

# **INSPECTION REPORT**

## **INGS FARM PRIMARY SCHOOL**

Redcar

LEA area: Redcar and Cleveland

Unique reference number: 111610

Headteacher: Mr Kevin P Aherne

Reporting inspector: Mr Steve Bywater  
18463

Dates of inspection: 12<sup>th</sup> to 16<sup>th</sup> March 2001

Inspection number: 189463

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Maintained
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Stirling Road Redcar Cleveland
Postcode:	TS10 2JZ
Telephone number:	01642 485369
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Appropriate authority:	Redcar and Cleveland
Name of chair of governors:	Professor J Scrivens
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18463	S Bywater	Registered inspector	Science; Music; equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
19575	A Sanders	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with its parents?
2893	J Manning	Team inspector	English; art and design	How good are curricular and other opportunities?
18819	J Atkinson	Team inspector	Mathematics; physical education	
24031	I Idle	Team Inspector	Information and communication technology; design and technology; foundation stage	
8070	J Haves	Team Inspector	Geography; history; religious education	
19132	D Boot	Team Inspector	Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Ings Farm Primary School is situated in a popular residential area on the outskirts of Redcar. There are 450 full time pupils aged between 4 and 11 on roll. At the time of the inspection 78 children attended the nursery for half-day sessions and there were 54 children, attending full time, in two reception classes. The school is over-subscribed and much larger than the average sized primary school. It is larger than it was at the time of the previous inspection. Most of the pupils live in the residential area surrounding the school but as many as 40-50 per cent in some year groups are from outside the catchment area because parents choose this school for their children. The general attainment of pupils on entry to the school is judged as average but includes the full range of attainment. Thirty-nine pupils are known to be entitled to free school meals which equates to approximately nine per cent. The proportion of pupils registered for free school meals is below the national average and a similar proportion to that found during the previous inspection. Very few pupils are from ethnic minority groups and no pupils speak English as an additional language. There are 90 pupils on the special educational needs register and 14 pupils receive the support from outside agencies, the largest proportion of these have a specific learning difficulty in language. Three pupils have a statement of special educational needs. This is above the national average.

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

Providing good value for money, this is an effective school with many very good features. Standards in mathematics and information and communications technology are above national expectations and in line with national expectations in English and science. All pupils make good progress. Teaching is good throughout the school and effectively supported by very high quality leadership and management. Clearly, the strengths of the school greatly outweigh its weaknesses and it has much to celebrate.

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

- Standards by the age of 11 are above national expectations in mathematics, art and design, information and communication technology, design and technology and physical education.
- Teaching is good throughout the school.
- Provision for pupils' spiritual, moral, social, personal and cultural development is very good.
- The headteacher, with the support of staff, governors, parents and pupils, creates a pleasant and industrious ethos and promotes high standards.
- Pupils have a very good attitude to learning. Relationships within school are excellent and pupils behave very well.
- The school analyses pupils' achievements very well and uses the information to improve their standards.

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

- Standards in writing throughout the school
- The balance in the curriculum and the proportion of time allocated to some subjects is unsatisfactory.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved well since the last inspection in September 1996. Standards have been maintained and the percentage of high quality lessons has been improved. The strong leadership by the headteacher and others has been consolidated. The school has worked well to produce effective procedures to assess pupils' work. Teachers have produced schemes of work for almost all subjects in order to identify a clearer progression of skills and understanding. However, although the school still plans a broad curriculum, it is not sufficiently balanced. Some of the previously noted qualities have been lessened by a concentration on literacy and numeracy. The school has made a great effort to improve the quality of writing and although there has been success, more needs to be done. Overall improvement has been good and the school is well placed to continue.

## 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
	1998	1999	2000	2000
English	C	D	D	E
Mathematics	B	A	B	B
Science	B	C	C	C

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

In the national tests for 11 year olds in 2000, pupils' standards were below the national average in English above the national average in mathematics and broadly in line with the national average in science. When compared with similar schools standards were well below average in English, above average in mathematics and average in science. Improvements have been broadly in line with the national trend. When children start in the nursery their attainment on entry is broadly average. When they transfer to the reception class their attainment is broadly in line with that expected of their age. Children make good progress and by the end of the reception year most children meet the targets expected of them in the six areas of learning specified nationally for this age. At the age of seven, standards in speaking and listening, reading, mathematics, information and communication technology and art are above national expectations. Standards in physical education are very good. Standards in writing, science and design and technology are in line with national expectations. By the age of 11, standards in reading are above national expectations but standards in writing are slightly below. Standards in mathematics, information and communication technology, art and design, design and technology and physical education are above the levels normally expected of eleven year olds. In science, standards are in line with national expectations and pupils' use enquiry skills well. There is insufficient evidence to make a judgement about standards in history, music and geography. Pupils have limited opportunities in these subjects due to lack of curriculum time. Pupils aged seven and eleven achieve appropriately in religious education and meet the expectations of the locally agreed syllabus. The school sets challenging targets and pupils achieve well. A detailed strategy to raise standards in writing has been implemented and the tactics are starting to show improvements. The present Year 6 contains a significant number of pupils with special educational needs and results are likely to be similar to recent years but other year groups are attaining standards closer to and often above average in writing.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They enjoy asking and answering questions. Pupils are interested in their work and eager to learn. They settle quickly and work hard.
Behaviour, in and out of classrooms	Behaviour in lessons and breaktimes is very good. Pupils are sensible, courteous and polite. The atmosphere in the school is friendly and no bullying behaviour was observed during the inspection.
Personal development and relationships	Pupils' personal development is excellent. All pupils respond very well to the duties they have and enjoy them. Pupils' relationships with each other and with adults are excellent. Children are sensitive to the needs of others and older pupils willingly help younger ones.
Attendance	Attendance is good and is above the national average. Pupils arrive promptly and lessons commence on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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.*

Teaching is good overall and no unsatisfactory lessons were observed. Of the 72 lessons seen, 17 per cent were satisfactory, 57 per cent were good, 21 per cent were very good and 6 per cent were excellent. The quality of teaching for the Foundation Stage is good. The staff work together well as a team and they have a secure understanding of the Foundation Stage curriculum and how young children learn through practical activities. In Key Stages 1 and 2 the teaching is good. Most teachers have a talent for asking searching and challenging questions, which require pupils to think deeply about their answers. All teachers have good relationships with their pupils and they control them well. Assessment is used consistently to inform future planning to enable teachers to build effectively on previous learning. The teaching of English and mathematics is good. Teachers ensure that pupils know what they are expected to learn in the lessons and, as a result, pupils are clearly focused and concentrate well. Impressive mental mathematics sessions are increasing pupils' speed and their understanding of strategies, which are then applied to solve problems. The final sessions in numeracy lessons are effective in consolidating pupils' understanding but are not quite so effective in literacy. Teachers choose and use resources very well and lessons are well organised but occasionally, teachers guide pupils too much in their experimental work and this restricts their personal investigative skills. Pupils with special educational needs are taught well.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are satisfactory and the school meets all statutory requirements. However, the time allocation for the curriculum in Key Stage 2 is below the average nationally. As a result there is inadequate coverage of a number of subjects.
Provision for pupils with special educational needs	Good. Teachers match pupils' work carefully to meet their individual needs. Some teachers write detailed individual education plans so that they are clear as to what pupils need to learn and when. Pupils with special educational needs receive very good support from very committed, experienced and qualified assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual development through assemblies and the teaching of religious education. Pupils' moral development is very good. The school clearly teaches pupils the difference between right and wrong. The provision for pupils' social and cultural development is very good. There are good opportunities for pupils to work alongside one another. Pupils' knowledge of their local cultural heritage and their multi-cultural awareness is very good.
How well the school cares for its pupils	Very good procedures are in place for child protection and health and safety matters. Good procedures are in place to assess pupils' academic progress. The results of tests and assessments are used astutely to prepare projected targets for the school and for individuals.

The school has very good relationships with parents although a small proportion would like the school to work more closely with them. Parents have a positive view of the school and some provide valuable help in class. The Friends of Ings Farm have worked extremely hard to fund raise and contribute to additional resources. The information provided by the school to parents is very good, especially through reports, meetings, workshops and target setting. The school involves parents well in the assessment process for pupils with special educational needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is very high quality leadership by the headteacher, deputy headteacher, Key Stage leaders and co-ordinators. The headteacher delegates wisely and the positive impact of the leadership is clear from the high quality of teaching and learning.
How well the governors fulfil their responsibilities	Good. The governing body fulfils its statutory responsibilities extremely well and takes an active role in helping to shape the direction of the school through strategic planning. They are fully committed to, and supportive of, the school.
The school's evaluation of its performance	Monitoring and evaluation of performance is very good. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school improvement plan and regular observations of teaching. Any weaknesses are identified early and the school responds immediately and efficiently in dealing with them.
The strategic use of resources	Very good. There is a clear link between development planning and finance. Priorities are entirely relevant to school. Best value principles are clearly understood and are at the heart of the financial planning

	process. The school provides good value for money.
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Overall the accommodation and resources are good. There are sufficient well-qualified and well-inducted teachers to meet the demands of the National Curriculum and support staff are of high quality.

## 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>• Children like school and they make good progress.</li> <li>• The teaching is good and the school expects children to work hard and achieve their best.</li> <li>• The school keeps parents well informed about how their child is getting on.</li> <li>• Parents feel comfortable about approaching the school with questions or a problem.</li> <li>• The school is well led and managed.</li> <li>• The school helps children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The range of extra-curricular activities.</li> <li>• The closeness of the school in the way it works with parents.</li> </ul>

This table takes account the views of 21 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 174 returned questionnaires. The inspection team agrees with the positive views of parents. Homework is generally appropriate and is used well to support pupils' work in school. Although the inspection team recognises that there is a limited range of extra-curricular activities, there are visits and visitors, which enhance pupils' learning. The team also feel that the school does much to involve parents in the life of the school but the response of parents has not always been as responsive or enthusiastic as the school would hope.

## **PART B: COMMENTARY**

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

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

- 1 When children start in the nursery at the age of three, their attainment on entry is broadly average. They make good progress in the nursery and, when they transfer to the reception class at the beginning of the term in which they reach the age of five, assessment shows that their attainment is broadly in line with that expected for their age. Children make good progress in the reception class and by the end of the reception year most children meet the targets expected of them in the six areas of learning specified nationally for this age.
- 2 In both the nursery and in the reception class, children make very good progress in their personal, social and emotional development and by the end of the reception year, children's attainment in these areas is above that expected for their age. In their communication, language and literacy development, children make good progress and almost all are likely to meet the expected standards by the end of the reception year. Strong emphasis is given to promoting children's speaking and listening skills. In reception, most children read familiar words and use the initial letter sound to help them. They use pictures to help them read simple books. Most children can copy the teachers' writing and write their names recognisably. Higher-attaining children have neat and well-formed handwriting and attempt to write independently. Children make good progress in their mathematical development in both the nursery and reception and most are likely to meet the targets set by the end of the reception year. Children make good progress in their knowledge and understanding of the world and in their creative development. Many will exceed the expected levels by the end of the reception year. Children make very good progress in developing physical skills and many will exceed the expected levels of skills by the end of the reception year.
- 3 Standards of attainment in 2000 National Curriculum tests for seven year olds were in line with the national average in reading and in writing. When compared with similar schools, standards were average in reading but below average in writing. In the 2000 national tests for eleven year olds in English, attainment was below the national average and well below average when compared with similar schools. The proportion of pupils achieving the higher level was well below the national average and well below average when compare with similar schools. Over the last three years, girls have performed better than boys in reading and writing at Key Stage 1 but this reflects the national picture. In Key Stage 2 girls still do better than boys but less so than seen nationally. Overall the trend in both key stages shows that standards are not rising in line with the national average. Writing is a weakness in the school compared with the good results recorded in mathematics. The targets for this year show an anticipation that writing will improve slightly with the prediction for later years rising more significantly.
- 4 The full range of inspection evidence gives a clearer picture of standards in English. The school has implemented a detailed strategy to raise standards in writing which includes the close monitoring the performance of boys and girls and setting them personal targets for improvement. Teaching across the school is more consistent and the tactics are starting to show improvements. The literacy hour gives greater emphasis to extended writing with the result that pupils are more confident. The present Year 6 contains a significant number of pupils with special educational needs and results are likely to be similar to recent years but other year groups are attaining standards closer to and often above average in writing.

