

INSPECTION REPORT

LINGEY HOUSE PRIMARY SCHOOL

Gateshead

LEA area: Gateshead

Unique reference number: 108360

Headteacher: Mr A M Wallace

Reporting inspector: Mr G W Cooper
23647

Dates of inspection: 6th to 10th March 2000

Inspection number: 192628

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: Mixed

School address: Millford
Leam Lane Estate
Felling

Postcode: Gateshead
NE10 8DN

Telephone number: 0191 469 2324

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Cole

Date of previous inspection: 27th January, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
G W Cooper	Registered inspector	Religious education	What sort of school is it?
		Music	What should the school do to improve further?
			School's results and achievements
			How well is the school led and managed
T J Smith	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
R Willey	Team inspector	Science	How well are pupils taught?
		Geography	
		History	
		Special educational needs	
R Rodger	Team inspector	Art	How good are curricular and other opportunities offered to pupils?
		Design and technology	
		Children under 5	
R Bristow	Team inspector	Mathematics	How well does the school care for its' pupils?
		Physical education	
		Equality of opportunity	
J Hall	Team inspector	English	
		Information technology	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lingey House Primary School is larger than most schools of its type with a total of 100 children part time in the nursery and 268 pupils on the school roll. It is situated on the edge of Gateshead in the area of Tyne and Wear. The proportion of families entitled to free school meals is greater than in most schools. Children are admitted to the nursery at the age of three. Assessment when children enter school indicates that attainment is below that of children of similar age. All but two of the pupils are of white European origin. A total of 58 pupils are on the school's register of special educational needs and this includes two pupils with statements of special needs. This is a proportion broadly similar to that found nationally. Four pupils are identified as speaking English as an additional language.

HOW GOOD THE SCHOOL IS

This is an improving school that ensures good provision for the social and personal standards of pupils. Standards of attainment are rising broadly in line with national trends although some aspects of attainment are still below the level expected. Teaching is satisfactory overall with a significant proportion of good and very good teaching. The leadership and management of the school are satisfactory. The school gives satisfactory value for money.

What the school does well

- Teachers' management of pupils is good throughout the school, leading to very good behaviour.
- Pupils try hard, concentrate well and have good attitudes to school and their work.
- Good display enhances the quality of teaching and learning.
- Particularly in Key Stage 2 teachers have good knowledge and understanding, teaching basic skills well.
- The school makes good provision for the personal and social education of pupils, for extra-curricular activities and for the spiritual and moral development of pupils.
- The aims of the school are clear and well supported in everything it does.
- Immediate educational priorities are successfully identified and well supported by financial planning.
- In Key Stage 2, the school compares well with similar schools in mathematics and science.

What could be improved

- Standards of attainment in reading throughout the school and in English generally in Key Stage 1.
- The provision for pupils identified as having special educational needs to enable them to make better progress.
- The monitoring and evaluating role of the co-ordinator.
- Resources for information technology, the library and for outdoor play for children under 5.
- The role of the governing body in ensuring further improvement in the standards of the school.

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 previously inspected in January, 1997. In responding to the issues of the previous inspection, it has identified more clearly its strategies for improving standards of attainment through monitoring teaching and learning and through staff development. This has resulted in a better quality of teaching and higher standards of attainment in English in Key Stage 2, information technology throughout the school and in mathematics in Key Stage 1. Standards in reading have not yet been raised sufficiently. The school has successfully implemented schemes of work including the national initiatives in literacy and numeracy. School procedures for identifying pupils with special educational needs are better but are not yet effectively implemented. The governing body is more involved in the work of the school but its role is underdeveloped in moving the school towards further improvement in standards. There is better provision of resources. However, provision of computers and books in the library is still inadequate and there is insufficient provision for outdoor play for children under five.

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	C	E	C
mathematics	E	C	D	B
science	D	B	D	B

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

School results in standard national tests have been very variable. In 1999 eleven year olds attained standards which were below average in mathematics and science and well below average in English. However, when compared with schools in similar contexts, the school achieved standards that were average in English and above average in mathematics and science. Over four years trends have been very inconsistent: 1998 results were at or above the national average but below or well below national standards in other years. Over time there is little difference in the attainment of boys and girls. However, 1999 results indicate that there is a significant difference, boys attaining better than girls in both key stages. The school has set targets that are appropriate to previous attainment taking the potential of cohorts into account. Targets for 1999 were met in Key Stage 1 and met in mathematics but not met in English in Key Stage 2. Targets agreed with the local education authority for Key Stage 2 are modest in national terms but appropriate to the school. Standards of work seen in Key Stage 1 are not yet high enough in reading and writing but satisfactory in other areas of the curriculum. Apart from reading, where standards are not yet high enough, standards seen in Key Stage 2 are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils have positive attitudes towards their school life.
Behaviour, in and out of classrooms	Very good: pupils are consistently well behaved in lessons and at play.
Personal development and relationships	Good: pupils take opportunities to be responsible and enjoy the company of others.
Attendance	Attendance is above 90 per cent but just below the national average for all primary schools.

Punctuality is good. Attendance is satisfactory. Pupils have consistently good standards in their attitude to school, behaviour, personal development and relationships.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	satisfactory

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

The quality of teaching is satisfactory. In the lessons seen 99 per cent of teaching was satisfactory or better. Twelve per cent of teaching was very good, 44 per cent good and one per cent unsatisfactory. Teaching of children under five was all satisfactory or better and 27 per cent was good. Teaching in Key Stage 1 was all satisfactory or better. In this key stage, four per cent of lessons were very good and a further 26 per cent of lessons were good. Teaching in Key Stage 2 resulted in 97 per cent of satisfactory or better lessons and three per cent unsatisfactory. In this key stage, 20 per cent of teaching was very good and 37 per cent of lessons were good. The school has implemented National Strategies for Numeracy and Literacy but there is room for improvement in raising standards of attainment in reading throughout the school and in writing in Key Stage 1. Basic skills in literacy and numeracy are taught to a satisfactory standard. There is insufficient support for pupils with special educational needs. In some lessons there is insufficient challenge for more able pupils. A consistent strength of lessons is good pupil management, so that pupils are willing to work hard at their tasks and to concentrate. Pupils are interested in what they are doing and work well independently. However, pupils with special educational needs learn less well where they have little additional support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Apart from provision for outdoor play with children under five the school offers a broad curriculum through all the subjects of the National Curriculum. The provision of extra-curricular activities and provision for personal, social and health education is good.
Provision for pupils with special educational needs	There is new documentary provision for pupils with special educational needs. This has not yet had time to work successfully through the school. Targets on individual plans are mixed in quality. The best are very specific. Others are general and give insufficient support for pupils on a day to day basis in the classroom.
Provision for pupils with English as an additional language	A small number of pupils is identified as having English as an additional language. Language acquisition is not a barrier to learning for these pupils. The school uses the guidance of the local authority's ethnic minority service.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision in this area. Spiritual, moral and social development are especially well supported.
How well the school cares for its pupils	Arrangements for the care of pupils are satisfactory. Personal development and good behaviour is well supported. The school has made significant improvements in the assessment of attainment and progress.

The school has recently gone through a self-evaluation process that has identified a need to enhance its partnership with parents. Parents are substantially satisfied with the way the school works. Some parents would like more feedback on progress and on areas of mutual concern. However, the school has good arrangements for reporting to parents with three consultation evenings each school year and regular newsletters. School performances are well attended but parental response to the annual meeting with the governing body is low. School meets its statutory curriculum requirements. Provision for supporting spiritual, moral and social development is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are satisfactory. There has been a strengthening of arrangements for monitoring the curriculum, teaching and learning which have resulted in a better quality of teaching.
How well the governors fulfil their responsibilities	The governing body is knowledgeable about school developments and about standards achieved. In developing its own role it now needs to be better placed to challenge the school about low attainment in some areas.
The school's evaluation of its performance	The school is beginning to be more determined in evaluating its own performance. For example, all staff have recently been involved in a self-evaluation process which has given some strong indications of the direction which should be taken in future. There is greater use of classroom monitoring although there is still room to improve this process.
The strategic use of resources	Satisfactory. The school makes good use of its accommodation. Priorities for development are well supported by specific funding. Good display is an encouragement to the work of the classroom.

Staffing levels are satisfactory although there is little additional support for pupils with special educational needs. The accommodation is good. Learning resources are satisfactory in most areas but inadequate in the library, the provision of computers and outdoor play for children under five. Leadership and management are satisfactory and improving. Evaluation of school strengths and weaknesses and action taken to improve school effectiveness has significantly improved. The school is beginning to apply the principles of best value, particularly in the way it endeavours to get the most out of its funding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents agree that their child likes school and that children make good progress. • Parents believe that the teaching is good and the school expects children to work hard. • A significant majority of parents believe that the school is approachable and that it helps children to become more mature. • A similar proportion believes that behaviour in the school is good. 	<ul style="list-style-type: none"> • The quantity of work children get to do at home. • The information about how children are getting on at school and opportunities to work more closely with the school. • The range of extra-curricular activities.

