again at the end of each area of focus and use the results well in their future planning. Provision for pupils with special educational needs is good; teachers support pupils individually or use planned support from the proficient classroom auxiliaries. In a lesson in Year 5 the additional support given by the teacher to a pupil with English as an additional language ensured equal access to the National Curriculum as well as building up the pupil's sense of achievement and self esteem.
- 113 The curriculum for science is broad and balanced and meets statutory requirements. There is a good mixture of experimental and investigative work as well as science instruction to develop pupils' scientific knowledge and understanding. The science co-ordinator is well-qualified and experienced. There is currently a review of the scheme of work to incorporate the new national guidelines for science. There are now good opportunities for the co-ordinator to work alongside colleagues, sharing expertise and monitoring the teaching of science. Resources are adequate to meet the requirements of the National Curriculum. These resources are stored in different areas and are easily accessible to all teachers.



## OTHER SUBJECTS OR COURSES

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### Information technology

- 114 Few information technology lessons were observed during the inspection. However, these together with the scrutiny of pupils' work, examination of classroom displays, discussions with teachers and pupils and incidental observations during other lessons, provide sufficient evidence to enable judgements to be made.
- 115 By the ages of seven and eleven, pupils' attainment in information technology is below the levels expected for their age. This is because of a combination of inconsistent use of information technology, teachers' lack of confidence in the use of the new resources, insufficient use of information technology to record and handle data in other subjects and too few opportunities for pupils to use computers to control and monitor experiments and investigate options in real or imaginary situations, for example, finding their way through a story program where their decisions affect the way the story develops. By the age of seven, pupils' attainment matches the level expected for their age in using a simple word processor, an art program and a tape recorder. For example, pupils in Year 2 use an art package to create pictures in the style of Mondrian, type their names on the screen and, with help, print the finished product. They use the mouse to change the colour being used and understand how to block in parts of the picture in different colours.
- 116 By the age of eleven, pupils' attainment matches the level expected for using word processors, incorporating pictures in their work and using simple data programs to create graphs. For example, pupils in Year 5 are beginning to use a spreadsheet and understand how to calculate the price of items by multiplying one cell by another. In discussions with pupils in Year 6 they explained how they create stories on the screen drafting and redrafting their work until they are satisfied, they explain how to load and save work and are using the internet to send and receive messages. The school is aware of areas for development and has good plans to improve provision for information technology. Standards have not improved since the last inspection. This is partly due to the change to different computer systems and the time it takes for staff to become confident in their use.
- 117 Pupils make unsatisfactory progress in Key Stage 1. However, they know how to start a tape recorder by pressing the correct button. Pupils in Year 2 explained how they use directions, such as forwards and backwards, to control a series of screens on the computer, collecting different items as they move through a simple story. A good link is made to science in Year 1, when pupils use a series of choices on the screen to select an animal and the computer describes the habitat and where it is found. They use computers to support their work in English. For example, in discussion, pupils in Year 2 explained how they write sentences on the computer, correct mistakes, use the space bar and return keys. They write in different fonts and change the size of texts and some pupils explained how they could save and print their work. They learn to produce simple graphs, for example, they enter the different hair colour of pupils in their class and identify which colour is most prevalent. Pupils in Year 2 explained how computers control traffic lights and one explained how there must be a computer in a video recorder so that it can be programmed to record future events.
- 118 Pupils make unsatisfactory progress in Key Stage 2. However, pupils make steady progress in their ability to use a word processing package, an art program and how to enter simple data into a spreadsheet. Pupils in Year 6 described how they used a commercial program to create a dictionary for younger pupils by using pictures and simple descriptions, they combined their

finished pictures with text explaining how they achieved the effect. Pupils are beginning to sort data into different graphs and charts. For example, pupils in Year 3 enter data about the amount of fibre, fat, sugar and salt in different breakfast cereals. Pupils are beginning to use the new information technology suite effectively, for example, they created an imaginary creature and controlled the cursor on the screen effectively to change its hair, feet and arms. Pupils throughout Key Stage 2 use a word processing package to improve their writing, they edit and move text around the screen and, older pupils in particular, are confident to load, save and print their work in a variety of colours. In the scrutiny of Year 6 work, one pupil was writing a diary as a wartime evacuee and showed empathy with the character by recording feelings, for example, "As I write this on the train, my heart is full of sorrow". Pupils are beginning to control events on computers. In discussion with Year 6 pupils, they clearly explained how to program a floor robot to follow a simple pre-determined track. However, these applications of information technology are not developed consistently throughout the school. Pupils, in both key stages, with special educational needs and English as an additional language, make unsatisfactory progress because of the limited provision and access to resources.

