

# INSPECTION REPORT

## **BROUGHAM PRIMARY SCHOOL**

Hartlepool

LEA area: Hartlepool

Unique reference number: 111568

Headteacher: Mr K Storey

Reporting inspector: E Jackson  
3108

Dates of inspection: 14<sup>th</sup> –18<sup>th</sup> February 2000

Inspection number: 189522

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:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Boys and girls
School address:	Brougham Terrace Hartlepool
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Appropriate authority:	Governing Body
Name of chair of governors:	Fr B Turnbull
Date of previous inspection:	16 <sup>th</sup> September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
E Jackson	Registered inspector	Design and technology; physical education.	2.1 (standards); 7 (management and leadership)
L Brock	Lay inspector	Equality of opportunity.	2.2 (attitudes, values and personal development); 6 (partnership with parents)
K Hurt	Team inspector	Under-fives; geography.	
C Jarvis	Team inspector	English; music; special educational needs.	
M Entwistle	Team inspector	Mathematics; history.	5 (care for pupils);
J Haves	Team inspector	Information technology; religious education.	3 (teaching and learning).
H Ring	Team inspector	Science; art.	4 (curricular and other opportunities)

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

### **INFORMATION ABOUT THE SCHOOL**

This is a very large primary school, with almost 450 pupils on roll, and part-time nursery provision for 78 three and four year old children. It occupies a modern semi-open plan building on a large open site, and has recently opened an extension, housing the two reception classes. It has two temporary classrooms in the playground, currently used by the Year 5 pupils. Almost all the pupils are of white British heritage, and over 60 per cent of them qualify for free school meals, much higher than the national average. The school has 137 pupils on the register of special educational needs. 60 of the pupils are at Stage 3. These percentages are well above the national average. However, only one pupil has a statement of special need, which is below average. The attainment of children at entry to the nursery and reception classes, whilst covering a wide range, is well below the national average, particularly in speaking and listening. The local area shows many indicators of poverty and family stress and the school building and grounds are regularly subjected to severe and costly vandalism.

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

This school is working hard to provide a good standard of education for its pupils. Although standards of attainment are below the national average, they compare favourably with similar schools. Staff, parents and pupils are committed to making progress in raising standards of attainment and improving the overall quality of education. The headteacher, ably supported by the deputy headteacher and other staff with management responsibilities, ensures that the school's ethos for learning encourages very good working relationships, and clear direction for development. Given the good teaching, and the good progress made by the pupils in their learning, set against the low amount of funding received for each pupil, the school provides good value for money, and is much improved since the last inspection.

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

- It is well led and managed: this leads to a whole staff commitment to effective and continuing improvement and to higher standards of attainment.
- The very good relationships at all levels ensure good behaviour and attitudes to school amongst the pupils.
- Parents have a high opinion of the school; they are supportive and value the work done to support their children.
- The teaching is good overall, with particular strengths in Key Stage 2.
- There is very good provision for pupils' social and moral development.
- The high standards of care and welfare for the pupils recognised in the previous inspection have been maintained, and strengthened further.
- Provision for the many pupils with special educational needs is good, and sometimes very good.

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

- The development of pupils' speaking skills across the school.
- The use of assessment information to plan work for all pupils that builds on what they already know, particularly the higher attaining Year 2 pupils.
- More flexibility in the use of the accommodation, linked to a more flexible lesson timetable.

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

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

The school was first inspected in September 1996, and found to have weaknesses in a number of areas of its work, particularly in teaching. The teaching has greatly improved. In the last inspection a quarter of lessons was unsatisfactory. Inspection findings show that almost all teaching is at least sound, and a substantial amount is good or very good. This is a dramatic change, leading to improved behaviour and attitudes for the pupils, and a rising trend in attainment at the end of both key stages. The improvement in the quality of teaching in the nursery is a particularly good feature, helping the children to settle quickly to school, and to concentrate on the tasks and activities provided for them. The progress in teaching is linked to better assessment procedures, which help teachers to set clear learning objectives, often shared with the pupils, and to improved monitoring and evaluation of teaching through focused observations and discussions. The leadership provided by the headteacher and deputy headteacher, appointed since the last inspection, is now strongly focused on making progress in all aspects of the school's life, in order to raise

pupils' standards of attainment and the quality of education offered. This has also led to the greater involvement of other staff with management responsibilities, including subject co-ordinators, in managing significant aspects of the school's work. Provision and procedures to meet the needs of pupils with special educational needs have been transformed, and now constitute a strength of the school. All staff are fully committed to meeting these pupils' needs. Provision for pupils' spiritual, moral, social and cultural development is now very good, another strength of the school.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E*	E	C
mathematics	E	E*	E	C
science	C	E	C	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

*(E\* indicates that the school's results were in the lowest 5% nationally in 1998.)*

Overall, taking the three subjects together, the school's results in the 1999 national tests at the end of Key Stage 2 were above the average in similar schools.

In 1999, the results in national tests at the end of Key Stage 1 were in line with the national average in reading and writing, and below average in mathematics. In reading and writing this was well above average compared to schools in similar circumstances, and above average in mathematics. These good results are being built on well currently in the Year 3 classes, and represent good achievement for these pupils from entry to the school. Over four years, the trend in test results at Key Stage 1 has fluctuated significantly with the variation in attainment at entry of the particular year group of pupils. It has risen at a higher rate than the national improvement in reading and writing, and kept pace with it in mathematics. Results in 1997 were very low, reflected in the ambitious but realistic below average targets set for this group of pupils, now Year 5, for the end-of-key stage tests in 2001. The improving trend in the school's national test results at the end of key Stage 2 has kept pace with the national improvement, but has also fluctuated sharply year-on-year. For instance, in 1998 they were very low overall, and improved strongly the following year. The current Year 6 pupils are on target to achieve higher results this year, and currently achieve below the national average in English and mathematics, and in line with the national average in science. This reflects good progress in learning and attainment overall in the school, and represents good achievement. Boys generally attain at lower levels than girls, particularly in English, where the difference is greater than the national difference in attainment between boys and girls. Pupils' speaking skills are very low on average at entry to the school, and whilst good progress is made across the school in their further improvement, the continued low attainment in this aspect of English at both key stages has a limiting effect on the pupils' achievements in almost all their work.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They enjoy their work, and like coming to school.
Behaviour, in and out of classrooms	Behaviour throughout the school is good. Although there is a significant minority of pupils with behavioural difficulties, they usually respond well to the staff's help and control.
Personal development and relationships	Pupils' personal development is good overall, but there are too few opportunities for pupils to take responsibility for their own learning. There are good working relationships at all levels.
Attendance	Satisfactory: the school works hard to encourage good attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Sound, with good features	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.*

Since the last inspection the quality of teaching has improved significantly, from 76% of lessons being satisfactory or better to 97% being satisfactory or better. Teaching has improved significantly in the nursery, as has the teaching of literacy and numeracy across the school. The overall good standard of teaching throughout the school contributes significantly to the pupils' improving achievement, their good behaviour and positive attitudes to learning. Teaching is good overall for the under-fives, with 46% of lessons being good or better. It is satisfactory, with good features, in Key Stage 1, with 33% of lessons being good or better. It is good overall in Key Stage 2, with 52% of lessons being good or better. Only 3% of teaching across the school is unsatisfactory. Two excellent examples of teaching were observed at Key Stage 2 during the inspection, where the teachers' high levels of subject knowledge and pupil management skills promoted a range of challenging activities for the pupils.

Teachers' knowledge and understanding of the learning needs of primary pupils, and of the subjects taught, are good, as is the teaching of basic skills, including phonics. Literacy is taught soundly and numeracy is taught well. There is a good understanding of pupils' needs in learning to speak competently and confidently in a variety of situations, but activities to promote this are insufficiently highlighted in teachers' planning. For the under fives', secure understanding of the needs of young children provides a good range of experiences across all areas of learning.

The management of pupils is very good and is a strength of the school. Pupils are encouraged to participate in discussions, concentrate well and work hard. Teachers use challenging questions effectively in many lessons, which encourages pupils to think more deeply about their work. The teaching of pupils with special educational needs is good. Teachers assess these pupils well, organise lessons to take account of targets in pupils' individual education plans and provide suitably adapted work. Planning for pupils with low attainment is thorough: however, there is insufficient attention given during lessons to the needs of the higher attaining pupils. This limits the opportunities for such pupils to reach the higher attainment levels. Overall, teachers in Key Stage 2 have higher expectations than those found in under-fives and at Key Stage 1.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A generally broad and balanced curriculum is provided throughout the school, and individual subjects meet statutory requirements where these apply. Religious education is taught satisfactorily, following the locally Agreed Syllabus. The school endeavours to maintain a good range of valuable learning opportunities for pupils, which interest and motivate them.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. They take a full part in the life of the school and make good progress towards targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for the spiritual, moral, social and cultural development of all its pupils is very good, and constitutes a strength of the school. Provision for spiritual development is good, pupils' moral and social development is very good and cultural development is satisfactory, with good features.
How well the school cares for its pupils	The caring aspects of the school have been maintained as a strength since the last inspection. The school has good levels of concern for the welfare and safety of its pupils, and has in place secure and well-understood procedures to promote them.

The school's partnership with parents is good, and has been maintained since the previous inspection. Parents at the meeting prior to the inspection, and through the responses to the questionnaire, agreed that they would feel comfortable in approaching the school with questions or problems. Parents endorse the good attitudes and values promoted by the school. Indeed, the support from parents for the school is very strong, and they hold it and the staff in very high esteem. The inspection supports the parents' positive views of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Headteacher and deputy work well together, and provide clear and focused leadership, which has created a strong sense of teamwork amongst the staff. Staff in management roles contribute well to the development and improvement of the school's standards.
How well the governors fulfil their responsibilities	The governors take a keen interest in the school, some of them working as voluntary helpers. They visit classes, and all have overview of specific aspects of the school's work. Governors fulfil their statutory duties effectively.
The school's evaluation of its performance	Monitoring and evaluation have recently become central to the school's development. The headteacher, deputy, and key staff monitor teachers' planning, observe lessons, and lead successful review meetings with the whole staff. Test results are analysed, and the information used to plan future work.
The strategic use of resources	Financial resources are carefully managed, and specific grants, such as that for staff training, are used very well. The deployment of teaching and non-teaching staff is good, particularly to meet the needs of low-attaining pupils. Better use could be made of the limited accommodation by more flexible timetabling of lessons.

The school has a good ratio of teaching staff to pupils, although there are insufficient non-teaching assistants for the number of pupils with special educational needs. Learning resources are adequate to serve the curricular opportunities offered, but the internal accommodation is very unsatisfactory both for the numbers of pupils, and for many primary curriculum activities. The recent addition of a reception class area is useful, but this has inherent acoustic problems.

The leadership provided by the management team and governors gives clear direction to the school's work, and creates a climate of care and joint striving towards learning targets. Principles of best value have been adopted, and the school is applying the recent national guidance in the further development of its financial and evaluation systems.

**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>• The good progress made by their children</li> <li>• The quality of teaching.</li> <li>• The school's approachability.</li> <li>• The good management and leadership.</li> <li>• Overall behaviour.</li> <li>• The encouragement of responsibility and maturity in their children.</li> <li>• Links with them as parents, and the information they receive</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The lack of sufficient security to prevent vandalism.</li> </ul>

The inspection confirms the parents' views. The school justifiably enjoys a high reputation locally, although the levels of vandalism are a constant concern. The range of activities outside lessons is similar to that in many primary schools currently.

