

# INSPECTION REPORT

## RYHOPE JUNIOR SCHOOL

Sunderland

LEA area: Sunderland

Unique reference number: 108787

Headteacher: Mr L. Hayton

Reporting inspector: Mrs M. Fitzpatrick  
24326

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> May 2000

Inspection number: 189221

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Shaftesbury Avenue Ryhope Sunderland
Postcode:	SR2 0RT
Telephone number:	0191 553 6275
Fax number:	0191 553 6277
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M. Fairclough
Date of previous inspection:	16 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M. Fitzpatrick	Registered inspector	English	What sort of school is it? What should the school do to improve further?
		History	The school's results and achievements.
			How well is the school led and managed.
T. Smith	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
R. Willey	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information Technology	
		Geography	
		Equal Opportunities	
L. Spooner	Team inspector	Science	How well are pupils taught?
		Design Technology	
		Religious Education	
		English as an additional language	
M. Entwistle	Team inspector	Art	
		Music	
		Physical Education	
		Special Educational Needs	

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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Inspection Quality Division  
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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is about average size for a junior school with 270 boys and girls on roll. The proportion of pupils entitled to free school meals is 40 per cent, which is above the national average. The percentage of pupils identified as having special educational needs, 15 per cent, is below the national average and the percentage of pupils with statements of special educational need is broadly in line with the national average. Of the pupils with special educational needs, the majority of these have moderate learning difficulties, mostly associated with literacy; a significant minority have special needs associated with emotional or behavioural problems. There are three pupils in the school who come from ethnic groups other than white and whose first language is not English. However, these pupils have learned through the medium of English since they started infant school and language is not a barrier to their learning. The school's intake covers all abilities and overall is broadly in line with the average found in most schools.

### **HOW GOOD THE SCHOOL IS**

Ryhope Junior School is a good school with some very good features. The headteacher provides very clear leadership in raising standards in all aspects of the school's work. He has succeeded in building a team of staff who are committed to the high standards he expects for and from the children. The quality of teaching makes a significant contribution, not only to the standards pupils attain in subjects, but also to the behaviour, relationships and personal development of pupils. Standards are rising in the school, particularly in English and mathematics. Given all of the above and the good provision for pupils' spiritual, moral, social and cultural development, the school gives good value for money.

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

- Standards in the core subjects are above those of similar schools.
- Very good leadership by the headteacher provides clear educational direction for the development of the school.
- The quality of teaching is a strength of the school. Teachers have a very positive input to all aspects of the pupils' development. They expect their pupils to work hard and they do. There is no unsatisfactory teaching.
- The pupils have very good attitudes to work and are keen to learn. The very good strategies for behaviour management ensure that classes run smoothly and pupils behave well.
- The provision for pupils with special educational needs is good. These pupils make good progress.
- The school has good links with parents that support pupils' learning.
- Financial planning in the school is very good. Spending is carefully targeted at raising standards.

#### **What could be improved**

- While assessment procedures are satisfactory, they could be developed further to track pupils' progress and provide consistency of information in all year groups.
- Improve the use of assessment data to set challenging targets for each year group.
- Expand the role of subject co-ordinators to include responsibility for monitoring standards and teaching.
- Minor omissions in the governors' annual report to parents could be rectified.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The headteacher has led the school through good improvement since it was last inspected in September 1996. All of the issues identified at that time have been successfully tackled. The quality of teaching has improved considerably; there is now no unsatisfactory teaching. Standards in the core subjects have risen since the time of the last inspection. The provision for design and technology and physical education has improved and both subjects now meet statutory requirements. The role of governors has been strengthened and they now make a good contribution to the school's strategic planning. Facilities for sport and games are very much improved with the addition of playing fields. The school is now very well placed for further improvement. The school has set realistic targets for pupils reaching level 4 and above of 68 per cent for English and 63 per cent for mathematics in the national tests in 2000 and is on course to achieve these. Since the last inspection staffing costs have been reduced by increasing the number of newly qualified teachers in the school.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	B	C	A
Mathematics	D	D	D	B
Science	D	E	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the national tests in English in 1999 was well above that of similar schools and broadly the same as all schools nationally. In mathematics, pupils' performance in the tests was above similar schools and below the national average. In science results were well above similar schools and in line with the national average. Taken together trends in attainment in these subjects are rising in line with the national trend. Standards achieved by pupils nearing the end of Key Stage 2 are in line with the expected level for pupils of this age in English, mathematics, and science. In mathematics challenging questions by teachers are raising standards and learning is good. In English teachers plan well to develop the skills of speaking and listening and reading and writing in all lessons. In science teachers plan investigations to give pupils first hand insights into scientific ideas, but do not always plan for pupils to conduct their own experiments. By the end of the key stage pupils reach the expected standard in information technology. In religious education pupils reach the standard expected of the Locally Agreed Syllabus. In all other subjects pupils reach the expected standard except in art, where they attain above the national expectation due to the good planning for the progressive development of skills throughout the school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils of all ages and abilities are enthusiastic learners. They respond well to the opportunities for independence and are confident in their ability to succeed.
Behaviour, in and out of classrooms	Generally, very good throughout the school. Behaviour in the dining hall and around the school where supervision is light is particularly good. A few pupils occasionally present problems because of their misbehaviour, but these are quickly and effectively dealt with by the teachers so that there is seldom any disruption to learning. Exclusions are very low.
Personal development and relationships	Pupils' personal development is very good; they are confident and willing to take responsibility. Relationships are very good. There is a relaxed and harmonious atmosphere in the school, which makes it a very pleasant place in which to learn.
Attendance	Attendance is in line with the national average. Unauthorised absence is very low.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/a	N/a	Good

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

The quality of teaching is a strength of the school. In over 70 per cent of the 58 lessons seen, teaching was good or better. In more than 25 per cent of lessons teaching was very good and in four lessons in Year 6 the quality of teaching was excellent. There is no unsatisfactory teaching. Teaching in English is good overall; it is very good overall in Years 5 and 6, with one example of excellent teaching seen in the subject in Year 6. In mathematics, the quality of teaching is good overall, with very good and excellent teaching seen in Years 5 and 6. Both literacy and numeracy are well taught. Particular strengths are the high quality planning, good use of resources and very good relationships between teachers and pupils. Teachers promote both literacy and numeracy in the other subjects they teach. In history, geography and science skills learned in the literacy hour are used as children write reports, describe experiments and produce diaries of life aboard ship in Tudor times. In science, design and technology, children are given the opportunity to measure, calculate and record using the skills they have learned in mathematics lessons. There is particularly good teaching in art throughout the school, where as a result pupils learn new skills at a good rate and produce work of a better than expected standard. The teaching of pupils with special educational needs is good and in some lessons very good. This is because of the teachers' good knowledge and understanding of their individual education plans and the time they spend with pupils in giving support at key points in each lesson.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All learning activities are well planned and provide a broad and balanced education for pupils. The school arranges many visits and an annual residential course and a short introduction to French for Year 6, all of which enhance the quality and breadth of pupils' education. The school provides a range of extra-curricular activities, mainly sport and music that are well supported by pupils. Health education could be improved with a scheme of work.
Provision for pupils with special educational needs	Provision is very good. A strong feature of the provision is the skilful and detailed planning between teachers and classroom support assistants which ensures that children with special educational needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. There are planned opportunities for pupils to exercise responsibility and take the initiative. Provision for the spiritual, moral, social and cultural development of pupils is consistently good. Teachers' good planning ensures that these aspects are included in lessons and are often the focus of class discussion.
How well the school cares for its pupils	This is a high priority in the school and plays an important part in raising pupils' self esteem and the standards of their work. The teachers have very good knowledge of the children in their classes and they take care to monitor their personal, social and academic development very well.

Parents express strong support for the school. The vast majority feel that the school works closely with them and that they find the school staff approachable.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership by the headteacher ensures that all who work in the school know what is expected of them. There is strong commitment to high standards from subject co-ordinators. At present not all co-ordinators monitor the teaching of their subject.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and active on behalf of the children. They have a good understanding of the school and how it should develop. The majority are directly involved in the life of the school through the classroom or residential support they give. There are a few minor omissions in the annual report to parents.
The school's evaluation of its performance	The headteacher and governors are aware of the school's strengths and weaknesses; they know how well the school performs compared with similar schools and take positive action to improve performance where they find the need.
The strategic use of resources	Spending decisions are linked to raising attainment; their effectiveness is monitored. The headteacher monitors the school's performance to ensure best value for the school's spending. There are enough suitably qualified teachers to teach the curriculum. The school's accommodation is very good and is kept in an outstanding condition of cleanliness.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children are expected to work hard.</li> <li>• That the school is well led and managed.</li> <li>• That their children are well taught.</li> <li>• That their children like school.</li> <li>• That the school is helping their children become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children are set.</li> <li>• The information they receive about how their children are progressing.</li> </ul>

The vast majority of parents are very supportive of the school and value the quality of education provided. Inspectors agree with parents' positive views of the school. Teachers' have good expectations of pupils, they teach them well and expect them to work hard. The leadership of the school is very good and there is effective management at all levels. A small number of parents expressed concern about the amount of homework set. Inspectors found that pupils had regular homework, especially for reading. A few parents felt they did not have enough information about their children's progress. Annual reports about pupils' progress and attainment are supplemented by termly progress reports and inspectors judged that this was a reasonable amount of information for parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The attainment of pupils on entry to the school is broadly in line with the national average in English, mathematics and science as measured by pupils' performance in the National Curriculum tests at the end of Key Stage 1. However, attainment on entry has been rising steadily over the last four years. Pupils in the current Year 6 had below average attainment when they entered the school.
2. In English in the 1999 national tests for eleven year olds, the percentage of pupils achieving level 4 or above was broadly in line with the national average. When compared with pupils in similar schools, pupils' performance was well above the average in these tests. The improvement in English results has been above the national trend since the time of the last inspection. Inspection findings show this improving picture. By the end of the key stage, pupils' attainment is in line with the national expectation overall and above the expectation in some aspects of the subject. In speaking and listening, pupils are attaining above the national expectation. They have good listening skills, following the teacher's explanations and instructions with attention; they listen to lengthy extracts from stories and ask pertinent questions, showing they have followed with understanding and interest. In their responses in class, pupils are confident, they speak audibly, express their opinions clearly and often develop the ideas of others through talk. By the end of the key stage, pupils' reading skills are slightly above the expectation. They read fluently and with expression; higher attaining pupils making good use of inference and deduction to discover deeper meaning in what they read. Average attaining pupils have a good range of strategies for attacking new words and they can usually make an accurate guess at the meaning of these from their understanding of the context. Lower attaining pupils read with confidence and have a sound knowledge of the sounds of letters to help them tackle new words. In all pupils, their confidence about reading is a feature which contributes to their success. Standards in writing are slightly below those expected of eleven year olds, but show good improvement across the key stage. Higher attaining pupils write in an appropriate style and with good control for a range of purposes, such as historical and geographical accounts, as well as letters, descriptions and short stories. Pupils with special educational needs are well supported to make good progress in the subject. They write simply and clearly, though their spelling is not always accurate; they pay good attention to punctuation. All pupils make at least satisfactory progress and pupils in Years 5 and 6 make good progress, because of the high quality teaching. Pupils with special educational needs make good progress as a result of effective planning and the good support they receive.