- 5 In Key Stage 1 pupils speak and listen well and they are keen to be involved in discussions. Reading in Key Stage 1 is also good. Pupils know how to recognise sounds and how to use clues from the books to help their understanding. They know the difference between fiction and non-fiction and use indexes and tables of contents to find information. Pupils' writing is interesting and varied but not always well presented. The main weakness is handwriting. It is often irregular and ill formed and results in some carelessness in simple spelling although pupils generally have a good command of varied vocabulary.
- 6 In Key Stage 2, pupils maintain the good standards in speaking and listening and in reading. Pupils discuss a range of issues well and listen to the views of others. Some show a high level of skill in articulating their ideas. Good standards of reading are maintained into Key Stage 2. Many are keen and enthusiastic readers. Writing is improving but remains slightly below national expectations. Teachers give pupils more time to practise the skills required than formerly and there is an appropriate emphasis in writing in some other subjects. However, the school recognises the need to increase the opportunities for pupils to develop writing in other areas such as religious education, geography and history. The shortcomings in writing in Key Stage 2 are in spelling and punctuation. Not all pupils have mastered the skill of constructing paragraphs and few are accurate at proof reading their own work.
- 7 In mathematics, the 2000 National Curriculum tests for seven year olds showed that standards were well above average both nationally and in comparison with similar schools. The results of the 2000 National Curriculum tests for eleven year olds showed that standards were in line with the national average and average in comparison with similar schools. Attainment at the higher level 5 was well above the national average and well above average in comparison with similar schools. Over the last four years pupils' attainments have steadily risen overall at Key Stages 1 and 2. Standards are high for a number of reasons. The numeracy strategy has been very successfully implemented under the excellent leadership of the mathematics co-ordinator and has helped to raise standards, particularly in Key Stage 1. The variations between the overall percentages for the groups reflect the individual differences in the attainments of the pupils taking the tests that year.
- 8 The full range of inspection evidence confirms the findings of the 2000 tests in mathematics and shows that pupils' standards at the ages of seven and eleven this academic year are well above average by the age of seven and above average by the age of eleven.
- 9 Pupils in Year 1 and Year 2 build upon the good start made in the reception and nursery classes where pupils acquire an interest in and enjoyment of mathematics. By Year 2, pupils have a good understanding of their times tables of 2, 5 and 10. Pupils are achieving well in mental arithmetic and number work and can identify which numbers are multiples of 5 and 10. They recognise the geometrical features of two-dimensional and three-dimensional shapes. Pupils are developing skills in working with money and are able to use information technology to supplement their mathematical skills especially in when they apply their skills in handling data.
- 10 At Key Stage 2 the implementation of the numeracy strategy is effectively contributing to the emerging improvements in standards. Pupils' thinking is well developed in the aspects of experimental and investigative mathematics, number and algebra, shape, space and measure and in handling data. Pupils achieve particularly well in Year 6 and Year 5. Year 6 pupils are able to make accurate calculations using a range of methods. Their skills in measurement are good and pupils construct, collate and analyse bar charts, line graphs and pie charts. There are many opportunities for

pupils to carry out mathematical investigations and use and apply their mathematical understanding in a variety of contexts.

- 11 In English and mathematics the targets set for Year 6 pupils are based on very careful analysis of the assessments made within each cohort. Since different cohorts vary in the numbers of pupils with special educational needs, the numbers of higher attaining pupils, and the standards reached by the end of the infants, the targets do not rise steadily each year. They are, however, realistically challenging for each year's cohort. Groups of pupils are identified as needing extra help if they are to reach the targets set and booster classes are organised appropriately. Pupils make more progress in mathematics than in literacy because there are fewer pupils overall who are on the special educational needs register identified for individual education plans in mathematics.
- 12 The 2000 teacher assessments in science showed that the proportion of pupils in Key Stage 1 achieving the expected level was well above the national average and the proportion achieving the higher level was above average. The standards of attainment at the end Key Stage 2 were in line with the national average in the 2000 tests for eleven year olds. The proportion of pupils achieving the expected and higher levels was in line with the national average and also average when compared with similar schools. There was no significant difference in the attainment of boys and girls.
- 13 Inspection evidence suggests that standards in science this year are not as high as they were in 2000. Standards in Year 2 are typical for the age group, although some higher attaining pupils could achieve better if they were given more opportunities to think, plan and record for themselves. Progress is consistent throughout the key stage and attainment in all aspects of science (experimental and investigation, life processes, physical processes and materials and their properties) is good. Standards in Year 6 are in line with national expectations but are not likely to match the standards achieved last year. This is because a large number of pupils (18 pupils) are on the special educational needs register and have learning difficulties. However, the quality of work seen during the inspection shows that work is challenging for all pupils. Pupils have good understanding within all the areas of knowledge set out in the National Curriculum and a very good understanding of experimental work. The progress pupils make is good and generally consistent at this key stage, reflecting the good quality of teaching overall. However, there is an acceleration in the progress of pupils of all levels of ability in Years 5 and 6 where some very high quality teaching is seen.
- 14 In information and communication technology, the standards achieved at the end of both key stages are above those normally expected for pupils aged seven and eleven years. All pupils, including those with special educational needs, make good progress in using an expected range of equipment. Pupils make good progress in developing their skills, knowledge and understanding of how to communicate and handle information through information and communication technology. By the age of eleven their attainment in this aspect of the curriculum is impressive. Progress is good because pupils have sufficient opportunities to use their skills due to the regular access to computers. The use of information and communication technology in other subjects and especially in supporting literacy and numeracy is satisfactory but could be improved.
- 15 Pupils apply their literacy skills satisfactorily across the curriculum but this could usefully be extended. For example pupils could be given more time to skim and scan documents in their research for history topics and write accounts about other countries in their geography work. Pupils' numeracy skills develop well in other

subjects. For example, they gather information in science and history, record their findings using a variety of graphs and use the information well, although this is better in Key Stage 2 than in Key Stage 1.

- 16 In art, standards are above national expectations at the ages of seven and eleven. Standards are well above national expectations by the age of seven in physical education and above expectations at the age of eleven. Standards in design and technology are in line with national expectations at the age of seven and exceed national expectations by the age of eleven. There is insufficient evidence to make a judgement about standards throughout the school in history, geography and music and pupils' have limited opportunities in these subjects due to lack of curriculum time. Pupils aged seven and eleven achieve appropriately in religious education and meet the expectations of the locally agreed syllabus.
- 17 Pupils with special educational needs make good progress in both key stages. Their structured learning programmes are appropriate. The support they receive from teachers and assistants enables them to practise regularly to improve their skills. Teachers also provide pupils with the chance to use computers and this helps them to reinforce their knowledge of word sounds and spellings. In speaking and listening they take a full part in lessons because teachers ask them the sort of questions which build on the things they know and can do.

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

- 18 Throughout the school, pupils' attitudes and behaviour are very good. The children in nursery and reception classes develop their confidence and start to build their basic skills. They quickly learn the routines of the nursery and the older children in the nursery act as role models to help the newcomers. Their attitudes and behaviour are very good and they respond very well to staff and other children. There were many examples of children settling well to lessons, showing good concentration and being very interested in what was going on in class.
- 19 Pupils in all classes enjoy asking and answering questions; they are interested and keen to get on. They settle quickly and work hard. They are eager to learn and the school provides a good working atmosphere for this to happen. Behaviour, which was found to be good at the last inspection, has been maintained and during this inspection found to be very good. It was a pleasure to work and talk with the pupils who were very keen to show how proud they are of "their school". This is partly due to the effective behaviour policy, which the school has developed in consultation with pupils, parents, governors and staff. Pupils make good progress in lessons because, for example, they listen closely to what teachers say.
- 20 A code of conduct forms part of this policy, which is consistently applied throughout the school. The school staff deal with any behavioural problems promptly in a quiet and efficient manner. The behaviour policy is good; children know the rules and staff know just when to intervene. The atmosphere in the school is friendly and pupils' relationships with each other and with adults is excellent. There were no instances of bullying behaviour seen and parents all agreed at the parents' meeting and the parents' questionnaire that behaviour is very good.
- 21 Pupils' personal development is excellent. The teachers' calm manner influences pupils' behaviour and attention to tasks. Pupils are expected to behave well in and out of school and they do so. Pupils make many contributions to the life of the school including representing their school at many local community events. Most children are sensitive to the needs of others and it is accepted that older pupils help younger ones, which they do willingly. For example, when a younger pupil fell in the

playground, older pupils gave prompt and caring assistance. All pupils respond very well to the duties they have and enjoy them.

- 22 Attendance is good and is above the national average. Pupils arrive promptly and lessons commence on time.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

- 23 The quality of teaching is a strength of the school. Overall, the teaching is good. All lessons are at least satisfactory. Eighty three per cent of lessons are good or better and 26 per cent are very good. A small number of lessons were excellent. Compared with the previous inspection report, there has been a good improvement in the quality of teaching. This is due to improved practice in the teaching of literacy, numeracy and information and communication technology resulting from in-service training and the national initiatives. It results also from regular and effective monitoring of teaching by the headteacher, deputy headteacher and curriculum co-ordinators.
- 24 Good and often very good teaching of children in the nursery and reception classes has been maintained since the last inspection. There is a team of four staff in the nursery and each are linked to their own group of children. This system works well to make sure that the children feel secure and develop their confidence in such a large nursery. The staff work very well together and this is the reason why the quality of education for the youngest children in the school is so good. The nursery is well organised and is set out in an attractive way to offer stimulating experiences for the children. This encourages the children to be curious and want to be involved. For example, a child dressed as a policeman said, "I'm looking for people who've been good". When asked if that is what policemen do, her response was "No, they look for naughty people and take them to jail." Clear planning, based on the early learning goals, results in purposeful activities for the children. Good records are kept of children's literacy and mathematical progress and these are used well to inform planning. Activities are planned well to meet each child's needs.
- 25 Very skilled questioning in nursery and reception classes and class and group discussion encourages all children to offer answers and ideas. Good interactions, resources and adult support help children to develop their concentration and their ability to complete their tasks. The staff have high expectations of all the children and they respond very well to all requests and instructions given to them. Parents and grandparents are encouraged to help in both nursery and reception and contribute in many ways to develop and extend the children's learning. Support staff make a vital contribution to the teaching and learning, particularly in the areas of physical education and personal and social development.
- 26 Teaching in Key Stages 1 and 2 is good. The ethos of the classroom is very positive and promotes learning. Relationships between teachers and pupils are excellent. Teachers speak to pupils with respect and in turn are spoken to in a similar manner. Teachers have high expectations of achievement, behaviour and presentation. This contributes to pupils' self-esteem, confidence in their abilities and self discipline. Combined with teachers' effective classroom management, this means that classrooms are pleasant working environments. Pupils in Key Stage 2 in particular, are consistently encouraged to take responsibility for their own learning. Teachers manage pupils' behaviour firmly but unobtrusively.
- 27 Teachers' subject knowledge is good in most subjects. All teachers have benefited from training in subjects which have included English, mathematics, science and information and communication technology. When teachers are confident in their

subjects they extend and build on pupils' learning as they progress through the lesson. Learning is consolidated by reviewing what is already known about the topic being discussed, and by the use of constructive feedback to help pupils improve their work.