The team agrees with the positive views expressed by parents. Although there is an effective link with home through reading, homework is not given systematically to enhance the quality of pupils' learning. There are three consultative meetings for parents and this is better than the provision made by many schools. This should ensure sufficient information about children's progress although the school acknowledges that more specific information about what is to be taught could be given. The school has appropriate arrangements for working closely with parents, for example, in holding meetings to discuss new initiatives and in discussing particular concerns and difficulties. Through self-evaluation, the school has identified a need to promote its relationship with parents more strongly. This could include more feedback on areas of concern. The range of extra-curricular activities is better than that provided by most schools. The provision of these opportunities is usually for pupils in Key Stage 2 and this is the normal pattern in primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The assessment of pupils' attainments when they enter school indicates a broad spread of ability but with attainment that is below that expected of those of similar age. Some children take more time in acquiring early language and literacy skills. At the end of the nursery stage, about half of more able children leave to attend other schools.
- 2 At the end of Key Stage 1 the results of standard tests are consistently well below those achieved by most seven-year-olds. This is the case for the group of Year 2 pupils in 1999 and the four-year trend is similar. However, when compared with similar schools, attainment in writing is broadly in line with the average. Judged by teacher assessment, attainment in science is similarly below the national the national average, although experimental and investigative science is assessed at being at about the national level. Both boys and girls attain below the national average but boys perform better than girls. The number of seven year olds gaining the higher level 3 is below or well below the national average. The school can point to progress from Key Stage 1 to Key Stage 2 although standards remain generally below the national average. In standard tests for the 1999 group of eleven-year-olds, attainment in mathematics and science was below the national average and in English it was well below the national average. The similar schools comparison indicates that attainment in mathematics and science was above that of similar schools and English broadly in line with that of similar schools. Although the improvement made by the school is inconsistent from year to year, the four year trend is upwards and broadly in line with improvements being made nationally. The number of eleven year olds achieving the higher level 5 is below or well below the national average. Over four years there has been relatively little difference in the attainment of boys and girls. However, in 1999 boys achieved better results than girls did in all subjects tested: English, mathematics and science.
- 3 Standards of work seen during inspection indicate some areas of improvement from the previous inspection and some areas of improvement when compared with the outcome of national tests. Attainment in some areas of the curriculum remains below the standard expected nationally. The school has agreed attainment targets with the local education authority. Although these targets are relatively modest, they are appropriate to the school. In 1999, the school was successful in hitting some of its targets: other targets were narrowly missed. The school is on track to hit its targets for summer 2000.
- 4 For pupils at the end of Key Stage 1, standards of attainment in speaking and listening, mathematics, science, art, design and technology, geography, history, information technology, music and physical education are in line with the standards expected. Since the previous inspection, standards have improved in mathematics and in information technology. The school has maintained a satisfactory standard in other subjects. In mathematics, the school is having success with the impact of the National Numeracy Strategy. As at the time of previous inspection, the quality of speaking and listening is a strength of the school, particularly in the way pupils listen intently. Standards of attainment have improved in information technology. This is the result of specific classroom teaching of IT, clear curricular guidance and better teacher knowledge. Standards of attainment for seven-year-olds in reading and writing are below the standard expected nationally. Standards in writing have declined when compared with the previous inspection. The National Literacy Strategy has not yet had sufficient impact on the standards of reading and writing although the school follows the strategy very closely. Some lower attaining pupils make insufficient progress because targets for them are insufficiently clear and precise and because there is insufficient support for their learning. Some higher attaining pupils are not making the progress possible for them because of some lack of challenge to them in their learning. In science, more focus needs to be given to the investigating and experimenting aspects of pupils' learning where they will be required to think for themselves. Standards of attainment in religious education are in line with the standard expected of the Locally Agreed Syllabus.

- 5 For pupils at the end of Key Stage 2, standards of attainment in speaking and listening, writing, mathematics, science, art, design and technology, geography, history, information technology and music are in line with the standard expected. As at the time of previous inspection, speaking and listening is a strength of attainment in English. Enthusiastic teaching within the National Numeracy Strategy is enhancing pupils' acquisition of skills in number. Standards of attainment in information technology have improved and the reasons for this are similar to the reasons for improvement in this area for pupils in Key Stage 1. Better use of information technology across the curriculum is beginning to have an impact on standards. Standards of attainment are below the level expected in reading. Although the National Literacy Strategy is having an impact, there is insufficient impact on reading so far. Pupils have restricted opportunities for developing reading skills. They follow the school scheme but higher attaining pupils are not sufficiently challenged through their reading diet and have few opportunities to use their developing skills through independent research. Lower attaining pupils make slow progress and could make better progress through diagnostic analysis of their difficulties and more intense support for their learning. By the end of the key stage attainment in physical education is good. This is the product of well-used teacher knowledge. Standards of attainment in religious education are in line with the expectations of the Locally Agreed Syllabus.
- 6 There is no inspection evidence that the attainment of boys and girls differ. Pupils on the register of special educational needs make progress that is at least satisfactory when they have targeted support. However, they make insufficient progress where there is no additional support for them and where individual educational plans do not provide sufficient guidance on a day to day basis. There is no evidence that acquisition of English as an additional language is a barrier to learning for any pupil.

Pupils' attitudes, values and personal development

- 7 The quality of pupils' attitudes to work, their behaviour, relationships and personal development have been sustained since the last inspection and remain strong features of the school.
- 8 Attitudes to learning are good, and have a positive impact on the standards achieved. Pupils are well motivated, interested and keen to respond to the challenges offered. They listen carefully to their teacher, or when others are speaking, answer questions sensibly, and contribute confidently during discussions. Pupils are ready to work and pursue each new task with purpose, determination and good levels of concentration. Children under five develop good work habits and co-operate well with their teacher and classmates.
- 9 In class, pupils are very well behaved. They clearly know what is expected of them, and react accordingly. Out of class, they act sensibly and move around the building without any fuss. Bullying is not a problem. There is no evidence of any form of oppressive behaviour. Although a small number of parents expressed some concern, no incidents were observed or reported during the inspection. Exclusions remain very low and are dealt with appropriately. Pupils genuinely care for their school and show due respect for its fabric, fittings and resources.
- 10 Pupils' personal development is good. They are confident and respect each other's rights, feelings and beliefs. The youngest children understand the importance of taking turns and of sharing, and have a well-developed sense of fair play. Pupils work well independently and use opportunities to plan their own learning productively. Pupils in Year 6 willingly accept responsibilities for helping around school and perform their allotted tasks well.
- 11 The quality of relationships amongst pupils and between pupils and members of staff is also good. This makes a significant contribution to the education provided. There is a relaxed atmosphere within the school. Pupils are polite, very open in their dealings with others and always ready to be helpful. In lessons they work together well in pairs or groups, and share ideas and equipment sensibly. At playtime, and in dining hall, they are friendly and sociable.

- 12 Attendance is satisfactory but, since the last inspection, the annual level has fallen below the average for primary schools nationally. A major factor for this decline is the number of pupils taking holidays during term time. The rate of unauthorised absence, however, has improved, and is now negligible. Punctuality is good. Almost all pupils arrive on time and are settled in class promptly at the start of sessions.

HOW WELL ARE PUPILS TAUGHT?

- 13 The quality of teaching across the whole school is satisfactory. Ninety nine percent of teaching was satisfactory or better. Thirty seven percent of teaching was good or better and 12 percent was very good. There was one unsatisfactory lesson. This represents a significant improvement in the quality of teaching since the last inspection, when ten percent of teaching was unsatisfactory.
- 14 Teaching in the classes for pupils under five is all satisfactory or better and 23 percent is good. There is no unsatisfactory teaching. This is a significant improvement compared to the previous inspection. In the classes for children under five, teachers demonstrate a sound knowledge and understanding of the areas of learning and children are consistently well managed. Provision for personal development is made a high priority. Teachers know their children well and enable them to feel secure and confident within the classroom. However, teachers do not have consistently high expectations of their children. Children's opportunities to acquire basic skills and knowledge, particularly in literacy, are limited and this impacts upon children's attainment, which is below average. Opportunities to develop language and reading skills are not always seized upon. Children's attitudes towards learning are good. They show interest in what they do and consistently try hard. Teacher planning is generally sound and resources are often effectively used. Some pupils with special educational needs are not always identified quickly enough and early intervention does not occur. Higher attaining children are not often challenged sufficiently to stimulate new areas of learning. Nursery nurses are consistently well used and make a significant contribution to the quality of provision for the under fives.
- 15 At Key Stage 1 all lessons are satisfactory or better: 24 percent is good or better and six percent is very good. There is no unsatisfactory teaching in Key Stage 1, which is an improvement upon the previous inspection. Teachers' subject knowledge and understanding are secure and often good or very good in literacy and numeracy. Planning is sound and activities are usually well linked to learning objectives. However, some lessons lacked suitable challenge for higher attaining pupils. Sometimes pupils complete worksheets, which have too little learning potential. Teachers make effective use of the national strategies for literacy and numeracy but schemes of work are sometimes interpreted in too narrow a manner and the opportunities for learning are restricted. Pupils with special educational needs have an inconsistent level of support. Their needs are not clearly identified and they make less progress than they should. Teacher expectations of behaviour are high but there is a lack of challenge for the learning of some more able pupils. This is particularly so in the development of pupils' reading skills. Some of the more productive lessons demonstrated good pace but this was not always a consistent feature. Pupil management, use of time and resources are good across the key stage. Assessment is not used sufficiently to inform planning for higher and lower attaining pupils.