3. In mathematics, the percentage of pupils achieving level 4 or above was well below the national average. The school's results are above average in comparison with schools in a similar context. The school's results have improved at the same rate as results have nationally. Pupils currently nearing the end of Key Stage 2 are attaining in line with the national expectation. By the end of the key stage, they have a sound grasp of tables to ten; they understand and use negative numbers, percentage and ratio and produce bar and line graphs. Lower attaining pupils can round to the first decimal place and multiply three digit numbers by up to ten accurately. Overall progress for all pupils, including those with special educational needs, is good. This is because of the very effective introduction of the numeracy strategy by the teachers in the school and because of the encouragement that pupils are given to work hard.
4. In science, in the 1999 tests, the performance of pupils was in line with the national average at level 4 and above. When compared with similar schools, their results were well above average. Results in science have been static until 1999, when they improved significantly. Pupils in Year 6 are also attaining standards in line with the national expectation. They are able to conduct investigations using prediction, testing, questioning and evaluating their results. By the end of Year 6, pupils show a sound knowledge and understanding of relationships between organisms and their environment. Pupils' learning is good overall; pupils with special educational needs make the same progress as others in their class because of the effective deployment of support staff during science lessons.
5. In information technology, attainment is in line with the national expectation. By the end of the key stage, pupils load, save and print their work. They have a broad range of presentational skills including the use of text boxes, bullet points, clip art and colour to enhance their work. They are beginning to use e-mail and higher attainers experiment with multi-media presentations, combining pictures, sound and text. They apply their skills for research in a number of subjects, especially history and geography, using CD-ROMS and creating graphs.
6. In religious education, pupils are attaining standards in line with those expected by the Locally Agreed Syllabus. At the upper end of the key stage, good standards are found in Years 5 and 6. By the end of the key stage, pupils have a broad knowledge of Christianity and other major world faiths. They understand the influence that religious belief has on a person's behaviour and conduct. Higher attaining pupils are able to ask questions about aspects of different faiths.
7. Pupils with special educational need achieve well against their personal targets as set out in individual education plans and against national expectations as measured by National Curriculum tests. Although attainment of pupils on the special needs register remains below the national average for 11-year old pupils, their measurable progress is good, well in line with that of their peers and in some instances, above. End-of-Key-Stage 2 national test results from 1999 show that a substantial majority of pupils identified as having special educational need, with targets in either literacy, numeracy, or both, move through two levels or more from their attainment on entry as measured against Key Stage 1 test scores. This rate of progress makes a firm contribution to the school's steady rise in standards. Progress within lessons is equally good, because of careful, well differentiated planning based upon clearly formulated, practicable individual education plans.

8. Pupils make good progress in art and physical education. In art, as well as a good knowledge of the work of great artists, pupils have a good range of well developed skills by the end of the key stage. They make good observational drawings, design and make Tudor costumes using collage techniques and create pattern and shape effectively in paint. They achieve standards above the national expectation by the time they are eleven. In swimming, the majority reach the expected standard by the time they are eleven. Their games skills are well developed by the end of the key stage, but there was no teaching of dance or gymnastics on which to base a judgement. Standards in physical education are in line with those expected of pupils of the same age. In design and technology, history, geography and music, pupils make satisfactory progress and attain standards similar to those of pupils of the same age.
9. Literacy is well promoted by all teachers. There is a good emphasis on developing high level speaking skills and pupils enter into discussion about their work in all subjects from Year 3 onwards. Teachers are skilled at encouraging and allowing pupils to develop their ideas through talk and good examples are seen again and again in science, history, geography and especially mathematics lessons where pupils confidently explain their reasoning or develop the ideas of others. As a consequence of this emphasis on talk, pupils develop good listening skills which contribute strongly to their learning. In science pupils are taught progressively to write more detailed descriptions of their experiments as they move through the school. In history and geography they are given the opportunity to work on factual accounts, diary writing and character studies of famous people. Teachers are alert to the writing skills pupils acquire in their literacy lessons and plan effectively to apply these in other subjects.
10. Standards of numeracy are in line with the national average. Pupils have a broad base of mathematical understanding that they apply in their work on graphs and measuring in science and geography. Teachers make links between mathematical forms and their application to their subjects; they link aspects of the Hindu faith to Rangoli patterns and symmetry, and Punjabi script to algebra. Through these means pupils are made aware of the impact of mathematics in the world around them.
11. Since the last inspection the school has taken steps to raise standards. There has been an emphasis on monitoring teaching and providing appropriate in-service training to improve teaching skills. This has been effective in raising the quality of teaching markedly since the last inspection. Standards in all the core subjects are rising as a result of analysing tests results and planning to improve weaknesses, the good quality of teachers' planning and the impact of the national literacy and numeracy strategies. The school has set realistic targets for the national tests in 2000 and is on course to achieve them.

### **Pupils' attitudes, values and personal development**

12. The quality of pupils' attitudes to work, their behaviour and personal development and relationships have improved overall since the last inspection and are now very strong features of the school.

13. Attitudes to work are generally very good, especially amongst the older pupils in Years 5 and 6. This has a positive impact on the standards achieved. Pupils enjoy coming to school, are well motivated and keen to respond to the challenges offered. They listen carefully when their teachers, or others, are speaking, answer questions sensibly and contribute confidently in discussions. Pupils are ready to work and pursue each new task with purpose, determination and good levels of concentration.
14. Pupils with special educational needs behave well during lessons, and apply themselves with interest to their tasks. Pupils in Years 3 and 4 have some difficulty in retaining concentration during introductory and exposition phases of lessons, but their behaviour remains generally good. For those pupils who experience emotional and behavioural difficulties, support is received from the Learning Support Unit's behavioural section. If necessary, the pupil is placed on an appropriate stage of the special needs register. All pupils with a very specific, non-learning need have the necessary support and the careful and caring monitoring of the head teacher.
15. Behaviour is generally very good, both in and out of class. Pupils clearly understand what is expected of them and most react accordingly. The sizeable minority with challenging behaviour are very well managed by their teachers. Incidents of bullying are rare and none was observed during the inspection. Exclusions are very low, but are dealt with properly when they do occur. Pupils are genuinely proud of their school and show due respect for all of its fabric and fittings.
16. The quality of relationships amongst pupils and between pupils and staff is very good. This makes a significant contribution to the quality of education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are polite, very open in their dealings with others and always ready to be helpful. Visitors are made to feel very welcome in school.
17. Pupils' personal and social development is very good. In lessons pupils work very well together in pairs or groups, and share ideas and equipment sensibly. At playtime, and when eating lunch, they are sociable and friendly.
18. Pupils are confident, and clearly respect each other's rights, feelings and beliefs. Pupils willingly take on responsibility, and accept it in increasing amounts as they grow older. Year 6 monitors carry out their appointed tasks in an efficient, yet unobtrusive way. Furthermore, they help to train up pupils taking over from them. Opportunities for pupils to plan and carry out their own work are not particularly strong features of the school but, when offered, are used productively, for example in history. Pupils also gain confidence through residential visits, activities such as class assemblies, and links with the community.
19. Attendance has risen slightly since the last inspection, and is now broadly typical of primary schools across the country. Unauthorised absence remains very low.
20. Punctuality is generally good. Most pupils arrive on time and are settled in class promptly at the start of sessions, but a few regularly arrive late.

## HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good overall throughout the school. During the inspection, teaching was good or better in three quarters of all lessons seen. One in five of the lessons observed were very good and in four lessons in Year 6, the quality of teaching was excellent. No unsatisfactory teaching was observed. The best and most consistently good teaching was observed in Years 5 and 6 where in more than ninety percent of lessons it was judged as good or better. The large majority of very good and excellent teaching was also in these two year groups. The quality of teaching in both literacy and numeracy was never less than good in the upper part of the key stage and often very good or excellent. Teaching in Years 3 and 4 was good in approximately half of the lessons seen and very good in one lesson. Significant improvements in the quality of teaching have been made since the previous inspection when almost twenty percent of teaching was less than satisfactory and only five percent was very good or better.
22. The improvement in the quality of teaching since the previous inspection is a major factor in the improving standards over the last four years, particularly in literacy and numeracy where the relatively recently introduced national strategies for these two subjects have been successfully introduced. At the time of the last inspection, teachers' knowledge of design and technology was identified as a weakness and standards in the subject were unsatisfactory. This has been successfully addressed and standards are now in line with expectations of pupils of this age.
23. Teachers are confident in their knowledge and understanding of the subjects they teach. They plan their lessons effectively and subject information is made relevant and interesting for the pupils. Teachers plan lessons together in year groups and this goes some way towards ensuring similar provision for each class. Planned learning objectives are clearly set out, lessons are well structured and teachers take good account of the learning needs of all boys and girls so that there are no significant variations in attainment between these. Lessons are almost always clearly linked to previous learning and the ideas and experiences of pupils are successfully drawn upon.
24. Teachers have high expectations of the pupils and actively encourage effort, accuracy and good presentation of work. Relationships are very good, pupils are very well managed and prompt action is taken to address any inappropriate behaviour. Pupils are praised for their good effort and achievement and are treated fairly. Teachers encourage learning through the use of a good range of teaching methods including discussion, demonstration, drama and audio-visual input. Time is used well with a good pace maintained in most lessons. Teachers use questioning effectively to assess pupils' knowledge and understanding during lessons. Work is marked regularly and pupils are provided with positive comments. The practice of writing specific comments and target setting to help pupils improve their work is used successfully by some teachers but is not yet consistent across the school. Homework relates closely to the work in progress and is consistently followed up.
25. The teaching of pupils with special educational needs is consistently good, and in some classrooms, very good. The reason for this lies in the secure levels of understanding that individual class teachers have of the purpose and function of individual education plans. Because targets are specific, and individual education plans contain detail as to how teacher intervention will be managed and how learning will be monitored, planning is well matched to need. In most lessons seen, pupils on the special needs register benefited from a focused teacher input at some stage in the lesson. Support staff question and challenge as well as praise and encourage pupils, understanding the



value of developing independent learning. This good level of teaching for pupils who have special educational needs could become very good with more classroom based support, increased opportunity for pupil interaction and active involvement in introductions to lessons, and a wider use of all available resources to provide concrete, first hand experiences to support learning.