- 28 A good feature in many lessons is the whole class teaching which almost always includes very good exposition and explanations. Teachers ensure that the learning objectives are made clear to the pupils and are well matched to their needs. Teachers successfully balance whole class teaching with opportunities for enquiry, and for pupils to work independently and co-operatively. They provide opportunities for pupils to solve problems, handle materials and use and enhance their skills and knowledge. Teachers are skilled in their questioning which promotes thinking and sets a good pace to the lesson. Teachers value the contribution of pupils, whether correct or incorrect, and as a result pupils respond enthusiastically. They use praise and encouragement regularly to enthuse and motivate pupils.
- 29 Very high quality marking was seen when observing pupils' work. The comments made by the teacher clearly picked out positive features of the pupils' work and praised them, and also provided helpful suggestions of how to improve it.
- 30 The teaching of the basic skills in literacy and numeracy is good overall and particularly impressive in the Year 5 and 6 classes where teachers work very successfully to raise standards. Most pupils make good progress because the basic skills and techniques in literacy and numeracy are taught explicitly, systematically and thoroughly. In the impressive lessons at the end of Key Stage 2, teachers enthusiastically build on pupils' previous learning and develop their lessons according to the pupils' individual needs. In literacy lessons the teachers' skilled and challenging questioning aids pupils' understanding. In numeracy lessons most teachers have high expectations of pupils' mental arithmetic and encourage pupils to explain how they arrive at their answers and to use appropriate mathematical vocabulary. This develops pupils' confidence in mathematics and increases their own awareness of their learning. Most of the final sessions in numeracy lessons are used effectively to assess the level of pupils' understanding and ensure that they are further challenged in future lessons. Sometimes the end of lessons in literacy lacks the sharpness of other parts. There is good evidence of information and communication technology being used for research and to enhance the work in mathematics and science in Key Stage 2. They use spreadsheets, draw graphs and charts and use sensor technology to plot temperature changes. Although there is some evidence of its use in other subjects, the school recognises more could be done.
- 31 Teachers work conscientiously to provide interesting starting points, for example visits and visitors to motivate and engage pupils in their learning. Resources are used thoughtfully to provide pupils with opportunities to listen, explore and investigate. For example, Year 5 and 6 pupils made good use of a local astronomer in their topics about Earth and beyond. Classrooms are well organised and very high quality displays in many classes and around school reflect the diverse and rich curriculum. Teachers work hard to create an environment which excites, informs, educates and motivates. There are items for pupils to look at, answer questions about and things to touch, examine and observe.
- 32 Pupils with special educational needs are taught well. Most individual education plans are detailed and helpful and ensure that pupils achieve well. Teachers and support staff work closely and effectively together to this end.
- 33 Homework is always appropriate and supports pupils' learning. Whilst a majority of parents agree or strongly agree with the homework provision, a significant minority do



not. Some parents would like more homework to be given; others would like less. However, the homework is in line with the details in the home school agreement and some of the independent work produced by higher attaining pupils, for example the making of a periscope, was of a good standard.

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

### **How good are curricular and other opportunities?**

- 34 The quality and range of learning opportunities are satisfactory overall. The school meets all statutory requirements but the time allocation for the curriculum in Key Stage 2 is very low when compared with the average nationally. As a result there is inadequate coverage of religious education and history and geography. The curriculum for the foundation stage is organised very well to make sure that the work that children are given builds on what they already know and moves their learning on at a good pace. As a result of this, children make good progress in their learning. The nursery and reception classes give children a good start to their education in all areas of learning.
- 35 There have been improvements in the key issues identified in the previous inspection. The weaknesses in long term planning have been eliminated and now planning in all subjects is good. The school uses the nationally provided guidance and adapts it sensibly to meet the specific needs of the pupils it has. The co-ordination of the planning and teaching of all subjects is made more coherent because teachers plan jointly and share ideas across the key stages. Most lessons start with a clearly stated plan so that pupils understand what is expected of them. There is also more observation of teaching and learning. For instance, the school is producing a portfolio of materials to show how well pupils make progress from class to class in a range of subjects. There are planned links between the subjects, for example, between art and English during the study of Monet, and in the topic on space where science, mathematics, art and English are all incorporated. There is not enough planned time for the humanities subjects, however.
- 36 Pupils with special educational needs have individual education plans. Some teachers write detailed plans which set out very specific targets and therefore are clear as to what pupils need to learn and when. Pupils with special educational needs receive very good support from very committed, experienced and qualified assistants. They work closely with teachers in planning for individual needs, have very good relationships with pupils and this is significant in helping pupils to make good progress. Pupils with special educational needs have very good access to the curriculum and all other opportunities provided by the school and this represents good inclusive practice.
- 37 The literacy sessions are planned carefully. There are good results in reading. Now that teachers have devised more coherent strategies to tackle the weaknesses in writing, they have begun to adapt the time to suit the needs of their pupils better. The extra time devoted to writing on one or two days a week is starting to have an effect but this has not yet had time to show in standards at the end of Key Stage 2. In some subjects, pupils are writing more extensively and more accurately but not in all yet. The numeracy session is effective and standards in mathematics are good across the school. Pupils apply their knowledge of number well in other subjects such as science and information and communication technology.
- 38 The provision of personal, social and health education for pupils is satisfactory. The use of circle time is effective in helping pupils to discuss a range of social and moral

issues and to think about the needs of others in the school and more broadly in the community. Pupils learn of the potential dangers of drugs and the school adopts a sensible approach to warning pupils about personal safety, involving outside agencies when necessary. The school's policy on sex education is clear and appropriate.

- 39 Extra curricular activities are rather limited but the number of visitors who come to school enriches pupils' experiences. Poets and writers allow pupils to gain a first hand knowledge about art and literature. Pupils also go outside the school and learn about different faiths and religions and older pupils develop personal skills on the residential visits in the summer term.
- 40 There are good links with the community. There have been joint projects involving the local Technical College and Art College which have resulted in improvements in the school's environment. Visitors from the various churches are regular visitors, and pupils go out to serve the local community by singing. They also raise money for local and international causes.
- 41 The liaison with the local secondary school is good. Several curriculum initiatives, such as the mathematics trail, the English meetings and a design and technology joint project ensure that pupils transfer across the phases with confidence and growing understanding of what is expected in the next stage of education.
- 42 The school's provision for pupils' spiritual, moral, social and cultural development is very good. It has made good progress since the last inspection, particularly in promoting an appreciation of Britain's multi-cultural society. Overall, this represents a strength of the school.
- 43 Through assemblies and the teaching of religious education, the school makes good provision for pupils' spiritual development. For example, in Key Stage 1, an assembly encourages pupils to reflect upon a story and develop an understanding of prayer. In Key Stage 2, appropriate choral music creates a sense of occasion and good use is made of a story about personal courage. Pupils are encouraged to consider the notion of 'true wealth,' with scripture providing an appropriate perspective. Reflection is handled sensitively, with a candle used to help provide a focus. Class assemblies also provide good opportunities for prayer and reflection. Ministers from local churches are invited to lead assemblies and talk to pupils in lessons. Within lessons there are some opportunities for spiritual development. In discussing art, pupils comment on the therapeutic nature this subject. In a religious education lesson, pupils are encouraged to explore feelings of captivity, when discussing the story of Moses.
- 44 There are clear guidelines for pupils' moral development and provision is very good. The school clearly teaches pupils the difference between right and wrong. A clear behaviour code operates and classroom guidelines are negotiated from these. All staff adopt a consistent approach when responding to pupils' behaviour. In an Early Years' assembly, good behaviour is rewarded with badges. Pupils are encouraged to share their ideas and experiences; for example, in discussion during lessons.
- 45 The provision for pupils' social development is very good. Clear values are expressed and there is an active promotion of a strong work ethic. Pupils are encouraged to accept responsibility in school. They help supervise the library and bookshop. A number of pupils have a shared responsibility to produce the school Gazette. In promoting citizenship, older pupils have opportunities to discuss issues relating to families, education and work; for example, the best age for starting school. There are some good community links. A strong relationship exists with Kirkleatham Hall Special School. This provides good opportunities for pupils to work alongside one

another. Another opportunity for pupils to mix together in a different context is found in the very popular after school club. This was the brainchild of the headteacher and governors a few years ago and is a huge success. The school encourages pupils to raise money for national charities and, recently, a number of older pupils took the initiative to raise money for the Indian earthquake appeal. The established 'Pupils' Council' has a significant role in the school and pupils are encouraged to think carefully about its' responsibilities.

- 46 The school has worked hard to improve the provision for cultural and multi-cultural awareness and this is now very good. There is an established link with the Redcar Folk Festival. Artists and musicians in residence have worked closely with pupils. Pupils were recently involved in a 'write around the world' project. The Yorkshire Coble Fishing Boat, in the grounds, helps remind pupils of their local cultural heritage. Visits to local museums help reinforce this. Effective links are in place with schools in Spain and Sweden, through the 'Comenius Schools in Europe' project. Differing groups of pupils have derived benefit from experiencing a Caribbean festival, visiting a Mosque and receiving Muslim visitors into the school. Pupils have experienced dance and seen costume from India through a visit by a Hindu dancer. Through lessons, pupils gain good insights into African art, Asian cooking and music from different continents.

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

- 47 The school cares well for its pupils and relationships are excellent. The attention pupils receive allows them to settle well in lessons and make good progress. There has been a very good consistency of care for pupils since the last inspection.
- 48 The procedures for child protection work well in practice to a very commendable standard. There is a named responsible person who ensures that training is provided regularly for staff, for example, that any changes in procedure are dealt with in the correct way. Health and safety procedures in the school are good. Governors regularly monitor this aspect and the services of the local education authority are used to ensure that safe working practices are maintained. The accident book is up to date and there is an evacuation drill every term. The school's equipment is checked annually. The school works well with other agencies, such as the school nurse and the speech therapist.
- 49 The school's behaviour policy has clearly set out guidelines with an emphasis on praise for pupils doing the right things. The policy is effectively linked to the school's aims and full consultations with parents were held before it was adopted. The very good behaviour seen around the school is in part due to the consistent implementation of this policy. Children are encouraged to discuss and resolve their own problems when they can and this helps them to mature and grow. The sex education policy has clear aims and is linked to science lessons at appropriate points in pupils' lives. There have been no exclusions in the school and no oppressive behaviour amongst pupils was reported or observed. The school's approach to developing excellent relationships is effective and it helps pupils make good progress in lessons.
- 50 Pupils are integrated well into the school and are all included in everything the school does. The school keeps parents well informed about the curriculum and the progress of their children. The annual pupil progress reports to parents include reference to pupils' targets for the future so that they know what they need to do to improve. The school has regular consultation meetings to enable teachers to talk to parents about their child's progress. The school has very good relationships with parents and other agencies, who all work together for pupils' benefit. Pupils learn about other cultures

and values and the school's links with the local community and the charity work undertaken help to foster good citizenship skills.

- 51 There are a limited number of extra curricular activities, which pupils fully support. However, the school is hoping to extend the range in consultation with parents in the very near future. There are good procedures to monitor and promote good and punctual attendance. Good attendance has been maintained since the last inspection. Procedures for monitoring attendance and the marking of registers are good. The school works well with outside agencies to promote good attendance if there is a concern that the school has.
- 52 The school has significantly improved its assessment and monitoring of pupils' academic performance since the last inspection. Children are assessed thoroughly soon after they start nursery and at the beginning and end of their time in reception. These assessments are used well to plan learning opportunities which achieve high standards in all the areas of learning for the foundation stage. The school now rigorously analyses the results of previous national assessment tests and uses this information to identify areas of the curriculum that need further support, development, training and resources; for example the initiatives for improving pupils' writing skills are systematic, appropriate and effective. The school has implemented excellent procedures to assess and track the performance of pupils in English and mathematics and is on target to apply the same procedures in science. Teachers assess the standards of attainment that pupils achieve and record what they understand. They are assisted in this process by having moderated examples of the different levels of work that pupils achieve. This means that assessments of pupils' attainments are increasing in accuracy and enable teachers to plan what pupils need to do next. Very good use is made of assessments by teachers when planning activities to meet the full range of abilities in class. This means that the learning needs of all groups within the class are well met and teachers focus on areas of individual pupil weakness. The overall impact is that standards in the key skills of literacy and numeracy are rising. Pupils' personal development is very carefully monitored through the school's programmes of personal, social and health education. The excellent relationships that are achieved between staff and pupils, enable staff to carry out their caring roles with skill and professionalism. This leads to adults having a clear understanding of pupils' personal needs and being able to help them develop into confident and independent young people.
- 53 The school has very good formal procedures for monitoring pupils' personal and social development and all adults know pupils very well. There are consistent expectations of behaviour in classrooms and around the school. Assessment procedures for pupils with special educational needs ensure that they receive appropriate support in lessons. The approaches taken by adults with pupils with behavioural difficulties are sensitive to the individual pupils.
- 54 The impact of adult support on pupils with special educational needs in the classroom is good. Members of the support staff have good relationships with pupils and use these effectively to encourage, guide and support their academic and personal development. They have a good awareness of the personal as well as the academic needs of their pupils. There is a safe and secure environment for them. Close links have been established with a range of external support agencies for pupils with specific difficulties. They meet regularly with the school management, work with pupils, conduct assessments and provide good advice and support.