- 119 Pupils show very positive attitudes, they enjoy working with computers and help each other with advice. They take turns on the keyboard and understand how to use some of the new programs effectively. They are all eager to know more and to investigate new aspects of the subject. They are well-behaved, listen to instructions and, when given opportunities to work independently, they concentrate well on the tasks. They take justifiable pride in the quality of their completed work. For example, pupils in Year 2 were keen to explain how they were using an art program to create different pictures using the variety of tools and colours available.
- 120 The quality of teaching is good in Key Stage 1 because teachers use programs they understand and are confident in the aspects of information technology taught. This does not extend to all aspects of information technology and training courses are planned to improve teachers' confidence. The adoption of a new information technology scheme of work provides teachers with good guidance when planning lessons. The use of information technology is inconsistent throughout the school. During the inspection, especially in the morning, computers were switched on in all classes but were often unused. However, in the afternoon and when using the information technology suite, teachers question skilfully, organise their lessons well to allow pupils to work independently and informally assess pupils' progress. Sometimes information technology is used successfully to support work in other areas of the curriculum such as English, mathematics, science and art. However, this is not consistently developed throughout the school.
- 121 The information technology curriculum is not sufficiently broad and balanced in both key stages because all the elements have not been effectively covered in the past and this has an adverse impact on the pupils' present attainment and progress. Currently, statutory requirements are not met. However, there have been improvements since the last inspection because there is now a clear policy and guidelines from which teachers are producing their plans. These plans are detailed and clearly indicate what pupils in each year group should know, understand and be able to do. The subject is well-led and the co-ordinator has produced an action plan that identifies the training necessary to meet the requirements of the National Curriculum. The co-ordinator supports individual members of staff and promotes their use of information technology skills during lessons and provides good informal support when required. Clear assessments are built into the scheme, based on National Curriculum level statements. The school now has very good resources and good use is made of tape recorders and listening centres.

## Religious education

- 122 By the age of seven, pupils' attainment matches the expectations of the locally Agreed Syllabus for religious education. Pupils develop an increased awareness of Christianity and other world faiths and the cultures associated with them. Pupils in Year 1 know that God loves everyone, and in Year 2 they understand that God is the Creator. These pupils know that God created the world in six days and on the seventh day he rested. They display this new knowledge in pictures and write sentences to accompany their work.
- 123 By the age of eleven, pupils attainment in religious education matches the level expected for their age. In the early years of Key Stage 2 pupils know the story of creation according to Hindu belief. They know that Hinduism is a major faith in India. Pupils watch and show interest in a video of Shiva-Lord of the Dance, they then compare sensitively the two accounts of creation from The Bible and the Hindu story. They write about the similarities and differences and share these during a plenary session. Pupils in Year 5 know that The Bible is in two parts and that it is a source of teaching and guidance. These pupils listen to the story of The Good Samaritan and relate it to their own lives. Pupils in Year 6 reflect on the meaning of God's Holy Spirit. They discuss how they think they would feel in the presence of one of their favourite pop stars or sports personalities, they then write about how Ezekiel might have felt being in the presence of the Holy Spirit. By the age of eleven, pupils gain a deeper understanding of Christianity as a world religion. They know about Christian communities and the celebrations of Baptism and Pentecost. They study the parables of the New Testament and give their views on their meanings in our everyday lives. These pupils study the world religions of Islam, Judaism and Hinduism. They write about their new learning and display their work well in the school hall under the focus of Celebrations. These very good displays show the celebrations of Christmas and The Resurrection from Christianity, Hanukkah from Judaism, Divali from Hinduism, and Eid-ul-Fitr which celebrates the end of Ramadan, from Islam. Pupils' multicultural understanding is very good. They know that they live in a multi-faith society and must respect people having different beliefs.
- 124 Throughout both key stages, pupils make good progress. This is an improvement since the last inspection. Pupils with special educational needs and English as an additional language make satisfactory progress. They are given suitable work to match their abilities and are well-supported by classroom auxiliaries. Religious education makes a major contribution to the very good spiritual, moral and cultural development of pupils. In many lessons pupils are given time for quiet reflection as well as for expression of inner feelings. Pupils in Year 1 reflect on the importance of mothers and of old and young people in families. Pupils in Years 3 and 4 show a sense of wonder when seeing an enactment of Shiva-Lord of the Dance in their study of Hinduism. There is good moral and social development in lessons. The moral values of right and wrong are stressed and pupils learn to respect the views and beliefs of other people. Cultural development is promoted extremely well through visits to the local church as well as other places of cultural interest. Pupils learn about the diversity of religious beliefs in their studies of Christianity, Judaism, Hinduism and Islam and build effectively on their previous learning. Their understanding of the multi-faith nature of our society is very good. However, throughout the school, pupils' writing and presentation of work is often unsatisfactory.
- 125 Pupils' attitudes and behaviour in their religious education lessons are variable. Most pupils show an interest in the work and respond in a positive manner. For example, in a Year 6 class, pupils listen and show respect for each other's views and opinions. There is a very good atmosphere in the class, it is conducive to good learning and enhances pupils' attainment and progress in their knowledge and understanding of religious education. In a few lessons, pupils'