## **PART B: COMMENTARY**

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

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

1. The school admits children with a wide range of attainment. However, the attainment overall on entry to the nursery is well below average, particularly in speech and language. By the time they are of statutory school age, many children are close to attaining the levels expected for their age, though still below in all strands.
2. Overall, pupils towards the end of Key Stage 2 attain below average standards in the core subjects of English and mathematics, but in line with the national average in science. They reach levels below those for most pupils of their age in information technology, and in religious education compared to the levels set out in the Agreed Syllabus. However, these results reflect good progress in their learning and progress from entry to the school, and characterise good achievement overall.
3. The current standards of English are below national averages at the end of both key stages. Pupils' attainments in the 1999 statutory tests at Key Stage 1 were close to the national average, and compared very favourably with similar schools. However, results in reading were higher than writing and this is still the case for the current Year 2 pupils. Standards have risen over time, although attainment in writing is below nationally expected levels. Since the last inspection, the school has improved its curriculum for children under five, and pupils moving through Key Stage 1 have benefited from this improvement. The dip in standards this year is due to the low level of pupils' speaking skills and insufficiently high expectations of the higher attaining Year 2 pupils by their teachers.
4. Standards in English at Key Stage 2 have risen over time and, although still below average, have risen in line with the national trend. The rise in standards at Key Stage 2 is due to the impact of the literacy strategy and improved teaching, with good teaching in half of the lessons seen. The attainment of boys and girls is significantly different, with girls attaining well above boys. The school has analysed results, begun to address this problem, and is trying to show boys the importance of writing. The wider range of writing introduced through the literacy hour and teachers' more structured approach to teaching writing, shows in the improved work of boys, especially in writing poetry. The teachers have a secure understanding of teaching the basic skills of English and implement the literacy strategy soundly. They also successfully develop literacy skills across the curriculum. For example, they remind pupils how to spell words accurately in their science work.
5. Standards of attainment in mathematics remain below the national average for by the time pupils transfer to secondary education. Levels of achievement have improved significantly by the end of Key Stage 2 since the last inspection report.
6. At Key Stage 1, the school has maintained the standards noted by the last inspection team. In the National Curriculum tests in 1999, pupils' attainment in mathematics was in line with the national average and above the level attained in similar schools. However, results have remained at the same level for two years, and the number of pupils achieving the higher levels is significantly lower than the national figure. This matches the picture gained from inspection findings; pupils' progress, although satisfactory, is not as good as in classes with children under five. Teachers' expectations of pupils are not always high enough, and more able pupils do not reach the higher levels in the tests.
7. At Key Stage 2, the results of the national tests in 1999 show a significant number of pupils attaining below average standards. This overall figure is caused by the fact that although the number reaching Level 4 matched the national average, a low percentage of pupils reached Level 5. However, attainment is in line with that of schools in similar circumstance, and reflects the school's improvement in standards since 1996. Whilst not keeping pace with national improvement averaged over the last four years, results in National Curriculum tests follow the national upward trend. This rise in standards is borne out by the achievements of Key Stage 2 pupils in their current work, and indicates good progress towards realistic school targets for 2000, and challenging but appropriate targets for 2001 and 2002.

8. The National Numeracy Strategy is securely in place, to the credit of the newly appointed co-ordinator and the determined, professional approach of the staff. It is making a strong impact on pupils' numeracy skills, particularly in their fluency with numbers, mental recall and the ability to consider and select from a range of calculation strategies.
9. In science, the school's results at the end of Key Stage 2 in the National Curriculum tests in 1999 were close to the national average but were well above average when compared with schools in similar circumstances. These results show a good improvement on the previous year's results. Although there was a dip in last year's results, analysis of the school's results over the last four years shows a rising trend in line with that seen nationally. There were no significant differences between the performances of boys and girls. The findings of the inspection are that most pupils attain standards that are in line with the national average by the end of Key Stage 2. This represents an improvement on the last inspection when attainment was judged to be below average and pupils' results in the National Curriculum tests were well below average. In the end of Key Stage 1 assessments by teachers in 1999, pupils' results were below the national average, and were well below average at the higher levels. Inspection findings show that pupils' overall performance by the end of Key Stage 1 is below the national average. This is similar to the last inspection except that pupils' attainment in the area of investigative and experimental science, which was recognised as a weakness last time, has improved.
10. Pupils with special educational needs make good progress and reach levels in line with their capabilities. Pupils have individual education plans which accurately identify difficulties and set targets to help them progress.
11. Standards of attainment in information technology (IT) are below the national expectation at the end of both key stages. However, pupils' achievement is satisfactory in both key stages. In Key Stage 1, the oldest pupils use a word processor and write sentences with reasonable accuracy; they know the basic functions of the keyboard and mouse. Pupils experience working with words and numbers, but have few opportunities to develop skills in control technology and in modelling. Throughout the key stage, pupils make satisfactory progress. For example, they gain experience in using different programs which develop their understanding of IT routines. In Key Stage 2, the oldest pupils handle text competently and combine it with 'clip-art' images. For example, pupils use these skills to produce Christmas cards. Pupils are developing the skills to produce spreadsheets though they require considerable support to complete the routines.
12. Standards of attainment at the end of both key stages do not meet the requirements of the Locally Agreed Syllabus for religious education. However, pupils' achievement throughout the school is satisfactory. The oldest pupils in Key Stage 1 understand the idea of a special person. They recognise Christ as special and write short accounts of his birth. Pupils complete appropriate written and illustrative tasks and their achievement is satisfactory in developing these skills. The oldest pupils in Key Stage 2 recognise that belief in a god takes many forms. They recall a number of stories from Christ's life in outline. Their knowledge of other faiths is unsatisfactory. They have an outline knowledge of Hindu stories and recall the story of Rama and Sita, but in little detail.
13. In art and DT, by the end of both key stages, most pupils make satisfactory progress and attain similar levels for their ages as pupils in similar schools. With regard to skills in observational drawing, standards are higher than might be expected, and older pupils develop sound design skills in DT. The quality of teaching and learning are satisfactory, from the limited evidence seen. The rate of progress is dependent upon the time allocation given for the subject and the specific teaching of skills which occurs. These aspects are variable across different year groups, but there is good learning across most elements of the subject in Year 4 in art and in Year 1 in DT. In geography, the school has maintained the overall sound progress noted in its last inspection, and there have been improvements in the teaching and learning of history. By the end of Key Stage 1 in music, pupils reach levels of attainment in line with those expected of pupils of a similar age. They sing clearly and tunefully, often in two parts, and name and play a range of untuned instruments. Standards are below expected levels by the end of Key Stage 2, however, as pupils do not have sufficient experiences in listening to and appraising music. Pupils make progress in their learning slowly in PE, as there is little time available for it in the school timetable. However, almost all pupils attain at least the minimum recommended skill levels in swimming by eleven, and develop an adequate range of physical skills in games and gymnastics.

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

14. The attitudes, behaviour and personal development of pupils, including those with special educational needs are good, and have improved since the previous inspection. Pupils in both key stages have good attitudes to learning and to being members of the school community. They are generally enthusiastic, interested in their work, concentrate well and respond promptly to their teachers. Most are able to work independently, or co-operate within a group. When required, they collaborate well on a task. For example, in a good Year 4 mathematics lesson on calculating perimeters, ideas flowed between the teacher and pupils and they responded well to challenging tasks. Overall, there is mutual respect between adults and pupils. Relationships between staff and pupils are very good and encourage pupils' interest in their work, and support their learning well. A small number of pupils show less positive attitudes to learning, but the teachers work hard to encourage and motivate them, often with success. Children in the nursery quickly gain confidence to move around the activities provided. Staff sometimes miss opportunities to use the play areas to encourage talk and conversation, however, which is vital to the pupils' all-round progress in their learning.
15. Pupils with special educational needs respond well to their teachers and support assistants. They generally have positive attitudes to school and are fully involved in all activities. Pupils with emotional or behavioural difficulties respond well to support of external agencies and the good relationships with teachers.
16. Behaviour is good, both in the classroom and around the school. As an example, good behaviour was seen in a Year 5 class assembly when pupils discussed the meaning of Christianity and prayer in a mature and sensible way. Pupils are mainly well behaved in the playground and they move to and from assemblies in an orderly and respectful manner. Most pupils respond well to the school's code of conduct, displayed in each classroom. The lapses by a small minority are dealt with promptly and effectively by staff in accordance with the agreed policy. Pupils understand and follow school rules well. They accept the agreed sanctions when these are applied. No pupils have been excluded from school in the year prior to the inspection.
17. The personal development of children under five is good. Attitudes to learning are well fostered by good links with parents. They quickly learn to distinguish what is acceptable behaviour and they are encouraged skilfully by staff to show care and concern for others.
18. The personal development of pupils in Key Stages 1 and 2 is sound. Pupils accept opportunities to take responsibility sensibly. Effective strategies used by the school include the use of older pupils as helpers in the Early Years' classes, and the general expectation that children will tidy up after themselves in class. Older pupils assist in the dining hall, and the school has procedures for taking pupils' views into account about aspects of its life. Year 6 pupils responded well to the "booster" classes provided for them in English and mathematics. They recognise the role of these classes in helping them prepare for national tests in these subjects. Pupils and their families contribute generously to charity appeals; this effectively improves the pupils' understanding of the needs of others. Pupils participate in the Stockton Music Festival, in sporting events and in visits out of school and this encourages teamwork and a sense of responsibility. Parents are positive about the attitudes, values and personal development of their children and inspection findings endorse their view.
19. Attendance is satisfactory, although below the national average for primary schools. The school works very hard to maintain and improve attendance and it has improved its procedures since the previous inspection. Some parents do not fully appreciate the effect that poor attendance has on attainment and progress. Unauthorised absence is above the national average and the education welfare officer works closely with the school to improve attendance. Most pupils are punctual to school. The administrative staff maintain good records of lateness, and are helpful in reminding pupils and parents about punctuality.

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

20. Since the last inspection the quality of teaching has improved significantly, from 76% of lessons being satisfactory or better to 97% being satisfactory or better. Teaching has improved significantly in the nursery and in the teaching of literacy and numeracy across the school. The overall good standard of

teaching throughout the school contributes significantly to the pupils' improving achievement, their good behaviour and positive attitudes to learning.

21. Good teaching occurs in all sections of the school. Teaching is good overall for the under-fives, with 46% of lessons being good or better. It is satisfactory, with good features, in Key Stage 1, with 33% of lessons being good or better. It is good overall in Key Stage 2, with 52% of lessons being good or better. Only 3% of teaching throughout the school is unsatisfactory. In the unsatisfactory lessons, group tasks were not well explained in a literacy session, so that pupils were unsure what they had to do; there was insufficient progress by a significant number of pupils in an art lesson; and work set in a history lesson required skills that the pupils had not yet developed. Two excellent examples of teaching were observed in Key Stage 2, in mathematics and personal and social education, where the teachers' high levels of subject knowledge and pupil management skills promoted a range of challenging activities for the pupils.
22. Teachers' knowledge and understanding of the learning needs of primary pupils, and of the subjects taught, are good, as is the teaching of basic skills, including phonics. Literacy is taught soundly and numeracy is taught well. Staff who work with children under five have a secure understanding of the needs of young children and provide a good range of experiences across all areas of learning. With older pupils, the careful use of specific vocabulary in mathematics supports their learning effectively. In information technology, in Key Stage 2, the careful teaching of specific routines enables pupils to make sound and good progress in locating data on a CD-ROM. Recently appointed teachers are contributing well to the overall improvement of teaching. The whole staff works as a team to develop corporate and individual subject knowledge, and the overall understanding of pupils' needs. However, whilst there is a good understanding of pupils' need to speak competently and confidently in a variety of situations, activities to meet this are insufficiently highlighted in teachers' planning.
23. The quality of short term planning is satisfactory throughout the school; it shows sound improvement since the last inspection. There is a strong emphasis on meeting the requirements of the many pupils with special educational needs. These pupils generally learn at a good pace and progress well. Planning for pupils with low attainment is thorough; however, there is insufficient attention given in planning to the needs of the higher attaining pupils. This limits the opportunities for these pupils to reach the higher levels of attainment. Overall, teachers' expectations are higher in Key Stage 2 than elsewhere. Where planning is good; for example, in the teaching of numeracy, pupils are clear about what teachers want them to learn, and respond well. Teaching methods are sound overall in Key Stage 1 and good in Key Stage 2. Teachers use challenging questions to good effect in many lessons, and encourage pupils to think more deeply about the topic being studied. For instance, in a design and technology lesson, Year 1 pupils were skilfully prompted to evaluate their work, and explain their reasons for choosing a particular fastening.
24. The teaching of pupils with special educational needs is good. Teachers assess these pupils well, organise lessons to take account of targets in pupils' individual education plans and provide work suitably adapted to their levels of understanding. They give these pupils good support in group activities and enable them to make good progress. Specialist help is provided individually or in groups, when necessary. The learning support teachers work closely with the special educational needs co-ordinator and classroom teachers to support pupils' needs in the classroom.
25. The management of pupils is very good and is a strength of the school. This has a major impact upon learning when pupils are encouraged to participate in discussion, concentrate well and work hard. Throughout the school, pupils' intellectual, physical and creative effort is good. However, the pace of lessons does vary between classes, and at different times of the day, which slows pupils' progress. Teachers' use of time, and their deployment of support staff and learning resources is sound overall; this helps to motivate the pupils to learn. However, the computer suite is currently under used, and staff do not yet plan sufficiently to use computers to support work in other subjects, particularly in literacy and numeracy.
26. Assessment is used soundly to identify pupils' individual progress. Although there are good examples of the marking of pupils' work, it is inconsistent across the school, and sometimes between classes in the same year group. Many pupils measure their own achievement in terms of behaviour and attitude to their work, but do not always receive sufficient feedback to help them to recognise their academic progress. There is good practice here in Year 6, however, where pupils are reminded of the requirements to achieve higher levels in national tests.