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

- 55 Relationships with parents are very good. Parental involvement in the school is encouraged and welcomed in support of pupils' learning. Parents assist in school, for example, helping with reading and support at swimming lessons. There is an 'open-door' policy and parents feel valued and welcomed whenever they have concerns about their children. The school provides a parent room, which emphasises the school's commitment to encourage partnership with the parents and their involvement in the daily life of the school. The effect of the very good relationships is that pupils feel secure in the knowledge that their parents are pleased with what the school is doing. The sense of security allows pupils to make the most of what they are offered and make good progress. This aspect of the school's work is effectively managed.
- 56 The Friends of Ings Farm School run good social events that the school appreciates as well as raising significant funds for the school. The Friends recommend how the money might be spent and this has led to their involvement and deeper understanding about the work of the school. Parents believe, rightly, that the school has continued to improve and develop very well since the last inspection. The full consultation on school policies, such as the behaviour policy, is a very good example of this partnership working in practice. Parents value the children's growing awareness of each other and the good interaction between older and younger pupils. The policies of the school towards parents are clear and effective.
- 57 The quality of information for parents from the school is satisfactory. Workshops for parents are appreciated and valued by them and parents gain further insight into their children's learning. Parents have been properly consulted about how the school spends its money. Parents are informed of school events by regular newsletters. There is a friendly and community feel to all correspondence from the school. The annual pupil progress reports contain targets for pupils to achieve. Parents help their children effectively at home with homework. Some parents in response to the questionnaire would welcome regular structured homework that helps their child to make further progress. The inspection found that regular homework was being set but that the school would ensure that all parents were aware of the school's homework policy. Parents fill in holiday forms if they wish to have permission for their children to take time off in school time. Parents are always informed if their children are hurt at school and they are happy that the school knows and cares for their children well.
- 58 The involvement of parents of pupils with special educational needs is good. They are invited to review meetings, kept fully informed of what is being done in school to help their child and, on occasions, have particular roles to play in the individual education plans.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 59 There is very effective leadership and management in the school as there was at the time of the last inspection.
- 60 The leadership of the headteacher is of the highest quality. There is a very good and shared commitment to succeed among the staff, governors and pupils. The headteacher takes the leading role in day-to-day management and is supported very well by the deputy headteacher and the senior management team. It is no surprise that staff, governors, parents and pupils have the utmost respect for a headteacher who has been instrumental in creating a very good ethos. Although the management of the school is very efficient and effective, there is a genuine care for all pupils and a commitment to equal opportunity. As a result, this school is a pleasant, well-ordered and happy community, and an industrious learning environment. The school places a high priority on raising standards in English, mathematics and science and developing

the achievements and self-esteem of individual pupils. The mission statement and aims of the school reflect this commitment and are central to school life.

- 61 The headteacher regularly monitors, with the help of other teachers, the quality of teaching and learning and the standards achieved by the pupils. The school undertakes careful analyses of its data on pupils' performance. The outcomes are used very well to identify strengths and weaknesses within subject areas and the progress of individual pupils and groups of pupils through the school. The governors are very experienced and knowledgeable and know and understand the development of the school very well. The school is successful in achieving its aims to strive for academic success and to develop pupils' personal qualities. Most parents are pleased with the way these aims are reflected in pupils' achievements and their attitudes to learning. Careful consideration is given to issues of inclusion and meeting the needs of all pupils. For example, the school has identified raising the achievement of boys and higher attainers as a priority and uses an effective local education authority adviser to help meet this objective. Pupils are encouraged to work hard, review their strengths and weaknesses and achieve as well as they can by the time they leave school.
- 62 The governors, staff and parents are fully involved in school development planning. The governors maintain close contact with the school and monitor successfully the progress of the school through their various committees. The main strengths and weaknesses of the school have been identified and the school is meeting the challenging targets that it has set for improvement. Some of the governors are either regular visitors or have close daily contact with the school and are in a good position to monitor the curriculum.
- 63 Effective financial procedures and spending priorities are identified in the school development plan and linked accurately to the school budget. Financial administration by the school secretary is very efficient. The governing body have strategically planned to use a surplus to provide time for more monitoring and evaluation by the release of staff in an effort to raise standards. They work well with the headteacher, both in the setting of the initial budget and in its review. There are efficient procedures for monitoring and evaluating the success of financial decisions, particularly when related to staffing, building and the curriculum. The governing body are conversant with the principles of best value and fulfils its role as critical friend by asking probing questions to ensure the best use is made of the resources available.
- 64 There is satisfactory management of the pupils with special educational needs although time to deal with the administrative issues is somewhat limited and could usefully be reviewed. There is good management of the pupils in the Foundation Stage<sup>1</sup>. The staff have a good awareness of the early learning goals<sup>2</sup> and the early requirements of the National Curriculum.

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<sup>1</sup> **ON FOUNDATION STAGE**

The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

<sup>2</sup> **EARLY LEARNING GOALS**

Early Learning Goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

- 65 There is very good teamwork as staff work together. They share their planning and use their expertise and strengths to teach well. Most teachers have at least one area of subject responsibility and carry out their responsibilities appropriately. Co-ordinators monitor teachers' planning and the learning resources well. In addition, the co-ordinators of English and mathematics have a strategic role and an extensive view of standards across the curriculum. The subject leaders manage their budgets well and the deputy headteacher effectively manages the assessment of pupils' progress. All information is communicated very clearly so that it is understood fully by the co-ordinators and all teachers. This improves the co-ordinators' overview of the subjects and enhances their management of them. The main focus of curriculum development has rightly been English, mathematics and, more recently science, which are managed well.
- 66 There are good induction procedures in place for newly qualified staff or staff who are new to the school. All members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements for performance management. Their personal needs, as well as those for in-service training in subject areas, are considered according to the targets set on the school development plan and their own needs. Statutory requirements are met.
- 67 There are sufficient, well-qualified teachers. Teaching expertise is particularly strong in the foundation stage, where the staff's knowledge of how young children learn is a key ingredient in the good progress that the children make. Teachers have good subject knowledge in English and mathematics, and this helps them to teach well. Good subject knowledge on the part of individual teachers, for example in science, information and communication technology and physical education is put to good use in supporting other staff. Learning support assistants are well deployed and they are effective in their work.
- 68 Overall the accommodation is good. The school has two large halls and plenty of well maintained field space including two areas for nature conservation. However, two classes are catered for in mobile classrooms and the school is hoping that new building work to accommodate the increased role will be undertaken soon. The accommodation is very cramped in some areas of the school and pupils often have to get to their own class base by walking through other areas. Though everyone does their best to minimise the disruption, this does sometimes disturb other pupils who are working quietly. Resources are good and the libraries are easily accessible. The computer suite is fitted out with new machines. These are being used well to raise pupils' attainment.
- 69 This is a good school with many very good features. It provides good value for money.

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

- 70 In order to raise standards and improve the quality of education the headteacher, staff and governors should:
- (1) Raise the standards in writing by improving the quality of pupils' writing by:
    - raising teachers' expectations so standards of presentation, handwriting and spelling in all work matches the work expected in handwriting and spelling lessons;
    - providing more opportunities for them to draft, revise and edit their writing;

- providing more opportunities for them to develop longer pieces of writing across the curriculum;
- providing more opportunities for them to correct their work after it has been marked so that they learn from their mistakes.

(Paragraphs: 3, 5, 6, 37, 84, 88, 92, 126, 131, 153, 154)

(2) Improve the curriculum by;

- Reviewing the length of time that pupils spend in school;
- Ensuring that sufficient time is provided for the teaching of subjects such as history, geography and music.

(Paragraphs: 16, 34, 35, 123, 124, 126, 127, 129, 131, 133, 140, 143)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	21	56	17	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	450
Number of full-time pupils known to be eligible for free school meals	No children have meals	39

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	90

#### 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	21
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.2

#### 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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	38	24	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	36	38
	Girls	22	23	23
	Total	57	59	61
Percentage of pupils at NC level 2 or above	School	92 (86)	95 (85)	98 (97)
	National	84 (82)	85 (83)	88 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	37	38
	Girls	23	23	23
	Total	58	60	61
Percentage of pupils at NC level 2 or above	School	94 (88)	97 (92)	98 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest 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
	2000	25	26	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	22
	Girls	19	18	24
	Total	37	37	46
Percentage of pupils at NC level 4 or above	School	73 (66)	73 (88)	90 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	21	22
	Girls	21	18	20
	Total	38	39	42
Percentage of pupils at NC level 4 or above	School	75 (74)	76 (84)	82 (88)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	429
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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: YR – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	30
Average class size	32

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	152

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	3
Total aggregate hours worked per week	80

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	709,019
Total expenditure	674,132
Expenditure per pupil	1,431
Balance brought forward from previous year	12,920
Balance carried forward to next year	47,807

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

### **Questionnaire return rate**

Number of questionnaires sent out	510
Number of questionnaires returned	174

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	5	1	0
My child is making good progress in school.	37	55	5	1	2
Behaviour in the school is good.	31	60	7	0	2
My child gets the right amount of work to do at home.	17	57	14	7	5
The teaching is good.	41	54	2	0	3
I am kept well informed about how my child is getting on.	36	50	9	3	2
I would feel comfortable about approaching the school with questions or a problem.	60	33	5	1	1
The school expects my child to work hard and achieve his or her best.	52	43	5	1	0
The school works closely with parents.	42	41	10	5	1
The school is well led and managed.	43	48	3	2	3
The school is helping my child become mature and responsible.	37	56	4	1	2
The school provides an interesting range of activities outside lessons.	17	33	18	10	22

### **Other issues raised by parents**

Some parents expressed their concern over the large class sizes.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

#### **Personal, social and emotional development**

- 71 Progress in personal, social and emotional development is very good. The children enjoy coming to school and are keen to learn. They have established very good relationships with adults and other children. They work very well in pairs in the computer suite. They are able to make choices when they are not directed. For example, when they arrive at school they go to their own selected task and settle quickly without fuss. They are independent and can put their coats on their own pegs after playing outside. They are sufficiently confident to express their own ideas. For example, when playing with small construction materials one child can tell others that "my train is a diesel". They move around the classroom quietly and are considerate towards each other. The children accept simple social rules, for example "There is only room for two, can you wait to do your fruit printing?" They concentrate well when involved in individual tasks and when working in small groups, unsupported or with an adult. They know where to put their work when it is finished. For example, wet paintings go onto the drying rack "so that nobody spoils them and they can dry". In small groups they clear away at the end of their activities. They sit quietly on the carpet and wait for others to be ready. They listen to instructions carefully and respond quickly. During outdoor play the children happily take turns when using the slide and other equipment. The older children are encouraged to act as good role models for the younger children and they are sensitive to the needs and feelings of others. For example, a new child in the nursery was very hesitant when doing physical education in the hall. An older child went to hold his hand to try to encourage him to take part. Another child, who was very quiet while eating his snack, was asked by a little girl (of the same age) "Are you OK? Are you poorly? Is your tongue working?" She showed real concern because he did not speak to her.
- 72 The children in reception are happy to share ideas during circle time. They had to choose representatives to be on the school council and had to decide what kind of people they should be before they voted for them. Their suggestions were that they should be kind and helpful, nice to their friends, good listeners, not shy and brave enough to talk to the headteacher! Standards in personal and social development are well above the levels set out in the early learning goals for five year olds by the time the children are ready to move into Year 1.

#### **Communication, language and literacy**

- 73 The majority of the children are confident speakers when they enter nursery but a small number of children are reluctant to speak and have a limited vocabulary. The younger children enjoy using the language master to develop their understanding of letters and their sounds and are becoming confident with the letter 'b' using the school's chosen phonics scheme. Plenty of opportunities are made for children to enjoy sharing books either individually with parents and grandparents or as a group listening to the story of 'The Very Hungry Caterpillar'. They can respond to the question "What is wrong with this book?" by replying "It is upside down". They listen carefully, concentrate well and follow the story and pictures. When asked "How can you tell he has eaten the leaf?" they quickly reply "There are holes in it". Songs and nursery rhymes are used to extend their understanding of how the caterpillar changes into a butterfly. This is linked to their work on letter sounds as they recognise the 'b'

for butterfly and sing the 'Bat and Ball' song remembering the words and actions. One boy was able to sing 'Baa Baa Black Sheep' on his own for the rest of his group.