lapses of concentration spoil the flow of the lesson and some time for learning is lost.

- 126 The teaching of religious education is satisfactory. Teachers have a good knowledge of religious education for primary children. They use good questioning techniques to encourage pupils to develop their speaking and reasoning skills. In Year 6, pupils are challenged very effectively to discuss their own views about world faiths and learning objectives are made very clear to them. Throughout the school pupils are offered insufficient opportunities to use their literacy skills in writing although teachers promote discussion well and encourage pupils to share their views and feelings. Teachers' planning is good and the good scheme of work follows the guidance in the Agreed Syllabus and meets statutory requirements.
- 127 The recently appointed subject co-ordinator is well qualified in religious studies and has already reviewed the provision for religious education. The co-ordinator is well supported by the more experienced teachers and they act together looking at assessment and monitoring for the future development of this subject. Resources to support the teaching of religious education are good. These are stored centrally and accessible to all staff. The recent purchase of artefacts to support the teaching of this subject is having a positive effect on pupils' learning. The support given by the local vicar adds positively to the development of religious education at the school. She works with the co-ordinator as well as leading assemblies, being ably assisted in the latter by members of the church community.

## **Design and technology**

- 128 Due to the curriculum cycle, few design and technology lessons were taught during the inspection and only one lesson observed. Teachers' planning was scrutinised and discussions were held with pupils. However, insufficient evidence of the design process and the products created was available to reach secure judgements about progress and the quality of teaching at Key Stage 2. Pupils make steady progress in Key Stage 1. A weakness in the design element was highlighted in the previous inspection report. Appropriate action has been taken to remedy this. The school has introduced a detailed scheme of work which provides a balanced programme with appropriate emphasis on design. This is providing good guidance for lesson planning.
- 129 At Key Stage 1, pupils show good co-ordination and control in careful cutting and in handling tools to achieve a desired effect. They understand pivots and simple moving parts and describe how their models are made. They understand the design, make, test process. Pupils in Year 2 make good progress in understanding the design process when they make a moving picture based on the story of "Jack and the Beanstalk". They work collaboratively in pairs sharing their ideas and recording them. They put into practice the skills they have learned in earlier lessons. Pupils use scissors fairly competently when cutting shapes from card and recognise the need for 'eye holes' when making moving limbs for characters. Other pupils measure with accuracy when making slits and sliders so that they can move Jack up and down the beanstalk. Most pupils produce models of a satisfactory standard. Pupils make good progress in reflecting on their ideas and suggesting how they might improve them. Pupils with special educational needs and English as an additional language are given appropriate support to enable them to make a similar rate of progress. Pupils' manipulative skills are extended through the use of construction equipment throughout the key stage.
- 130 At Key Stage 2, pupils make Greek masks, moving vehicles and sandwiches. Pupils speak clearly about the advantages and disadvantages of gluing, stapling or using sticky backed

plastic as a means of construction. They gather information widely for their ideas. They note and sketch initial ideas and try to work out which is likely to work best. They are aware of the fitness for purpose of different construction materials. However, evidence is slender of pupils researching, designing, making and testing more complex artefacts or structures to solve specific problems. Boxes made by pupils in Year 3 show good progress in measuring accurately and folding and joining card. The finished products are of a good standard.