- 16 At Key Stage 2, three percent of teaching is unsatisfactory, 48 percent is satisfactory, 29 percent is good and 20 percent is very good. This is also a significant improvement upon the previous inspection. Teacher knowledge is good across the whole key stage and teachers often have high expectations of their pupils. This enhances pupil attainment significantly and by the end of the key stage pupils' attainment is improving and moving broadly in line with national expectations. This is a good feature within the key stage. Lessons are delivered at a brisk pace and questioning is often challenging and thought-provoking. Pupils are encouraged to explain their thinking, predict and hypothesise and listen to, and respect the views of, others. Classroom discussion is often of a high order and dialogue is well informed by good and appropriate use of subject focused vocabulary. This is a strong feature of lessons in the core subjects. Pupils respond positively in these lessons and work with sustained interest upon the tasks set for them. Planning is sound and often good. Where the planning is good it informs what should be learned next so that tasks can be suitably matched to the differing needs of the pupils. Teachers manage pupils well and they achieve very good standards of behaviour. Teachers plan collaboratively and often across year groups. Several classes in school contain more than one age group. Marking of pupils' work is variable across the key stage. It is inconsistent in approach and not always focused on improving pupil presentation and attainment. Marking does not support the assessment process effectively. Little use of homework was observed during the inspection and consisted of looking something up or, as in geography, inventing a set of weather symbols for the next lesson. Setting homework tasks was seen to be very informal. This is a weakness.
- 17 Class teachers are aware of their responsibilities towards pupils with special educational needs. Weekly planning sheets identify provision for pupils with special educational needs, but these are not always used to identify differentiated tasks for pupils and are often ineffectively focused to achieve improvement. Individual education plans for pupils on the school's special educational needs register are accessible to teachers but not always sufficiently informative. Teachers are often uncertain about the provision they should make. The school has a full time learning support teacher. This is a good resource. Twenty-three percent of the time is class-based and 77 percent is spent working with groups withdrawn from class. Planning, subject knowledge, relationships with pupils and pace of lessons are good but not effectively linked to pupils' individual education plans. In a class-based numeracy support lesson with Year 3 pupils, the support teacher worked with a group of lower attaining pupils on magic squares. The plenary focused on the group, who had set a challenge for the rest of the class. This activity reinforced the concept and heightened pupil self-esteem. Pupils felt a sense of achievement even though the class had successfully responded to the challenge. The pupils in the group were well supported throughout the activity. There is insufficient class-based support for pupils with special educational needs. Additional adult support for lower attaining pupils was rarely seen beyond Key Stage 1. As a result, pupils with special educational needs make insufficient progress.
- 18 The school began work in line with the National Numeracy Strategy at the beginning of the school year and is making good progress with its development. The use and format of the literacy hour is proving effective in improving attainment and progress but there is still insufficient progress in reading.
- 19 A strong feature of the school is the good quality of the display. Although often of a two-dimensional nature it is representative of all subject areas and contains much well presented pupil work. This has a very positive impact upon the quality of learning and upon the ethos of the school.
- 20 There has been overall improvement in the quality of teaching since the last inspection. This has had a significant effect upon raising standards across the whole school and particularly within Key Stage 2.

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

- 21 The curriculum for children under five is appropriately structured and covers the six areas of learning - the desirable learning outcomes for children under five. It builds on what children can already do effectively. The provision for information technology within the knowledge and understanding area of learning has improved since the previous inspection. Planning is satisfactory in both nursery classes and the reception class of under fives. Too little account is taken of children with special educational needs and there are insufficient opportunities provided for teaching and learning in the outdoors. These are weaknesses.
- 22 Throughout both key stages the curriculum is balanced and relevant. An appropriate priority is given to literacy and numeracy, which are provided with additional time as recommended by the national strategies. The recently implemented National Numeracy Strategy is well planned and provides well for pupils throughout the school. All subjects now have appropriate schemes of work. The school uses the National Literacy Strategy framework as its English scheme of work. There is no separate programme for speaking and listening and drama. There are some weaknesses in the strategies for teaching basic literacy skills at Key Stage 1. The use of the national strategies is not well-matched to the needs of the pupils. Medium term planning is very detailed for English and mathematics. All other subjects have less detailed medium term plans, but include well-focused objectives for learning in the short term. The curriculum generally takes satisfactory account of the mixed ages in each class. Adjustments to the class groupings by the introduction of setting in English and mathematics enable all pupils to receive their full entitlement. Readjustments to timetabling for pupils receiving additional music tuition have taken place, which was a weakness in the previous inspection. However, there are occasions when pupils miss foundation subjects as they attend a recorder session at the end of the morning session once a week.
- 23 After school clubs for dance, art, choir, recorder, football and netball enhance the curriculum effectively. Visits to the local theatre enrich the English curriculum. Visits to a local museum take place and the pupils have entered national art competitions. Older pupils will be working with the local police during the summer on a crime awareness project. One teacher is working with a local bus company to develop resources for transport. Pupils have been involved in an integrated project run by the Home Office to develop self-confidence and decision-making.
- 24 The health education policy includes reference to sex education, which although not taught formally is included within the science curriculum. Drugs awareness lessons take place with the support of a local authority 'Drugs awareness' van, which visits the school. There are effective strategies to promote pupils' personal and social development. For example, the art club has encouraged pupils with little interest in academic achievements to become more involved in an activity that challenges their interests.
- 25 The arrangements for transition of the older pupils to the local secondary school are adequate. There has been no curricular liaison in the recent past, although the secondary special educational needs co-ordinator attends the primary review meetings regularly for Year 6 pupils. Pupils visit the secondary school once before transition.
- 26 Provision for pupils' spiritual, moral and social development is a strength of the school. The school has an effective policy for this, which is implemented in all aspects of school life. Assemblies are particularly spiritual and pupils are provided with frequent moments of reflection both in assemblies and at the start of the school day when they share their thought for the week. Moral and social development is effectively fostered. Opportunities for reflection are provided in religious education. The awareness of other cultures is fostered in religious education through the study of other faiths.
- 27 The school has a range of satisfactory links with the community. The local vicar is involved in the work of the school and visits are made regularly to neighbouring churches. Pupils perform for an old peoples' day centre at Christmas.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 28 The school makes the all round care of its pupils a high priority. The majority of parents agree that this is the case. Locally agreed procedures for child protection, health and safety and racial harassment are successfully implemented, and understood by all members of staff. The governing body reviews safety and security on a regular basis and considers ways of providing a safer environment. Teachers know their pupils well. They meet regularly to consider standards of pupils' work and compare them with the achievements expected nationally. Although pupils' social and personal skills are greatly valued, reported to parents and shared during achievement assemblies, there are no consistent procedures for recording this information.
- 29 Pupils, parents and carers are frequently reminded of the importance of regular attendance which is monitored effectively resulting in an improvement in unauthorised attendance since the last inspection. During the inspection punctuality was good. Procedures for monitoring behaviour are good, particularly outside the classroom where teachers, support staff and lunchtime supervisors work together, with incidents of inappropriate behaviour and accidents recorded efficiently. Outside agencies are used appropriately to support pupils with English as a second language and pupils who have special educational needs. Procedures for special educational needs comply with the Code of Practice and parents and carers are involved as necessary.
- 30 Procedures for monitoring academic progress have improved since the last inspection and are now satisfactory. Governors, senior managers and co-ordinators are more involved in monitoring the curriculum. Governors have specific responsibilities for special educational needs and information and communication technology. Literacy and numeracy governors observe classroom practice. Co-ordinators monitor half-termly planning but all are not involved in monitoring standards in their subjects. Priority has been given to monitoring teaching and learning in literacy and numeracy where an effective structure has been created to enable the co-ordinator to contribute to the raising of standards. The school is aware of the need to reflect this good practice for all areas of the curriculum.
- 31 Since the last inspection clear assessment procedures have been developed to monitor academic progress. The assessment co-ordinator has been effective in developing consistent and regular opportunities for teachers to improve their knowledge of what pupils know, understand and can do. The process begins with assessment of attainment against the recommended goals in both the nursery and reception classes. Assessment arrangements conform to requirements at the ages of 7 and 11. The school carries out additional testing to identify strengths and weaknesses at regular intervals. Optional testing is carried out at the ages of 8, 9 and 10. And there is additional testing to assess standards in reading. Half-termly assessment tasks are completed in literacy, numeracy and science. Results are analysed and contribute to the setting of targets that are shared with the governing body. The co-ordinator's development plan includes setting more focused targets for classes, groups of pupils, and individuals. Some pupils are involved in setting their own targets for improvement such as 'I will learn my tables'.
- 32 This information is recorded and used to improve lesson planning and to report to parents. However, information gained on what pupils know, understand and can do is not always used effectively to match activities to the needs of all pupils and to plan for progress. The grouping of pupils according to their ability for literacy and numeracy caters well for the needs of average and higher attaining pupils. Planned activities for lower attaining pupils are well matched to age but not always well matched to ability. The lack of clearly focused targets hinders the progress of pupils on the special needs register who do not have statements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 33 Parents' views of the school are less positive than at the last inspection although most still feel that the school works closely with them. A few parents provide regular help in class, particularly in the nursery. Others accompany educational visits or support events, such as school drama productions. Response to the home school agreement has been very good, and almost all parents consider that teachers are approachable if they have any worries relating to their children. Links with home through reading are sound. However, other forms of homework are not set regularly, and a number of parents expressed concerns about this. The Friends Association remains active and provides useful support for the school through organised social and fund-raising activities.
- 34 Communications are satisfactory. Parents are kept well informed about school activities and events through regular newsletters. Most are happy with the information they receive about their children's progress. There are ample opportunities for parents to consult with teachers on a formal basis, and the quality of annual reports is generally good. These give clear indications of progress and set appropriate targets for improvement. The school does not, however, keep parents well informed about the work done in class. The prospectus meets requirements but the governor's annual report has a few omissions. Parents of pupils with special educational needs are appropriately informed about developments and invited to review meetings. Parents of pupils starting in the nursery class are introduced into the school with understanding and well informed about its routines and expectations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 35 Leadership and management are satisfactory. Significant developments have taken place since the previous inspection providing a much clearer sense of direction for the work of the school. However, there is still room for improvement in the promotion of high academic standards. Although standards are improving, they are still not high enough, especially in Key Stage 1. The school mission statement is a good indicator of what the school values most and is expanded into aims that govern the life of the school and focus strongly on the personal and social development of pupils, which the school does well. The aims focus less strongly on improving academic standards. However, within its aims this is a school that strives hard - and successfully - for good relationships and equality of opportunity.
- 36 Since the previous inspection, the school has taken significant steps in evaluating its teaching and learning and as a result has been able to raise the quality of teaching with a positive impact upon the climate for learning. However, much of the monitoring of teaching is restricted to the senior management team, numeracy and literacy managers and to governors with specific responsibilities. This does not give a sufficient overview for all subject managers although it has given some members of the governing body a much better insight into the strengths of the school and the challenges it faces. All teachers have an annual professional development interview with the headteacher but there is no formal appraisal system in the school pending national developments. Nor has the governing body set performance management targets beyond statutory targets for attainment in English and mathematics at the end of Key Stage 2.
- 37 The school development plan is a useful tool for promoting the continued development of the school, although within its focus on information technology, literacy and numeracy, it has not yet been sufficiently successful in raising attainment in reading or writing in Key Stage 1. There has been success in raising attainment in mathematics and in information technology. Priorities for development are clearly supported by identified funding within the school development plan. The school's will to improve and succeed is evident in the improvements identified since the previous inspection.