- 74 Children are given plenty of opportunities to write and make marks using pencils, crayons and felt tip pens. Most can make recognisable marks on paper and many can form recognisable letters and make a good attempt to write their name. For example, one child can write his name and can tell the teacher that "there are two r's in my name". He also wrote the days of the week with the help of support cards. They are encouraged to write for a variety of reasons. For example, writing a menu for the food area when talking about food and 'The Hungry Caterpillar'. Most children understand that text carries meaning and know the difference between writing and drawing. The majority recognise many letter shapes and letter sounds.
- 75 The curriculum in reception builds well on children's previous learning in nursery. The children are learning about rhyming words. They can identify words such as 'dump/bump' 'smell/well' and can add the first letter to complete the word when given the ending 'ell'. They even respond to the register by giving their teacher a word that rhymes with her name! Their work in the computer suite extends their understanding of rhyming words. The children, working in pairs, can click on an object which rhymes with the word at the bottom of the screen. In reception, children start to follow a slightly more structured programme of language, literacy and mathematical work. They are brought together, as a class, to read with the teacher a big book, 'This is the Bear'. They listen very carefully and respond well to any questions asked. In their reading group they know that "an information book has an index" and can read "these bears live in ....." using the pictures to help them to complete the sentence. They have a very positive attitude to books and reading. When asked "How do you know it is 'playing' not 'fighting'?" the reply was "because it starts with a 'p' not a 'f'". Very good questioning by the teacher encourages children's speaking and listening skills. The children hold a puppet and tell what they think the character is thinking. For example, "He thinks he is going to find the bear". They are encouraged to show how someone would look if they were "happy, sorry, angry and sad". The children continue to make good progress in writing, practising their letter shapes and writing skills. The majority can write their own name without support and many are beginning to write simple sentences. The good teaching captures their interest and they are all keen to learn. Standards in literacy are at the levels set out in the early learning goals for five year olds by the time the children are ready to move into Year 1.

## **Mathematical development**

- 76 Children in the nursery make good progress in developing their mathematical skills. The majority of the children can count numbers from 1 to 5 and can match the correct number card to the bottle shapes on the teacher's board. They understand that, when there are no bottles left, the number is nought. Many can count to ten and can name higher numbers with some accuracy. The children are beginning to understand 'take away' and 'add' when using bottle shapes and blocks. They can identify their bottle by its shape and place it on the board when asked for "the circle, triangle, oblong or the wobbly bottle". The children can complete simple jigsaws, matching pieces by both shape and size. Number work is linked to all areas of learning. For example, a child can make a tower using construction blocks, count the number of blocks and draw a picture of the tower using the same colours as the blocks in their model. Songs, rhymes, printing, sand and computer activities are all used well to extend their understanding of number and shape.
- 77 The children in reception continue to make good progress. They start to develop a sound mathematical vocabulary. The younger children are beginning to understand heavy and light when they compare objects they weigh. They can draw their family

showing the 'smallest and tallest' and can also show an understanding of small and large when they name and recognise shapes. In their number work they can count up and back from nought to ten. The older children in reception can add and take away in number and money and understand "how much is left" when they have five pence and spend three pence to buy a something from the shop. They are beginning to understand telling the time and can read o'clock when this is linked to the story of 'The Bad Tempered Ladybird'. When they reached 12 o'clock they cannot be tricked to look for 13 o'clock and understand that they go back to one o'clock! Many children can identify the important times of the school day. For example, nine, twelve, one and three o'clock. The majority can tell you what time they go home and can show this on the clock. Standards in mathematical development are at the levels set out in the early learning goals for five year olds by the time the children are ready to move into Year 1.

## **Knowledge and understanding of the world**

- 78 Children's achievement in knowledge and understanding of the world around them is good. In outdoor role play they learn about the work of the policeman and how to purchase a ticket for a ride on their 'train'. They develop early scientific skills by planting cress, bean and apple seeds and watching them grow, linking their learning to their story of 'The Hungry Caterpillar'. They observe these using a magnifying glass and comment "they are bigger when you look through this". The children experiment with water outside by using water to 'paint fences'. There are opportunities for baking including making toast and jam which they enjoy with their snack. A range of small tools and equipment are available in the technology area to encourage children to use small hacksaws, vices and hammers and extend their knowledge of materials such as wood and plastic. The younger children in nursery are using an art computer program to develop their mouse skills. They are beginning to use mark making tools such as paintbrush, pencil and stamp. From random marks they are creating more recognisable patterns and pictures and can write their names on the screen, using name cards for support. The older children are working in pairs in the Information and Communication Technology suite to make a bar graph of their favourite nursery rhymes.
- 79 In reception the children learn about toys from the past. They create their own toy museum by bringing toys from home and are able to talk about them and share their knowledge with others. They investigate their own toys and find out how things move by pushing and pulling them. For example, "You pull the string and the wheels go round and the legs move". They have opportunities to explore sand in the sand tray using a working crane to learn about how machines work and can be controlled. They are developing an understanding of 'stop, forwards, backwards, turn, go, up, down' when giving instructions to take Rex through the wooden construction maze to find Woody. This is linked to their information and communications technology program using mazes. The majority of the reception children can use the mouse with a degree of accuracy and can use a range of tools to create a picture of 'My Family'. They can make changes to colour and the thickness of a line. Their information and communication technology work is linked also to music where they select an instrument on the screen and listen to its sound. Standards in knowledge and understanding are above the levels set out in the early learning goals by the time the children are ready to move into Year 1.

## **Physical development**

- 80 Children's physical development is very good and they make very good progress. On entry to the nursery some children find cutting difficult but the technology table

provides plenty of opportunities to practise their cutting skills and these develop well. They improve their handling skills by using hole punches, staplers, pencils, felt tip pens, brushes and by practising their use of the mouse when using the computer keyboard. The children have opportunities to play outside each day. The outdoor activities are carefully structured to provide experiences in different areas, such as creative role play. For example, the outdoor hut became a ticket office when children created a train using wooden blocks or the jail when they were using 'walkie-talkies' and wearing police helmets. Hesitant children are well supported during activities and are encouraged to take part.

- 81 Some very good teaching was observed when children have physical education sessions using the hall. They are able, with help, to get out and clear away mats, agility boxes and benches. One child said, "I would like to help because I've had my breakfast". They fully understand the safety issues when moving pieces of equipment. They work very quietly, linking their work with 'The Hungry Caterpillar', to create movements like the caterpillar or the butterfly. They think carefully and are very creative when weaving their bodies under and over the bench. They demonstrate their ideas confidently to others in the class and their concentration and behaviour is excellent. This was also seen when the very young children used the hall for developing their understanding of space. All the children were taking part, with support and encouragement from adults. They were beginning to understand the pattern of the lesson, warming up, activities and cooling down. The children can tiptoe, skip and hop moving in their own space without bumping others. Good use was made of taped music and a tambourine to create a rhythm for their movements.
- 82 The children in reception learn about how things move when looking at small wheeled toys. This is linked very well to their physical education sessions where they explore moving their bodies by pushing and pulling along benches. Very good teaching enables the children to confidently develop their skills. Their attitudes and behaviour are excellent and they work very hard throughout their sessions in the hall. Standards in physical development are well above the levels set out in the early learning goals by the time the children are ready to move into Year 1.

## **Creative development**

- 83 The nursery is well stocked with construction equipment for children to build their own models and with materials for them to experiment and practise their creative skills. For instance, children have used card rolls, foil and trimmings to make a man. They can show facial features including hair and can count the buttons on the body. They are given plenty of opportunities to explore paint. For example, printing caterpillar body shapes using apples and paint and exploring colour mixing using powder paint on an apple shaped piece of paper. Parents are encouraged to stay in the nursery at the start of the day and share activities with their children. For example, a parent made a caterpillar using green play dough. When the parent left, the child made her own caterpillar and could compare the two and tell which was the largest, smallest, thinnest and fattest. All the nursery team work closely with the children to develop language and further understanding of shape and colour. For example, a child mixing powder paint had created a muddy dark red. When asked by the teacher what colour he thought it might be, his response was "brown". Plenty of collectable materials are available for children to make choices and make their own models using glue, boxes and plastic pots. In reception the children have made rockets with booster jets and used bottle tops for windows. They have made their own box model jabbers using special scissors to make feather edged parts. Children learn a range of songs and begin to sing them from memory. They move in time to the music when singing action rhymes. A tape recorder is always available for them to listen to music. Music is also used effectively in their physical education sessions. Percussion instruments



are a part of outdoor provision for children to explore sounds. Standards in creative development are above the levels set out in the early learning goals by the time the children are ready to move into Year 1.

## ENGLISH

- 84 Standards of attainment in last year's National Curriculum tests of seven year olds were average in reading and in writing compared with all schools. Against similar schools standards were average in reading but below average in writing. At the age of eleven in English, attainment was below average compared with all schools and well below average when compared with similar schools. Over the last three years, girls have performed better than boys in reading and writing at Key Stage 1 but this reflects the national picture. In Key Stage 2 girls still do better than boys but less so than seen nationally. Overall the trend in both key stages shows that standards are not rising in line with the national average. Writing is a weakness in the school compared with the good results recorded in mathematics. The targets for this year show an anticipation that writing will improve slightly with the prediction for later years rising more significantly.
- 85 Work seen during the inspection gives a better overall picture of standards in English. The school has implemented a detailed strategy to raise standards in writing, such as closely monitoring the performance of boys and girls and setting them personal targets for improvement. Teaching across the school is more consistent and the tactics are starting to show improvements. The literacy hour gives greater emphasis to extended writing with the result that pupils have more confidence in this aspect of English. The present Year 6 contains a significant number of pupils with special educational needs and results are likely to be similar to recent years but other year groups are attaining standards closer to and often above average in writing.
- 86 In Key Stage 1 pupils are confident in speaking and listening and they are keen to be involved in discussions from an early age. In Year 1 they can talk about the atmosphere that is created in stories and describe the different feelings that characters show. For instance, the teacher helped them to recreate the story of 'Jack and the Beanstalk' through role play. A higher attaining pupil excellently responded to questions from others in the class asking her why she had acted in certain ways. Her use of language and ability to adopt the role encouraged the rest of the class to think really hard about the story from different points of view. In another class, some pupils asked why the story had different incidents from versions they had read and the teacher conducted an interesting discussion at their level about the development of story-telling.
- 87 Reading in Key Stage 1 is good. Pupils are taught how to recognise sounds and how to use clues from the books to follow what is going on. They quickly learn the difference between fiction and non-fiction and can find their way around various parts of reference books, using indexes and tables of contents. Teachers provide good opportunities for reading, and classrooms contain plenty of words and sentences around the walls. The book supply in all rooms is good and reading records are kept up to date. They give good information about where pupils are doing well and where they are struggling.
- 88 Pupils' writing is interesting and varied but not always well presented. For instance, a superb poster describing the attractions of a foreign hotel was very good and engaged the reader immediately. However, it was marred because lines had been drawn in freehand rather than with a ruler. Teachers are encouraging pupils who want to continue their writing to do so at home and they give them sensible guidelines about time. Some of the stories on 'James and the Giant Peach' are very lively and show

that pupils of average ability can work above themselves when enthusiastic about the subject. In lessons, pupils from Year 1 and Year 2 are quite industrious and are starting to develop an interest in words and stories. They use little white boards to practise their sentences and are learning to draft their ideas. The main weakness is handwriting. It is often irregular and ill formed and results in some carelessness in simple spelling although pupils generally have a good command of varied vocabulary.