- 131 Pupils are enthusiastic about the subject. They enjoy the activities and are proud of their achievements. Some pupils are eager to finish and are too easily satisfied with the quality of workmanship they achieve. Pupils listen carefully to the teacher and follow instructions. Levels of co-operation are good and pupils share materials sensibly.
- 132 The quality of teaching observed at Key Stage 1 was good. The lesson was well-planned and prepared and effectively resourced. Designing, making and evaluation were appropriately emphasised. Questions were used skilfully to encourage pupils to talk about their work and this contributed to the improvement of pupils' language. Time was used well at the end of the lesson to share and confirm what has been learned. In discussions with teachers, it is clear that teaching at both key stages is carefully planned and tasks are matched well to pupils' ability to control the tools and materials involved. Appropriate emphasis is placed on designing, testing, making and evaluating.
- 133 A policy and scheme of work following national guidelines has been introduced this term. It is providing clear guidance for teachers' planning and raising expectations of what pupils can do. Assessment opportunities are specified and appropriately focused on the development of skills. The co-ordinator has good plans for the development of the subject. Planning is being carefully monitored and equipment and resources are being built up to support the curriculum. At present resources are satisfactory.

## **History**

- 134 Pupils, including those with special educational needs and English as an additional language, make satisfactory progress in history in Key Stage 2. In Key Stage 1 no lessons were seen but scrutiny of work and discussions with pupils, including those with special educational needs, show that progress in history is unsatisfactory. Standards have been maintained since the previous inspection in Key Stage 2 but not in Key Stage 1.
- 135 At Key Stage 1, pupils develop an understanding of their own past and discuss differences between themselves as they are now and as they were as babies. They compare old and new toys and observe how they have changed over time. Pupils show particular interest in clockwork toys. Pupils know about famous historical people such as Guy Fawkes. They draw pictures of the Houses of Parliament. Their work in history shows illustrations drawn by the children but very little extended writing. Presentation is generally unsatisfactory.
- 136 At Key Stage 2, pupils understand the passage of time through themes about settlers and invaders. They place Celtic and Roman periods of time in chronological order and use appropriate vocabulary. They compare different settlements and they link history to religious education by relating Roman history to the time of Jesus. They know that the Romans left some important legacies including baths, roads and amphitheatres. Towards the end of the key stage, pupils study the Ancient Greeks. They understand how they continue to influence life today and discuss similarities and differences between the life of the Ancient Greeks and life today. They

know, for example, that the Ancient Greeks were warlike and they find out how they fought and won the battle of Troy. They discover the names of famous Greeks and learn some facts about their lives. They recognise some letters of the Greek alphabet.

- 137 Most pupils enjoy history lessons and listen attentively to their teachers. Pupils in Key Stage 1 are keen to discuss topics they have learnt in history. Older pupils behave well and work collaboratively. This was particularly evident when pupils were helping each other to recall important facts about the Trojan War. Most pupils empathise with historical characters from the past and show interest in the type of lives they lead.
- 138 The teaching of history is satisfactory in Key Stage 2. In discussions with teachers in Key Stage 1 it is clear that they make effective use of planning and resources to help pupils develop an understanding of time past. Teachers in Key Stage 2 have a sound knowledge and understanding of different historical periods. They use effective questioning to assess pupils' previous knowledge and make sure that they are all aware of the learning objective in the lesson. Teachers use wall displays and artefacts effectively to promote learning. Where the teaching is less successful, teachers do not explain important historical points with sufficient clarity. Assessment procedures are in place and are clearly indicated in the medium-term plans.
- 139 The school has just begun to introduce the national guidance for teaching of history. There is now a detailed scheme of work to ensure a logical sequence in the teaching of knowledge and skills and detailed curriculum guidelines to support teachers' planning. This is beginning to improve standards. The co-ordinator monitors what is taught by looking at teachers' planning and scrutinising pupils' work. Classroom monitoring is also planned in order to offer additional support to teachers. Resources in school are satisfactory and sufficient to support the curriculum. Links with other subjects are currently being planned to include literacy, when pupils read Greek Legends, use the contents and index in information books, make notes and write brief descriptions. History makes a positive contribution to pupils' cultural development. They learn about their own cultural heritage as well as ancient cultures such as those of Greece.