- 38 The governing body has developed its role since the previous inspection. Members are well involved in the school's budgeting process. They write the annual report to parents with the professional support of the school. Some members of the governing body are very aware of the process of creating the school development plan and know its priorities. Those involved in the work of the classroom are beginning to have a clear view of what needs to be achieved next. The overview of the governing body is beginning to make them much better placed to challenge the school in shaping the future direction of the school, although they are not yet sufficiently dynamic in doing so.
- 39 Clear roles are established for the headteacher, deputy headteacher and senior management team. The team meets regularly, discusses and decides lines of action to manage and develop the school. Subject managers have a clear role in devising policies for the agreement of staff and governors, in auditing provision and giving guidance on what is to be taught and learned. However, the role of the subject manager is not sufficiently well developed by the school to give them a clear overview of standards attained in their subject area – through evaluating teaching, through sampling of work and through establishing processes for assessment in some subjects. The school makes good use of available technology for administration purposes, although the use made of information technology within the curriculum is restricted by lack of sufficient computers. This is a deficiency that is currently being attended to. The school makes good use of funding for specific purposes. Good financial management ensures a clear view of how money is disbursed. The budget is well planned and balanced. Grant money has been well used to support in-service training and in the provision of teaching and learning resources. However, there is insufficient support for pupils with special educational needs to help them make better progress.
- 40 The school has an appropriate number of qualified and experienced teachers. The match of qualifications and expertise to curriculum responsibility is sound, with initial subject qualifications being largely matched to co-ordinator responsibility. Co-ordinators are identified in all subjects as well as for special educational needs and assessment. Although the school currently has no newly qualified teachers, the arrangements and policy for induction are sound. A sound programme of in-service training is detailed and priced within the school development plan and professional development document, relating mainly to raising teachers' expertise and knowledge in the core curriculum. The school runs smoothly on a day-to-day basis, well supported by competent office management.
- 41 The school is housed in two buildings. Accommodation is good. The last report identified the siting of the library in the Key Stage 2 hall as inappropriate, but currently it is still there. It is difficult for the library to be used effectively as a resource for personal study and this does not encourage pupils to widen their reading. Outdoor play facilities are generally satisfactory, with pupils having the benefit of a substantial playing field together with two hard playground areas. Although indoor nursery provision is good, provision for outdoor environment is unsatisfactory.
- 42 There has been an improvement in resourcing in some areas since the last inspection report but others are unsatisfactory. The quality and deployment of resources in science are now adequate for the delivery of the curriculum. Additional funds have been allocated to implement The National Numeracy Strategy, and resources in mathematics are now soundly deployed. The number of computers is inadequate to ensure that pupils have sufficient opportunities to acquire new skills and increase their understanding of information technology. The available computers are used both to enhance learning in other areas of the curriculum, and to reinforce skills within information technology but the delayed and limited access that pupils have to these computers, hinders progress. Many old and poor quality books have been withdrawn from the library recently, and some finance has been provided for new books. Nevertheless, the range of up to date books is still insufficient to provide opportunities for independent learning, develop library skills, and encourage pupils to read widely for pleasure and information. A wide variety of extra curricular opportunities are offered to pupils including sports clubs, games competitions, an art club, and choir. The school uses outside resources to enhance the curriculum including theatre visits and visiting theatre groups.

- 43 The school is beginning to use best value principles to support the identification of priorities and to devise effective ways of meeting the needs identified. This is an area of development for the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 44 The headteacher, governors and staff of the school should:

Raise standards of attainment in reading throughout the school and in writing at Key Stage 1 by: (paragraphs 4, 5, 56 and 57)

- strengthening and extending the arrangements for monitoring and evaluation of what happens in the classroom to identify areas which need to be improved; (paragraphs 14, 36, 37 and 39)
- professional development designed to further enhance the quality of teaching and learning; (paragraphs 14, 15, 16, 36 and 80)
- ensuring a greater impact on the learning of more able pupils and better support for those on the register of special educational needs; (paragraphs 4, 5, 6, 17, 21, 32, 48, 49, 59, 61, 67 and 75)
- monitoring differences in the attainment of boys and girls, taking appropriate action where necessary; (paragraph 2)

Enhance the quality of learning throughout the school by:

- making better provision of resources in the outdoor environment for children under five, in information technology and the library; (paragraphs 21, 39, 41, 42, 50, 61, 70, 98 and 99)

Capitalise on recent developments in the role of the governing body to support their need to be more effective strategic managers, in setting challenging targets for the school; (paragraph 38)

Further strengthen arrangements for monitoring, evaluating and developing teaching and learning by:

- improving the arrangements for reviewing the steps that pupils make in their learning through marking of their work and setting targets for them. (paragraphs 30, 31, 32, 60 and 72)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	12	32	55	1	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)	50	268
Number of full-time pupils eligible for free school meals		84

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	3	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
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	18	22	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	15
	Girls	9	17	16
	Total	25	32	31
Percentage of pupils at NC level 2 or above	School	63 (45)	80 (33)	78 (24)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	17
	Girls	9	15	18
	Total	25	31	35
Percentage of pupils at NC level 2 or above	School	63 (45)	78 (33)	88 (76)
	National	82 (81)	86 (79)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	15
	Girls	12	10	12
	Total	21	22	27
Percentage of pupils at NC level 4 or above	School	58 (63)	61 (51)	75 (75)
	National	70(65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	16
	Girls	13	9	11
	Total	24	22	27
Percentage of pupils at NC level 4 or above	School	67 (63)	61 (59)	75 (72)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	2
Bangladeshi	
Chinese	
White	224
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22.6
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25