- 89 Pupils with special educational needs make good progress in both key stages. Their individual education plans are appropriate. In reading they have a very clear scheme to follow and the support they receive from teachers and assistants enables them to practise regularly to improve their skills. Teachers also provide pupils with the chance to use computers and this helps them to reinforce their knowledge of word sounds and spellings. In speaking and listening they take a full part in lessons because teachers ask them the sort of questions which build on the things they know and can do.
- 90 In Key Stage 2 the good standards are maintained in speaking and listening and in reading. Pupils are prepared to discuss issues such as the rights and wrongs of foxhunting and listen to the views of others. Some show a high level of skill in articulating their ideas. They can describe when to use apostrophes with clarity. Teachers exploit pupils' oral skills to reinforce the learning of others: Teacher: "How will Daniel recognise the possessive?" Pupil: "If something belongs to people". Many teachers are good at helping pupils to develop ideas and provide chances for them to express themselves. Teachers use mature vocabulary and give pupils time to work out their responses, sometimes prompting with clues.
- 91 Reading continues to be good in Key Stage 2. In the last inspection pupils were reported to lack the facility to talk about their own reading. This is not the case now. They are keen to say why the Harry Potter books are good stories, and when they find authors they like they devour all their books. Their reviews show a good response to a range of literature and films.
- 92 Writing is nearer to the national average this year but still below. Teachers have tried to rectify the obvious weaknesses in writing by giving pupils longer to practise the skills required. There is also greater emphasis in writing in some other subjects. In art, pupils have written lively accounts inspired by Monet's work. In design and technology their work on fairground machines has led them to write stimulating openings such as: "A day that should have been full of excitement and anticipation was instead full of fear and weird happenings" and "where the tentacles of the monster slowly started to harden and turn back to plastic". The science topic on space is giving rise to interesting non-chronological writing. Pupils have the chance to prepare their first drafts with teacher support during the sessions on word and sentence level work in the literacy hour and then later in the week they spend longer on refining the writing, more independently. There is still a lack of opportunity for pupils to develop writing in other areas such as religious education, geography and history. Pupils enjoy the stimulus of quite difficult poems such as 'The Lady of Shallot' and write responses which show good understanding. The shortcomings in writing in Key Stage 2 are in spelling and punctuation. For instance, not all pupils have mastered the skill of constructing paragraphs and few are accurate at proof reading their own work. Teachers have introduced the idea of a 'response partner' to help improve this but it is too early to see the impact of the idea.
- 93 Teaching is at least good in over nine out of 10 lessons and occasionally very good or outstanding. All teachers manage the pupils very well and they use a range of resources, such as posters, photographs and video clips which give their lessons pace and interest. Teachers plan together and make sure pupils know what they

should be doing and why. The consistency of approach in all classrooms is starting to show effects particularly in raising expectations of pupils' writing. Marking is very good and tells pupils what they need to do to improve. It is interesting to see that pupils sometimes write back to teachers in their books. Teachers assess the needs of pupils with special educational needs accurately and they make good progress within lessons and when supported by assistants outside the classroom

- 94 Sometimes the end of lessons lacks the sharpness of other parts. The best lessons are where teachers challenge pupils to think of new ideas and give them the desire to move on rather than merely recapping what they have done in the lesson. Most pupils are enthusiastic about English and drama and like reading and talking about their books and about films.
- 95 The subject is very well led. A tremendous amount of work has gone into the analysis of the strengths and weaknesses in pupils' standards, and into devising ways to improve writing. The joint planning and moderation of levels of attainment by teachers are leading to a greater understanding of what they need to do to raise standards. This is the only aspect still in need of improvement since the last inspection.

## **MATHEMATICS**

- 96 Standards in mathematics are well above average for seven year olds and above average for eleven year olds. High standards have been maintained in recent years and, in particular, standards of eleven year old have improved since the last inspection. Pupils with special educational needs make good progress when given additional support in classrooms or when working in small groups on structured learning programmes with either a teacher or specialist support assistants. An improvement since the last inspection and, a particular strength, is that higher attaining pupils are now attaining as well as they should. Standards are high for a number of reasons. The numeracy strategy has been very successfully implemented under the excellent leadership of the mathematics co-ordinator and has helped to raise standards, particularly in Key Stage 1.
- 97 The very effective use of thorough assessment procedures leads to pupils' progress being carefully tracked over time and targets being set to enable them to improve their standard of attainment. The quality of teaching of mental arithmetic is very good because of its pace and challenge and results in pupils becoming very confident and quick in working out calculations. The school is very successful in establishing the popularity of mathematics through the variety of teaching and learning strategies, the special initiatives such as 'Add-Ins-Up' and the effective use of interesting resources that lead to challenging activities. Further additional support is provided by the opportunities taken in other subjects, such as science and information and communication technology to promote number skills and data handling. Pupils in Year 1 and Year 2 build upon the good start made in the reception and nursery classes where pupils acquire an interest in and enjoyment of mathematics. All Year 1 pupils are very confidently counting to twenty and many are counting to one hundred. They recognise and use numbers, write them down successfully and play mathematical games to reinforce the earlier good start made in the foundation stage. Most pupils are competent with simple number bonds and are able to carry out addition and subtraction sums up to 20 with higher attaining pupils able to work to 100. By the end of Year 1 the majority of pupils can sort, count, match, identify, form and sequence numbers; for example they can count in twos and five's both forwards and backwards. They experiment with estimations and measuring and all pupils know the properties of two-dimensional shapes such as squares, triangles and pentagons. By Year 2 pupils have a good understanding of their times tables of 2, 5 and 10. Pupils are achieving well in mental arithmetic and number work and can

identify which numbers are multiples of 5 and 10. They recognise the geometrical features of two-dimensional and three-dimensional shapes; for example pupils know that a solid square is a cube, a solid triangle is a pyramid and are able to calculate the number of faces, edges and corners of these shapes. Pupils are developing skills in working with money and can calculate the cost of a number of items that they could purchase from a £35.00 voucher. Pupils are able to use information and communication technology to supplement their mathematical skills; for example when Year 2 pupils represent their findings from pond dipping in graph form.

- 98 At Key Stage 2 the implementation of the numeracy strategy is effectively contributing to the emerging improvements in standards. Pupils' mathematical thinking is well developed, particularly in Year 6 and Year 5 where pupils make very good progress. Year 6 pupils understand the relationship between fractions and decimals and have a very secure grasp of place value. Pupils are able to make accurate calculations using a range of methods and make good use of calculators to check their answers. Pupils have a good understanding of the properties of a variety of angles such as right angles, acute, obtuse and reflex, at the end of the key stage and the good progress is maintained. Pupils in Year 5 have good recall of multiplication facts and can make complex mental calculations involving several operations. They are able to work out percentages and apply this skill to everyday situations. Their skills in measurement are good and they are able to work out the perimeter and area of a number of different shapes. Pupils in all years are able to construct, collate and analyse bar charts, line graphs and pie charts. Pupils in Years 3 and 4 have a good understanding of measurement and capacity, fractions and time. There are many opportunities for pupils to carry out mathematical investigations and use and apply their mathematical understanding in a variety of contexts. This is evident when pupils in Year 5 were interrogating a data base and were able to interpret a number of complex issues. In all classes two features stand out. First, pupils have a very good grasp of the vocabulary of mathematics and, second, they have many opportunities to practise their mental arithmetic skills.
- 99 The quality of teaching is good overall and ranges from excellent to satisfactory. All teachers have a secure subject knowledge and a very good understanding of different pupils' abilities. They plan tasks that are well matched to pupils' needs and develop their levels of learning. Excellent teaching is seen where the teacher has an authoritative command of the class based upon high quality relationships and then sets interesting and purposeful tasks which demand that pupils use their initiative to solve challenging problems. Many lessons are taught at a fast pace, aided by the use of target setting, which leads to pupils concentrating well, working hard and persevering when faced with difficulties. In the best lessons teachers captivate pupils' attention with their own enthusiasm and provide opportunities for pupils to learn from errors. This results in pupils having very positive responses and attitudes in class and participating willingly and enthusiastically in oral and mental calculations and problem solving tasks. Teaching has a good balance of class, group and individual work and whole class mental arithmetic lessons are particularly effective by encouraging the pupils to work quickly and accurately. Pupils have the ability to work independently, enjoy investigative tasks and handle apparatus and equipment sensibly. Pupils complete tasks within the time limits set, work very purposefully and pay good attention to presentation. A significant strength of the teaching is the very good relationships with pupils and this leads to pupils having excellent relationships with each other.
- 100 The monitoring and evaluation of the mathematics curriculum are very strong through the systematic analysis of tests and assessments of pupils as well as the detailed reviews of teaching and learning. Further improvements can be made in two ways. First, by extending the opportunities for teachers to observe and model the best

practice in the school. Second, by considering ways of ensuring that the work set in mental mathematics fully extends the wide range of abilities in classes.

## SCIENCE

- 101 The school has made significant improvements in science since the last inspection. Teachers have looked closely at what they teach the pupils and have devoted more to time to experimental and investigative science, particularly at the end of Key Stage 2. The 2000 teacher assessment results show that the proportion of pupils in Key Stage 1 which achieved the expected level was well above the national average and those achieving the higher level was above average. All pupils, including those with special educational needs, achieve satisfactorily in Key Stage 1. The standards of attainment at the end Key Stage 2 were in line with the national average in the 2000 tests for eleven year olds. The proportion of pupils achieving the expected and higher levels was in line with the national average and was also average when compared with similar schools. There is no significant difference in the attainment of boys and girls.
- 102 Inspection evidence suggests that standards this year are not as high as they were in 2000 due a larger proportion of pupils who have special educational needs, but are still in line with national expectations at the end of both key stages. Standards in Year 2 are typical for the age group, although some higher attaining pupils could achieve better if they were given more opportunities to think, plan and record for themselves. Almost all pupils, for example, can test a range of materials and record in a simple chart whether they stretch, bend or twist. Pupils capable of harder work can go beyond this. For example, although pupils are beginning to reach the targets set for older children such as the understanding that materials such as chocolate, lard and bread and cheese change when heated. However, too few go on to record that some changes are reversible and some are not. The high quality of newly introduced planning and the 'new' scheme of work is addressing this issue and should ensure that all pupils are challenged appropriately. Progress is consistent throughout the key stage, and a newly appointed teacher working with Year 2 pupils has a good background in science, a keen interest and firm commitment to the subject. A particular strength is the emphasis on scientific enquiry. This ensures that the pupils understand what they are doing and have to think hard in order to predict what might happen and to explain their work.
- 103 Standards in Year 6 are not likely to match the standards achieved last year. This is because a large number of pupils (18 pupils) are on the special educational needs register and have learning difficulties. However, the quality of work seen during the inspection shows that work is challenging for all pupils. Pupils have good understanding within all the areas of knowledge set out in the National Curriculum and a very good understanding of experimental work. The progress pupils make is good and generally consistent at this key stage, reflecting the good quality of teaching overall. However, there is an acceleration in the progress of pupils of all levels of ability in Years 5 and 6 where some very high quality teaching is seen.
- 104 Pupils in Year 6 experience an exciting, meticulously planned curriculum, leading to high achievement at their individual level. Again, the emphasis is on scientific enquiry. Pupils are set interesting problems to solve. They take on different roles in their groups, including note-taker, tester and 'fair test' checker. They work systematically; selecting the apparatus they will need for example in checking whether a material is opaque, translucent or transparent. They predict the outcome of experiments, testing and evaluating their results. They have a particularly good understanding for their age of 'fair testing' due to the emphasis placed on this throughout their experimental work. They respond well to the challenging questions posed by the teacher, working consistently hard to meet the high expectations of them. They record their work well,

organising their ideas under headings and using charts and diagrams to show their results.

- 105 Teaching and learning is mostly good. This is an improvement since the last inspection especially because teachers now give ample opportunities for scientific investigation. Teaching places good emphasis on pupils developing their knowledge. Of six lessons seen, 2 lessons were satisfactory, three were good and one was very good. Features of the best lessons were very good questioning of pupils to extend knowledge and understanding, good use of resources to support learning, and good emphasis given to developing the skills of scientific enquiry. Very good relationships and control, together with much encouragement and praise of pupils' efforts, were also evident in these lessons.
- 106 At Key Stage 1, teachers follow national guidance well. They make good use of a range of resources. In Year 2, for example, the teacher set out a wide range of fruits and vegetables so that pupils could investigate the way that plants reproduce. The range of seeds included apple, avocado, peas and broccoli. This encouraged pupils to observe closely, using magnifying glasses and hand lenses, and to use their senses to count and locate the seeds in the fruit and vegetables and so extend their learning. There was considerable surprise and some awe and wonder as pupils discovered that the avocado contained only one huge 'seed'. There was equally some surprise when they discovered that the oranges had no seeds in them. The teacher had mistakenly bought seedless ones! All teachers at this key stage manage their pupils well, developing good relationships with them and encouraging them to express their ideas and to work hard.
- 107 Teaching in Key Stage 2 is well organised and helps pupils to make good progress. In Year 3, teaching is satisfactory overall. A good range of resources in the form of a selection of rocks was used to help pupils to understand that rocks vary in hardness. However, the pace slows at times as the teacher spends too much time explaining how to do the experiment rather than allowing the pupils to work it out for themselves. In Year 5 an otherwise very good lesson became a little confusing as work was not planned in small enough steps to help pupils develop their understanding. A difficult concept of explaining the moon's phases was taught very well, but when the teacher moved on to explain 'eclipses' immediately afterwards, there was a lack of pupils' understanding. Teaching at Year 6 is exemplary. A very high level of questioning and commentary, forcing pupils to think and explain accompanies meticulous planning. 'Wrong' answers are acknowledged with a smile for effort, but carefully corrected. Feedback to pupils, both in class and marking in books is very good, and helps pupils to see how they can improve their work.
- 108 The weakness in teaching is the over-direction at times. For example, teachers will often provide very clear guidance about how they should carry out an experiment and give pupils directions about how to record their experiment and ready made tables onto which they can record their results. This restricts higher attaining pupils from producing their own methods. This weakness was identified in the last inspection and should now be addressed with more urgency. Although there are a few examples of pupils using and applying their information and communication technology skills in the subject, there is scope for more improvement, especially in Key Stage 2.
- 109 Pupils' attitudes to science are very good in Years 5 and 6, and are good in most other lessons. Most pupils show high levels of involvement in practical work, especially when they are challenged. Pupils mostly listen well and respond to the teachers' targets to complete their work. Many pupils are confident when carrying out practical work, and require little help, support and reassurance. These pupils also show initiative, and help others who are less confident to experiment to reach their

own conclusions. Pupils are happy to discuss their science work in front of others as seen in a Year 4 assembly when two boys described and demonstrated their 'conductivity' game.