26. Particular teaching strengths within literacy and numeracy are in the very high quality planning, use of resources and relationships, especially in Years 5 and 6. Across the school, teachers ensure that mathematics lessons are conducted at a brisk and often challenging pace. In science, teachers plan well for the development of investigational skills. In other subjects of the curriculum, particular strengths are in physical education where lessons are well managed and orderly; and in history where pupils are provided with good opportunities to extend their learning through research and, in some lessons, through the very effective use of drama. During the inspection, in a small number of lessons, teaching was over-directed. Long- and medium-term planning in geography has led to teachers attempting to cover too much content in a limited amount of time. This has resulted in an over-formal knowledge-based approach that does not provide sufficient opportunities for understanding through independent learning. During the inspection it was not possible to observe any information technology lessons.
27. Pupils enjoy their lessons and most are prepared to work hard and make good progress. They settle promptly to their tasks and remain fully engaged in what they are expected to do during the allotted time. In discussion times, they listen attentively and many are keen to take part in discussions. Pupils particularly enjoy challenging lessons conducted at a brisk pace and rise to the occasion.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

28. The previous report stated that the school's curriculum provided suitably broad and balanced courses including all National Curriculum subjects and religious education. This provision has been maintained. The curricular deficiencies in design and technology and in physical education referred to in the previous report have been appropriately addressed and National Curriculum requirements are now fully met. There is now appropriate provision for swimming within the physical education curriculum. Each subject, apart from health education, is supported by a policy document and scheme of work, and also by a subject co-ordinator, except in history where the head teacher is currently acting subject co-ordinator. There are policy documents for other aspects of school life, including special educational needs, the curriculum, assessment, behaviour and corporate acts of worship. These areas are supported by designated co-ordinators. All pupils have full access to the school's curriculum. This reflects, in practice, one of the school's main documented aims.

29. The school has effectively implemented the National Literacy and Numeracy Strategies. Booster classes operate during Year 6 in order to raise attainment for targeted groups of pupils. Curriculum time is suitably apportioned to subjects with an emphasis being placed upon the core subjects of English, mathematics and science. The core subjects account for more than sixty percent of teaching time. English has a larger percentage of time than any other subject. One-third of curriculum time is devoted to English in Years 3, 4 and 5 and five percent less in Year 6. Mathematics has just over one-fifth of curriculum time in Years 3, 4 and 5 and just over one-quarter in Year 6. Other core subjects and all foundation subjects have adequate time allocations. An excellent additional curricular provision for pupils in Year 6 is French. This is taught by the head teacher during the second half of the summer term.
30. Planning is good. An annual school-based curriculum map is produced and is the basis for year group planning. Medium and weekly planning across year groups is supported by a high standard of daily planning. The latter ensures clearly defined learning objectives, an excellent focus on appropriate vocabulary and well-differentiated tasks for pupils. This has the effect of very focused teaching and learning opportunities for pupils. Daily planning was a particular strength and is a feature of high quality teaching. Foundation subjects, such as history and geography, are often taught for short, blocked and intensive periods. The head teacher monitors planning.
31. The school is developing good and appropriate use of cross-curricular links, such as art links with I.C.T. and English and physical educational links with mathematics and geography. Links between subjects ensures effective use of curriculum time and pupils use subject-related acquired skills across a range of different settings and for different purposes. Research skills are well taught within literacy and are applied to research in most of the other subjects.
32. There is no policy document or scheme of work for health education. Teachers are, therefore, unsure about the nature of what to address in this area of the curriculum. This is a weakness. However, policies are in place for sex education and for the use, and abuse, of drugs. These aspects of the curriculum are well supported by outside agencies. Sex education is taught by the school nurse. Provision is satisfactory for girls but little provision is made for boys. Drugs-related education is well catered for by contributions from the local police force and "The Institute" drugs education theatre. Despite some opportunities in religious education, assemblies and physical education overall, effective provision is too heavily dependent upon external sources.
33. Curricular provision for pupils with special educational need is very good. There are no withdrawal groups so that their learning takes place in a fully inclusive setting. This is a strong feature of the school's provision, even though it places additional demands on teachers' skills in maintaining pace and attention levels throughout a lesson, particularly in the introductory phases. Support staff for pupils with a statement work with them mostly in the classroom and often as part of a group. Liaison between support staff and teachers is good.

34. The co-ordinator for special needs has been in post since the establishment of the code of practice, and under her expert guidance and leadership, all teachers now have a thorough working knowledge of the Code of Practice and school's SEN policy. The effective delegation to class teachers of responsibility for the creation of individual education plans and for their regular review, means that teachers have ownership of the process and its practice, so that provision for special needs at the classroom level is seamlessly integrated into the taught curriculum.
35. A satisfactory range of extra-curricular activities is provided for pupils, mainly sporting and music. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning in music and sport. Music-based clubs contribute to the spiritual and cultural aspects of school life as the recorder group play in assemblies. The school engages in a number of subject-based, day visits during the year, such as visiting community churches for religious education, the river Tees for geography, Sunderland Museum and Art Gallery for art and history, the local beach for science, geography and art and the Stadium of Light. There is also the opportunity for Year 5 and 6 pupils to go on residential visits to Derwent Hill Outdoor Centre in Keswick in November and May. This is an excellent provision as it not only affords first-hand learning experiences for pupils but it greatly enhances their independence, self-confidence and social and cultural development.
36. All policy statements include a clear statement about equality of opportunity. No equal opportunities issues arise as a result of pupil attainment. Pupils with special educational needs are fully involved in activities, with support if required. The school chooses texts for literacy carefully to ensure that they appeal to boys and girls. Teaching methods and planning are inclusive of all abilities and tasks are usually well differentiated for ability groups. The school makes good equal opportunities provision. The school creates good curricular provision and opportunity for its' pupils.
37. The previous report stated that provision for pupils' moral and social development was good, pupils' cultural development sound but that spiritual development was less well established. The provision, overall, has improved since the last inspection. All aspects of this provision are now good.
38. Well-planned, inclusive daily acts of worship make a very strong contribution to pupils' spiritual development. There is a school policy on collective worship and this is implemented through a weekly theme and a rota for class assemblies for the entire year. Assemblies are thought provoking. Pupils' watched in disbelief as the head teacher severed a teacher's tie during the telling of a story called "The Truth Tie". The story promoted intense listening and effectively engaged pupils thinking about telling the truth. The theme of truth was well maintained in other assemblies throughout the week. One assembly included a short time for reflection. This could usefully be extended to other assemblies and to other times of the day. Although mainly Christian in content, assemblies are not exclusively so. Spiritual development is well supported across the curriculum and particularly through multi-faith aspects of religious education. In a Year 6 history lesson an excellent re-enactment of The Victoria Hall Disaster impressed pupils visibly. Pupils were affected by the strength of their own images of the scene of the accident. Pupils in Year 6 daily change taped music in the corridor so that pupils hear the music in out-of-class time during the day. This helps to promote a tranquil atmosphere within school. There are several posters around the school, which show peaceful scenes each with a message of peace, tolerance or hope which are geared to promoting reflection and self-esteem. Spiritual development is good.

39. The school provides a safe, happy and stimulating environment where pupils feel valued. Pupils are very good at listening to the views of others and show respect for views, which are different from their own. Pupils are well behaved, polite and courteous. They collaborate well in pairs and in groups. Pupils, working in pairs on computers, discuss and help each other to successfully complete tasks. Pupils are very supportive of each other and establish good relationships with adults and other pupils. Pupils follow the rules of the school and older pupils discourage poor or bad behaviour amongst younger pupils. Older pupils generally set a very good example. Although there are no specifically timetabled lessons in support of moral and social education, issues are addressed effectively where and when necessary. Pupils have a strong sense of right and wrong. Older pupils exercise responsibilities well. Pupils, particularly in year 6, assist the daily running of the school through distributional tasks, assisting at assembly, helping in the libraries and collating house points. Teachers place a high degree of trust in pupils. They also develop notions of citizenship, particularly as a result of activity days organised by social services and the police. There is support for charitable activities such as Comic Relief and NSPCC. Access to learning resources is very open. Pupils are expected to be supportive of each other as well as polite. Pupils with special educational needs are well integrated and take a full and active role in the life of the school. Extra-curricular activities such as football, netball and recorders engender teamwork and develop social skills. The residential visit supports moral and social development particularly well. Moral and social development is good.
40. The cross-curricular approach to the curriculum fosters the cultural aspect of pupils' learning. Work on the Ancient Egyptians in history highlighted the geographical importance of the Nile to their everyday life. Younger pupils learn about their school environment, whilst older pupils study the geographical significance of the River Wear. Pupils learn about famous artists, such as Monet and Picasso. They hear music from other ages and cultures and listen to pupils playing instruments and singing. They learn about other faiths, beliefs and traditions through religious education. The wide range of very good display enriches the curriculum and serves to reward pupil achievement. All subject areas are represented and a number of displays have cross-curricular themes. The nature and quality of displays contributes well to the cultural development of pupils. Pupils are aware of their local cultural heritage. Year 6 pupils were able to retell the local legend surrounding Worm Hill and the story of the Lambton Worm. The cultural provision is also good. Pupils have a good understanding of cultures other than their own and relationships with pupils from ethnic minorities are good. Overall, the school cultivates pupils' personal development well. This is a strength of the school.
41. The school has established numerous links with the community. These include the emergency services, police, press, local football, hockey and rugby clubs, as well as several firms and stores who actively support the school.
42. The school has established very good links with other schools through a school cluster arrangement. A very good induction programme is in operation. There are opportunities for pupils to participate in mathematics, science and sports days at the local secondary school. The process of transfer is well supported by parents.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Pupils' general welfare remains a high priority and is now promoted very well within the school. A suitable health and safety policy is in place, and fully implemented. Risk assessments are carried out on a regular basis and the day-to-day working practices adopted by all members of staff are good. Standards of cleaning and maintenance are high. Pupils are supervised carefully throughout the day, and lunchtime routines are managed well. As a result the school functions smoothly. There are clear procedures for dealing with accidents and illness, and for the administration of medication and these are followed closely. However, at present only midday supervisors have up-to-date first aid certificates. As a consequence, suitably trained personnel are not always present on site. Child protection arrangements are effective. Local authority guidelines are followed if cases of abuse are suspected and the head teacher has designated responsibility for liaising with outside agencies.
44. Arrangements for monitoring and supporting pupils' personal development are very good, and permeate all areas of school life. Pupils are truly valued, and teachers place strong emphasis on building their self-esteem and making them feel important. Praise and rewards are used effectively to encourage effort and good behaviour, and significant achievements are celebrated in presentation assemblies. Activities such as class assemblies, the recorder group, and residential visits provide good opportunities for pupils to gain confidence. Information about pupils' general conduct is well documented on reports to parents, and includes clear details about their attitudes to work and contributions in class, as well as how they treat books and equipment. Teachers also maintain good formal records about pupils with identified behavioural problems, and these are used effectively whenever it is found necessary to approach the local authority for extra help to support them.
45. Procedures for promoting high standards of discipline and behaviour are very good. They are securely underpinned by a well-constructed policy, clearly communicated to parents, and implemented effectively by all members of staff. School rules are well understood by pupils and ensure they act in a thoughtful and sensible way at all times. Rewards and sanctions are fair and applied consistently. Effective guidelines are also in place to deal with incidents of bullying. Any reported incidents are taken seriously and dealt with quickly. Exclusions are dealt with properly.
46. Attendance and punctuality are monitored very thoroughly. Registers are completed properly at the start of sessions in accordance with current guidelines, and any absences that are not explained promptly by parents are followed up effectively. Pupils arriving late have their names recorded in the late book by the secretary. The school is also very keen to raise attendance, and rewards those who come regularly through class and individual awards.