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

27. A generally broad and balanced curriculum is provided throughout the school, and individual subjects meet statutory requirements where these apply. Religious education is taught satisfactorily, and follows

the locally Agreed Syllabus. The school endeavours to maintain a good range of worthwhile learning opportunities for pupils which interest and motivate them, but the time given to the foundation subjects has recently been decreased significantly in response to the current national concentration on literacy and numeracy. The lesson timetable for each class in key stages one and two devotes almost all the morning to literacy and numeracy. As the poorly-designed accommodation already creates difficulties for teaching and learning involving noise or movement, such as music, PE or design technology, greater flexibility is required in the curriculum timetable to use all the school's resources to the full.

28. A good effort has been made to respond to the findings of the last inspection in the development of subject policies and schemes of work. The school has implemented the national literacy and numeracy strategies, and the Qualifications and Curriculum Authority schemes for foundation subjects, which are beginning to provide a consistent and connected approach to teachers' long and short-term planning. The school is considering further links between subjects, and encourages pupils to carry out their own research and develop independent learning strategies.
29. There is a good emphasis on promoting pupils' personal, social and health education, that includes providing pupils with knowledge about the dangers of drugs. Regular class discussion times, known as circle time, are being introduced and are rightly seen as very valuable occasions for the pupils. They are most beneficial when they are handled by skilled teachers, who create the right setting for pupils to share their concerns. Some of the older pupils who are unused to this approach still feel inhibited by it, and those who have difficulty in expressing themselves do not take part fully. The governors have agreed that any questions of a sexual nature will be dealt with according to the age and maturity of the child, set within the context of a moral framework. The Year 6 pupils participate in an informative education programme about puberty led by the school nurse. A range of extracurricular activities and clubs enriches pupils' learning and supports their learning outside the school day, although none were observed during the inspection.
30. The school has successfully implemented the national literacy strategy. The school emphasises the development of teachers' skills in implementing the national numeracy strategy and this is well underway. Given the national emphasis on meeting strict targets for improvement in the national English and mathematics tests for eleven-year-olds, the school's response is satisfactory in the short term.
31. Long and medium term planning is good. It identifies clearly what teachers would like pupils to learn and includes suitable activities to support their achievement. Planning sometimes includes some good opportunities for assessment linked to units in the schemes of work. Curriculum co-ordinators and the senior management team monitor other teachers' plans to ensure full coverage of the agreed curriculum. The teachers' planning for each subject generally builds on pupils' existing knowledge, understanding and skills in a structured and systematic way. The main weakness is in the lack of detailed planning for the development of pupils' speaking skills within literacy sessions and within other subjects. Pupils apply their numeracy skills well when they carry out measurements in design and technology and make graphical representations of their findings in science. Although there are some good examples of the use of information technology in different subjects such as word-processing in English, and the use of spreadsheets in mathematics, this is not widespread or planned within each subject area.
32. The school makes good provision for pupils with special educational needs. They take a full part in the life of the school and make good progress towards targets in their individual education plans. Almost all teachers offer these pupils their full support during lessons, so that they can make progress in their learning.
33. Since the last inspection there have been significant improvements in the provision for children under five. The weaknesses in teaching and planning for the full range of experiences in the nursery found in the last inspection have been addressed. A full range of experiences is now provided, and the nursery environment effectively stimulates the curiosity and exploratory skills of young children, many of whom are barely three years of age. Teachers have a very secure understanding of the curriculum for children under five and work together effectively in planning and supporting young children.
34. The school has a strong commitment to equality in education and there is a good policy which is implemented effectively. Booster classes are provided for particular pupils in the upper part of Key Stage 2 who are capable of reaching a higher level of attainment. Boys and girls have equal access to all aspects of the school's life. The school is monitoring closely the differences in attainment between them, in order to provide more effective teaching and learning opportunities for those boys with low attainment.

35. The school's provision for the spiritual, moral, social and cultural development of all its pupils is very good overall and constitutes a strength of the school. This is a big improvement since the last inspection when this aspect was found to be satisfactory. Provision for spiritual development is good, pupils' moral and social development is very good and cultural development is satisfactory. There is a very positive school ethos and the commitment to moral, social and spiritual development has an important influence on pupils' personal development. It is fundamental to the schools' philosophy and practice that while pupils vary in talent, they merit equal respect and can all try to attain a high level of effort and conduct.
36. The school's promotion of spiritual development is good. Acts of collective worship meet statutory requirements and are reflective, well presented occasions where pupils learn that there is a strong sense of purpose in all the school's work. The calm atmosphere and themes expressed in assemblies are conducive to the development of spiritual values. Pupils are encouraged to consider the words in the hymns they sing and to relate them to their own lives. On the golden memories tree, individual pupils write with sensitivity on things they remember about grandparents, when they took their own first steps and when they held their baby sister for the first time. In the library, there is a special area where pupils' prayers are displayed, for instance saying sorry for behaving badly and asking for help to be a good friend. During the inspection, older pupils discussed the reasons why people pray and how these might coincide with times in their lives when they felt anxious or concerned for others. They also reflected on the importance of prayer to Christians, Muslims and Jews and how special places of worship provided traditions and rituals. Pupils have good opportunities to show their appreciation of the beauty of the world when they paint landscapes, draw plants and fruits and look at mini-beasts in science. They listen to music and appraise pictures, and are learning to express their thoughts about the moods they engender. Pupils realise that it is good to express their emotions through writing or reading poetry. There are many sensitive examples where they have recorded their impressions: when writing about a river in the rain or sharing 'my type of poetry' with others; and in poetry written with a visiting local author.
37. The school's provision for pupils' moral development is very good. There are clear expectations of high standards of behaviour and acceptable conduct is effectively promoted through the school's well implemented and maintained policies. These are supported by display boards in each class which indicate a valuable range of strategies for promoting personal, social and moral development. Pupils are secure in knowing what the boundaries are, and the positive use of rewards promotes the school's supportive ethos very effectively. Even the youngest pupils understand the class rules, some of which they have devised themselves, and show that they accept them. The school tries hard to acknowledge the efforts and improvements of individuals and share these within the awards ceremony in assemblies. Pupils have a clear understanding of right and wrong at levels appropriate for their age and understand that there is a need to respect the rights and property of others. When discussing their Millennium wishes, they hope that the school will not be spoilt by people breaking in, that trees will be left to grow in Hartlepool without being damaged by vandals, and that litter will be put in the proper place. Moral issues are well taught and the oldest pupils show a keen awareness of human responsibility when they discuss types of pollution and their impact on water supplies. Similarly, during an assembly where the theme was 'Water', Key Stage 1 pupils held up individual cards on how they used water and reflected on the value of water to human, animal and plant life.
38. There is very good provision for pupils' social development and parents agree that the school is helping their children to become mature and responsible. Very good relationships within the school help to form positive attitudes towards good social behaviour and self-discipline. Everyone is valued and pupils are given good opportunities to work together in class in pairs and groups, and to take responsibility for tasks appropriate to their age and development. Pupils who receive extra support are well integrated into school life. Older pupils willingly and sensibly help nursery children during their lunch hour and also develop their social and collaborative skills during a residential week to Carlton Outdoor Activity Centre. Social development is well promoted by pupils' participation in a range of extra-curricular activities and by opportunities to perform in front of others, with the choir, playing recorders, in concerts, participating in music festivals and taking part in dancing displays. Sporting activities allow pupils to work as members of teams and they are encouraged when professional players such as those from Hartlepool United, take an interest. Pupils are also encouraged to form links with the community, support local projects and also consider the needy farther afield. Close links with local schools allow the pupils to form friendships and relate to other pupils who are older than themselves. Year 6 pupils enjoy visiting the secondary school to take part in clubs and events there.
39. The cultural provision for pupils is satisfactory. Pupils' appreciation of Western culture is promoted well



through literacy sessions, art, music and history. Educational visits and school visitors form an important and regular feature of the curriculum, and the school makes great efforts to provide a rich variety of experiences for pupils. Pupils look closely at the historic quay and its buildings locally, and make a special study of the nearby church. In geography and history, pupils learn about people, places and events in different parts of the world, and at different times. Although there are some attempts to introduce pupils to cultures from around the world in art, music and literature, this is not a strong feature. Where opportunities occur, as when pupils observed a Brazilian dance team, they are well received and help pupils to develop an awareness and tolerance towards others who appear to have different lifestyles from themselves. The religious education programme teaches pupils about Islam and Hinduism and the variety of traditions in British culture. For example, during the inspection Year 4 pupils learnt about particular customs associated with washing in Islamic belief. There are insufficient opportunities, however, to recognise the diversity and richness of other cultures in Britain, not just in the religious sense, and to prepare pupils to live in a multicultural society.

40. There are very good links with the local community. The school produces a useful booklet for parents and helpers to assist them when they give support in classrooms and they are welcomed into their own room in the school. The school has strong links with the police, the fire service, the nearby church, sporting institutions and some local businesses have supported the school on projects. Governors help to extend links with the community by arranging for pupils to participate in event such as tree planting and environmental work. Pupils participate in music festivals, carry out dance displays and perform in concerts. A local writer worked with the pupils on a play script that was then presented to other children, and good sessions occurred where pupils had the chance to write poetry. Working with a local artist has taught the pupils about exhibiting art in public areas such as a roundabout. As a result of these experiences, pupils' awareness of community issues has been raised and they are encouraged to become helpful Millennium citizens of Hartlepool.
41. There are excellent relationships with partner institutions and link schools. The liaison between the local secondary school and the school is very strong. During the inspection, the secondary headteacher took an assembly and a brass band from the school came to play for the pupils. On this occasion, prayers were said for the development of the community. The 'Bright Sparks Club' enables pupils from Year 6 to engage in information technology, science and mathematics activities at the secondary school and teachers are willing to share their expertise with colleagues in this school. Links with primary schools are similarly excellent and there are some useful joint training sessions which teachers find beneficial. A very good example of schools working together on projects occurred last year when the four primary schools in the consortium (Compact) group with the secondary school participated in a 'Newspaper Day', producing their own newspaper in five hours! The school has good links with Hartlepool College and students work regularly in the school.

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

42. The caring aspects of the school have been maintained as a strength since the last inspection. The school has good levels of concern for the welfare and safety of its pupils, and has in place secure and well-understood procedures to promote them.
43. Care and concern for the pupils is at the heart of class teachers' very good relationship with their pupils. The team of committed teachers, who know their pupils well, takes its pastoral responsibilities very seriously. This caring attitude is well illustrated by the present decision not to operate any setting arrangements for core subjects that might lessen the ties between class teacher and groups of pupils in their class. Despite cramped teaching spaces, the vagaries of the heating system and classrooms that are also corridors, teachers are very alert to the comfort of their pupils. Cloakroom areas and teaching spaces that are also traffic routes are kept tidy and safe to walk through. The misuse of pupils' changing facilities for PE is a concern, however, particularly for older pupils. The changing room that exists is not used for its intended purpose. The headteacher acts as Health and Safety officer, and there are two trained first-aiders on the staff. Risk assessments are undertaken daily because of vandalism, which is an on-going, time-consuming and potentially demoralising concern for the school. .
44. Procedures for child protection are good; they are well led by the headteacher as nominated person for child protection matters. Local authority guidelines are followed in the school's own policy, which is understood and applied effectively by staff. Liaison with social services is good.
45. There is a clearly defined monitoring procedure for attendance which is known to children, parents and to the staff, and which operates very effectively. The Education Welfare Officer visits school weekly, co-operating in the use of 'early concern' slips to signal potential problems, in the pupil reward

systems, and through direct work in school with disaffected pupils. Registration time is very effectively managed, with speed, warmth and accuracy in terms of register completion. The deputy headteacher regularly evaluates the monitoring procedures, in order to achieve best practice in this area.