- 110 The subject co-ordinator is a very good teacher of science and leads her subject very well. She has been instrumental in bringing about recent developments to help improve the quality of teaching and learning. These include the recent review and production of an updated policy and scheme of work so that it was in line with national guidance and especially identifies the levels of challenge for different ability groups. Much of this work was supported by the development of very profitable links (educationally and financially) with a multi national company and the local education authority. Other initiatives for example to improve the wildlife areas and potential industry links for each year group are all in place to enhance learning
- 111 Numeracy skills are promoted well through work in science. For example, pupils measure using a variety of standard and non-standard units and record and analyse data, sometimes in graphs and charts produced on computer. The science co-ordinator has produced a number of excellent booklets, science vocabulary word banks, literacy and science phrase banks which promote pupils' literacy skills.
- 112 The science co-ordinator monitors planning well and has time allocated to monitor teaching in the next phase of the school development plan. A portfolio of pupils' work provides an exemplar of standards to help the co-ordinator to level pupils' work to National Curriculum requirements. Plans for further development include an increase in the use of information and communication technology in science.

## **ART AND DESIGN**

- 113 Standards are above average in both key stages and have been maintained since the last inspection. The school acknowledged that they were not doing enough to introduce pupils to the history of art and have now corrected this.
- 114 In Key Stage 1 there is some good quality portrait work as pupils use photographs of themselves and their families to gain a sense of proportion in painting physical features. The classroom walls show that pupils can mix colours and experiment with a range of materials in large-scale collages. They become more ambitious as they get older in this key stage and try to devise some abstract artwork using the style of Picasso. After observing different faces they produced neat pencil drawings and re-arranged parts in an unusual and evocative way. They studied Van Gogh and responded to good stimulus material by producing passable 'Sunflower' representations showing good control of colour. These were accompanied by imaginative acrostic poems.
- 115 In Key Stage 2, pupils develop careful observational drawing skills and this is shown in pencil drawings of trainers that excellently capture the tone and texture of the original. The same skill is shown in work inspired by Lowry. The figures are in perfect proportion and the background detail of the railings adds to a convincing overall sense of perspective.
- 116 Older pupils use sketchbooks to rehearse various techniques such as shading and perspective. These vary in their effectiveness and it is an aspect of the subject worthy of further development. Monet's 'Wild Poppies in Argenteuil' had obviously created a lot of interest in older pupils whose responses were very effective. The writing stimulated by the paintings was also apt, "A myriad of clouds rushes by."

- 117 There is evidence of three-dimensional work using salt dough or clay from reception through to Year 6. Even young pupils can show detail in their work, manipulating the material to reveal patterns and intricate markings on, for example, snails and snakes. Teachers link art with other subjects well and present opportunities for pupils to use pastels and other media in their illustrative work on the planets. The design aspect is also well taught in, for example, the Easter cards being made in several classes. Some interesting experimentation has recently begun using computer art.
- 118 The subject adds to pupils' spiritual development. They show a genuine delight in creating works of art and they like to talk to others about them. Their cultural understanding is extended when they look at art from other countries such as Africa. The guidance offered for the various year groups is detailed and helpful. Each year the subject is reviewed and strengths and weaknesses analysed so that the curriculum can be modified. Co-ordination of the subject is good.

## **DESIGN AND TECHNOLOGY**

- 119 Standards are in line with national expectations by the age of seven and above expectations at the age of eleven. In Key Stage 1 pupils make satisfactory progress in building simple models. For example, pupils in Year 2 can draw a plan of their own bedroom as a homework task and then create a shoebox model using collectable materials. The pupils begin to explore materials to make folding curtains with pipe cleaner tiebacks. These pupils are well supported in their work and good questioning by the support assistant enables them to think about a variety of solutions to their problems. The pupils need more time to look at extending their skills by focusing on the quality of the end product and the evaluation of their work.
- 120 In Key Stage 2 the older pupils make good progress. Where the teaching is good and often very good, pupils are challenged. They work at a good pace and have a very good understanding of the design process. For example, in Year 4 pupils are making money containers. They design their containers, make a paper pattern, select appropriate materials, cut out their shapes and look at a variety of fastenings, both to hold material together and to secure their money. The pupils are fascinated by their task and work hard to achieve success.
- 121 Careful planning and good links to literacy, numeracy and information and communication technology enrich their design technology work and make the work they do purposeful. For example, In Year 5 pupils evaluate biscuits and assess their smell, flavour and texture. They identify their favourite and decide what kind of biscuits they would like to make, giving a clear list of their requirements (crispy, crunchy, good flavour). They then look at the packaging of their biscuits and evaluate labels to help in their package design. The pupils successfully make an appropriate package for their biscuits. They make a biscuit folder using their information and communication technology skills and record the progress of their work in their design technology books. In Year 6, 'The Fairground' was the theme for the pupil's design technology work. Good links have been established with the local secondary school and the head of design and technology comes in to school to help the pupils plan their project and develop their skills with tools and equipment. The pupils then use the facilities and equipment at the secondary school to make their working models. They work in small groups to make working models of helter skelters, ferris wheels, ghost trains, roundabouts and swing boats. They complete the painting and evaluation of their work back in school. A good range of construction kits were used and the pupils extended their skills by using motors, gears and even a solar panel! The pupils composed music for the fairground using a computer music package. They designed and made posters for the fairground and created some pieces of persuasive writing.



- 122 The school is now using the nationally recommended scheme of work to link design and technology into topics and work in other subjects. This provides a sound basis for pupils to progressively develop their skills. The co-ordinator has a sound overview of the work in school and has started to introduce assessment. The pupils undertake a design and technology activity three times a year and one of these activities is identified for assessment. Resources are appropriate but space for practical work is limited due to the number of pupils in the school.
- 123 In Key Stage 1 the pupils have little time to fully understand the design and make process and have insufficient opportunities to express their own ideas in their work. Since the last inspection the work in Key Stage 2 has developed well and pupils have had opportunities to work with a wider range of materials, mechanisms, tools and equipment.

## **GEOGRAPHY**

- 124 There is insufficient evidence to make a judgement on attainment against national expectations at the end of Key Stage 1 or Key Stage 2. In Key Stage 1, one lesson was observed during the inspection. In Key Stage 2 no lessons took place and none are planned until the summer term. As a result, there is little past work to scrutinise, apart from display material in Year 2 and some basic mapping exercises. It is therefore inappropriate to make a judgement on progress over time for these pupils.
- 125 Where evidence exists, from the Year 2 lesson, pupils achieve satisfactory standards for their age and make good progress in the lesson. They distinguish between a map and globe and suggest how each might be best used. Pupils are aware of differing sources of information; for example, topic books, atlases and the Internet. Pupils make valid comparisons between contrasting locations, when comparing their town to a village in Bangladesh. They know the climate is different and that the standard of living is much lower there. They make good use of photos to improve their knowledge and understanding of life in a village in Bangladesh.
- 126 In discussion, older pupils recall topics studied in the summer of 2000. They are able to comment briefly on the importance of the River Tees to the region. They know how to use co-ordinates to locate features on a map. Pupils have an outline knowledge of topics covered, but this is not particularly well developed or consolidated. The small amounts of written work seen lack detail. Mapping skills are weak. A limited amount of work was available from other year groups; for example, on St Lucia. However, this did not provide sufficient evidence to make a fair judgement on attainment and progress.
- 127 No overall judgement can be made on the quality of teaching. In the one lesson observed it was good, the teacher displayed secure knowledge of the subject and used resources effectively. In an information and communication technology lesson, a mapping program was used effectively to model a town map. Overall, pupils have about 20 hours of geography taught during the school year. Pupils' attitudes towards the subject are positive.
- 128 The curriculum plan for the summer term sets out a range of appropriate opportunities and interesting topics; for example, a study of Saltburn in Year 6. It provides good opportunities to use the local environment and contrasting locations, such as Danby. The overall balance of the curriculum is unsatisfactory. It does not provide sufficient opportunity to develop pupils' geographical knowledge, understanding and skills over time. Because of this, standards are not as high as they might be. The policy document and scheme of work require updating to reflect Curriculum 2000. Assessment procedures are under-developed. Pupils do not have

separate geography exercise books. Some work is completed on loose paper, or in other exercise books. Some limited project folders are used. This leads to a confusion of purpose and often the focus of a piece of work is unclear. There is a lack of clarity in determining this subject's place within the school curriculum. There has only been limited development since the last inspection, with some improvement in the use of the locality.

## **HISTORY**

- 129 There is insufficient evidence to make a judgement on attainment against national expectations at the end of Key Stage 1 or Key Stage 2. There were no lessons taught during the inspection and, with the exception of Year 4, none are planned until the summer term. As a result, there is little past work to scrutinise. It is therefore inappropriate to make a judgement on progress over time for these pupils.
- 130 Where evidence exists in Year 4, pupils achieve satisfactory standards in relation to their age and make reasonable progress. These pupils complete a detailed study of 'Britain since the 1930's'. This helps them develop a clear view of social and economic conditions for civilians during World War II. Pupils improve their skills in researching information, using a variety of sources, which include; reference books, television programmes and the Internet. Through considering the impact of evacuation upon children, they use empathy skills effectively to record these events. An impressive display of work is completed, including memorabilia from family archives; for example, an SAS tie. Pupils make good use of information gained from older family members to support their work.
- 131 In discussion, a number of older pupils recall topics covered in the summer of 2000. However, this could not be supported by any significant quantities of written work, which had long since been taken home. These pupils are able to provide some interesting comments on their work, but do not recall it in detail. A limited amount of other work was available from last year, but did not provide sufficient evidence to make a fair judgement on attainment and progress.
- 132 No overall judgement can be made on the quality of teaching, as none was observed. However, from the work seen, it is clear that standards are at least satisfactory. When history is taught, for a period of about seven weeks, totalling some 20 hours, pupils are provided with a range of stimulating activities. Pupils' reveal positive attitudes towards the subject and clearly enjoy it.
- 133 The curriculum plan for the summer term sets out a range of appropriate and stimulating topics; for example, the 'Victorians' in Year 6. It provides opportunities for educational visits to local museums and historic houses. The overall balance of the curriculum is unsatisfactory. It does not provide sufficient opportunity for pupils to acquire and consolidate their historical knowledge, understanding and skills over time. Because of this, standards are not as high as they might be. The policy document and scheme of work require updating to fully reflect Curriculum 2000. Assessment procedures are under-developed. Pupils do not have separate history exercise books. Some work is recorded in literacy files, loose folders or alongside science. This leads to confusion of purpose. Pupils are often unclear what the skills focus of a piece of work is. There is a lack of clarity in determining this subject's place within the school curriculum and little development since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 134 At the time of the last inspection standards in information and communication technology (ICT) were good and progress was good. Since then standards of attainment have improved and by the end of Key Stages 1 and 2 pupils' attainment in ICT is above, and sometimes well above, the levels expected of pupils aged seven and eleven. The good progress over the past four years is due to the good support from the ICT co-ordinator, the excellent range of resources, particularly the new computer suite and the link to the Internet in the library. The teachers' own confidence and subject knowledge has increased due to the additional training undertaken by all the staff including support staff.
- 135 In Key Stage 1 pupils have good keyboard skills and are confident in using the computer for word processing. Pupils learn the basic skills of how to move the mouse and choose options on the screen. They use a painting package to create a sunflower picture, following their work on Van Gogh in art. The pupils can draw using line, fill and texture and can re-create their original plan. By the end of Key Stage 1 pupils can communicate their ideas using text and graphics, can enter, store, retrieve and print their work. They can give instructions to make things happen when working with a programmable toy and begin to record, on paper, the route travelled by using arrow marks. The pupils transfer their understanding of direction to their work on town planning. They can plan a town on paper and build up the design on screen. They select and add items to improve their original ideas and print out the plan.
- 136 In Key Stage 2 pupils make good progress as they consolidate the achievements of the past two years. In Year 3, pupils save and open their work and are extending their graphic skills to present information related to their topic on 'Myths and Legends'. Pupils have opportunities to work in pairs researching the properties of rocks and they add their information to the work of their year on the school's web site. Pupils in Year 4 are creating an information book on 2D shapes using both painting and word processing packages.
- 137 In Years 5 and 6 there is a significant number of pupils attaining above and often well above the national expectation. Pupils extend their skills in word processing and are able to store, retrieve and amend data and enter sequences of instructions. They can use appropriate software to design a front cover for their biscuit folder. The pupils can change fonts, centre and colour the text. They can use bullet points correctly, create boxes and add text to the boxes. They all keep a diary to show the development of their work. The work in Year 6 is linked to their topic 'The Fairground'. The pupils have made good use of their word processing skills to develop their persuasive writing and have designed posters to advertise the fairground. They have also composed music for the fairground using music software. A small group of pupils have begun to use a design package to create a multi-media presentation, which also includes sound.
- 138 Information and communication technology is taught as a discrete subject and there are satisfactory opportunities provided to develop pupils' skills through other subjects. For example, in Year 2, pupils are taking a bird's eye view of their bedroom to make a model in design technology whilst working on their town plans on the computer. More opportunities could be provided in subjects such as science in Key Stage 1 and in history and geography throughout the school. The standard of teaching is good and ranges from satisfactory to excellent. Excellent teaching was seen in Year 5 where the teacher uses excellent subject knowledge and demonstrates what pupils need to know through the very effective use of the available resources. As a result, pupils make substantial and rapid progress in the tasks set and demonstrate full involvement and a commitment to achieving success. The pupils' attitudes to their work are very good and they are able to work with enthusiasm. They are keen and thoroughly enjoy using the range of information technologies. They listen to