47. The quality of on-going assessment by class teachers and its use in daily planning is good. Observation of the teaching and planning in mathematics, science and English shows ample evidence that teachers in the school accurately assess the achievement of different groups of pupils on a daily basis, even though lesson evaluation and formative assessment comments are not a regular feature of written plans. Teachers build accurately upon previous learning, within and during lessons, spotting and dealing well with pupil misconceptions as they arise. Good examples of this are the swift identification of a confusion between doubling and halving in an observed Year 4 mathematics lesson, or a resolved difficulty with creating a pattern in relief at Year 6. Marking is thorough, and in certain classes, very well done, with supportive comments and targets for improvement.
48. Procedures for assessment and the recording of progress are satisfactory and have the potential to become good. The school uses analysis of Key Stage 1 results and standardised tests effectively to verify attainment on entry, and to screen for pupils who may need additional support in numeracy and literacy. The outcomes also assist in the identification of pupils with special educational needs. It also analyses Key Stage 2 results and acts upon the outcomes vigorously, as in the creation of additional curriculum time in 1999-2000 for the teaching of spelling and various forms of writing. From May 2000, QCA testing in Years 3, 4 and 5 will provide more focused performance data across the school.
49. However, procedures for moderating and recording assessed levels of attainment, and for tracking pupil progress across year groups and subjects are not consistent, despite some examples of very good practice, mainly in Year 6 but also in Year 4. Attainment in the foundation subjects is not formally assessed. Also, although teachers are very aware of each pupil's personal and social development, the development of attitudes, and personal qualities is not formally recorded during any one school year. An exception to this is for pupils with statements of special educational need, where personal development is well monitored through Individual Education Plans. Assessment in the core areas is undertaken and recorded for each pupil within each class on a termly basis, but only in years 5 and 6 are the assessment statements for each pupil given a level against NC descriptors, or moderated across the year group. This means that tracking for progression is not complete throughout the school. However, the school has many good models in place upon which to build, such as the Core Summary which could be developed to set targets and to monitor achievement across classes within a year group. Other initiatives such as a mathematics tracking sheet and the moderation of year 4 writing, are subject-led, and need further development in terms of judging attainment and tracing particular strengths and weaknesses in pupil progress. However, if these approaches are adapted and amended to suit other subjects, they could provide an excellent basis from which to create a coherent assessment and recording system that would allow year group teams to work together to set challenging targets for each cohort year-on-year. This would help to meet the school's action point for year 2000 of extending whole school involvement in the preparation for National Curriculum tests.
50. The school makes good use of assessment data to identify pupils with SEN and to monitor their progress. On entry at Year 3, the co-ordinator scrutinises the Key Stage 1 National Curriculum test results and also the outcomes of NFER tests. This screens effectively for any pupils likely to be 'at risk' in the areas of Literacy and Numeracy, and checks the levels of pupils placed on the special needs register by the feeder infant school. Liaison on transfer is satisfactory. The effectiveness of this screening and of the teacher-led 'start-up' procedures is demonstrated by the increase of one third in the numbers of current year 3 pupils on the register by the Summer term. The co-ordinator

works closely with class teachers to monitor progress, and regular review meetings ensure that pupils move up and down the register. Co-ordinator records are computerised, up-to-date and accurate. The only missing element is one applicable to the school as a whole, that is the systematic monitoring and tracking of pupils on the special needs register through National Curriculum levels and key objectives of the Numeracy and Literacy strategies, as well as against personal termly or yearly objectives.

51. The school has identified the setting of personal targets for and by pupils as an important next step in raising pupil achievements. During this year pupils in the year 4 classes have been learning to set their own targets and assess their own success in meeting these, and it is pleasing to note that this has been identified as a priority area for 2000 – 2001.
52. Overall, the school needs to draw down to the younger classes those existing elements of good but varied assessment practice to be found in the Year 6 classes. This should mean that the implications of end-of-key stage targets would be better understood by year group teams in terms of what each team must contribute towards an overall raising of standards by the end of Year 6.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

53. Parents express strong support for the school. Of those who responded to the questionnaire, the vast majority consider that it works closely with them, and indicate that they would feel comfortable approaching teachers if they had any worries or concerns. Parents are actively encouraged to support their children's learning both at home and in school. Most parents express their satisfaction with the homework provided, and maintain regular contact with teachers through homework and reading diaries. Class assemblies are well supported by parents when their children are involved. A few parents also help in school on a regular basis. Response to the home school agreement has been very good. A Parents and Friends Association has been formed since the last inspection and is currently raising funds through organised events to help enhance the outside environment around the school.
54. The school continues to communicate well with its parents, although the governors' annual report does not fully meet statutory requirements. Parents are kept well informed about life generally in school through regular newsletters, and the vast majority are happy with the information they receive about their children's progress. Pupils' annual reports give clear indications about how they are getting on and, when necessary, identify where they could do better. In addition, the school also issues brief, indicative, termly reports for English and mathematics, as well as supplying details of what is being taught in class.
55. Parents of pupils with special educational needs are properly involved from the time the teacher has an initial concern. They are provided with copies of the individual action plans that frequently include home-based activities. Parents are always asked to attend formal review meetings, and are also encouraged to discuss their child whenever they have a concern.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The very good leadership provided by the headteacher gives clear educational direction to the work of the school. He demonstrates a strong commitment to raising standards through improving the quality of teaching and using the analysis of performance data to set targets for pupils and teachers. He has succeeded in creating a community that works very well as a team in pursuit of high standards in all aspects of school life. The high value he places on all members of this community – pupils, teachers, support staff and parents, is evident in the quality of the environment and in the emphasis he places on respectful, supportive relationships. The headteacher has established very effective systems for the day to day management and organisation of the school. Since the previous inspection the school has successfully transferred premises to a new building, there has been good progress in raising standards in the core subjects, in improving the quality of teaching and in tackling all of the issues identified in the last inspection report.
57. The headteacher has delegated responsibilities to subject managers who have clear job descriptions to guide their work. The subject managers for English and mathematics have responsibility for monitoring the standards of teaching in these subjects together with the monitoring of planning and the standards of pupils' work. In other subjects co-ordinators' responsibilities are not so well developed and are at present restricted to ensuring planning covers appropriate topics and managing resources. There are plans in the current school development plan to extend these responsibilities when new curriculum orders come into existence. The co-ordinators for literacy and mathematics have successfully implemented the National Literacy and Numeracy strategies.
58. The school fulfils all statutory requirements in relation to the Code of Practice and provision for pupils with special educational needs. The overall management of special educational needs is very good, with an effective balance between responsibility at class teacher, co-ordinator and head teacher level. The governing body has a member responsible for special educational needs, and discharges its responsibilities in this area fully.
59. The school's fulfilment of its aims is very good. The headteacher sets high standards in his own work and expects the same from his staff. In their turn, teachers work hard to produce high standards in the work of their pupils. The high quality of the school's environment demonstrates the value in which the school community is held; the very good relationships, focus on good learning, the quality and range of display in the school and the impeccable cleanliness of the school, both inside and out, all demonstrate to pupils how they are valued and the high standards the school expects of them.
60. The governing body provides good leadership for the school. Relationships between the headteacher and governors are very good and form a strong basis for effective partnership in managing the school. The governors share a commitment to high standards with the headteacher and through the parent governors they have a good understanding of what parents views of the school are. The governors have a good understanding of the school's strengths and weaknesses from the headteacher's reports, presentations by school staff and their own regular, direct involvement in the work of the school. For instance, their detailed knowledge of the current behaviour patterns in a particular year group has led them to make a decision to allocate the maximum salary for a forthcoming appointment to the school, in order to obtain the appropriate level of experience and expertise to meet the needs of the pupils. There



are minor omissions in the annual report to parents about the progress of pupils with special educational needs and the use of funds for these pupils.

61. The headteacher and governors are aware of the need to maintain high standards and take care to monitor the school's performance against that of similar schools. They are involved with the headteacher in monitoring test results and as seen above are fully involved in decision making to improve provision. The vice- chair of governors who chairs the finance committee is careful to evaluate tenders for work in the school in order to obtain best value for money and the recent contract for grounds cleaning is an example of the school's cost effective use of its resources.
62. The governors have set and are monitoring targets for the headteacher and the deputy headteacher in the current year. The current targets in the school's development plan are appropriately focussed on raising standards in English and mathematics and improving the use of assessment to achieve this. The plan is sufficiently detailed and focuses on a manageable number of targets for the school.
63. The school has sustained the good levels of staffing evident during the last inspection, so that its staff continue to meet the needs of the planned curriculum. The staff members are suitably qualified, and provide a very good balance of subject expertise. There have been five new appointments since the last inspection, which has given a new vigour to the staff team, who work extremely well together, with a good team ethos. Staff have a firm understanding of their roles and those of others, and respond positively to new initiatives, as shown in their school-centred response to preparing for the numeracy and literacy strategies and to the associated training at LEA and school level. Co-ordinators are aware of the benefits of monitoring their subject and are poised to extend their responsibilities in this direction when preparing for Curriculum 2000.
64. The school transferred to an attractive new building in 1998, and accommodation is very good. Class bases are sufficiently large for the numbers of pupils presently in each class. They are light and airy, with shared areas that are regularly used for practical activities and for information technology. All parts of the school are maintained to a high level of cleanliness by the caretaker and cleaning staff, and pupils and staff look after the building equally well. The library is spacious, and very attractively furnished, although during the inspection, it was not receiving the regular use it deserves. High quality, expertly mounted displays in corridors and classrooms create a stimulating environment to work in and contain a high proportion of the pupils' own work. The school now has its own playing field.
65. Resources have improved significantly since the last inspection and are now good overall. There are now two computers to a classroom, with plans for the creation of a computer suite, although this will be at the expense of the library losing its present flexibility as a teaching/learning space. Physical education resources are now very good, and the insufficiency of resources to deliver the design technology curriculum noted in the last inspection report has been rectified: all classrooms have a basic supply, supported by two well-equipped technic trolleys located in the staff room. Similarly, Religious education now has enough books and artefacts to support the teaching of all major faiths.