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

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Financial information

Financial year	1998 - 1999
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	£
Total income	502,437
Total expenditure	505,269
Expenditure per pupil	1,646
Balance brought forward from previous year	8,505
Balance carried forward to next year	5,673

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	49	5	0	0
My child is making good progress in school.	37	54	3	2	3
Behaviour in the school is good.	25	57	8	3	6
My child gets the right amount of work to do at home.	16	55	11	8	9
The teaching is good.	39	51	7	1	2
I am kept well informed about how my child is getting on.	30	44	17	8	1
I would feel comfortable about approaching the school with questions or a problem.	52	34	9	2	2
The school expects my child to work hard and achieve his or her best.	44	47	2	1	6
The school works closely with parents.	25	46	17	5	7
The school is well led and managed.	40	36	11	2	10
The school is helping my child become mature and responsible.	30	59	5	2	5
The school provides an interesting range of activities outside lessons.	24	32	18	8	17

NB: Percentages of responses are rounded to nearest integer, the sum may not = 100%.

Other issues raised by parents

A small number of parents expressed concerns about bullying in the school. Although parents were satisfied with the home school link in reading some parents felt other homework should be give more regularly.

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

- 45 There were 129 pupils under five on roll during the inspection. Provision for children under five is in two nursery classes of 99 children and in one single age reception class of 30 children. In addition, there are 12 reception age children in a mixed age Year 1 and reception class. The older reception-aged children attend the mixed age class. About half of the children transfer to a neighbouring primary school when they start school. All of the children in the class of older pupils were five during the inspection. The two nursery classes operate independently of each other, although the staff plan the curriculum together with the early years co-ordinator who is the teacher in the single age reception class. Children attend the nursery part-time for at least one year before entry to reception classes. Many children attend for up to five terms. There is one entry point to the reception class, which is at the beginning of the year in which the children become five. During the inspection the younger children aged three attended the nursery in the afternoons. Entry to the reception class is staggered over several weeks. The curriculum in the foundation stage is based on the six areas of learning and the children work towards achieving the desirable learning outcomes by the time they are five. Children under five in the reception and mixed age infant class are taught literacy and numeracy as recommended by the national strategies. Parents are involved in the nursery and reception classes where they work alongside the staff to support children's learning.

Personal and social development

- 46 This area of learning is given very high priority both in the nursery and reception classes and is a strength of the provision, as it was in the previous inspection. Children enjoy coming to the nursery and quickly settle into the routines. They sit and concentrate while listening to stories in small groups. Attainment is good and the children make good progress in learning how to share and to become more independent. For instance, the children help themselves to milk and snacks and carry out self-registration with little prompting. Children showed good levels of independence in the nursery as the older children helped the younger ones to put on their shoes. The quality of teaching is good. Staff make sure children are settled well into the routines and provide appropriate activities once the children transfer to the reception classes. Emphasis on teaching rather than on learning in the numeracy and literacy hours was challenging for some children when the two lessons followed one after the other. Children became uninterested in their work. Children in the reception classes have opportunities to reflect and think about their friends and how relationships are developed in school.

Language and Literacy

- 47 A range of effective experiences is provided to promote language and literacy. Children attain below what might be expected of children of the same age elsewhere, but make at least satisfactory progress throughout their time in the nursery and in reception classes. Children with special educational needs and high attaining children make less progress as their needs are less rigorously identified and some activities lack challenge. Attainment is generally higher in the nursery classes than in the reception classes. The children in the nursery and the reception classes have good listening skills. They enjoy listening to taped stories and stories told by staff in the nursery and the reception classes. Stories are used effectively to promote enjoyment in the literacy hour but are used less effectively to teach early reading skills. Reception children recognise some initial sounds and use them in their word recognition with support. Children in the nursery are provided with fewer opportunities to learn about print in shared story telling sessions. They have a good knowledge of the characters in favourite stories and several were able to name the authors of books and talk confidently about the story in small group sessions. By using writing materials in the role-play area they began to learn about the purpose of writing as they wrote recipes and dates on the calendar. The use of imaginative play situations was very well developed in the nursery and reception classes to promote language development. Attainment was higher when the teacher took part in these activities, for example, the play was well-sustained in the construction area when the teacher took on the role of 'Bob the builder'. Pencil skills are good in the reception classes. Many children can copy writing and several wrote a sentence independently. Frequent opportunities are provided for children to write stories. In the nursery the children had written a weather book, with many able to trace over adult writing well. Most children could copy their name, although the opportunities provided to do this were rather formal, for example, there was page after page of name writing and tracing in an exercise book.

Mathematics

- 48 Children are provided with many incidental and planned opportunities to develop their numeracy skills, through singing number rhymes and counting in their play. The oldest children in the reception classes count confidently to 10, can orally add and subtract numbers. They begin to record numbers and can match numbers to number words. Games are used well with parent support to help children identify and recognise numbers. Staff in the nursery interact well to teach children the names of familiar shapes within a play-based activity. A high priority is given to developing numeracy skills and the children make good progress towards achieving the nationally agreed desirable learning outcomes by the time they are five. The quality of teaching is good in the nursery, but more variable in the reception class where too little account is taken of the wide range of ability in the class. Children with special educational needs and higher attaining children make less progress in their learning due to the lack of challenge in some activities. Planning lacked detail of the learning expected of different groups of children.

Knowledge and understanding of the world

- 49 Children in the nursery are provided with a good range of first-hand experiences. They grow and observe the growth of seeds and study the weather day by day. Boats made from different materials are made and tested to find out about floating and sinking. They find out about the jobs people do and take part in role-play activities to develop this understanding. Attainment in the nursery is good. Children learn how to use a mouse on the computer, which is an improvement from the previous inspection when there was no computer in the nursery. The computer in the reception class has a modified mouse to assist the children. There is effective progression from the nursery to the reception class in developing information technology skills. The children in the reception class can follow instructions using the computer. Some other activities in the nursery are built on less effectively in the reception class where a higher priority is given to literacy and numeracy activities. The imaginative play area was set up as a hat shop, which was an effective extension to the literacy planning for the week. The children have access daily to a computer and are developing their skills. The children with special educational needs make less progress, as their needs are not provided for specifically. The quality of teaching is satisfactory overall.

Physical development

- 50 Children in the nursery have access to an indoor hall on a daily basis, although they do not always use this opportunity for physical play. When the hall is set up for physical development the children begin to develop an awareness of space and begin to move with control and good levels of co-ordination. For instance, they moved around the room imagining they were different people. Balancing and climbing equipment is used once a week in the nursery. The reception-aged children use the climbing apparatus in the school weekly. Teaching in the nursery is good. The adults provide an effective role model and continually encourage the children to improve. The organisation and management of the session was good and the high expectations of the children was effectively shared with them. Ring games, small apparatus, soft play and movement are some of the daily activities held in the hall. There is no daily allocation of time to outdoor play either in the nursery or in the reception classes. This is an expectation of provision for children under five.

Creative development

- 51 A high priority is given to this area of learning in the nursery and the reception classes. The nursery children used play dough to make fruits. Older children closely observed flowers before drawing them and made interesting patterns with painted fruits. Musical instruments were used well in the nursery to help children learn about beat and rhythm. The imaginative play area is central to much of the learning taking place in the nursery. For instance, the flower shop provided a good range of opportunities for the children to take on roles of customer and shopkeeper. Attainment is in line with that expected of children elsewhere and they make good progress towards attaining the desirable learning outcomes by the time they are five. The quality of teaching was good in the nursery, particularly by the support staff and satisfactory for children under five in the reception classes.
- 52 The quality of teaching is satisfactory overall, with some instances of good teaching in the nursery and reception class. The curriculum planning is based on the six areas of learning in the nursery and reception classes. Activities are identified on a weekly basis, so there is no indication of the progression day by day in the nursery. The reception classes use the planning formats for the national strategies in mathematics and language and literacy. There are no planned opportunities to use the outdoor environment to support any other areas of learning. Assessment takes place independently of the daily planned activities and is very closely linked to the assessment completed as the children enter the nursery and the reception classes. The amount of data gathered is overwhelming. While the information gathered informs staff of the levels achieved by individual children there is no evidence of use of this information to inform the planned activities for the children day by day. A recent Local Education Authority analysis has highlighted weaknesses in language and literacy for specific children on entry to school which the school has yet to respond to.