## Geography

- 140 Geography has improved since the previous inspection. Pupils throughout the school, including those with special needs, make steady progress. At Key Stage 1 pupils know about their own school and the area surrounding it. They carry out small-scale investigations about parking within the locality. Pupils use simple mapping skills when making a three-dimensional road plan and plot a simple route. They use appropriate geographical vocabulary and ask questions about roads and traffic. In Year 2, pupils continue to make steady progress. They interpret maps and begin to realise the importance of this skill for working people, such as the postman. They write their own address and discuss where they live in relation to others. Extended writing in support of geography is limited in this key stage.
- 141 In Key Stage 2, Year 3 pupils study maps in relation to settlement characteristics. They develop some geographical skills by interpreting keys and symbols on maps and using these in their own work. They look at maps showing the routes of early explorers. As they move through the key stage they develop an understanding that geographical features of a country influence the location and nature of human activity. They consider differences between large settlements and rural areas by studying the farming year. They compare life in rural Britain with city life. Older pupils continue to note similarities and differences in settlements by studying places far away. They know how climatic conditions influence home building and that people who live in Norway

build different types of homes to people who live in Australia. They compare landscapes and physical features in these countries. Towards the end of the key stage, pupils study weather patterns and know that weather conditions can have a significant impact on the way an area develops. They know about rainfall and how water is stored. Pupils in Year 6, for example, know that Kielder Reservoir stores water for the area in which they live. They are aware that water is often wasted and they offer sensible suggestions as to how the environment can be maintained and improved through water conservation. Pupils with special educational needs and English as an additional language make satisfactory progress in both key stages.

- 142 Pupils' response is satisfactory in geography. In lessons, pupils show interest and are keen to discuss geographical ideas. They answer questions sensibly and listen well. During group activity, they support each other through well focused discussion. They organise themselves and settle quickly to work. Their behaviour is good. The presentation of work is satisfactory in Key Stage 2, but this is not always the case in Key Stage 1.
- 143 The quality of teaching is satisfactory throughout the school and this contributes to the progress pupils make. Teachers have a secure knowledge and understanding of skill development in geography. They question skilfully and encourage pupils to ask questions. Planning is thorough and clearly shows how pupils build effectively on their previous experiences. Where the teaching is good, lessons focus well on the learning objectives, clear instructions are given to pupils and teachers spend time with each group to check for understanding. However, sometimes teachers do not always emphasise the geography aspect of the lesson and some geography skill development is missed.
- 144 The school has recently developed plans using the national guidelines for teaching geography. Schemes of work have been recently introduced and show a good coverage of geographical skills and knowledge. Assessment systems are also in place. Plans are in operation for curriculum monitoring by the co-ordinator, which will effectively support staff in their teaching. These new initiatives are aimed at helping teachers improve standards. Resources are satisfactory and are used to full advantage, including the local environment. Geography makes a positive contribution to pupils' cultural development when studying their local environment and places far away including Canada, Norway and Australia. Social development is also enhanced as pupils discuss wastage issues in relation to water.