66. The school has sufficient teachers to meet the needs of the curriculum. The induction of new staff to the school is very effective, providing very good support and opportunities for newly qualified and established teachers. Continuing implementation of the school's policy for special educational needs would be even more effective with the planned-for appointment of an additional teacher to work with special needs pupils across the school. However, this will need careful management in order to retain the present highly inclusive, effective approach. There is a small room suitably designated for SEN support, which is resourced sufficiently well to give teachers access to materials, apparatus and teaching aids to support the teaching of reading and number in particular.
67. Financial planning is very good. Spending follows the priorities in the school's development plan and spending decisions are based on raising attainment. Specific funding for pupils with special educational need is used correctly, and is also supplemented from the school's general budget. The headteacher, a member of the senior management team and the school secretary are all skilled in the use of finance and administrative systems and provide the governors with regular updates of spending so that they can monitor the budget. The school makes good use of technology – computer software and overhead projectors both in and out of the classroom. The latest auditor's report was published in 2000 and all of the major recommendations have been met.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

68. In order to continue to raise standards the governors, headteacher and staff of Ryhope Junior School, should:-
- (1) Continue to refine and develop the good assessment procedures for the assessment of pupils' work so that it provides sufficient detail to track their progress in each year and in all subjects. ( paragraphs 48, 49, 78, 85, 94, 102, 111, 117 ,127 )
  - (2) Improve the use of assessment data to set targets which will challenge pupils of all abilities and inform pupils of what they need to do to reach the next level of performance. (paragraphs 49, 78, 85, 94, 102, 111, 117, 127 )
  - (3) Expand the role of all subject co-ordinators to include the monitoring of teaching and standards in their subject, so that teachers and pupils benefit from the best practice that exists in the school. ( 102, 106, 112,118,123,127)
  - (4) Ensure that the minor omissions from governors' report to parents are rectified (paragraph 54).

In addition to the areas for improvement that have been identified above, the following should be considered for inclusion in the governors' action plan:

- (5) Continue to use the high quality daily planning seen during inspection (paragraphs 30).
- (6) Improve the provision for health education, through more direct involvement of teachers, a written policy and scheme of work (paragraph 32).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	20%	46%	27%	0%	0%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	270
Number of full-time pupils eligible for free school meals	-	75

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	-	60

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	5.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	25	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	22
	Girls	16	14	18
	Total	31	28	40
Percentage of pupils at NC level 4 or above	School	65 (75)	58 (57)	83 (45)
	National	70 (65)	69 (65)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	18
	Girls	17	14	17
	Total	32	30	35
Percentage of pupils at NC level 4 or above	School	67 (57)	63 (58)	73 (62)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	3
Bangladeshi	
Chinese	
White	267
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

## Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

## Teachers and classes

### Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12.0
Number of pupils per qualified teacher	22.5
Average class size	24.5

### Education support staff: Y3 – Y6

Total number of education support staff	4.0
Total aggregate hours worked per week	39

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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*FTE means full-time equivalent.*

## Financial information

Financial year	1998 - 99
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	£
Total income	428085
Total expenditure	425590
Expenditure per pupil	1576
Balance brought forward from previous year	20485
Balance carried forward to next year	22980

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	270
Number of questionnaires returned	148

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	36	4	0	3
My child is making good progress in school.	50	42	4	0	3
Behaviour in the school is good.	50	39	4	1	6
My child gets the right amount of work to do at home.	39	45	12	3	1
The teaching is good.	56	37	1	0	5
I am kept well informed about how my child is getting on.	46	41	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	56	34	8	1	1
The school expects my child to work hard and achieve his or her best.	70	26	1	0	2
The school works closely with parents.	37	47	9	1	5
The school is well led and managed.	57	37	2	1	3
The school is helping my child become mature and responsible.	50	43	3	1	3
The school provides an interesting range of activities outside lessons.	27	43	19	3	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

69. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils' average point score for English was in line with the national average. The percentage of pupils reaching the expected level was well above that of similar schools and the percentage of pupils reaching the higher level 5 was close to the national average. The trend in results has been above the national trend since the last inspection. There is no significant difference in the attainment of boys and girls. The overall picture of improvement does disguise some differences in aspects of attainment. In the 1999 tests, pupils' performance in the reading tests far outstripped that in the writing tests, and writing was below the national average. The good improvement in standards in the past four years is due in some measure to the implementation of the national literacy strategy, but is mainly owing to the improved quality of teaching, particularly in the upper years of the school.
70. By the end of the key stage pupils are attaining in line with the national expectation overall in English. Despite improvements there are still variations in attainment in the different aspects of English. In both speaking and listening pupils' attainment is above the national expectation; in reading it is also above, while in writing, despite good improvement, attainment is still slightly below that expected of eleven year olds.
71. Pupils enter the school with average skills in speaking and listening. They make good progress at Key Stage 2, extending their vocabulary and developing their ideas through talk. They are confident when suggesting ideas or solutions, as seen in a very good Year 5 lesson about the characters in a story. In this case pupils were able to express their opinions clearly and make very good use of events in the story to support their ideas. The listening skills of other pupils made a good contribution when, after reflection they were able to comment upon the opinions that they had heard. Year 6 pupils talk confidently about the differences between the active and passive voice and what effects it has upon writing. All pupils, including those with special educational needs, read aloud audibly and confidently; the majority do so with expression which helps to convey the meaning or mood of what they read.
72. Pupils in Year 6 entered the school with reading standards slightly below the national expectation. They have made good progress in the acquisition of reading skills, and all pupils have a sound range of strategies for both pronouncing new words and for interpreting their meaning in context. These skills were well illustrated by Year 5 pupils when they studied a story set in the Caribbean and were able to read unfamiliar words correctly and to accurately guess their meaning from the context. Pupils of all ages, and those pupils with special educational needs, show sound understanding of what they read; higher attaining pupils benefit from demanding questions about their reading in Years 5 and 6 which provide good development of their skills of inference and deduction. While the skills of reading are well developed and established, the opportunity for extended silent reading is limited and pupils generally have a restricted knowledge of authors and the range of genre in literature. Pupils of average and higher attainment have satisfactory research skills both when using books or computer software and by the end of the key stage are able to work independently on research projects for history.



73. By the end of Key Stage 2, pupils write in a variety of styles, giving information in Year 3 accounts of what they did in their holidays or creating rhyming poems in the style of "The Land of Bumbely Boo." Pupils in Year 6 write chronological and non-chronological accounts while piecing together the clues in a murder mystery. In Year 4 pupils have sound note taking skills and make good use of a range of techniques such as noting key words and key ideas. Pupils are transferring the skills learned in literacy lessons to their work in other subjects. In Year 5, pupils' accounts and descriptions of exploration in the Tudor era show a good understanding of the importance of vivid and accurate writing. They succeed in painting lurid pictures of the effects of scurvy on sailors who suffered from the disease. The development of handwriting is slow in Years 3 and 4. By the end of Year 4 less than half the pupils in the lower part of the school are writing in a cursive script. This means that at this stage pupils are behind the national expectation for handwriting. However, by the end of the key stage almost all pupils, including those with special educational needs, write in a well formed cursive script; their work is legible and neatly presented.
74. Pupils throughout the school make satisfactory progress overall. In the upper part of the school, in Years 5 and 6, pupils make good progress in all aspects of their work, except in writing, where they make satisfactory progress. In Years 3 and 4, pupils make satisfactory progress overall with less than satisfactory progress in handwriting. Pupils who have special educational needs have full access to the curriculum. The well-planned and good quality support they are given encourages them to overcome difficulties and they make good progress.
75. Pupils' attitudes to English range from generally good to very good and excellent. They are directly related to the quality of teaching and enthusiasm of the teacher. In all lessons pupils behave well and work well individually, in small groups and in whole class activities. In lessons where the teaching is very good or excellent the very good attitudes promoted generate high levels of enthusiasm in the pupils and they learn at a rapid rate. The very good relationships pupils form with each other make a very positive contribution to learning, especially during whole class discussion where all feel confident about contributing. They are always keen to recognise and praise the efforts of others and this too makes a contribution to how well they learn. In some Year 3 classes, the challenging behaviour of a few pupils makes concentration difficult sometimes, but teachers' firm handling of such behaviour minimises the impact of any disruption.
76. The quality of teaching is always satisfactory and is good overall. In Years 5 and 6, the quality of teaching is very good overall with one example of excellent teaching seen. In Years 3 and 4 the quality of teaching was satisfactory overall with two examples of good teaching seen. The factors which separated the very good from the satisfactory teaching were: more detailed planning, with a better match of activities to meet the needs of pupils, higher expectations of teachers and a brisker pace to the lesson. In all lessons teachers have very good relationships with pupils and manage behaviour skilfully and unobtrusively. All teachers plan well and there is a clear focus in their planning on learning objectives, which they share with pupils and use to measure progress within the lesson. Teachers give very clear instructions so that all pupils know what is expected of them and are able to start their work promptly. In the very best lessons teachers give pupils the opportunity to develop their thinking through well planned and extended discussion. They also provide exciting and interesting activities through high quality resources as seen in an excellent lesson using Conan Doyle's story, "The Redheaded Club". In such lessons, pupils learn at a rapid rate because they are so well motivated by the skilful teaching. A good feature of nearly all literacy

lessons is the effective use of an overhead projector which allows the teacher to present information quickly and effectively to make teaching points.