ENGLISH

- 53 Tests at the end of Key Stage 1 in 1999 indicate that attainment in reading and writing was well below the national average. Compared to similar schools, attainment in reading is well below average and in writing it is broadly in line with the average. End of Key Stage 2 tests show that attainment was well below the standards achieved nationally. Compared with similar schools attainment in English is broadly in line with the average achieved. Attainment at the end of Key Stage 1 shows a significant improvement in writing in tests results over a four year period but only a slight improvement in reading results. Test results at the end of Key Stage 2 indicate that attainment has improved over a four-year period. In both Key Stage 1 and Key Stage 2 there is an increasing trend of boys attaining better than girls.
- 54 Attainment in English during inspection week is below the standards expected nationally at the end of Key Stage 1, but broadly in line with national expectations at the end of Key Stage 2.

- 55 At the end of both Key Stage 1 and Key Stage 2, speaking and listening is in line with the standards expected nationally. Pupils in Year 2 re-tell the story of "Billy Goat Gruff" with finger puppets using their own language. They are confident when performing in front of the class, using variety in vocabulary expressively. Pupils throughout Key Stage 1 listen carefully and are confident when responding to teachers' questions. They use language appropriate to the situation. Pupils in Key Stage 2 readily answer questions individually in class situations and respond enthusiastically in-group discussions. Year 6 pupils demonstrate a sound level of understanding when developing an argument orally for a new supermarket development, or against the destruction of the rainforests. They discuss the use of words such as "therefore" and "however" which are to be developed into a written argument.
- 56 Attainment in reading is below the standards expected nationally at the end of both key stages. Many pupils in Year 2 are hesitant when expressing opinions and discussing the thread of a story or the main characters. They are not yet confident in tackling unfamiliar words and phonic skills are underdeveloped. They sometimes have difficulty with words such as "round" and "still" and some pupils lose their way in simple texts and misread words such as "from" for "of". Higher attaining pupils at the end of Key Stage 1 read confidently and readily tackle more demanding tasks fluently and accurately. However, although they could deal with more demanding tasks, they are still reading books from a school reading scheme. These pupils talk about fiction and non-fiction books, and readily express preferences and opinions about the books that they have read. Many pupils in Year 4 are hesitant in reading: their phonic skills are underdeveloped and they do not use strategies appropriately to establish meaning. Some pupils in this year group, however, read fluently and confidently from texts within the school reading scheme, and describe the contrasts between different kinds of books such as biographies and autobiographies. By the end of Key Stage 2 many pupils describe the plot and characters from a book and discuss their favourite characters confidently. They understand simple library classification and how to use an index. Phonic skills, however, are weak amongst these pupils. Reading is often hesitant and simple words are often misread; for example "gained" is interpreted as "jained" and "armpit" as "apart" which affects the understanding of ideas. In contrast, more difficult words such as "gorgeous" are read correctly. Some pupils in Year 6 read demanding texts fluently and with expression. They show confidence and understanding in tackling a range of texts and describe how to retrieve information from books in a variety of ways. There is some evidence of pupils using information technology to research and retrieve information, for example, where pupils in a Year 5/6 class used a CD-ROM to research the Hindu background of the story they had listened to in religious education.
- 57 Attainment in writing is below the standards expected nationally at the end of Key Stage 1. Pupils in Year 1 spell words such as "get" and "the" using phonics and some spell less common words such as "axe". Some Year 2 pupils match antonyms correctly such as "hot" and "cold" and write these accurately, and higher attaining pupils use "diurnal" and "nocturnal" as words they recognise from a science lesson. A significant number of pupils, however, do not develop ideas in sentences and do not use any full stops and commas. Spelling is often inaccurate. Some pupils do not shape letters clearly and orientation of letters is inconsistent.
- 58 By the end of Key Stage 2 the attainment of pupils in writing is in line with the standards expected nationally. Pupils in Year 3 identify simple plurals such as "foot/feet" and some pupils recognise "sheep" as singular and plural. Most pupils form letters accurately but spelling is not always accurate with plurals, such as "adults" and "cows". Pupils in Year 4 understand the use of prefixes and write examples clearly, although spelling is not always accurate. Some pupils use sequences of sentences to extend ideas and introduce more adventurous vocabulary. Year 5 pupils understand the structure, atmosphere and characters of a story, and know the relevance of the setting; for example science fiction could be set in a space ship or on another planet. Punctuation, spelling and grammar are usually sound but handwriting is not always joined or legible. In Year 6, pupils use complex sentence structures and punctuation is generally accurate. Most pupils use connectives such as "therefore" and "however" accurately when writing out an argument. There is a good level of presentation of exercise books evident across the year group, and handwriting is generally joined, fluent and legible.

- 59 The quality of teaching and learning is at least sound across both key stages. In Key Stage 1, planning is thorough with objectives, strategies and activities clear. Teachers have a sound grasp of teaching within the National Literacy Strategy framework. Relationships with pupils are good, for example, when pupils show delight that they are the group working with the teacher today. Whilst the pace of lessons is generally sound and pupils concentrate on their work, there is insufficient targeting of individual pupils within groups. Given the wide spread of ability, the support in lessons for the different levels of skills evident is underdeveloped. This is particularly evident where pupils with special educational needs are concerned and these pupils learn less well. Pupils take reading books home on a regular basis but during the week of inspection little other homework was observed.
- 60 Planning is sound across Key Stage 2, and a variety of appropriate resources is consistently deployed well which enables pupils to sustain concentration and work at a good pace throughout lessons. In Year 3, assessment is used very well to inform lesson planning: for example, where the teacher identifies a weakness in spelling plurals during half term assessment, activities are focused in the subsequent lesson to reinforce and develop this skill. Class management is good across the key stage. Pupils are clear about what they have to do, and there is an industrious working atmosphere in lessons. High expectations are evident in Year 6 in the presentation of pupils' written work and their pace of working. Pupils in this year group make good gains in writing skills through well-sequenced activities and a good level of questioning. They are encouraged to express their opinions and develop positive self-criticism. Across Key Stage 2 the monitoring of pupils' reading skills is underdeveloped. Whilst group reading activities and the school reading scheme are appropriate for the age of the pupils, there is insufficient emphasis on support for individual pupils' strengths and weaknesses.
- 61 Resources are generally sound but the provision of library facilities is inadequate and this has an impact on the ability of pupils to research and read independently particularly at Key Stage 2. There is little additional classroom support and this contributes to the lack of pupils' progress in reading, especially those pupils with special educational needs. The subject policy is sound and planning is securely based in the National Literacy Strategy, but the implementation of this strategy is currently not allied closely enough to the schools' needs. Monitoring of the implementation of the literacy strategy is having an impact on the school's evaluation of its effectiveness, identifying areas that need to be strengthened. The subject co-ordinator states that targeting of pupils' strengths and weaknesses is an area for development in the near future and has a clear view of what needs to be done to advance the subject further and raise standards. Features of the scheme of work and planning which were issues in the previous inspection have largely been addressed through the implementation of the National Literacy Strategy. Other subjects of the curriculum contribute to pupils' learning of literacy skills. For example, they write notes in history and use their writing skills to record work in geography and science. However, there is little evidence that they use reading skills extensively to access factual information, except in science.

MATHEMATICS

- 62 Inspection evidence indicates that there has been a significant improvement in standards since the last inspection, particularly by the end of Key Stage 1. These gains have been influenced by the introduction of the Numeracy Strategy; teaching methods which match more closely the needs of individuals; targets for improvement which are shared with governors and parents; and good procedures for assessment which plan more carefully for the needs of groups of pupils.
- 63 National testing in 1999 indicates that, by the age of 7, results were well below national averages and well below those of similar schools. Performance over the last four years was very low when compared with national averages. Results for the same periods for pupils at the end of the Key Stage 2 were below the national average but performance was above average when compared with that of similar schools.