46. There is a climate of good behaviour in the school, with teaching and support staff all taking a consistent approach to managing behaviour through a positive and rewarding approach. During lessons, this is usually achieved through attention to task, through high expectations of attentiveness and concentration, and through praise and reinforcement for desired behaviour. There is a series of school rewards and sanctions, which are used effectively but sparingly, so that self-discipline and self-esteem are the most effective motivators as pupils progress up the school. The school has an anti-bullying policy, which operates well, and parents report that any concerns are dealt with promptly and effectively.
47. Procedures for assessment of pupils' attainment and progress in their learning have improved significantly since the last inspection, when they were described as poor. They are now good, and assessment is constantly improving in the school. It benefits from the active involvement of core subject co-ordinators and the deputy headteacher, who give additional management and subject-specific support to staff who oversee assessment arrangements. In particular, newly instituted recording and target-setting procedures for age cohorts of pupils give teachers a clear view of standards. This enables them to keep consistent records, which can be used by subject leaders to focus everyone's efforts accurately in English, mathematics and science.
48. The academic attainment and progress of each year group of pupils is tracked on an individual pupil, year group and class basis, with records held centrally for ready reference. Realistic targets are set annually for each pupil to achieve by the end of the current academic year and by the end of the appropriate Key Stage. These translate into challenging projections for the percentage of pupils expected to attain Levels 2 or 4 in each year group, and form the basis of target setting for end-of-school attainment in national tests with the local authority. A strength is the involvement of class teachers in the whole school target setting process, exemplified in the 'cohort files' held by each class teacher. These contain the school and class target sheets and a good range of assessment outcomes that have contributed to the targets for each pupil.
49. These systems for assessment and monitoring are good: clear, functional, and firmly in place. However, the co-ordinators understand that moderation is needed, and the issue is currently being discussed. For instance, during the inspection week itself, key stage assessment meetings were held to re-set cohort targets and teachers were using assessment evidence in order to do this, involving moderation across year groups. The school now needs to ensure that this developing good practice in assessment procedures has a direct impact upon day-to-day teaching, by helping teachers to devise tasks and activities that challenge pupils of all levels of attainment to achieve further.
50. Procedures for monitoring the personal development of pupils are sound. There is a higher than average proportion of pupils with special educational needs and the school has good procedures to ensure that they and their families are well supported. Outside support services work closely with the school to support the pupils' different needs. There are very effective systems for identifying pupils with special educational needs; the school identifies pupils early in their school career and uses very comprehensive assessments to monitor their progress. The special educational needs co-ordinator meets regularly with classroom teachers, learning support teachers, other specialist teachers and parents to review the progress of these pupils.

51. A useful programme of personal, social and health education is in place, with an appointed co-ordinator, and there are plans to develop this further.

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

52. The quality of the school's partnership with parents is good, and has been maintained since the previous inspection. Parents agreed that they would feel comfortable in approaching the school with questions or problems. Parents endorse the good attitudes and values promoted by the school. The parents' support for the school is very strong, and they hold it and the staff in very high esteem. The inspection findings support the parents' positive views of the school.
53. The quantity and quality of information for parents is good overall. Newsletters are informative and give good information on forthcoming events, on children's achievements and other items of interest to parents. The school prospectus is informative but lacks a contents page to make it simpler to use. The information for parents of children new to the school is good, and there is a range of informative leaflets, for example on the school's behaviour policy. The Home/School Agreement signed by most parents, sets out clear guidelines for staff, parents and pupils. There are two useful parents' evenings each year, and parents stress that the headteacher has an open door policy, and they feel welcome to see him at any time. The headteacher has a visible presence around the school and, with very helpful staff in the office, parents feel that they can also approach the school on an informal basis. The drop-in sessions run by the deputy head for any parent are much appreciated by them. The annual reports to parents on children's progress are informative and show that teachers know pupils well, but most do not contain targets for future development.
54. The school has good links with the parents of pupils with special educational needs. They are encouraged to take a full part in the arrangements made for their children. The co-ordinator for special educational needs meets frequently with parents to discuss the progress made by their children and to explain the procedure clearly. Parents have copies of the pupils' education plans and other documents relating to their child. They are invited to offer their views and to contribute fully to programmes prepared for their children.
55. Strong efforts are made to encourage parents to participate in the life of the school, and a significant number do so. Some help in the classroom supporting teachers, and the school has good guidelines to help them make effective use of their time. Parents and grandparents, some of whom have had a long association with the school, help regularly. A parent-governor was observed helping children with baking, and the pupils enjoyed and learned a great deal from the activity. The school provides a room for parents, and workshops for them have been held on various aspects of the curriculum. Parents attend in large numbers when festivals are celebrated in the church, and confirm their enjoyment when attending school events.
56. The reconvened parent-teacher association has new committee members who are all committed to an involvement in the school, and interested in raising funds to support its work. The school is considering offering computer courses for parents now that there are resources to do so, following a successful Family Literacy Course already held. Overall, the school works in close partnership with parents, and most of them appreciate the efforts made by the school to involve them in their children's learning.

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

57. The management and leadership of the school are good, and significantly improved compared to the judgements from the last inspection. The headteacher and deputy headteacher work well together, and provide clear and focused leadership, that has created a strong sense of teamwork amongst the staff. They share many elements of the school's development, but have specific roles, which they oversee with skill, patience and genuine interest in the welfare and progress of all members of the school community. For instance, during a whole-staff reflective review of the half term's work, the headteacher chaired the meeting, summarising and appraising the overall contributions, whilst the deputy headteacher gave specific encouragement, linking the comments through her close knowledge of the planned curriculum. Between them they set the tone of the school, using their detailed knowledge of the pupils and their families to liaise with parents, and motivate the pupils to attend school, and give of their best in their learning. They are never discouraged by the seemingly endless difficulties created by vandalism, social problems, the poor accommodation, and the constant need to manage potentially volatile behaviour from some pupils. It is to their enormous credit that the school functions as effectively as it does, and that everyone's energy is fixed on the continued improvement of the quality of education, and the standards achieved.

58. Staff in key management roles, including those with subject co-ordination roles, contribute well to the development and improvement of the school's standards. They work very well as a team, both teaching and non-teaching staff, and ensure that the climate for learning desired by the headteacher, deputy and governors is developed in their own lessons, and around the school. The administrative staff also contribute effectively here, lending friendly and welcoming support to staff, pupils, parents and visitors, as well as managing their administrative duties efficiently. The literacy and numeracy co-ordinators have worked hard with their colleagues to implement the national strategies, which are already showing beneficial effects on pupils' learning and achievement.
59. The governors take a keen interest in the school; many of them work as voluntary helpers. They visit classes regularly, all have overview of specific aspects of the school's work, and fulfil their statutory duties effectively. The chair of governors is closely involved, and the headteacher values his advice and support. Other governors have met their link subject co-ordinators, and attended training courses to keep themselves up-to-date. Those who can visit the school during the day, offering to help if possible, and monitor work in classes and overall behaviour in and around the school. For example, parent governors work with groups of pupils in design and technology, helping them develop skills in the use of fastening tools, and to learn about bread-making from first-hand experience. The school development plan is agreed by the whole governing body, after preparation by the headteacher and staff, and provides a good basis for the further improvement of a variety of aspects of the school's work. Governors also approve the budget, which is kept in balance, despite being well below the national average for primary schools. Spending is carefully linked to financial decisions.
60. Monitoring and evaluation of the school's performance have recently become central to the school's development. The headteacher, deputy, and key staff observe and appraise other colleague's lessons, and lead successful whole staff review meetings. Subject co-ordinators exercise real responsibility in monitoring their subject, controlling the budget, managing its resources, and keeping themselves and their colleagues updated with recent local and national developments. Test results at all levels of the school are analysed, and the results used to inform future work. For instance, finding that boys attain significantly lower levels than girls in writing at the end of Key Stage 2, the school has ensured that male teachers (one a local author) act as role models to inspire boys effectively to improve their skills. The school is also in the early stages of applying the principles of best value to its ordering and use of resources, and the governors intend to monitor this development.
61. The provision for pupils with special educational needs is managed well. The school fully meets the recommendations of the Code of Practice. Specific resources for pupils with educational needs are good. The organisation of the curriculum, teaching and pastoral arrangements ensure these pupils play a full part in the school. At present, the school does not have sufficient support staff to work with teachers in their classrooms. However, the school's equal opportunities' policy is evident in its work, and all pupils have equal access to all activities.
62. Financial resources are carefully managed, and specific grants, such as that for staff training, are used very well. The deployment of teaching and non-teaching staff is good, particularly to meet the needs of low-attaining pupils. Better use could be made of the limited accommodation by more flexible timetabling of lessons, however. The school currently plans most of its literacy and numeracy sessions in the morning, which squeezes much of the rest of the curriculum into the shorter teaching period of the afternoon. The effect of this is to leave what little non-class space there is underused for long periods of the day, and crowds such space-demanding lessons such as PE, DT and art into the afternoon.
63. The school has a good number of teachers in relation to pupil numbers. All the staff are appropriately trained for the age groups they teach, and between them have good subject knowledge and understanding. However, there are insufficient classroom support assistants to offer help in classrooms, so that some groups of pupils do not make the full progress in their learning of which they are capable. The curriculum and learning resources are adequate to serve the curricular opportunities offered, but the internal accommodation is very unsatisfactory both for the numbers of pupils, and for many primary curriculum activities. The recent addition of a reception class area is useful, but this also has inherent acoustic problems. There have been many attempts to make better use of the teaching spaces, resulting in the resiting of the libraries, and the creation of a computer suite in what had been a narrow teaching bay. The dining area is used for booster classes, as is the junior library. With the release of a hall space formerly housing the reception classes and an area vacated for art and craft activities, the school is currently rethinking how to make best use of the spaces available. However, there is still no space big enough to accommodate the whole school for such occasions as assembly,

the hall is barely adequate for older pupils during PE lessons, and the computer suite is too cramped to be used effectively to teach a class of pupils. As teaching areas are also circulation corridors, despite being on one level, the building is unsuitable for someone with impaired mobility or who is partially sighted.

64. There is a changing area off the hall currently used as an untidy storage area. As there are no changing facilities available anywhere else for older pupils, this area should be cleared and used for its original purpose.

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

65. In order to raise pupils' standards of achievement further, and continue to improve the quality of education offered, the HT governors and staff should:
1. develop pupils' speaking skills across the curriculum by;
    - a. providing a programme of structured experiences across the curriculum that encourages group discussion by pupils
    - b. developing opportunities through role play and drama that enable pupils to practise their speaking skills in a structured format
    - c. ensuring that teachers focus more carefully in their planning on promoting pupils' speaking skills. (Paras 4; 66; 68; 75)
  2. extend the existing good procedures for assessment by:
    - a. building on the good assessment procedures for pupils with special educational needs to ensure that teachers' daily planning provides sufficient challenge for average or high attaining pupils;
    - b. raising teachers' expectations of Year 2 pupils by ensuring that information from assessment is used to plan sufficiently challenging work for all pupils. (Paras 6; 10; 23; 24.)
  3. adopting a more flexible approach to the timetabling of lessons, in order to make as full use of the accommodation and learning resources as possible. (Paras 13; 27; 49)

Minor issues.