77. Day-to-day assessment is effective and teachers give high levels of praise and encouragement in lessons. Work is marked consistently and supportive comments are made. However, wider assessment procedures such as levelling pupils' work against criteria or others in the same age group are not well developed, especially in the lower part of the school. This weakness prevents the accurate assessment of standards and means that teachers have no secure means of judging pupils' progress over time. The target setting pilot which is running in Year 4 is affected by this since pupils have no objective criteria against which to set individual targets. The teaching of English makes a good contribution to many aspects of pupils' development. For instance they learn about literature from other cultures and other eras; they develop good inter-personal skills through the regular group activities they are set and in most lessons, pupils develop confidence in speaking in both the formal and informal context.
78. The co-ordination of literacy is satisfactory. The staff have been adequately trained in the national literacy strategy and the co-ordinator has monitored teaching in all years. There is a need for the co-ordinator to monitor standards of pupils' work to ensure that the rate of progress in all classes is maximised. There is also scope for improvements in both the range of assessment procedures and their use, in order to improve teachers' knowledge and understanding of levels of attainment and set more demanding work for pupils where appropriate. In addition to the literacy co-ordinator, the school also has an English co-ordinator with responsibility for library organisation and use and the promotion of writing throughout the school. She has successfully catalogued and organised the library and has succeeded in raising the profile of writing in the school by regular entry of pupils' work in writing competitions. The work of some current Year 6 pupils was published in a regional collection of millennium poetry.
79. Since the last inspection standards in English have improved and are continuing to rise. The quality of teaching has improved considerably as has the quality and range of resources.

## **MATHEMATICS**

80. Levels of attainment have improved since the last inspection. National test results in 1999 showed that 59 percent of pupils achieved Level 4 or above. This was well below national average. Pupils attaining Level 5 in the national tests were 19 percent. This was close to the national average. The schools results are above average in comparison with schools in similar contexts. Test scores have improved in line with the national trend over the last four years. There is no significant difference between the attainment of boys and girls. Improvement in pupil attainment is being well sustained across the whole school and the evidence from the inspection supports the view that attainment is now broadly in line with the national average.

81. By the end of Key Stage 2 pupils generally have a sound grasp of all tables to 10, they multiply four digit numbers by two digit numbers, add and subtract decimals to two decimal places and understand the process of long division of four figure digits by single digits. Pupils understand and use negative numbers, percentage, ratio and proportion. They have an understanding of symmetry, rotational and reflective, area and volume. They produce bar and line graphs and pie charts of data, and have a secure knowledge of units of metric measurement. Lower attaining pupils are able to round to the first decimal place, use co-ordinates appropriately and multiply three digit numbers by up to ten. Pupils' knowledge and understanding of shape and space is sound. Skills are also well applied to other subject areas. Pupils generally have a good mathematical vocabulary, which they use appropriately. They hypothesise, test and interrogate data. They understand the differences between mean, median and mode. Information and communications technology is beginning to have an impact upon standards in data handling. A good emphasis has been placed upon the development of mental strategies and this has much to do with the school's positive response to the introduction of the National Numeracy Strategy. A very good start has been made to implementing the strategy.
82. Pupils' progress in Key Stage 2, at all levels of achievement, including those pupils with special educational needs, is generally good. A very high profile is given to all areas of mathematics, including numeracy, and this is reflected in the volume of work that pupils do and the improving standards they achieve. Pupils are encouraged to try hard and this supports the levels of progress made. Progress is enhanced by the constant re-enforcement of number facts and mathematical vocabulary whenever the opportunity arises. Pupils with special educational needs make at least satisfactory progress whilst a significant number make good progress. Progress is satisfactory across all the attainment targets in mathematics and particularly so in aspects of number.
83. Pupils have a very positive attitude towards the subject. They are keen to answer questions and show sensitivity, and avoid ridicule, when wrong answers are given. They use appropriate mathematical vocabulary confidently. Pupils enjoy explaining the mental strategies they have used to solve mental tasks posed by their teacher. They generally concentrate well and sustain interest. Pupils work collaboratively, often in pairs, and support and help each other well. They work hard and demonstrate an enthusiasm for the subject. This reflects the positive response about progress made by parents in the parental survey. The evidence found during the inspection endorses the parental view and reflects the comments made in the previous report.
84. Teaching is satisfactory or better in all lessons. No lesson was unsatisfactory. Eleven out of twelve lessons were good or better and almost half of these lessons were very good or better. Teaching in Upper Key Stage 2 is very good and one lesson was excellent. Expectations of teachers are very high in Upper Key Stage 2. The high quality of teaching and learning here ensures a continuation of improvement in standards of attainment within the subject. Teaching in Lower Key Stage 2 is consistently good. Lessons are thoroughly prepared and delivery is often brisk. Lessons are well structured and in line with the requirements of the National Numeracy Strategy. Daily lesson plans are of a very high order, objectives are well defined, tasks are well tailored to pupils' abilities and lessons are conducted at a brisk pace. Teachers have good subject knowledge and understanding. They identify key vocabulary, detail, differentiate and resource pupil tasks meticulously and focus on specific issues to be included in the plenary session. In a Year 5 lesson, the excellent use of vocabulary was not only from teacher to pupil but from pupil to teacher and from pupil to pupil. In a Year 6 lesson, pupils working on algebraic sequences found the work very challenging and demonstrated sheer delight when the "penny dropped" and

they discovered the strategy for solution. Teachers know their pupils well and have high expectations of their performance and behaviour.

85. The subject is very well led by the co-ordinator. She has good subject knowledge and this has been supplemented by extensive in-service training and by regular attendance at cluster schools' co-ordinator meetings. There is good use of statistical data from national and commercial tests and the monitoring of pupils' progress is developing. Class teachers keep a record of pupils' achievements and a sample of high, average and low attaining pupils are tracked in each class. A more detailed class record would better document pupil achievement and the tracking process would be improved by references to specific areas of progress and levels of attainment achieved. The introduction of the National Numeracy Strategy has been well supported through in-service training. Teachers have been well supported by the co-ordinator in preparation for the Numeracy Strategy, and also during this year of implementation. All teachers are involved in the action plan for implementation and this is currently on target for completion in July. The co-ordinator is very hard working and monitors pupils work regularly, and has monitored classroom teaching, together with the head teacher and L.E.A advisor for mathematics, and fed back to teachers. The successful implementation of the National Numeracy Strategy owes much to the co-ordinator's well-shared vision for the subject.
86. Resources are good and well looked after. Most resources are class-based, but some are located in the school library. The school has improved pupil attainment since the last inspection and effectively introduced the National Numeracy Strategy.

## **SCIENCE**

87. In the 1999 National Curriculum tests for eleven-year-olds in science, pupils' performance was in line with the national average. The percentage of pupils reaching the higher Level 5 was also in line with the national average. When compared with similar schools, their results were well above average. These results showed a significant improvement on those from the previous year when they were well below the national average. The school analysed the reasons for the low 1998 results and targeted the subject with a focus on raising standards. Taking the average of the four years 1996 to 1999 together, the performance of pupils has been below the national average. There are indications of an upward trend over the four years, with the exception of the 1998 results.
88. From the inspection evidence, attainment in science at the end of the key stage is in line with the national expectation. The current Year 6 pupils have made satisfactory progress during their time in the school. At the time of the previous inspection standards were judged to be in line with national expectations.
89. Throughout the school there has been a focus on, and improvement in, both the quantity and quality of investigative work and this has helped to raise attainment. Pupils have developed a systematic approach to their investigations through the school's policy of increasing the complexity of writing up experiments from year to year. By Year 6, pupils are developing a rigorous approach to prediction, testing, interrogating and evaluating their results and by the end of the key stage, are confident in their understanding of the concept of fair testing. A shortcoming is the lack of experience in exploring and experimenting for themselves, including deciding on their own choice of materials and methods.

90. The youngest pupils study how seeds are dispersed. They know that not all seeds will germinate and can give reasons why this is so. Pupils in Year 4, when studying sinking and floating are able to make simple predictions, carry out tests, record their observations and explain what they have discovered. Pupils in Year 5 learn how to test soil for acidity and alkalinity and demonstrate a satisfactory understanding of the use of litmus paper and the PH scale. By Year 6, in their study of adaptation by plants and animals, pupils demonstrate a satisfactory knowledge and understanding of the relationship between the structure of organisms in a range of environments.
91. Work completed earlier in the school year indicates a satisfactory knowledge and understanding of the aspects of the programme of study covered within each year group. Recorded work demonstrates that pupils can present their work in written and graphic forms and use tallying and labelling to clarify their results and conclusions.
92. Pupils' attitudes to science are good overall. They listen attentively and work with enthusiasm. When asked to work together they do so sensibly and make good use of the apparatus. Behaviour is good overall. However, a small amount of immature behaviour was observed in a Year 3 lesson where a small number of pupils found difficulty in focussing on the lesson.
93. The quality of teaching is good in almost two thirds of lessons and never less than satisfactory. Teaching was good in eight out of ten lessons in the upper part of the key stage and in half of all lessons in Years 3 and 4. Where teaching is good, teachers deliver clear introductory explanations and demonstrate secure subject knowledge. In most lessons, teachers have high expectations of both behaviour and the quality of work, sometimes setting tasks to extend learning for higher ability pupils. Lesson planning is detailed and contains clear learning objectives and tasks that are well designed to promote learning. Teachers build effectively on previous learning and use questioning effectively to check pupils' knowledge and understanding. Learning support staff are effectively deployed to support pupils with special educational needs. The teaching of scientific method and investigational work is a strength of the subject. However, opportunities for pupils to work more independently are limited.
94. The science curriculum is broad, balanced and meets the requirements of the National Curriculum. Long- and medium-term planning is satisfactory. It addresses the programme of study and provides for continuity and progression in learning. Assessment and recording procedures provide a satisfactory tool for monitoring pupils' progress. However, although teachers in each year group plan together, they do not decide jointly which units of work or key learning objectives of the science programme should be assessed. Good links have been developed between science, literacy, history and art. This was evident in displays of biographical work on famous scientists and the history of medicine. The subject is well resourced and co-ordinated efficiently.