- 64 Standards at both key stages are now broadly in line with what is expected nationally for pupils at the ages of 7 and 11. There is now much more emphasis on the manner in which pupils use their mathematical skills, knowledge and understanding. By the end of Key Stage 1, pupils are expected to discuss their working out and when they explore missing numbers in patterns on a 100 square they are beginning to appreciate that there may be different ways of solving problems. By the end of Key Stage 2, pupils develop strategies to solve problems, and gather and interpret data from charts and graphs such as when determining favourite foods, and the relationships between the lengths of shadows at given times. They check their answers sometimes using a calculator.
- 65 By the end of Key Stage 1 pupils have sound knowledge of number, space, shape and measures. They measure accurately in centimetres; estimate and then weigh to one kilogram; name two-dimensional shapes and three-dimensional objects and understand simple fractions such as quarters and halves. Pupils explain clearly how to find missing numbers in sequences and count forwards and backwards in 3's 4's and 5's to 100. Most pupils have good recall of addition and subtraction facts to 20 and develop strategies to calculate missing numbers such as $? + 8 = 20$.
- 66 By the end of Key Stage 2, pupils of average and above average ability have a good recall of all table facts, understand place value to thousands, and investigate decimals to two places in addition and subtraction with higher ability pupils extending into multiplication and division. Pupils determine 'n' when $n \times 6 = 36$ and use brackets successfully. They round-up numbers to 1000, understand negative and positive numbers when exploring temperatures, and calculate fractions and simple percentages. There is a good understanding of shapes and measures. Pupils use co-ordinates to determine position translate into all four quadrants and use compass points to find direction. Higher attaining pupils calculate linear and circular scales. They measure and calculate angles accurately and have a good understanding of perimeter and area. Whilst low attaining pupils in Years 5 and 6 used their knowledge of area to design a garden, higher ability pupils used the formula of 'length x breadth' to calculate areas of regular shapes before exploring irregular shapes and then the areas of triangles using $\frac{1}{2} (l \times b)$.
- 67 Attitudes to learning are positive and some are very good at the end of key stages. Pupils enjoy mathematics and apply themselves well. They relate well to their teachers and enjoy the company of others. Older pupils collaborate well, as when groups of pupils in Years 3 and 4 discussed differences when solving number puzzles, and pupils in Years 5 and 6 interpreted different scales when measuring capacity. Pupils are eager to contribute to class discussions and answer questions enthusiastically. They take pride in their work and recorded work is usually neatly presented. Since the last inspection opportunities have been created for pupils to use their initiative when exploring mathematics. Pupils are developing the ability to work independently when teachers are focussing on other groups, as in a Year 4 class when deciding how to record the frequency of different coloured sweets. Pupils with special educational needs show varying attitudes to learning. Where tasks are matched accurately to their abilities, rather than age, their self-esteem is high and behaviour is very good. They learn less well when they are not actively involved or when support is not readily available. Pupils with English as an additional language make appropriate progress. Overall there are no obvious differences in the learning of boys and girls.

- 68 Teaching at Key Stage 1 is satisfactory and good at Key Stage 2. There is some very good teaching at the end of each key stage. No unsatisfactory teaching was observed during the inspection. The quality of teaching has improved since the last inspection, and secure subject knowledge coupled with enthusiasm for the successful introduction of the National Numeracy Strategy is having an impact on the quality of learning. Lesson plans include activities for all levels of ability and have clear learning objectives. Pupils are given frequent and regular opportunities to use and apply their gains in skills and knowledge, and are gaining in confidence as teachers show that they value their contributions. Time is used effectively, and generally good pace observed in most lessons motivates pupils and stimulates their interest levels. Occasionally, dips in pace are observed when introductions are too long. Where teaching is very good tasks are well matched to the abilities of the pupils; time is used effectively to provide pupils with the maximum opportunity to investigate and then practise their skills; pace is vigorous and teachers have high expectations. In a Year 6 class, pupils were required to 'be specific' when using terminology such as linear, circular and capacity.
- 69 Teachers plan well together and detailed planning for each term provides opportunities for consistent gains in understanding and knowledge. Mental recall of number facts to 10 in Year 1 are increased to 20 and above in Year 2, extended to hundreds in Year 3 and eventually thousands and tens of thousands by the end of the Key Stage. Pupils in Years 3, 4 and 5 make good progress across the range of mathematical activities. Skills are built upon in a progressive and continuous way. Whereas in Key Stage 1, pupils investigate mirror reflections and describe two dimensional shapes and three dimensional objects, by the end of Key Stage 2 they have explored reflective and rotational symmetry and compared properties such as edges, vertices, angles, and surfaces. Pictograms are used in Year 1 to show methods of travelling to school; bar charts in Year 3 to illustrate favourite crisps with data collected in frequency charts in Years 5 and 6 to illustrate birthdays.
- 70 Information technology is used to enhance the quality of learning. Data handling in Key Stage 2 enabled pupils to record, display and interpret information they had gathered concerning the flavours of foods, colours of eyes, and predictions for pocket money. Although resources for mathematics are satisfactory, a wider range of computer software will be necessary to enable computers to become a frequent and regular tool to support mathematics.
- 71 Procedures for assessment in mathematics are good. An analysis of national results and optional testing has taken place and weaknesses in planning have been targeted. The strategy to set assessment tasks at the end of each half term is proving to be effective with results being recorded. Questioning is often good and teachers know their pupils well. All teachers use the summary at the end of lessons well. This enables them to check how well pupils have progressed during the lesson. There is some contribution of other subjects to numeracy. For example, pupils use their number skills to support the recording they need to do in science and geography. In information technology, pupils develop skills in using spreadsheets and data handling.
- 72 This assessment information has been well used to group pupils into class groups according to ability. This organisation enables groups of pupils to progress at a faster rate with now the addition of more challenging activities for higher achieving pupils. However, it is essential that this good information be then used to ensure that the tasks are then matched to a pupil's ability rather than just age. This is particularly important for pupils with lower abilities. Although most work is marked and comments are included to praise pupils, comments rarely indicate weaknesses and how improvements can be made. The co-ordinator's development plan indicates a desire to identify individual and group needs so that more appropriate targets can be set to move pupils on to the next stages of learning. These targets are to be shared with parents and pupils.

- 73 The leadership for mathematics is good. The co-ordinator checks planning every half term and together with the head teacher has monitored teaching and learning and then discussed good practice with all staff. She has a clear vision for raising standards. This includes providing additional training to extend the subject knowledge of teachers, opportunities for teachers to observe good practice, curriculum guidelines which are more closely matched to the needs of the school, and regular homework. Homework resources have been purchased to enable parents to be more aware of, and involved in, the raising of standards.

SCIENCE

- 74 Attainment of pupils shows an overall improvement since the last inspection. The previous report states that attainment was just in line with national expectations at Key Stage 1 but that national tests had indicated attainment was well below the national average. Attainment had been well below national average in the areas of life and living processes and materials and their properties. Attainment has been significantly improved in these areas of the science curriculum. There is now a better balance across the four attainment targets in science. There is evidence of secure improvement in Key Stage 1. However, no pupils attained level three in teacher assessments in science in 1999. At Key Stage 2, seventy-five percent of pupils achieved level four or above in national tests. This is below the national average. Seventeen percent of pupils achieved level five in 1999, which again is below the national average. Attainment at Key Stage 2 has improved significantly since the last inspection and is now in line with national average. This is confirmed by trends in national tests over the past four years, where the school is broadly in line with the national trend, and by the evidence of inspection. In comparison with schools in similar contexts attainment is above average. No formal performance targets are set within the school for science.
- 75 Standards are broadly in line with the standard expected at the end of Key Stage 1. By the end of the key stage pupils possess a sound scientific vocabulary and knowledge. They understand that objects can be sorted by different criteria – by texture, natural and man-made, living and non-living. Pupils identify safe and unsafe materials, recognise major parts of the human body and of plants, label a plant and understand the need for watering, warmth and light. They understand that a circuit needs to be complete for electricity to flow and light a bulb and use appropriate vocabulary, “flows, crocodile clip, battery, connect”. They describe the process of growing from seed and confidently use terms like “shoots” and “sprout”. Pupils predict, with a good measure of success, objects that will float and sink. Pupils are beginning to understand the need for fair testing. Pupils are beginning to understand that more than one answer can be correct. Pupils are encouraged to draw and label. They are able to produce simple bar graphs to show data. Presentation and layout is generally satisfactory. Higher attaining pupils are often insufficiently challenged and tasks are not differentiated. There is appropriate coverage of the attainment targets across the key stage. There is evidence of satisfactory progress for lower attaining pupils when they receive support from adult helpers and students within the classroom.
- 76 By the end of Key Stage 2 pupils distinguish between natural and man-made materials; determine suitable materials for the job; discriminate between solids, liquids and gases; determine whether changes are reversible or irreversible; which substances are soluble and which are insoluble; understand filtration, sieving and evaporation processes and possess a sound understanding of the parts, structure and functions of the human body. Sound progress is made across all the areas of learning in science and particularly in the development of experimental and investigative work that supports learning across the curriculum. The use of investigative work across the science curriculum is a good feature of work in Key Stage 2. Pupils use appropriate scientific vocabulary with confidence and understanding. Pupils with special educational needs have full access to the science curriculum but often make unsatisfactory progress as there is little additional adult support for them during lessons. There is little differentiation of task. Peer-group support is, however, a very good feature of the work at Key Stage 2. Presentation and layout of work are usually clear, neat and make effective use of well-annotated diagrams, graphs and drawings.