Improve those aspects of multi-cultural education, which relate to living in a multi-cultural society. (Para 39)

When possible, relocate the ICT suite to improve access to it for all pupils. (Para 116)

Continue to seek ways to improve the accommodation to make it fit for purpose. (Paras 63; 64)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

95

Number of discussions with staff, governors, other adults and pupils

30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	6	38	51	3	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)	38	436
Number of full-time pupils eligible for free school meals	No FT.	257

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	10	137

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	77

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.5
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
	1999	30	34	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	26
	Girls	31	30	30
	Total	52	52	56
Percentage of pupils at NC level 2 or above	School	81	81	88
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	25
	Girls	27	27	28
	Total	48	51	53
Percentage of pupils at NC level 2 or above	School	75	80	83
	National	82	86	87

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	37	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	25	30
	Girls	20	16	27
	Total	36	51	53
Percentage of pupils at NC level 4 or above	School	49	55	77
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	33
	Girls	29	26	30
	Total	57	54	63
Percentage of pupils at NC level 4 or above	School	77	73	85
	National	68	69	75

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	372
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		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
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)	18
Number of pupils per qualified teacher	24.2
Average class size	27.3

#### **Education support staff: Y R– Y6**

Total number of education support staff	3
Total aggregate hours worked per week	51

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38

Total number of education support staff	2
Total aggregate hours worked per week	64

Number of pupils per FTE adult	12.7
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	98/9
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	£
Total income	721743
Total expenditure	738300
Expenditure per pupil	1412
Balance brought forward from previous year	42032
Balance carried forward to next year	25475



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	422
Number of questionnaires returned	110

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	18	4	0	0
My child is making good progress in school.	62	36	2	0	0
Behaviour in the school is good.	58	34	3	1	5
My child gets the right amount of work to do at home.	58	26	7	4	6
The teaching is good.	70	28	0	0	2
I am kept well informed about how my child is getting on.	61	33	4	2	1
I would feel comfortable about approaching the school with questions or a problem.	65	34	0	0	1
The school expects my child to work hard and achieve his or her best.	63	34	2	0	1
The school works closely with parents.	48	42	3	1	6
The school is well led and managed.	53	41	1	0	5
The school is helping my child become mature and responsible.	60	37	3	0	1
The school provides an interesting range of activities outside lessons.	32	36	11	3	18

### Other issues raised by parents

Concern was expressed about the levels of vandalism suffered by the school, underlined by the £2000 of damage caused to windows the night prior to the meeting, and the necessity for security guards and police to protect the school during the meeting itself. This concern is echoed by the inspection findings, as instances of severe problems are common. Parents were also concerned about the range of activities outside lessons. The inspection finds that this is similar to the range found in many primary schools currently.

## **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**

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

66. Since the last inspection there have been significant improvements in the provision for children under five. The weaknesses in teaching and planning for the full range of experiences in the nursery found in the last inspection have been dealt with. A full range of experiences is now provided, and the nursery environment effectively stimulates the curiosity and exploratory skills of young children, many of whom are just three years of age. The attainment overall on entry to the nursery is well below average, particularly in speech and language development, although entry attainment covers a wide range. Teachers and nursery nurses in the nursery and reception classes use information from assessments on entry and their on-going observations carefully in planning activities across all the areas of learning. This enables children to make good progress, so that by the time they are of statutory school age, many children are close to attaining the levels expected for their age, though still below in all areas. At the last inspection there was a considerable amount of unsatisfactory teaching in the nursery. This has been successfully improved and all the teaching observed during the inspection was satisfactory or better, with a significant number of the lessons where the teaching was good across all the areas of the curriculum. Teachers have a secure understanding of the learning needs and curriculum for children under five and work together effectively in planning and supporting young children. The two reception classes had only moved into their new class base a few weeks before the inspection, and it is to the credit of the staff and children that it was set up and running so effectively, despite acoustic problems.

#### Personal and social development

67. The teaching of personal and social education is particularly good. There are good induction systems that ensure a smooth introduction to both the nursery and reception classes. The caring atmosphere in the nursery makes children feel safe, and most soon settle happily. Well-established routines, good relationships, and an attention to the needs of individual children successfully promote children's growing confidence and eagerness to learn in all the early years' classes. Children behave well and quickly learn to share and take turns. Nursery staff encourage children's growing independence so that they confidently undertake such tasks as putting on an apron, organising their materials when painting, and tidying away at the end of activities. Through discussion during "circle time" in the reception classes, for example what makes them happy, children's awareness of the feelings and needs of others is successfully promoted. As a result, children make good progress in developing their personal and social skills, particularly in view of the very low attainment of many on entry to the nursery.

#### Language and literacy

68. Children make good progress overall in their development of language and literacy, and teaching is good overall. Daily tasks for children in the nursery, such as finding their nametag when they arrive, help them to recognise their names and begin to identify letter sounds. They begin to make marks to represent their name and some more able children make reasonable attempts at writing single letters. Reception class children successfully build on these early foundations, and many develop greater pencil control, and write their name and simple captions more clearly. Teachers successfully promote children's growing awareness of books by their lively reading of stories. Children in the nursery learn to handle books carefully and some begin to make simple observations about the pictures. In the reception classes children develop a greater awareness of letter sounds and make reasonable attempts at reading a limited range of words in simple repetitive texts. The nursery teacher and nursery nurses place an effective emphasis on developing children's language skills. They encourage them to listen carefully to stories and instructions. Activities such as 'Teddy bear Bag Time' encourage children to tell others what they think might be in the bag, developing their confidence in speaking. Assessment procedures provide valuable information about children's attainments. However, this is not yet used sufficiently in planning to extend children's speaking skills further through the different activities provided, particularly for the youngest children. Adults working in the nursery sometimes miss opportunities to engage children in role-play, to encourage them to talk about their activities and to extend the vocabulary they use. As a result, the immature speaking skills and limited vocabulary of many children continue to restrict their progress across all the areas of learning. In all the under fives classes teachers are aware of these weaknesses and model speaking clearly and effectively. They

promote listening skills well, so that children listen carefully to their teachers and each other. However, the layout and acoustics in the new reception classroom means that children in each area are sometimes distracted by noise in the adjoining area, which adversely affects their listening. Extra experiences, such as a play scheme run by the nursery teacher, has improved the speaking skills of a group of children with particular speech and language difficulties. These reflect the firm commitment of staff to raising children's attainments in this area.

### Mathematics

69. Children are provided with a good range of experiences that form a firm foundation for their mathematical development. Nursery children learn to count with the help of adults, for instance when singing number rhymes and counting the slices of bread when making beans on toast. Some recognise circle and square shapes when using pastry cutters to create shapes with Playdough. However, weaknesses in language development mean that many children struggle to name the shapes, and to describe mathematical concepts, such as 'bigger' and 'longer'. Children extend their mathematical skills appropriately in the reception classes where good, well-focused teaching consistently reinforces children's number skills, and forms a good basis for their next steps. As a result, children gain confidence and accuracy in counting and sequencing numbers to 10, and in simple operations such as adding amounts to total six.

### Knowledge and understanding of the world

70. Good teaching ensures that children in the nursery have good opportunities to develop their knowledge and understanding of the world. They recognise a growing range of animals. For example, visits to the local pet shop provide a good stimulus for discussion about the animals they see. A few children talk briefly about their families and their homes, but need encouragement to do so. They make simple models with construction kits and learn to handle tools safely when preparing food. Nursery staff are not sufficiently confident in teaching information technology skills with young children, however, and this aspect is not well developed. Children show interest in the computer, but many do not have the skills in using the mouse, for instance to move around the screen when dressing "Teddy". These skills develop well in the reception classes where some pupils confidently use the mouse and directional arrows to negotiate moves around the screen in a number game. Children develop a good awareness of features of their homes and people working in the community, such as the crossing warden. They develop a detailed awareness of animals and their needs when discussing pets. They gain sound skills in using scissors and glue to cut and join materials.

### Creative development

71. Nursery children make sound progress in their creative development. They sing simple songs, though many are reluctant to take part and such activities rely heavily on adults' singing. They use a range of pens, pencils and paint to make simple pictures, sometimes mixing their own colours with powder paint. They act out simple story lines in the home corner, for example a policeman coming to the home. They happily involve adults in their play. However, adults in the nursery often miss opportunities to work and play alongside children, or to introduce new ideas, question, encourage speaking and generally develop children's imagination. Where this happens in well-taught lessons in the reception classes, children make good progress. For example, children effectively develop their observational skills through the good questioning by teachers that encourages them to observe the Winnie the Pooh toys more carefully. As a result, their paintings become more detailed and attractive. Careful thought by teachers to provision for role-play encourages children to organise a party. The children play imaginatively, and extend their language and literacy skills well by 'writing' an invitation card and organising games.

### Physical development

72. Teachers provide an appropriate range of activities to promote children's physical development and teaching is sound. Children in the nursery make good use of regular outdoor sessions and learn to run, balance and ride wheeled toys with growing confidence. There is insufficient equipment to promote children's skills in climbing and balancing at present, and this adversely affects their development of such skills. However, the teachers now use the recently vacated infant hall and equipment with their classes, and this ensures that physical activity can take place regularly, whatever the weather conditions. Children in reception classes move with increasing control, showing a greater awareness of their own and others' space. In all classes children become more adept in cutting, painting, building and fitting together jigsaw pieces.

## ENGLISH

73. The standards of English are currently below national averages at the end of both key stages. Pupils' attainments in the 1999 statutory tests at Key Stage 1 were close to the national average, and were above the level attained in similar schools. However, results in reading were higher than writing and this is still the case for the current Year 2 pupils. Standards have risen over time, although attainment in writing is below nationally expected levels. Since the last inspection, the school has improved its curriculum for children under five, and pupils moving through Key Stage 1 have benefited from this improvement. The dip in standards this year is due to the low level of pupils' speaking skills and insufficiently high expectations of the higher attaining Year 2 pupils by their teachers.
74. Overall, standards in English at Key Stage 2 have risen over time and, although below average, have risen in line with the national trend. The rise in standards at Key Stage 2 is due to the impact of the literacy strategy and improved teaching, with good teaching in half of the lessons seen. The attainment of boys and girls is significantly different, with girls attaining well above boys. The school has analysed results, has begun to address this problem, and is trying to show boys the importance of writing, particularly by using a poet in residence, Andy Croft, and two male teachers for the booster classes. The wider range of writing introduced through the literacy hour, and teachers' more structured approach to teaching writing, shows in the improved work of boys, especially in writing poetry. Overall, standards are rising through the school due to the increased focus on the subject, and improved teaching.
75. Standards of speaking are very low in both Key Stages. Although pupils' listening skills are broadly satisfactory, and they listen carefully and attentively to teachers and each other, they have too few opportunities to develop and extend speaking skills. Most teachers use, explain and stress important vocabulary across the curriculum. However, they do not consistently ensure that pupils use it themselves, and as a result, many find it difficult to express their ideas, when talking about books for example. When teachers give pupils supported opportunities to describe experiments in science or explain calculations in mathematics, pupils develop confidence and use the appropriate vocabulary. Too often, however, teachers ask questions that require only one-word answers, and set tasks that do not require discussion amongst the pupils. However, pupils in Year 2 responded enthusiastically when asked to describe the snow or explain words, such as 'amazed', or to suggest new verbs in the 'Iron Man', in Year 4. They listen carefully to teachers' explanations and show they have understood by completing work correctly. Pupils in Year 6 listened to a taped version of 'War of the Worlds', and to the teachers' reading, with concentration and interest.
76. Standards in reading are currently satisfactory at the end of Key Stage 1, but below average by the end of Key Stage 2. The improving quality of the curriculum for children under five and the impact of the literacy hour is raising standards in reading throughout the school. Pupils in Key Stage 1 use phonics and picture clues to help them read unfamiliar words. They develop expression in their reading and discuss their favourite part in stories. However, they do not have sufficient opportunities to extend the range of their own reading, as they are limited to reading scheme books. This removes some challenge and limits their experiences. Reading activities lack sufficient challenge for higher attaining pupils. This prevents them reaching beyond the expected Level 2 to the higher Level 3. Pupils in Key Stage 2 develop greater expression and fluency with reading. However, although lower attaining pupils read simple texts with accuracy, they lack expression and fluency. Pupils' abilities to use phonic skills vary throughout the school. Many pupils use them accurately, but poor vocabulary limits their understanding of the meaning. By Year 6, pupils use the library, and have confident and accurate research skills. They discuss the main events and characters in texts and predict outcomes successfully. They read a wider range of reading material, including information books, comics and newspapers. The two well-organised libraries provide an adequate number of information books. Pupils in Key Stage 2 have daily reading sessions, which allow them to read at their own pace. However, they have a limited appreciation of a range of authors or opportunities to review their books.
77. Standards of writing are below average by the end of both key stages. For example, pupils in Year 1 attempt simple sentences when rewriting the story of 'Mrs Mopple'. Higher attaining pupils begin to use capital letters correctly. In Year 2, pupils extend their use of adjectives to describe the sea or a snow scene. Handwriting becomes neater and more accurately formed. However, punctuation and spelling are weak. Higher attaining pupils use some full stops, apostrophes and speech marks. Lower attaining pupils begin to write simple sentences and use clearer handwriting. In Key Stage 2 pupils plan and redraft some of their work, although this is not consistent throughout the key stage. This remains a weakness from the previous inspection, although attempts have been made to address this in

additional extended writing sessions. For example, pupils in Year 3 plan stories based on Indian legends and redraft after checking spellings pointed out by their teachers. Pupils in Key Stage 2 extend their range of writing to include instructions, poetry, character descriptions and newspaper reports. Working with the poet in residence, Andy Croft, pupils successfully create poetry in different styles, including limericks, cinquaine, kenning and Haiku. Pupils' descriptive writing develops soundly but they do not possess the wide range of vocabulary to allow it to be used adventurously or for full effect. Pupils improve their skills in grammar, punctuation and style. However, these remain below expected levels and handwriting varies according to the expectations of teachers. Pupils in Year 6 express their feelings through writing as characters in texts, for example, Romeo and Juliet. They develop their understanding and use of different forms of writing but weak spelling and punctuation hamper them. However, some higher attaining pupils use paragraphs accurately and spell correctly. Pupils with special educational needs make good progress throughout the school. Many enter school with attainment and experiences well below expected levels. They find all forms of communication difficult, but make good progress in developing these skills from a low base.