instructions carefully, treat equipment with absolute respect and are eager to develop their skills. All lessons have very thorough introductions with clear explanations of what pupils need to do. Teachers have established effective routines of working and this means that time is used well and pupils are very self-disciplined when working with minimal supervision.

- 139 The information and communication technology curriculum is well managed and meets National Curriculum requirements. Pupils are given a wide range of experiences and all elements of the subject are taught. There is a detailed local education authority scheme of work which ensures pupils are provided with activities in an appropriate sequence that builds upon their previous learning. Good assessment procedures are in place and a good portfolio of work samples has been collected. The work in information and communication technology is clearly supporting work in literacy across both Key Stages.

## MUSIC

- 140 It was not possible to observe any music lessons in Key Stage 1 and it is not possible to make a judgement about standards achieved or the quality of teaching. On the evidence of two lessons, singing practice, assemblies and instrumental practices, attainment by the end of Key Stage 2 is in line with national expectations in the aspect of performing. A few pupils (particularly those who receive instrumental tuition) achieve beyond this level. These standards reflect those reported at the last inspection. It is not possible to make a judgement about composing, listening and appraising music due to a lack of evidence.
- 141 On the limited evidence available, the teaching is good in developing pupils' tuneful singing. Throughout the school pupils are well taught to sing tunefully in unison, clearly articulating their words. Preparing for a year group production of a Space musical which is linked to their topic gives Year 5 teachers a shared focus in improving singing for performance. In assemblies pupils sing hymns enthusiastically to a piano and guitar accompaniment as well as being accompanied by a group of pupils playing recorder, keyboard and other instruments. The specialist tuition which pupils in Key Stage 2 receive for violin and cello enables pupils to achieve particularly good standards in their ability to read and play music. Some teachers lack confidence in their music teaching and are supported by other staff through a little specialist teaching. There is currently a scheme of work in place but it does not help teachers to develop music skills in a systematic way. While some teachers find ready-made programmes helpful and use them well, they are not enough to develop pupils' musical experience in creating and performing their own music.
- 142 Pupils in Key Stage 2 enjoy playing tuned percussion instruments such as glockenspiels and xylophones in their breaktimes. They clearly enjoy their music and it is pleasant to see how older pupils support younger ones. Pupils hear recorded music as they go into assembly. For example, they listened attentively to Faure's Requiem. They also listen to background music every day during their lunchtime. However, outside class lessons, teachers miss opportunities to discuss the music and talk about the composers' intentions, what pupils like or dislike and other appraisals. There have been some opportunities for pupils to experience listening to music from other times or cultures. For example, pupils in Year 3 listened to Calypso music when they studied St Lucia as part of their geography work. There is a little evidence of teachers allowing pupils to compose their own music, work together in groups and performing to each other. This is normally in classes where teachers are comfortable in teaching music. The Year 4 teacher has used a computer program effectively to allow pupils to compose a march and also promoted pupils' literacy skills

as pupils added lyrics. Information and communication technology has made some impact on the music curriculum and is planned to be developed further.

- 143 The co-ordinator is aware of the need to develop the content and the assessment of the music curriculum. A significant concern is the lack of time which music is allocated in the timetable. Unless this time is increased, it is difficult to see how standards and a broad and balanced approach to music can be planned. Music makes a good contribution to pupils' social development, for example through providing opportunities for pupils to play their instruments in groups and in the way that pupils support each other. The music co-ordinator provides a welcome opportunity for pupils to play as an ensemble and has also invited instrumentalists such as students from Middlesbrough College to play rock music in school. There are sound community links through the involvement in the Redcar Folk Festival and a member of the community who teaches a percussion group in school.

## **PHYSICAL EDUCATION**

- 144 By the end of Key Stage 1 and Key Stage 2 pupils are attaining standards that are above what is expected for pupils aged seven and eleven. In both key stages pupils experience a broad and balanced curriculum through a good range of physical activities. All pupils have a good understanding of the relationship between exercise and health and fitness.
- 145 In Key Stage 1 pupils are able to travel, climb and balance well on both the floor and the apparatus. They perform simple skills with agility showing good control of their movements when running and changing directions. They have good skills in performing the basic actions of catching and sending balls over short distances. In dance pupils are able to represent the mood, pace and style of music satisfactorily and can move skilfully with an awareness of others around them; for example Year 2 pupils portrayed the mood and movement of a storm sequence. In gymnastics pupils are able to combine a sequence of movements and pay good regard to starting and finishing positions. In Key Stage 2 pupils have good levels of co-ordination and are agile and balanced in their movements; for example Year 4 pupils are able to balance using different parts of the body and then link a sequence of movements that include balancing and jumping. A strength is that pupils are able to make perceptive evaluations of their performances and are keen to refine their ideas in response to suggestions for improvement.
- 146 All pupils in Years 3 and 4 have regular swimming lessons and the standard is good. In Year 6 pupils' skills in football are very well developed with the additional support of the soccer academy from Middlesbrough College. Outdoor and adventurous education is well catered for through the school's successful residential experiences for all pupils in Year 6 where there are good opportunities for walking, rock climbing, canoeing and team building. The quality of teaching is good overall. The best teaching is characterised by secure subject knowledge, an emphasis on pupil demonstrations, high expectations of pupil behaviour and the effective use of available resources. This leads to pupils' enthusiastic responses, good standards of concentration and positive attitudes to their work; for example Year 4 pupils were disciplined and focused when preparing a movement sequence. All teachers prepare their lessons well, have good relationships with pupils and communicate their enthusiasm for the subject. Occasionally a minority of pupils in Key Stage 1 are easily excitable and this reduces their attention to the task in hand. Teachers set challenging tasks and use praise appropriately to motivate pupils which ensures that pupils are prepared to persevere with tasks and practise their skills. Overall teachers make effective use of the hall, dress appropriately for the subject and are conscious of health and safety matters. Consequently pupils show an appreciation of the

importance of warming up and relaxing after exercise and set out equipment with care. The quality of pupils' relationships is very good and results in pupils co-operating well in pairs, groups or teams and are sensitive when evaluating each other's performances.

- 147 The curriculum co-ordinator is committed, providing good leadership and management through a secure subject knowledge. The current policy statement and scheme of work ensure that teachers are aware of the skills to be taught in each term and that pupils are provided with activities in an appropriate sequence that builds upon their previous learning. Assessment procedures are very good and ensure that pupil progress is monitored effectively. The accommodation, resources and storage facilities are good. Physical education makes a very effective contribution to the social and health development of the pupils as well as promoting the importance of fitness. There is a limited range of extra-curricular activities in the form of football and netball teams that are taught enthusiastically with the support of parents and staff.

## RELIGIOUS EDUCATION

- 148 Standards of attainment broadly meet the expectations of the Locally Agreed Syllabus at the end of Key Stage 1 and Key Stage 2. Statutory requirements are met. Most pupils achieve satisfactory progress in developing their knowledge and understanding of differing faiths.
- 149 The oldest pupils in Key Stage 1 have sufficient knowledge and understanding of some well known stories from the Christian faith. They recall the events around Christ's birth and recognise the special nature of this event. Pupils recognise Christ as someone special who helped others and healed them. They know he is called the 'son of God.' They can name the disciples Peter and John and know they were followers of Christ. Most pupils know that Easter is a special event for Christians, but their understanding of its' significance is less well developed than their understanding of Christmas. Pupils know the importance of the Passover to the Jews. They understand why it is celebrated in Jewish homes. A number of pupils can link the ingredients on the Seder plate to the events surrounding the Israelites flight from Egypt. For example, they know that the 'unleavened bread' represents the hasty departure and the 'bitter herbs,' tears.
- 150 In Key Stage 2, the oldest pupils have a sound knowledge of the life of Christ. They know the significance of his parables; for example, the 'Good Samaritan.' They understand the importance of the major festivals and recognise the meaning of Easter to Christian belief. However, their knowledge of the history of Palestine in the time of Christ is under-developed. For example, they know the story of Herod, but are unsure about Roman involvement. Pupils make good use of visits to local churches to explore and experience Christian ceremonies. They know that Christian belief can influence behaviour and that it underpins our moral code.
- 151 Pupils recognise that Hinduism originates in India and that it is based upon the belief that god can take many forms. They know of some of its stories, such as Rama and Sita. They are aware that Hindus celebrate festivals in the home as well as the temple. Pupils explain the significance of Divali, knowing it is a festival of light. They have basic knowledge of Islam and are aware that its prophet is Muhammad. Pupils' know the holy book is the Qur'an. However, pupils' knowledge and understanding of Islam is less well developed than that of other faiths.
- 152 Most pupils recognise links between belief and behaviour and some offer perceptive comments in class. A discussion on God as a 'judge' leads to some interesting viewpoints on how they have been judged; for example, being unfairly blamed during a

family argument. One pupil suggests that non-Christians are also capable of good actions. Through these discussions, most pupils demonstrate an awareness of how beliefs influence actions and that these have consequences.

- 153 In the two lessons observed, very good examples of teaching took place. In Key Stage 1 this was typified by an enthusiastic approach, which fully engaged all pupils in a discussion about Passover. Pupils had opportunities to see and touch the ingredients on the Seder plate, learning their significance. In Key Stage 2, a carefully planned lesson gives pupils good opportunities to consider the relationship between belief and action. They compared an Old Testament story of God's judgement, 'Belshazzar's Feast', with contemporary views on behaviour and justice. Overall, teaching in this subject is at least satisfactory and provides good opportunities for pupils to develop their understanding of four world faiths. One strength of teaching is the good use made of religious stories, which promotes the discussion of contemporary issues. However, there is insufficient sustained written work set for the older pupils. Because of this, standards are not as high as they might be in Key Stage 2. Most pupils are keen to be involved in discussion and activity. They behave well and some offer mature responses to questions. Pupils demonstrate good listening skills and respect one another's opinions.
- 154 The co-ordinator has made a good start in providing guidance to colleagues. She has interpreted the syllabus effectively to develop a new scheme of work. There are sound examples of medium term planning in place. In Year 5, topics are clearly identified with appropriate assessment criteria. They provide a good match to the requirements of the Locally Agreed Syllabus, however they lack clearly identified pupil tasks. Despite being a core curriculum subject, there is no systematic approach to recording work in exercise books or folders. This does impact upon overall levels of achievement. Pupils cannot easily refer back to past topics to make comparisons between world faiths. The quality of resources is good and these have improved in recent years. Overall standards have been maintained since the last inspection and assessment procedures have been improved.