## **Art**

- 145 Since the previous inspection standards in art have been maintained. Through both key stages, all pupils, including those with special educational needs and English as an additional language, make good progress.
- 146 At Key Stage 1, all pupils use a wide range of techniques and materials to produce drawings and paintings which are of a good standard. The lively paintings of the park, based on their experience, show how pupils use colour to reflect their ideas and feelings. Their portrait drawings convey mood and expression well. Pupils draw from observation and some show attention to detail. They work with textiles to make attractive wall hangings. Pupils make good progress as they gain experience of a growing range of techniques for printing, modelling with clay, mixing and applying paint and working with fabric and paper on collage and weaving. They work imaginatively and with confidence and use tools effectively.
- 147 At Key Stage 2, pupils select materials to record their experiences and imagination and some show accuracy and attention to detail in their work. For example, they produce clay tiles of a

good quality and their drawings of 'fantastic insects' show vivid imagination. Pupils have a sound understanding of celebrated painters and can incorporate their styles into their own work. Some paintings inspired by a study of impressionist painting show a high standard of work. Pupils in Year 6 make good progress in experimenting with shape and space based on their study of the work of Kandinsky. They discuss the characteristics of the artist's style and plan their work carefully before working on a larger scale. Some pupils use clip art on the computer to design their work. Pupils' work in art steadily develops as they master the skills of drawing, painting and modelling. Their ability to plan and think about their work shows a marked improvement by the end of Key Stage 2. Progress in observational drawing is less marked than other aspects of the subject.

- 148 All pupils respond positively to teaching. They enjoy their work and try to do their best. Pupils listen carefully to explanations and instructions, follow class routines and take care when using equipment. Relationships in class are good. Pupils readily share tools and materials. Older pupils work well collaboratively and share their ideas.
- 149 The quality of teaching is good. The majority of teachers have a good grasp of the subject and lessons are planned with clear indications of what pupils will do and the resources needed. Pupils are introduced to the work of celebrated artists at an early age and are encouraged to discuss them and to apply their techniques to their own work. In Year 6, the demonstration of how shape and space are used in an artist's work supports pupils well and evaluation of the work by the class teacher helps pupils to improve their work. Teachers make good use of technical vocabulary and expect pupils to do the same. Classroom organisation and management of pupils are good. Effective use is made of other adults to support pupils' work. Teachers make good links with other subjects and use art to illustrate aspects of history, science and religious education. Good examples of this are the large-scale displays of pupils' art on the theme of Celebrations. The work in class is supported and extended by opportunities to work with local artists. These experiences have led to high quality work such as the textile wall hangings and clay tiles.
- 150 The co-ordinator has good subject knowledge which is used to good effect when advising colleagues and monitoring teachers' planning. There is a good scheme of work to support teaching. Resources support well the range of activities undertaken. A useful collection of books and high quality reproductions is being built up.

## **Music**

- 151 In music, the good standards identified in the previous inspection have been well maintained. All pupils, including those with special educational needs and English as an additional language, make good progress in both key stages. At Key Stage 1, pupils perform well when they sing a range of songs tunefully, displaying confidence and enthusiasm. They control their breathing well and demonstrate good rhythm and pitch. Pupils use many percussion instruments and are familiar with the sounds they make. They appreciate music, particularly in hymn practice where they listen attentively to a variety of musical structures and origins, including music from Britain and abroad. They identify the sound of many instruments by listening and appraising others. Planning for pupils in Year 2 shows that they compose in response to a story and create appropriate musical effects. They record their work and improve the musical patterns they have created with tuned and untuned instruments. They confidently perform their work for others. They appraise music from many different cultures, including the sung mass from the Congo and they use what they hear to influence their own work.