78. The quality of teaching is sound overall, but it is often good at Key Stage 2. Most teachers plan their lessons well and provide work that meets the needs of individual pupils, especially those with special educational needs. However, potentially higher attaining pupils are not always sufficiently challenged, particularly in Year 2, to enable them to reach the levels of attainment of which they are capable. This is in part due to the inconsistent use of assessments when planning work, but also to insufficiently high teacher expectations. Teachers throughout the school have good relationships with pupils and generally use effective management strategies. Pupils respond by concentrating effectively and behaving well. Effective questioning clear explanations and the good use of specific vocabulary in English and across the curriculum extends pupils' knowledge of language. For instance, in a Year 4 class, pupils used the story of the 'Iron Man' to extend their knowledge of verbs, and responded with lively interest to the teacher's skilled questioning. There are, however, insufficient planned opportunities overall for pupils to use and practise new vocabulary in group discussion or presentations, and pupils' language skills remain below nationally expected levels. Most teachers have a secure understanding of teaching the basic skills of English and implement the literacy strategy soundly. They also successfully develop literacy skills across the curriculum, reminding pupils how to spell words accurately in their science work, for instance. Teachers provide good support for pupils with special educational needs and enable them to make good progress. They focus their time with these pupils because there are insufficient support assistants working in classes, exacerbated by the absence of a key classroom assistant at Key Stage 1. This prevents them giving more attention to the rest of the class and results in average and higher attaining pupils not always making the progress of which they are capable.
79. Science teaching makes a good contribution to literacy when pupils are encouraged to discuss the outcomes of their experiments and write their own accounts, but these possibilities are not evident in all classes.
80. The co-ordinators and senior management team have identified weaknesses in the school's results and have organised appropriate training for teachers to help raise standards. The implementation of the literacy hour and raising standards in English are an appropriate priority in the school development plan. The subject is well managed, and makes a good contribution to the overall good quality of education provided.

## **MATHEMATICS**

81. Although standards of attainment in statutory tests remain below the national average for pupils at the end of Key Stage 2, levels of achievement have improved significantly by the end of Key Stage 2 since the last inspection report.
82. At Key Stage 2, the results of the national tests in 1999 show that the number of pupils attaining the expected level 4 or above is well below the national average. This overall figure is caused by the fact that although the number reaching Level 4 matched the national average, a low percentage of pupils reached Level 5. However, attainment is in line with that expected of schools in similar circumstance, and reflects the school's improvement in standards since 1996. Whilst not keeping pace with national improvement averaged over four years because of a sharp dip in attainment in 1998, results in National Curriculum tests follow the national upward trend. This rise in standards is borne out by the achievements of Key Stage 2 pupils noted during the inspection, and indicates good progress towards realistic school targets for 2000, and challenging but appropriate targets for 2001 and 2002.

83. At Key Stage 1, the school has maintained the standards identified in the last inspection report. In the 1999 National Curriculum tests pupils' attained standards that were in line with the national average. These results were well above those in similar schools, and are part of a rising trend in results from 1997 to 1999, following a fall in 1997 to below the standards noted in the last inspection. However, results have remained at the same level for two years, and as with Key Stage 2, the number of pupils achieving the higher levels is significantly lower than the national figure. This mirrors the inspection findings; although progress is satisfactory, it is not as good as in the under-fives classes. Teachers' expectations are not always high enough of higher attaining pupils, who do not reach the higher levels in sufficient numbers.
84. The national numeracy strategy is securely in place, and reflects the hard work of the newly appointed co-ordinator and the professional approach of the staff. It is making a strong impact on pupils' numeracy skills, particularly in their fluency with numbers, mental recall and the ability to consider and select from a range of calculation strategies. The emphasis on numeracy has not displaced broader coverage of the full mathematics curriculum, although at Key Stage 1, there is little evidence of pupils applying their knowledge and understanding in a range of contexts, particularly in selecting strategies, explaining their thinking, and posing their own mathematical questions. The school's analysis of test results shows a strength in shape, space and measures, and this was evident during the inspection at Key Stage 2 in particular. For example, pupils in year 6 were able to plot co-ordinates in four quadrants with confidence, use the co-ordinate designation accurately and reflect shapes into all four quadrants.
85. At Key Stage 1, regular oral sessions enable pupils to count forwards and backwards to 100, to extend simple number sequences and to solve simple problems using doubling, halving, addition and subtraction. In the most effective mental calculation sessions, the activity reinforced recent learning, as in a Year 2 'counting in 5s' session that followed learning the 5 times table. However, in one Year 1 class, a significant proportion of pupils was not yet secure with number bonds up to 10 within an oral mathematics session. In another Year 1 lesson, a number of average attaining pupils were not confident in applying their knowledge of number bonds to 10 in working with money. In year 2, pupils know what they are supposed to learn during the year, but have secure understanding only in certain elements. For instance, they do not yet know the 2 and 10 times multiplication tables, nor do they recognise multiplication as repeated addition. They need more practice in number to ensure sound understanding of place value and to develop a range of strategies for computation. Pupils' written work shows limited opportunities to practise key skills for some pupils, since all pupils undertake the same basic task. Few pupils use the language of mathematics to explain their thinking or calculation methods. Both Year 2 teachers use their secure knowledge and understanding of shape and symmetry to promote sound, and sometimes good, learning for the pupils of two-dimensional shapes, and line of symmetry in regular shapes. The sound progress made by pupils with SEN is promoted by the consistent targeting of these pupils for a high level of teacher attention during the main activity phase of the lesson. However, other pupils requiring help sometimes have to wait, as there is often no other adult available.
86. At Key Stage 2, pupils make good progress and are achieving well across the Key Stage because of work planned closely to their needs and strong, direct teaching of mathematics in most classes. There is particularly good progress in years 3 and 4, so that the sound level of achievement attained by the pupils in 1999 in tests at the end of Year 2 is being extended well because of challenging teaching. For example, in the Year 4 classes, pupils were exceeding levels expected for their age in understanding the concepts of perimeter and area, and in developing an understanding of the rule for calculation of area. They are beginning to use appropriate mathematical vocabulary, and make good progress in this respect, and in explaining and justifying their choice of calculation method. The progress is faster in years 3 and 4, but older pupils are learning these skills at a satisfactory rate since the implementation of the numeracy hour. Towards the end of the key stage, a majority of pupils achieve a sound understanding of place value and computation skill, including addition, subtraction, multiplication and division of numbers involving decimals, which is good progress in the light of previous inspection findings. Pupils do not yet apply their skills to solving other problems. For instance, a significant number of pupils had difficulty in applying their knowledge of fractions to finding fractions of sets of whole numbers. However, the close teacher attention paid to pupils with special educational needs or of low attainment and the very good focused work undertaken in the booster class, is currently escalating progress sufficiently for current targets to be met and possibly exceeded in the national tests for 2000.
87. The quality of teaching at Key Stage 2 shows a remarkable improvement since the last inspection, when it was described as unsatisfactory. It is now good or better in two out of three lessons, and is occasionally outstanding. At Key Stage 1, teaching of mathematics is sound overall, and it is good in

some lessons for Year 2. Teachers make clear to pupils what they are expected to do, and in the best teaching, these act as reference points throughout the lesson and are used to make links with the next lesson. Planning across the school is consistent, from the medium to the short term, with all teachers making effective use of a standardised weekly planning sheet that usefully identifies both learning targets and main teaching points. A weekly assessment and evaluation sheet is beginning to be used to inform daily planning and to improve the match of task to different levels of attainment in the individual or group work in the numeracy hour. In all classes, pupils with special educational needs are given carefully targeted teacher support. In an introductory lesson on plotting co-ordinates using positive and negative numbers, the teacher worked with the lower attaining group, helping them so that they exceeded her expectations for them in the lesson by working within all four quadrants rather than the anticipated two. A further teaching strength that is shared across the school is the very effective use of individual packs of pupil resources such as digit cards, hundred squares, or 'show me' cards to ensure that all pupils participate during the oral and mental calculation phase of lessons.

88. At Key Stage 1, lesson preparation is sound, although the match of tasks to different pupils' needs is often limited by work sheets or activities that are very similar for all pupils. These are varied only slightly to allow the lower attainers to attempt the task through the use of additional resources or higher levels of teacher input. Whilst teachers use the vocabulary of mathematics well and question pupils effectively to promote recall and accurate calculation, they do not make sufficient demands upon the pupils through the use of more open, searching questions. Nor do they consistently require pupils to use mathematical language to explain and justify their thinking orally. Although all written work is checked, there is some incomplete work in books and marking does not always reflect this, or promote high standards of presentation. At Key Stage 2, marking is of good quality, with positive comments to encourage and enthuse the pupils, and with targets set for how the work might be improved. With older pupils, time is set aside for feedback on work completed and checked so that pupils understand whether they are working to the expected standard, and if not, what they must do to improve. Homework is set regularly, and in the best practice, is well integrated into the next lesson. For example, in a Year 4 lesson, when homework to find the area of irregular shapes became the starting point in the next lesson for the calculation of half of the area of a regular shape. Speculative questioning is used well to probe mathematical reasoning and to encourage the pupils to explain their strategies using the correct terminology. This is part of a strong drive towards regular use of appropriate vocabulary, well supported by a recently introduced 'mathematical vocabulary word book' for each pupil to refer to. In the most effective classrooms, resources made by teachers support the introductory phases of the lesson and relate exactly to learning objectives and the task set. For example, in a lesson on location and direction in Year 3, the teacher had made a colourful stimulus chart that replicated exactly the chart set out on the relevant text book page. Teachers are creative in planning tasks that are suitably matched to pupils' needs, whilst remaining related to the main focus of the lesson. For example, in a lesson on perimeter and area the higher attaining pupils were asked to use their knowledge of room perimeter to find the area of the ceiling, and to justify their method and results to other pupils. The pace of lessons is good, and pupils work at a good rate, showing an intense interest in and attentiveness towards mathematics. Most pupils display a desire to improve their learning. This is well supported by the sharing of targets with the pupils, an aspect of assessment that is currently being developed.
89. The application of numerical skills is well developed in science when pupils produce different types of graphs and bar charts to help them to analyse their results. For example, they collect data on the number of teeth which each pupil has and enter their findings in a table. They carry out calculations and use Newton meters when measuring the force, which is required to move trainers across different surfaces.
90. Co-ordination of the subject is very good. Since her appointment in September 1999, the co-ordinator has identified implementation of the Numeracy Strategy as a first priority. Aply supported by a supporting colleague, she audited, catalogued, sorted and re-located resources for the start of the academic year. She monitors the subject very well, observing lessons and providing oral and written feedback to staff. She checks and advises on planning, suggests resources and ideas, and has led the staff development training sessions as part of the in- school numeracy training. She creates a shared commitment to improvement on the part of the teachers, which makes them open to suggestion, self-critical and prepared to try out new ideas.

## **SCIENCE**

91. In the National Curriculum tests in 1999, the school's results at the end of Key Stage 2 were close to the national average but were well above average when compared with similar schools. These results

show a good improvement on the previous year's results. Although there was a dip in last year's results, analysis of the school's results over the last four years shows a rising trend in line with that seen nationally. There were no significant differences between the performances of boys and girls. The findings of the inspection are that most pupils attain standards that are in line with the national average by the end of Key Stage 2. This represents an improvement on the last inspection when attainment was judged to be below average and pupils' results in the National Curriculum tests were well below average. By the age of eleven, pupils recognise the need for fair tests and realise that predictions may be different from the actual results found. They are learning to give reasons for their findings and most understand the importance of controlling variables. They know that outcomes will change when they add different amounts of substances to water, for example, when testing which ones will dissolve. Most pupils identify the main organs of the body securely, understand why animals and plants live in different habitats, and produce an accurate food chain. They know how to separate a solution when they pretend that ink has been dropped in clear water and can clearly explain the reason for evaporation and condensation. Some are able to make generalisations about physical phenomena, for example, to explain how light travels. They are beginning to use scientific terminology well when assisted by teachers but several are limited by their skills in giving oral descriptions and writing accounts of experiments.