## ART

95. Although few lessons were observed during the inspection, sufficient evidence was available from portfolios of work, photographic evidence, work on display in classrooms and corridors, and discussions with the subject co-ordinator and groups of pupils, to allow judgements to be made. The previous report found attainment to be sound, and often, good; now they are good overall, with a particular strength in Investigating and Making. This raising of standards at the end of the Key Stage is consistent with the progress made by pupils throughout the school and within lessons.
96. The progression in skill development, and the well thought through sequencing of activities to build one upon the other and applied to different contexts and media, is a strong feature of the pupils' work, and does much to explain the quality of outcome by Years 5 and 6. Work in class portfolios shows the development of collage work from Year 3 pupil's use of texture and pattern to create landscape effects, to work in Year 5 that combines delicate collage with observational painting of fruits such as tomato. Pupils also produce detailed, skilfully executed and historically accurate collages of Tudor characters, using a range of rich materials such as velvet to pearls that demand a range of techniques to assemble as a collage. Print making skills introduced in Year 3 are applied in Year 6 to creating pattern and shape within a much-enjoyed unit on 'Spirals'. This appreciation of pattern is extended in Year 6 by a close study of the prints of William Morris. Observational drawing is incorporated into most experiences, and progress here is good across the school. A further indicator of a good skills base on the part of all pupils is that drawings and sketches in displays and work books across the curriculum generally maintain a good standard.
97. By Years 5 and 6, pupils are beginning to identify for themselves what has been learned from an art project, showing pleasing understanding of the gains made across a block of lessons. A good example of this is a unit of work based around the work of Rousseau, in which the pupils felt they had received 'a course' that gave them knowledge of an artist's work, but also helped them to apply their existing skills in producing their own work inspired by the painter. Older pupils are introduced to the work of great artists such as Picasso and Van Gogh and begin to reflect upon their responses and review their own work. However, this is less evident in Years 3 and 4 and as a school, this is an area for development. The more consistent use of sketch books across the school is planned, and would support this aspect.
98. Teaching in art is good, as evidenced by the displays, portfolios and pupils' expressed appreciation of art lessons. Teachers have a sound knowledge of the subject, as a result of LEA and co-ordinator influence, although they are not overly ambitious, for instance, in attempting three-dimensional work. They plan carefully to make lessons interesting and challenging, by providing stimulus materials and by demonstrating techniques. For instance, a Year 4 class were shown a teacher's shoe to gain interest, an enlarged sketch of a shoe to teach about shoe structure, and a series of rough sketches to teach techniques of creating an initial outline. In Year 6, a group of pupils working on a shell relief, produced pleasing effects as a result of direct skill teaching by the teacher. The development of work around a theme, across a block of lessons, is a strength. Resources for Art are good, carefully stored and properly used.

99. Assessment is done through the class-held portfolios of work, although these are not annotated, and there is no formal record of standards achieved. The subject is enthusiastically co-ordinated, with personal levels of Art teaching in her class setting a good role model to other staff. There is a readiness for change and an enthusiasm for the revised curriculum 2000.

## **DESIGN AND TECHNOLOGY**

100. During the inspection it was possible to observe only one lesson in design technology. However, this combined with the analysis of pupils' previous work and discussions held with the co-ordinator, teachers and pupils, provide enough additional information to indicate that standards are in line with those found in most schools. Standards now found throughout the school indicate a significant improvement since the previous inspection when they were unsatisfactory. The subject now meets statutory requirements.
101. Year 3 pupils make shadow puppets with moving joints and pupils in Year 4 design and make food wrappers. In the lesson observed at Year 5, pupils were making chocolate bars using previously planned and designed moulds. They were then able to design mathematical nets using specific measurements to construct a wrapper for the finished product. By the end of the key stage, pupils in Year 6 are able to describe the processes involved in designing, planning and making a product. Previously completed work of wind chimes, tapestry book covers and seaside models with electrical circuits, indicate satisfactory skills levels in using tools and materials to make objects. Recorded work and discussion with pupils indicates a satisfactory development of evaluation skills.
102. Subject planning satisfactorily addresses the programme of study and makes good links with science and art. A clear and comprehensive policy is in place. Teachers within year groups plan together. The subject is taught in blocked units of study that are clearly set out in the school's curriculum long-term plan. There is currently no agreed system in place to record pupils' attainment and skills development as they progress through the school. The subject co-ordinator is not provided with sufficient opportunities to monitor planning and teaching or to evaluate the standard of pupils' work. The range of resources, their quality and availability provide good support for teaching and learning.

## **GEOGRAPHY**

103. At the previous inspection attainment was stated to be in line with national expectations. This situation has been maintained. By the end of Key Stage 2 pupils have a good geographical vocabulary, make good use of atlases and books in order to collect information on continents, developed mapping skills, understand the use of symbols and keys. They use grid references and compass directions accurately and have compared and contrasted the locality with a location in Kenya. Evidence on standards was drawn largely from pupils work, work on display, discussion with pupils and examination of long, medium and short-term planning as well as class lessons.

104. Pupils make satisfactory progress in geography. Pupils with special educational needs receive additional support from parent classroom helpers and from their teacher and peers. Progress of pupils with special educational needs is satisfactory.
105. Teaching is good. Teaching in the four lessons observed was good. Lessons were well planned and resourced and teachers possessed good subject knowledge. The latter was evident in the quality of geographical vocabulary used during all the lessons. In a Year 3 lesson on the water cycle, the plenary session was very effectively used to consolidate pupils' understanding of the water cycle through pupils' explanations of different stages of the cycle. In a Year 5 lesson on rivers, pupils watched a demonstration about a watercourse using guttering, pebbles, sand and water. The pupils' understanding of "deposition" was greatly enhanced by the use of a focused and well-planned activity. In both Year 6 lessons observed, work on weather forecasting focused on video footage of television weather forecasts. The use of video enabled good revision of weather symbols through brisk, and challenging questioning.
106. Pupils enjoy geography. Behaviour is good in almost all lessons. They show an interest in the work and enjoy learning new vocabulary. Geography makes a significant contribution to the cultural, moral and social development of pupils. Pupils are made aware of other cultures through work related to countries such as Kenya and Vietnam, they consider the morality of certain environmental and social issues relating to pollution in the locality.
107. Pupils in all year groups visit Ryhope beach and the locality of the school. Year 5 pupils visit locations along the river wear in connection with their work on rivers. Pupils in Year 6 visit Saint Mary's lighthouse and Ryhope pumping station. Good quality display enhances pupil's awareness and understanding of the subject. An excellent display on the river Wear used photographs and pupils work effectively to describe the river's profile. Good cross-curricular links are being developed. Computers are increasingly used within the subject; for example Year 6 pupils were obtaining information from an e-mail from Vietnam about climatic conditions there. Work on grid references is based on previous work on co-ordinates in mathematics.
108. The subject co-ordinator has been in post for one year. The co-ordinator is aware that the school's policy document and scheme of work needs to be up-dated and has produced an interim guideline on topics. Subject monitoring by the co-ordinator consists of reviewing samples of pupils' work and scrutinising subject display. No direct monitoring of subject teaching is done. The co-ordinator has no strategic overview of the subject. There is no subject portfolio and current assessment procedures are not consistent across the school. A satisfactory supply of resources is available for geography.

## **HISTORY**

109. Pupils make good progress overall and in Year 6 they sometimes make very good progress. They reach standards similar to those of pupils the same age. Pupils with special educational needs make similar progress to others in the class because of the additional support they get from teachers and their peers.



110. Across the key stage pupils learn about different eras in history, about significant events and about the lives of famous people. They acquire sound knowledge of early civilisations such as the Egyptian and Greek. In Year 4, pupils learn about the Viking invaders, how and why they left their homelands and what they took from and gave to the countries they visited. Higher attaining pupils begin to see patterns of culture spreading across Europe through the activities of invaders. Year 5 pupils develop good research skills when they investigate the Tudor era and present their work in informative and colourful portfolios, showing a good attention to detail and appropriate styles of writing. Pupils in Year 6 learn about the contrast in society between the rich and poor in Victorian England. In one outstanding lesson, they learned about the impact of a local disaster on safety laws in public buildings and research the tragedy from copies of contemporary newspaper reports. In these activities they learn to distinguish fact from opinion, decide on the usefulness of evidence and compile their own version of events based on their reading of evidence.
111. In all of these activities pupils learn to use a variety of sources for information, though not as many artefacts are available as might be. They develop good skills of deduction towards the end of the key stage and through role-play and dramatic reconstruction gain a good understanding of events in the past.
112. Pupils enjoy history lessons. They are interested in the events and stories and are keen researchers who enjoy discussing their findings or ideas prompted by pictures of the past. They work very well as independent researchers and support and encourage each other when they work in groups. Presentation of work is neat and shows an interest and pride in what they do. This is particularly true of work in portfolios or on display in classrooms and corridors.
113. The quality of teaching is good overall, with one lesson of excellent teaching seen. Teachers have secure and sometimes very good subject knowledge. They make good use of story and in the excellent lesson seen very good use of drama to involve pupils in reconstructing events from the past. The level of information for research is well chosen so that pupils are able to work independently on tasks and succeed at their own level. Teachers take great care to integrate the study of history with other subjects, most notably art when pupils are taught about artists from the era they study and use particular styles to present their illustrations for history topics. At present teachers do not formally assess pupils' work though they do keep records of topics covered and pupils' response to these.
114. The co-ordination of history is satisfactory and the planning for history is checked by the headteacher in the absence of the subject co-ordinator. There is no monitoring of teaching or of standards of pupils' work. Current assessment procedures are due to be reviewed as the school moves towards the adoption of a new scheme of work in the next academic year. The subject makes a good contribution to the development of pupils' literacy skills and supports the consolidation of their information technology skills.
115. The quality of teaching in the subject has improved since the last inspection. The use of computers is more fully developed, as are opportunities for personal research. Writing in the subject is benefiting from the skills learned in the literacy hour.