- 152 At Key Stage 2, pupils sing confidently and accurately. They control their phrasing well as they sing in unison. They sing two-part songs and sing in rounds accurately. They beat out a rhythm by clapping or by using percussion instruments and maintain an accurate tempo. Towards the end of the key stage, pupils name different orchestral instruments and recognise the sound each creates. They listen to similar compositions played by different instruments and compare them. They identify how the mood of music can change according to instrumental interpretation. They discuss how music is used to create mood as in "Rock-a-Bye-Baby". They use a variety of instruments, including xylophones, chime bars and recorders to create their own compositions. For example, they compose their own pieces of music and perform these for others. When performing, some pupils read simple musical notation. Pupils regularly sing and play simple musical pieces during assemblies, which makes a positive contribution to their learning.
- 153 Pupils respond well to music and have a positive attitude. They are enthusiastic during lessons, listen well and display good behaviour. Pupils show consideration and co-operation towards each other and are very supportive when their classmates are performing. Consequently pupils are not afraid to attempt new tasks and show no inhibition when performing alone. They concentrate and strive to improve their performance. They treat instruments with care and consideration and show pride in their musical achievements.
- 154 The quality of teaching is good throughout the school. In Key Stage 2, most pupils are taught well by a part-time music specialist. Teachers show good classroom management and create an effective learning environment. They make good use of the resources and the range of instruments. They praise and encourage pupils. Lessons are brisk, building well on pupils' previous knowledge. Teachers effectively assess standards and encourage pupils to practise and improve. They challenge pupils of all abilities which makes a positive contribution to pupils' attainment and progress.
- 155 The subject co-ordinator is knowledgeable and supports colleagues effectively. Class teachers in Key Stage 2 take part in lessons delivered by the music specialist and this is an effective system of staff development. It helps teachers maintain standards well. Resources are good and easily accessible. Most lessons are taught in the music room where the majority of resources are stored for easy access, but each class also has its own supply of instruments. There are additional musical activities organised which have a positive effect on musical standards within the school. These include the choir and recorder club which are both well attended by pupils. The peripatetic music service also offers instrumental lessons in guitar and violin and pupils take full advantage of this good opportunity. Music supports pupils' spiritual, social and cultural development well and the quality of collective worship is enhanced through music. The choir sings in main local shopping areas in support of charities and they perform for the elderly in a local nursing home. Pupils in the choir have the opportunity to perform in the local City Hall each year which greatly improves the self esteem of participants.
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## **Physical education**

- 156 Progress in physical education throughout both key stages is good. All pupils, including those with special educational needs, make good progress in developing and practising new and acquired skills as well as consolidating previous learning. Pupils at Key Stage 1 experience gymnastics, games and dance and develop confidence in their work. They work independently, in pairs and in groups to develop and improve their performance. In a Year 2 lesson, using a

theme on Harvest, pupils base their movements on the activities of the farmer from sowing the seeds to harvesting the grain. They show good control of their actions as they listen and act on the directions of the teacher. Pupils understand safety rules and follow them effectively in their activities.

- 157 Pupils at Key Stage 2 consolidate their skills and develop other skills in a wide range of activities including swimming. They refine and develop new skills during games sessions. For example, very good use is made of the visiting coaches from the local premiership football club in helping to refine pupils' ball control skills associated with soccer. Pupils go swimming at the local baths and this ensures all pupils receive their statutory entitlement under the requirements of the National Curriculum. The majority of pupils in Year 6 are on line for achieving the recommended distance in swimming.
- 158 Pupils enjoy their work in physical education, particularly in Key Stage 2 when they receive extra coaching from outside specialists. Pupils in Year 2 express their own movements when they listen to a "Let's Move" tape on harvest. Pupils in both key stages are interested in their lessons and they show enthusiasm when performing. Pupils with special educational needs have the assistance of a classroom auxiliary when required. These pupils have full access to the curriculum and so make steady progress. Pupils are given an opportunity to develop the literacy skills of speaking, and particularly listening, during their lessons. They also develop their numeracy and mathematical skills when they count and score and follow directional movements in gymnastic and games sessions. Pupils further their spiritual, moral, social and cultural development through listening to the mood of any music used. They perform well when sharing and taking turns in skills practice and gain an appreciation of traditional dances from other cultures used in their lessons.
- 159 The quality of teaching is good. Teachers' planning of physical education is good in both key stages. There is also good teaching when pupils are engaged in additional lessons. Pupils are well-managed in practical and sporting activities and all health and safety considerations are taken into account. Teachers evaluate pupils' progress on a weekly basis and record their assessments on their planning sheets. These assessments are used to ensure pupils build effectively on their previous experiences.
- 160 The school uses concise long-term planning to meet the needs of pupils and the requirements of the curriculum. A new scheme of work is being incorporated and will be reviewed regularly. The recently appointed co-ordinator has reviewed the policy and has discussed the scheme of work with staff. There are now opportunities to monitor the subject, to support colleagues and to share expertise. There are sufficient resources for the teaching of the subject. The school hall is adequate to meet the needs of the curriculum. Outside, the hard surface playing area and the playing field are used for games and sporting activities. These facilities are used effectively and make a positive contribution to pupils' progress. Good opportunities are taken to involve the sporting community in pupils' physical education development. The local soccer team coaches attend the school in the "Goals for Success" scheme. This initiative focuses on pupils' social and moral skills as well as their physical skills and is having a positive impact on pupils' attainment and progress.