92. In the end of Key Stage 1 assessments by teachers in 1999, pupils' results at Level 2 were just below the national average but were well below the average at higher levels. Inspection findings show that pupils' overall performance by the end of Key Stage 1 is below the national average. This finding is similar to that of the last inspection except that pupils' attainment in the area of investigative and experimental science, which was recognised as a weakness last time, has improved. By the age of seven, pupils have some experience of investigating and testing. Some know that when water is frozen it becomes ice and when it is heated it becomes steam. They observe the changes that occur, but several pupils do not associate the effect of the heating or cooling processes with what they see. Knowledge about the growth of plants and their requirements is limited. Pupils explore the properties of materials and are beginning to sort them according to their uses. They classify items according to whether they are attracted to magnets or not. Pupils' skills in recording their findings are not well developed, however.
93. The quality of teaching and learning are satisfactory in Key Stage 1 and good in Key Stage 2. There are occasional examples of good teaching in Key Stage 1 and more of very good teaching in Key Stage 2, with the associated quality of learning. These findings are an improvement on the last inspection when the quality of teaching was satisfactory at both key stages. Pupils enter the school with standards which are well below average nationally and leave the school achieving standards which are in line with national expectations. This represents good overall progress. Pupils with special educational needs make good progress at both key stages when they are supported by classroom assistants and when the teachers' planning takes account of their specific needs.
94. In all classes, teachers have very good relationships with pupils and manage them well. In the most effective lessons, teachers promote pupils' learning well and ensure that they make good progress by explaining scientific concepts clearly, with well-planned practical tests. They ask searching questions to ensure that pupils understand the work. For example, in Year 1, pupils increase their understanding well when they examine clothing, identify the materials, learn about their purposes and dress a cardboard figure with items which are rainproof. Although there is no unsatisfactory teaching in this subject, learning is slower in Key Stage 1 as the time allocated to the subject for Years 1 and 2 is less than half the national average. The output of recorded work is small, it is included with other subjects and teachers' expectations of higher attaining pupils are generally too low in Year 2. There is insufficient use of assessment to plan work which challenges the average and above average pupils. Some of the work achieved by pupils in Year 1 on the properties of materials, for example, is of a good standard for their capabilities, but is not sufficiently further advanced by the end of Year 2. Good experiments are not followed up in enough depth for pupils to fully make sense of their implications. In some classes there are effective examples where pupils are encouraged to write in their own words or tackle tasks appropriate for their differing levels of attainment, but in others, pupils, regardless of their capability, often write the same conclusive sentence which has been copied from the teacher.
95. Progress accelerates in KS2 as a result of teachers' clear explanations of what they want pupils to learn. Planning often shows a concern for differing individual needs but is not consistent in this respect. In Year 3, thorough planning and organisation enable pupils to carry out experiments concerned with plants and their growth, and strengthen their knowledge of the properties of materials. Year 4 pupils become fully involved in making parachutes and carrying out tests to discover which ones meet most air resistance. Well-timed intervention by teachers and a purposeful pace ensure that pupils are clear



about the purposes of the tests and know why they are fair. Teachers use good, and sometimes enthusiastic, imaginative, yet scientific approaches in Years 5 and 6. They make effective use of resources and take time to help pupils discuss their findings. In Key Stage 2, there is a more consistent focus on the scientific concept behind the work and this is well conveyed to pupils. The output of work in science books is good. It is therefore easier for Key Stage 2 teachers to track individual progress and to plan work which builds on what pupils already know.

96. Pupils respond well to the teaching of science throughout the school. They show interest and most work well with sustained enthusiasm. They particularly enjoy using their initiative to solve problems, for example, when investigating the properties of gases they blow up balloons within containers to prove that gases will take the shape of the container. Teachers provide security and ensure that pupils are well aware of how to behave. Even pupils with shorter attention spans than others become fully involved in the well organised practical activities. They take good care of equipment and clear away sensibly. Most pupils enjoy working in groups and taking responsibility. These approaches enhance self-esteem and all teachers look for opportunities to praise individual success or application.
97. The subject is well managed by a conscientious and knowledgeable co-ordinator in Key Stage 2 and a shadow co-ordinator based in Key Stage 1 has recently assumed this responsibility. A clear lead is given for the improvement of the subject and individual support is given to members of staff who declare their lack of expertise when tackling specific areas. The information gained from the analysis of the national tests has been helpful in indicating where the older pupils encountered difficulties and is leading to improved results. Resources have improved since the last inspection. They are good and are readily accessible. Teachers try hard to provide practical opportunities for pupils even though many rooms are of limited size and have the inconvenience of other classes passing through them.
98. There are excellent links with the local secondary school and small groups of Year 6 pupils attend a science club which takes place there. An engineering firm has given pupils the exciting opportunity of working on structures and forces by making model bridges at Hartlepool Quay.

## **ART AND DESIGN AND TECHNOLOGY**

99. In art and design and technology (DT), by the end of both key stages, most pupils make satisfactory progress and attain at the level expected for their age. In observational drawing, standards are higher than might be expected, and older pupils develop sound design skills in DT. The quality of teaching and learning are satisfactory. The rate of progress depends on the time allocation given for the subject and the specific teaching of skills. These aspects are variable across different year groups, but there is good learning across most elements of the subject in Year 4 in art and in Year 1 in DT.
100. A display, which has examples of observational drawings from every year group, shows that this area is well covered, and that pupils develop their skills progressively as they move through the school. Key Stage 1 pupils draw toys with simple lines. They practise techniques with pencils and learn how to produce thick and thin effects. There is a noticeable improvement in skills from the simple drawings of teddy bears by Year 1 pupils to careful drawings of Victorian lamps by those in Year 2. In Years 3, 4 and 5, pupils develop their work and produce detailed drawings of trainers, desk tidies, plants and packets of drinks. By Year 6, many pupils accurately represent what they see when they draw tropical fruits, and use pastels and shading techniques to indicate form. Painting techniques are similarly well taught as pupils move through the school. Year 1 pupils experiment with cold colours and produce excellent winter scenes. They learn to add white to colours to produce specific effects and Year 2 pupils successfully mix skin colours when they paint portraits. Year 3 experiment imaginatively with paint and collage materials when making three-dimensional pictures of fish. In Year 4, pupils use information technology well to produce pictures in the style of Seurat and change the size, colour and shape of pictures to make repeating patterns. Linked with this work, they use tiles successfully to print patterns, as they would have originally been reproduced, on wallpaper and fabric. By Year 6, pupils make sensitive studies of landscapes using soft colours.
101. In DT, Year 1 pupils learn to use appropriate tools safely to fasten the limbs on a clown they have cut out. They experience a variety of fastening implements, such as paper clips and string, and choose the one they prefer, explaining the reasons for their choice. Year 3 pupils considered how packaging should be fit for purpose, and should appeal to customers. They then employed a variety of cutting and fastening skills to complete the box they made, and evaluated their own and other pupils' designs thoughtfully. Pupils of all abilities took part, and high attaining pupils achieved good results.
102. Pupils have positive attitudes towards the subjects and the quality of their finished work shows

concentration and careful attention to detail. In the one lesson observed, some Year 4 pupils were inattentive and the teacher's plan to introduce pupils to a range of work by Macintosh had to be curtailed. Adult helpers and classroom assistants who work with pupils on art and design projects are pleased with the pupils' involvement and perseverance, for example, when working with clay, forming it into the specific shape which they want, or when colour mixing paints to produce the exact shade required. Parent helpers worked skilfully with Year 1 and Year 4 pupils in making a clown, and in baking as part of food technology.

103. The curriculum for art and DT is generally broad and balanced. Overall, there are limited opportunities for pupils to work with textiles, paint freely from memory or imagination or to apply the techniques used by different artists, to their own work. The accommodation, and the recent theft of valuable tools, also restricts pupils' opportunities to work in three-dimensions in DT. Effective links with design and technology and with history occur when pupils make Roman masks, produce detailed miniature drawings of the wives of Henry V111, and look at designs on artefacts from Ancient Greece. They make canopic jars with clay after learning about them in their work on Ancient Egypt. Good opportunities arise when pupils make drawings of artefacts in the local church and try to reproduce the stained glass windows in their sketchbooks.
104. The co-ordinator for art was absent during the inspection, on long term sick leave. The shadow co-ordinator monitors planning and gains a useful overview of the subject when the staff offer general evaluations during whole school review times at staff meetings. This is also helpful to the recently qualified DT co-ordinator, who is working hard to become sufficiently skilled in the subject to help her colleagues. Present concerns relate to the amount of time that has to be given to the literacy and numeracy strategies and the limited time that is available for art and DT. Improvements in the accommodation have contributed recently to better access to sinks and work areas. Many of the actual classrooms are not conducive to practical activities; they are small, have to serve as thoroughfares and are carpeted. Resources are good, and there is a range of artists' work that reflects art from around the world. The subjects make a positive contribution to pupils' spiritual, social and cultural development. For example, pupils try to copy the beauty of landscapes, work together on projects in DT, and learn about art from different times and places. The subjects are enriched by visits to local art galleries and visitors who can share their skills with the pupils.

## **GEOGRAPHY**

105. The school has maintained the overall sound progress noted in its last inspection. Pupils enjoy their geography work and willingly discuss it with visitors. The timetable did not allow any lessons to be observed in Key Stage 1. However, pupils' past work, teachers' planning and discussions with pupils indicate that provision and teaching are barely satisfactory in Key Stage 1. Much of the work is based around stories, for instance 'Barnaby Bear' and 'Katie Morag'. These provide interesting stimuli for work on islands and other locations in Britain and world-wide. However, the planning of these topics does not ensure that pupils develop secure geographical skills and understanding. For example, pupils receive a postcard from London, which is identified on a map of the British Isles. However, subsequent work does not ensure that pupils have a clear understanding of its location, its features or that it is a major city. There are very few opportunities for pupils to undertake fieldwork in the local area. Opportunities are missed to study the buildings, roads and features around the school, and to ask and answer questions about the area, or draw simple maps. This means that pupils struggle to compare their own area with others, such as the island in the Katie Morag story, or to identify attractive and unattractive features in their environment. They have little experience of drawing their own maps and plans and their skills are generally weak.
106. Sound teaching in Key Stage 2 ensures that pupils build steadily on their experience in geography. They learn of the different climatic regions of the world and understand the impact of weather on people's lives, for example on farming in St Lucia. Pupils in Year 4 develop a sound awareness of the advantages and disadvantages of their playground area, making pertinent observations as to how it could be improved. This develops well in Year 5 when pupils study the local shopping area, prepare a useful, shoppers' questionnaire and identify the different types of shop. Good questioning by teachers and useful discussion helps pupils in Year 6 develop a clear understanding of the impact of pollution on the water supply. They link this carefully with their knowledge of rivers and the water cycle. Pupils develop a sound vocabulary of geographical terms, for instance river features such as meander, estuary and waterfall. The school has a good supply of maps and globes to support the work in geography, but these are not always used sufficiently to develop pupils' mapping skills. The school has recently adopted new schemes of work that are providing a clear structure and firm foundation for teachers' planning. However, they lack clarity about how skills will be developed in the limited time

available for geography. Opportunities are missed within the topics covered to develop pupils' enquiry skills sufficiently. Assessment procedures do not clearly identify gaps in pupils' understanding. This accounts for weaknesses, for instance in interpreting maps for evidence about a location, observed during the inspection.