## Information technology

116. By the end of Key Stage 2 pupils reach standards similar to those expected of pupils of eleven. Pupils in Lower Key Stage 2 learn keyboard and word processing skills. Pupils use the mouse confidently, have learned to save and edit their work. By the end of Year 4 pupils, have been introduced to desktop publishing, the Internet and e-mailing. Pupils in Years 5 and 6 use subject-based software to extract information to use within a topic. Year 6 pupils located information about mortality rates for their Victorians project. The information was used to produce a block graph and word processed statements under the graph interpreted the salient points. Pupils are able to save, load and print out their work. They can use text boxes, bullet points, clip art, fonts and colour to fashion the presentation of their work. Pupils in Year 6 are developing e-mailing skills. In connection with their geography topic, Year 6 pupils were accessing e-mail from Vietnam. Clear, written instructions were given and pupils were successfully able to print out the message. Higher attaining Year 6 pupils are experimenting with multi-media presentation. Pupils combined photos on disk with text and, using sound view, recorded their own voice.
117. Pupils' progress is satisfactory. Teacher expertise and knowledge is good, particularly in Upper Key Stage 2, and this contributes significantly to pupil enthusiasm and progress. Pupils have regular access to the classroom machines, which allows them to practise and consolidate skills. Few pupils have access to a computer at home and have little opportunity to consolidate their skills further. Pupils with special educational needs make satisfactory progress. They are well supported by clear guidance sheets, teacher help and paired work with peers.
118. Pupils are very enthusiastic about using computers. They often work in pairs and collaborate well. They help and support each other in order to produce successful outcomes. They remain very focused on their task and care for the equipment they use.
119. No teaching was observed during the inspection. Evidence on standards was drawn largely from pupils work, work on display, discussion with pupils and examination of long, medium and short term planning. Teaching new skills is undertaken in the classroom with a demonstration followed by pupils practising the new skills learned. Teachers' planning is sound. Long and medium term planning identifies the key skills for development for each year group. Most teachers are confident about using computers and a newly qualified teacher has extensive subject knowledge. Teachers use a variety of formats to record progress and there is no consistent approach. A pupil information and communication technology coverage sheet is used to track what pupils have achieved. This is related to software used and is not skills related. A more coherent approach to assessing and recording pupil's progress is needed in order to raise pupil attainment within the subject.
120. The co-ordinator is knowledgeable, hard working and enthusiastic about the subject. A revised policy and guidelines document was introduced at the start of the current school year. A long-term plan for the development of the subject was produced in September 1999. The co-ordinator has run in-service training for staff and encouraged a number of staff to attend courses. The co-ordinator has no monitoring role within the subject except a review of pupils' work at the end of a school year. There is, therefore, no effective overview of teaching and of pupils' attainment in the subject which can guide improvements in the subject. The cross-curricular application of information and communication technology is satisfactory and improving. There is much evidence of computer-generated work throughout the school. Use of display involving the subject

in corridors in the school helps to raise subject awareness and promote higher standards in the subject. Resource provision is good. Good hardware provision is supported by a good range of software, control and modelling equipment and access to the Internet and e-mail within the classroom.

121. The previous report had criticised the concentration of computers in a computer room. However, the current level of hardware allows the school the opportunity to benefit from class-based and suite-based provision. This is an improvement in provision which can support a more consistent approach to learning, pupil progress and raising standards of attainment through whole class lessons using computers.

## **Music**

122. Few lessons were observed during the inspection, but sufficient evidence was gained during these lessons, from observation of collective worship, from looking at the planning, and from talking with the co-ordinator and Year 6 pupils, to allow judgements to be made. Standards in music have been maintained since the last inspection, and remain broadly in line with those expected nationally.
123. Lessons observed showed a good balance of performing, composing, listening and appraising. By the end of Key Stage 2, pupils are able to listen to, discuss and appraise musical pieces and begin to compose and write the notation for compositions of their own, although the composition strand is the least well developed. Classes of Year 6 pupils listened with appreciation to musical pieces around the theme of the sea, and as in the last inspection, showed an appreciation of the effects of different instruments on mood and meaning. In small groups, they were able to experiment with instruments to represent a 'sea picture', but the level of composing skill observed was not yet at the expected level for pupils of this age. Despite the identification of the composing element on the school's curriculum plan, as a block within each year's musical experience, there is insufficient evidence of written notation being systematically developed throughout the school. However, singing is done well. Pupils enjoy singing, as seen in the way they sing along when walking to hymn practice, and their singing in assembly is tuneful. In an observed hymn practice, they responded to teaching points such as the duration of notes at the end of lines, and transferred this to singing in other contexts such as assembly. There are opportunities for pupils to play the recorder, and pupils can also sing in the school choir and perform in the school concert and in the community. However, this performance element is restricted to the pre-Christmas period and thus progress made is not easily sustained. No other extra-curricular musical activities exist.
124. Several staff have a good level of personal musical knowledge and expertise, and the high level of subject knowledge of the co-ordinator helps non-specialist staff to teach at a satisfactory level. The out-of-date resources referred to in the last inspection have been replaced by a good array of high quality instruments, which the pupils treat with care and use with enjoyment. The loss of the music room has led to the timetabling of music lessons in the classroom bays, and the open nature of the paired units is an inhibiting factor in the composing element.

125. Overall, the school offers a satisfactory music curriculum. The co-ordinator has a high level of personal subject knowledge and gives good guidance, but is not able to monitor the quality of teaching or assess the quality of pupils' work. Musical standards have been maintained, but the school's capacity to improve the subject further depends upon the commitment of the school to allow the co-ordinator opportunity to take on a monitoring role as it plans for Curriculum 2000.

## **PHYSICAL EDUCATION**

126. The previous report found attainment in physical education to be 'sound overall' and this judgement holds good. Pupils enter school with below average skills in physical education, as observed most notably in throwing, catching and striking skills in Years 3 and 4, but they make progress across the school, so that the skill level of the majority of Year 6 pupils is average for their age, although with some inconsistencies across the areas of activity. The school has addressed the identified key issue of organising the curriculum time to ensure that there are sufficient opportunities for pupils to meet National Curriculum requirements in all areas of activity, and in particular, swimming. Year 5 pupils have a blocked period for swimming, and although there have been difficulties in implementation in 1999-2000, it is set to happen in the second half of the Summer term, following the inspection week. The majority of pupils in the current Year 6 can swim the required 25 metres un-aided, many, as a direct result of swimming instruction in 1998-1999. The school will need to check that there is continuing provision for the few remaining non-swimmers.
127. The programme of gymnastics, games, athletics, dance, and for older pupils, adventurous activities, was found to be a balanced one in 1996. The school's curriculum map and PE policy show that the above balance remains sufficiently provided for. However, no gymnastics or dance sessions were observed during the inspection, because of the timetabling arrangements. Evidence from observation of Year 6 pupils' below average body control in running, turning, speed and directional skills, indicates that the balance of activity in practice may veer too much towards the teaching of games skills and principles. This is an aspect of the subject that the enthusiastic and well-qualified co-ordinator needs to explore when her role is extended to include monitoring and observation of teaching.
128. Teaching in physical education is sound, and in some instances good or very good. All of the teachers observed managed the pupils well, made effective use of available space, and planned the lesson in detail to ensure that all the necessary elements were present. Pupils were required to warm-up, and in some lessons, responded to good questioning to show an understanding of what happens to the body during exercise. Every games lesson seen included skills practice in small groups, and also a warm-down following the lesson. Teachers all intervene in a teaching as well as management role, although the teaching of new skills in this way was more pronounced in those classes where the teacher's subject knowledge was at a good level. Pupils continue to respond well in lessons, behave well, and work together collaboratively by the time they reach Year 6. They concentrate well, and make progress during lessons, as in one Year 4 games lesson when they progressed from hand strikes to the use of the bat to strike the ball in a game of rounders. There is no formal assessment procedure in place to show individual and year group levels of attainment and achievement.

129. The PE co-ordinator is very well qualified and exhibits a high level of teaching skill herself. An extension of her role into demonstration lessons and the monitoring of teaching would strengthen the teaching and learning in this subject; it would also act as a useful brake upon some over-emphasis upon games skills throughout the year. The school would benefit from a further full revision of the Physical Education curriculum matched to the requirements of curriculum 2000. Resources for physical education are now very good, since the purchase of much new equipment to replace the old set of resources noted in 1996, and they are used effectively to give good support to learning.

## **RELIGIOUS EDUCATION**

130. Standards in religious education at the end of the key stage meet the expectations set out in the locally Agreed Syllabus with examples of good levels of attainment in lessons in Years 5 and 6. This judgement is made on the basis of lessons observed in each year group, the analysis of pupils' work and discussions with teachers and pupils and reflects the judgement made of standards in the previous inspection. Pupils in both key stages make satisfactory progress. When provided with specific support in lessons, pupils with special educational needs make good progress.
131. By the end of the key stage, pupils have considered a range of aspects of Christianity and other major world faiths. They know that religious objects and symbols found in places of worship, such as churches and temples, reflect differences in beliefs and customs. They can identify links between religions and their effects on a person or group. In lessons, older pupils are able to raise questions about a range of aspects within different faiths. Pupils have a satisfactory understanding of the meaning of worship and many are developing the ability to reflect on meaning beyond the literal.
132. Pupils in Year 3 know that Hindu worship includes the use of all of the senses. They are able to describe the contents of a puja tray and the importance of each object. Pupils in Year 4 are developing a satisfactory understanding of the Buddhist philosophy on the importance of caring for all living creatures. However, although they know that part of this philosophy is related to stewardship and not ownership, in the lessons observed many found difficulty in relating this to their own lives. Year 6 pupils in the lesson seen were able to make a reflective and informed response about aspects of the life of Guru Nanak in their study of the Sikh faith.
133. Previous recorded work indicates that pupils are developing an appropriate understanding of both the organisation of and stories from the Bible; knowledge about the early Christian Church in Britain; and factual and reflective work on the lives of individuals who have influenced the world, for example, the work of Mother Theresa.
134. The quality of teaching is good overall and in the lessons observed in Years 5 and 6 was very good and excellent in equal parts. This indicates a significant improvement since the previous inspection when teaching was judged as satisfactory and sometimes good. The most effective teaching was characterised by lessons being conducted with a high level of challenge combined with activities that were interesting and exciting for pupils. All lessons are planned carefully and teachers have a good understanding of the subject. Relationships and pupil management are very good and make a positive impact on learning.

135. The pupils' response in lessons is good overall, it was very good and excellent in the two lessons observed in Years 5 and 6. Pupils enjoy the challenge and range of interesting activities provided in the majority of lessons and rise to the occasion. In Year 6, pupils demonstrated excellent skills in producing tableaux. They were able to organise themselves quickly and democratically, focussing clearly on the task and working very well together to produce good performances. Younger pupils are keen to contribute and answer questions during discussion times.
136. The scheme of work is broad and balanced and complies fully with the requirements of the Agreed Syllabus. The school has made much progress since the last inspection where the provision by the school for pupils to acquire knowledge and understanding about religions other than Christianity was identified as a weakness. Joint planning takes place within year groups and this makes a good contribution towards similar provision for each class. All pupils take part in religious education.
137. Although teachers assess pupils' progress throughout the year through questioning in lessons and the marking of written work, the school has yet to agree a consistent system of recording assessment information. The co-ordinator is currently not provided with sufficient opportunities to monitor planning, observe teaching or to evaluate standards throughout the school. Appropriate resources are in place to support teaching and learning. Good use is made of these, especially the books and artefacts relating to Christianity and other faiths. Good links are in place with the aims and content of assemblies. The subject makes a good contribution to the spiritual, moral, social and cultural development of all pupils.