· **PART C: INSPECTION DATA**

· **SUMMARY OF INSPECTION EVIDENCE**

- 161 Five inspectors visited the school for the equivalent of nineteen inspector days. During this time seventy lessons or part lessons were observed, covering all aspects of the National Curriculum and religious education. Inspectors listened to a representative sample of pupils read and talked to pupils about their work. Acts of collective worship and periods of registration were also observed as well as mealtimes, playtimes, arrival and dismissal procedures.
- 162 A large sample of pupils' previous work was examined which included work completed in all curriculum areas from pupils of all ages and prior attainment. Displays in classrooms and public areas of the school were also examined.
- 163 The previous inspection report completed in May 1996 and the school's action plan in response to it were examined.
- 164 A wide range of school documentation was examined including school policies, minutes of the governors' meetings, the school development plan, teachers' planning files, records of pupils' attainment and progress and samples of annual reports to parents. All documents and records relating to pupils with special educational needs were also scrutinised.
- 165 Interviews were held with all subject co-ordinators, the special needs co-ordinator, the school secretary, the caretaker, the chair of the governing body and other governors, non teaching staff, parents and visitors to the school.
- 166 The headteacher met daily with the registered inspector and was interviewed by all members of the inspection team.
- 167 The views of parents were sought at a meeting prior to the inspection and through the completion of a questionnaire which was sent to all parents.

## DATA AND INDICATORS

### • 168 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	217	3	69	102
Nursery Unit/School	26	0	0	0

### • 169 Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

9

Number of pupils per qualified teacher:

22.6

#### • Education support staff (YR – Y6)

Total number of education support staff:

4

Total aggregate hours worked each week:

115

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

Total number of qualified teachers (full-time equivalent):

1

Number of pupils per qualified teacher:

26

#### • Education support staff (Nursery school, classes or unit)

Total number of education support staff:

1

Total aggregate hours worked each week:

30

Average class size:

26

## 170 Financial data

Financial year:	1998-1999
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	£
Total Income	£381,611
Total Expenditure	£383,712
Expenditure per pupil	£1,690
Balance brought forward from previous year	£24,445
Balance carried forward to next year	£22,344

**PARENTAL SURVEY**

Number of questionnaires sent out:	232
Number of questionnaires returned:	21 (9.1%)

**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	29	62	10	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	33	5	0	0
The school handles complaints from parents well	35	35	15	5	10
The school gives me a clear understanding of what is taught	24	48	19	10	0
The school keeps me well informed about my child(ren)'s progress	52	24	5	19	0
The school enables my child(ren) to achieve a good standard of work	43	43	0	10	5
The school encourages children to get involved in more than just their daily lessons	29	29	29	10	5
I am satisfied with the work that my child(ren) is/are expected to do at home	33	33	14	19	0
The school's values and attitudes have a positive effect on my child(ren)	25	55	10	10	0
The school achieves high standards of good behaviour	24	38	24	5	10
My child(ren) like(s) school	43	52	5	0	0

NB: Percentages are rounded to nearest integer; sum may not = 100%

Figures exclude nil responses.

**No parents made additional comments**

Parents are absolutely right about the positive comments made. In the inspection team's view the school provides a good range of information about pupils' attainment and progress and, coupled with three formal opportunities for parents to meet teachers to discuss their children's progress, is keeping parents well informed. The school is aware of the concerns about some inconsistencies in the setting of homework and is producing a new policy in line with national recommendations.

#### **Pointers from the meeting for parents**

- Parents are satisfied with the attainment and progress made by their children.
- Parents feel that the school promotes attitudes and values of which they approve.
- Parents acknowledge that the school provides a range of information about their children's work and school events.
- Parents are confident that the school provides good help and guidance for pupils.
- Parents are happy with the amount and frequency of homework set by the school.
- Parents are satisfied that their children are encouraged to behave well.
- Parents recognise that they get every opportunity to play a part in the life of the school.
- Parents believe that the school listens to their views, and takes action if they have need to complain.