## **HISTORY**

107. There have been improvements in the teaching and learning of History since the last inspection, and pupils continue to make satisfactory progress, although levels of attainment remain below those to be expected for their age at the end of Key Stage 2. A sense of chronology is still not well developed – for instance a group of pupils had difficulty in locating events upon a Victorian era timeline, and in relating one key event to another over the period.
108. At Key Stage 1, pupils' understanding of the distinction between past and present is developing satisfactorily, and they recognise some evidence of change over time, such as differences between family and home or life in the past and today. They find it more difficult to understand or explain why people did things or what happened as a result, or to pose historical questions. They are encouraged to find about history from sources such as artefacts, pictures and photographs. Teachers are innovative in their use of source materials in order to develop this historical skill at both key stages. However, inspection findings do not indicate a sufficient use of museum visits or exploration of the local environment to extend this aspect. The recording of history is constrained by the curriculum time available to it; a limited amount of written work was produced during the autumn term's unit on 'Famous Events'. When time is used well in lessons, such as in one Year 2 lesson observed, average and higher attainers are able to work in small groups to create a personally written list of statements about differences noticed between a hospital ward in the Crimean War, and the one in the present day.
109. At Key Stage 2, pupils extend their understanding of everyday life in other times. For example, in a successful lesson on Tudor towns, pupils were secure in their knowledge of Tudor homes and features of street life. However, talking with pupils showed that their understanding of chronology was weak, and when asked, they could recall only a few events of the period. This lack of depth of historical knowledge was also evident towards the end of the key stage. Year 5 pupils showed insufficient knowledge of the Ancient Greeks to interpret source material meaningfully; and in discussion, Year 6 pupils had limited recall of key events or significant people of the Victorian period. Pupils' work shows considerable variation in standards of recording, with examples of enthusiastic response in a study of World War 2, and some poorly presented work. Pupils have limited skills of historical enquiry, and rarely use appropriate historical vocabulary to record what they have discovered.
110. The quality of teaching is sound overall. Subject knowledge is secure, and planning focuses on historical objectives. Whole school planning gives clear direction as to areas of study in Key Stage 1 and the allocation of study units in Years 3 – 6. Teachers strive to achieve a balance between giving pupils information and enabling them to become active enquirers. However, pupils have limited information retrieval skills and their insecure grasp of chronology and the characteristic features of a period inhibit the asking of historical questions and the research needed to answer them. The insufficient number of reference books at a level suitable for Key Stage 1 and 2 pupils also inhibits pupil research and enquiry. Resources are generally well managed, and include some reproductions of artefacts, video materials and simulated first hand evidence, and are used well in lessons. The co-ordinator is effective, given the timetabling constraints and limited resources for the subject. She plans to revise the curriculum in the light of new guidance and the revised curriculum 2000.

## **INFORMATION TECHNOLOGY**

111. Standards of attainment in Information Technology (IT) are below the national expectation at the end of both key stages. However, pupils' achievement is satisfactory in both key stages.
112. In Key Stage 1, the Year 2 pupils word process sentences with reasonable accuracy and know the basic functions of the keyboard and mouse. They know how to delete text and space words, however they are less sure of other editing functions, such as using capitals. Pupils have experience in working with words and numbers, but have no experience in using the computer for control purposes, and little in using real-life or imaginative simulation games and activities. Through the key stage pupils are making progress. For example, they become familiar with the keyboard and improve their ability to locate letter and function keys. They gain experience in using different programs which develop their understanding of IT routines. For example, they use a mathematical game to complete sums. However, inspection findings are that the majority of pupils are working within level 1 with no

significant experience of the expected level 2 activities.

113. In Key Stage 2, the oldest pupils are competent in handling text and combining it with 'clip-art' images. They use an appropriate range of editing functions to alter font, centre text, underline and then save and print. For example, pupils use these skills to produce Christmas cards. They write in some detail about their work on 'Macbeth' and attach images of witches to their text. Pupils are developing the skills to produce 'spreadsheets' though they require considerable support to complete the routines. They learn how to set out data and reproduce outcomes in graphical form. A number of pupils know how to use the CD-ROM, to access and interrogate data, and are aware of the importance of specific search routines.
114. Many pupils attain levels below the expectations for their age at the end of Key Stage 2. About half the pupils are secure in communicating and handling information, but lack experience in other important aspects of the subject. A small minority of pupils is beginning to experience level 5 work in refining information for specific purposes. Within the key stage, younger pupils work at an appropriate level in some activities. For example, in year 4, pupils work with the 'Dazzle' program to flood fill a background with colour and then superimpose shape and pattern. Overall, pupils are developing a range of skills, which enable them to explore IT and achieve success.
115. No direct teaching was observed in Key Stage 1, however from pupil discussions and class records the overall standard is satisfactory. In Key Stage 2, teaching is satisfactory overall, with good features and examples of good teaching in a few lessons. Whilst teachers' knowledge and understanding is variable, great care is taken to teach the basic skills and this is done well. For example, in a year 5 lesson, care and patience ensured that pupils worked through a series of instructions which enabled them to successfully edit text, using 'cut and paste' methods. In year 4, when a chosen procedure was suddenly not accessible, the teacher's prompt thinking enabled pupils to use alternative methods to achieve their aims. Teachers effectively manage the pupils in the computer suite and also when visiting a local high school's IT facilities. This enables the pupils to make good progress with tasks in hand. The normally very good relationships and careful use of time and resources encourages pupils to work hard and develop powers of concentration. Some pupils also become independent learners. The quality and use of on-going assessment is good and provides a clear picture of the attainment and achievement of all pupils. Pupils' responses are positive, and attitudes and behaviour are good.
116. The very competent co-ordinator manages IT very well on a daily basis. The curriculum is planned appropriately to meet statutory requirements. Good systems exist for monitoring pupils' progress and supporting staff. The opening of the IT suite is a clear indication of the priority for development now being given to this subject. The suite is well equipped and provides significant opportunities for all pupils to develop their competence and awareness of the uses of IT. However, the actual accommodation is unsatisfactory. The room is too small for a full class to be taught and its shape makes teaching and movement difficult. The school is aware of this issue and is considering how best to resolve it. Since the last inspection the standard of teaching has risen. This impacts directly upon pupils' improving achievements.

## **MUSIC**

117. By the end of Key Stage 1, pupils reach levels of attainment in line with those expected of aged seven. Pupils in Key Stage 1 and members of the school choir attain high levels in singing. They sing clearly and tunefully, and often learn two part songs. Teachers effectively teach musical skills and ensure an appropriate emphasis on breathing and diction, which improves pupils' performance. Teachers are enthusiastic and ensure that a brisk pace motivates pupils to try hard, behave well and enjoy music. Pupils name and play a range of untuned instruments and follow simple symbols to represent pitch and length of sounds. They listen to a range of music in lessons and in assemblies. Pupils also express their opinions about 'quiet' music and explain how music can change to describe a river, for example, although they cannot say what the piece of music was called.
118. Standards in music are below the levels expected for eleven-year-olds by the end of Key Stage 2; pupils do not have sufficient experiences in listening to and appraising music. Sound teaching extends pupils' understanding of pitch and rhythm. They sing a wide range of songs and hymns confidently and tunefully, with control and phrasing. When a visiting music teacher introduced a new song in assembly, they sang with enthusiasm and commitment. Pupils understand the use of musical notation and play instruments to accompany singing. The very good relationships between pupils and teachers, and pupils themselves, give them enjoyment and pride in music making. Teachers develop pupils' musical knowledge soundly through linking different types of music that they have sung. However, pupils have

few opportunities to compose their own music and write their own representational symbols. They have no real knowledge of the range of music or composers and therefore, few opportunities to appraise music from different times or traditions, although they experience live music from a visiting school group and a jazz band.

119. The co-ordinator for music has only been in post since September. She has introduced a new scheme of work and medium term plans. Teachers have gained confidence teaching music and as a result, standards are rising. Pupils audition for the school choir enthusiastically, attend practices and compete successfully against local schools.

## **PHYSICAL EDUCATION**

120. Over the year, all the recommended elements of the subject are covered at both key stages, but not in depth. Swimming is the exception, and pupils almost all attain at least the recommended levels by the time they leave the school.
121. At Key Stage 1, pupils have one lesson per week, which covered games during the inspection. In these lessons, pupils develop skills of bouncing, stopping, and passing small and large balls, and the elements of simple games. They work well with a partner or in groups, behave well, and clearly enjoy the activities. Teachers help them to practise their skills, and whilst most pupils reach the levels expected for their age, there is little high achievement.
122. At Key Stage 2, pupils again experience the range of the recommended curriculum, but not in depth. Most of the Year 6 experience adventurous and outdoor activities during a residential visit, but there is insufficient accommodation to enable all the year group to attend. Teachers plan a variety of opportunities to practise skills in games, and encourage pupils to improve their skills, and beat their previous times in group problem-solving and fitness activities. One teacher adapted her lesson successfully to use a limited part of the hall when the rest of it was still wet from cleaning. The pupils behave well, take part enthusiastically, and co-operate in pairs and teams successfully.
123. The school takes part in competitive sports against other local schools, and has links with the local football club, who send their apprentices to help with games. However, the subject is not given a high enough priority currently.

## RELIGIOUS EDUCATION

124. Standards of attainment at the end of Key Stage 1 and Key Stage 2 do not meet the requirements of the Locally Agreed Syllabus for religious education. However, pupils' achievement throughout the school is satisfactory.
125. Year 2 pupils understand the idea of a special person. They recognise Christ as special and write short accounts of his birth. Pupils hear and discuss well-known stories from the Bible. However, their ability to recall these in any detail is unsatisfactory. For example, in discussion of recent work, pupils could make few comments on the importance of water, creation stories and St. Francis.
126. Pupils' knowledge of Islam is very limited. They recall the name 'mosque' and some pupils write briefly about its interior. A simple Islamic prayer was recorded, but in discussion pupils were unable to comment upon its' meaning. Pupils comment briefly upon such ideas as their 'golden memory.' Whilst overall standards are below expectations, pupils meet the syllabus requirements in a few lessons. For example, in Year 1 when discussing the story of Zaccheus and in Year 2, where they write in appropriate detail about St. Francis. Pupils complete written and illustrative tasks and their achievement is satisfactory in developing these skills.
127. Pupils in Year 6 recognise that belief in a god takes many forms. They recall a number of stories from Christ's life in outline. For example, they know of the 'feeding of the five thousand' and Christ 'curing the blind man.' Pupils recall the events of Christ's death and know the story of the resurrection. However, they cannot recall where Christ lived or speak in any detail about the disciples. Their knowledge of other faiths is unsatisfactory. They are unclear about the basic teachings of the Islamic faith and have a weak recall of specific detail. In discussion only one pupil could name the holy book, none knew the names of holy cities and only one could name the mosque as a focus for worship. Pupils have an outline knowledge of Hindu stories. They recall the story of Rama and Sita, but in little detail. Pupils find it difficult to explain how Hindus' worship.
128. Pupils' written work shows their ability to describe events and comment on them. For example, they write in some detail about Helen Keller and Dr. Barnardo. Through this work, pupils show an awareness that religious belief can influence human behaviour. They discriminate between events mankind can influence, such as war, and those beyond this, such as the weather. Whilst overall standards are below expectations, good and satisfactory attainment is found in a few lessons. For example, in Year 5, pupils contributed thoughtful and sensitive ideas about belief during a discussion on symbolism. As they move through the key stage, pupils develop their awareness of religious ideas, of how belief influences behaviour and how festivals celebrate faith. In this aspect of the syllabus, achievement is satisfactory overall.
129. In Key Stage 1 the standard of teaching is satisfactory. Teachers' knowledge and understanding is secure and questioning is used to good effect. Good support is given to pupils with special educational needs and all pupils are managed well. The quality of plenary sessions varies and a few pupils are not always fully drawn into discussion. In Key Stage 2 teaching is satisfactory, with a few examples of good teaching. In the few excellent lessons, teachers have high expectations, which has a clear impact upon pupils' attainment. Overall teaching knowledge and understanding is secure. Teachers make good use of questioning to promote discussion. They manage pupils effectively and plan lessons carefully, although some tasks are not sufficiently well matched to ability. Plenary discussions are used well to consolidate learning.
130. In both key stages, pupils' behaviour is good and their attitudes towards learning are positive. Their awareness of tolerance and respect for others is satisfactory, and this reinforces their social development.
131. The curriculum is well matched to the requirements of the Locally Agreed Syllabus. It is enhanced by the good links that exist with the personal, social and health education curriculum, where discussion is linked to issues raised in RE. However, this link is not written into teachers' planning or subject guidance, and this can lead to some inconsistency in practice. Arrangements for monitoring standards and assessing work are satisfactory. The co-ordinator provides sound leadership and the subject is well resourced.