- 77 Pupils build on their knowledge and understanding as they move through the school. In a Year 2 class, pupils were learning about classification of materials. At Year 3 pupils were working on properties of solids and liquids and addressing issues such as “do all liquids spill?” At Year 6 pupils were working on reversible and irreversible change and drew upon their previous knowledge of the properties of solids and liquids when mixing materials and producing a new substance. They used appropriate scientific vocabulary such as “solution”, “particles dissolving” and “investigate. Literacy skills are well used in researching and recording. Numeracy skills are frequently used in data handling. This often takes the form of graphs and tables.
- 78 Pupils’ attitude to science is good at both key stages. They respond very positively to the challenges set by their teachers. Conclusions, ideas and predictions are confidently put forward. Pupils listen well to each other and value each other’s opinion. They co-operate and collaborate well, particularly in investigative work in Key Stage 2. They demonstrate a mature and responsible attitude towards caring and supporting each other. This is a strength. Behaviour is good and pupils use equipment and materials sensibly. Progress is satisfactory at Key Stage 1 and good throughout Key Stage 2. The ethos for learning science is good at Key Stage 1 and very good at Key Stage 2.
- 79 Pupils respond very positively to science. The high level of investigative opportunities in Key Stage 2 makes the subject exciting and challenging. Behaviour is often very good and pupils co-operate willingly.
- 80 Overall, the quality of teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. This is an improvement upon the previous inspection at both key stages. In Key Stage 1 the teaching in the three lessons observed was satisfactory. There were no unsatisfactory lessons. The school has adopted the scheme of work in science from the government’s curriculum agency. This ensures a broader and more appropriate coverage of the science curriculum. Teacher planning is satisfactory at Key Stage 1 but there is little differentiation of task and this often results in higher attaining pupils being insufficiently challenged.
- 81 In Key Stage 2, teaching is satisfactory or better in all lessons. Eighty-three percent of lessons in Key Stage 2 are good or better and half the lessons seen were very good. There is no unsatisfactory teaching. Teachers demonstrate good subject knowledge and the focus on scientific vocabulary is good throughout the key stage. In a Year 6 lesson on reversible and irreversible change vocabulary from teacher to pupil and from pupil to teacher was very focused and of a high order. Teachers at Key Stage 2 have high expectations of their pupils. The pace of lessons is often brisk. Questioning is clear, often open-ended and challenging. This promotes careful and thoughtful responses from pupils. Teachers praise and encourage their pupils constantly. Throughout Key Stage 2 teachers constantly encourage pupils to question, predict, observe and conclude “What happened when I put this into water?”, “Do all liquids spill?”, “How did it change?”, “What happened to the bubbles?” Encouraging pupils to respond to tasks in this way promotes good scientific thinking, whereby pupils question, form hypotheses and test prior to drawing conclusions. Much teacher encouragement and the use of praise support this. However, there are occasions where the opportunity to predict and hypothesise are missed. Pupils with special educational needs are well encouraged by their teachers to actively participate in class discussion. Clear learning objectives are stated, pupil activities are well prepared and resources are used effectively.
- 82 In the previous inspection it stated that there was “insecure teacher knowledge” in some parts of the school. The appointment of an enthusiastic subject co-ordinator, the revision of the school’s subject documentation in science and adoption of the national scheme of work, which includes health and sex education, has supported in service training to ensure that this is no longer the case. Teacher knowledge was observed to be a subject strength particularly at Key Stage 2. The previous report also identified the ineffective nature of assessment and the lack of assessment to inform future planning. Assessment has been improved and is well used in Key Stage 2 to inform planning. The use of investigations in Key Stage 2 across the attainment targets has not only improved the challenge for higher attaining pupils but for all pupils.

- 83 The subject is very well co-ordinated and areas of weakness identified in the previous inspection have generally been successfully addressed. Resources have been improved and are safely stored, well organised and accessible. Resources are now appropriate and adequate for the delivery of the science curriculum. The school has no portfolio of levelled work for science. There is some valuable use of information technology to support the science curriculum. The school has worked very hard to address subject weaknesses identified in the previous report. All areas have been improved and this has facilitated an improvement in standards of pupil attainment within the subject. Some areas previously identified as weaknesses are now subject strengths.

ART

- 84 Standards of attainment are similar to those expected of pupils the same age elsewhere at the end of Key Stage 2, with some higher attainment in three-dimensional work. Evidence for standards is based on an analysis of displays around the school and a portfolio of pupils' work as only one art lesson was observed during the inspection. Art is frequently combined with design and technology. Pupils have a good knowledge and understanding of famous artists. They have painted in the style of Van Gogh, Mondrian, Picasso and Seurat. Year 6 pupils made some very effective papier-mâché sculptures in the style of Michelangelo. Art is used to support other subjects. For example, Egyptian pastel drawings, sketch maps and Rangoli patterns and coil pots enhanced work in history, geography and religious education. Satisfactory progress in the pupils' learning is evident from the displays around the school. There is less evidence to support satisfactory learning in the pupils' own sketch books which are inconsistently completed with work at a much lower standard than that on display. Very little art was seen at Key Stage 1. Year 2 pupils completed charcoal drawings in the style of Lowry to a satisfactory standard. The art co-ordinator holds a weekly art club for Year 5 and 6 pupils which is very effectively raising the quality of work for a small number of interested pupils.
- 85 Information technology makes an effective contribution to learning. Year 2 pupils used a paint program for the simple drawing of a mouse. Text and graphics are combined to produce greetings cards and wanted posters in Years 3 and 4.
- 86 On the limited evidence available the quality of teaching is satisfactory. Art is generally taught once a week and planning indicates the progression through a topic in the medium term. The subject manager has introduced a system based on skills to track progression throughout the school in response to the weaknesses identified in continuity and progression in the previous inspection. This is not yet fully implemented, but is a useful strategy. The co-ordinator uses her own expertise effectively to promote the subject through the school.

DESIGN AND TECHNOLOGY

- 87 Standards of attainment in design and technology are broadly in line with those expected nationally for pupils at the end of Key Stage 2. All pupils, including those with special educational needs, make good progress in their learning as observed in lessons at the end of Key Stage 2. When designing and making a basket for Mother's Day Year 6 pupils effectively took account of their own views in designing the central picture and weaves for the basket. They questioned and evaluated as they went along, producing detailed colour and material design outlines before starting to make the baskets. Younger pupils learned how to evaluate different designs of cassette and CD storage boxes. They were learning how to carry out the evaluation process before starting to design and make their own storage boxes. Key Stage 1 pupils design and make various artefacts to support celebrations throughout the year. Standards are broadly in line with those expected of pupils at the end of Key Stage 1.

- 88 The quality of teaching ranged from very good to unsatisfactory in the lessons seen. Good subject knowledge, challenging questioning and very high expectations were features of the good teaching in Year 6. Effective support was provided for pupils with special educational needs in the form of a design framework. The unsatisfactory teaching was due to weaknesses in subject knowledge and unsatisfactory control. However, a second lesson - to complete evaluations of work in the previous lesson - was better due to thorough preparation and support for a group of disaffected pupils whose mildly disruptive behaviour earlier in the week distracted the teacher from her work with the rest of the class. Well-organised resources effectively support the curriculum.

GEOGRAPHY

- 89 Attainment in geography is in line with national expectations at both stages. Compared with the previous inspection this maintains the standards of attainment reported then. By the end of Key Stage 1 pupils have explored the local environment in the immediate vicinity of the school, visited a local wood and the seaside, which provides the opportunity to explore the features of a different environment and compare and contrast this with the locality of the school. The work is QCA unit-based and structured over a two-year cycle. Although no teaching was observed at Key Stage 1 evidence was collected from workbooks, discussion with pupils and staff, long, medium and short-term planning, photographs and display. A large corridor display by pupils from Reception and Year 1 focused on the immediate locality of the school. A collection of traffic signs had been made and data collected about the volume of traffic. This was then displayed as a simple pictograph. The pupils had made a large map of the school environment. The activity was comprehensively photographed and featured pupils pursuing a variety of activities, including drawing, recording and tallying. This had been developed further in a class of Year 1 and 2 pupils. Here the centrepiece was a model of the area around the school. This was surrounded by tallies, graphs and photographs. Displays in classrooms contrasted the influence of day and night upon human and creature activity and on the weather and the use of weather vocabulary. The quality of work seen in display and in pupils' workbooks was of a satisfactory standard.
- 90 Four lessons were observed in Key Stage 2. The teaching in all four lessons was satisfactory. Lessons were well planned and resourced. Maps were used in three of the four lessons. In a Year 3 class pupils played an active part in the lesson locating places on maps and placing weather symbols appropriately. Tasks, although not differentiated, were appropriate to the age and ability of the pupils. Questioning is focused without being challenging and the use of vocabulary indicates secure teacher knowledge. Year 3 pupils were asked to design their own set of weather symbols as a homework task. Pupils were able to locate on a blank map of the U.K., the position of Newcastle, the countries comprising the U.K. and various regions of England. They knew where the Midlands were, the north-east, south-west and demonstrated a sound knowledge of compass directions. Work produced was of a satisfactory standard. In a Year 5 class pupils were learning of life in an Ethiopian village. Photographs showed children collecting water from the village well. Pupils calculated the amount of time taken each day to collect water and contrast this with our easy access to water. Pupils located Ethiopia on a map of Africa and deduced that it was a land-locked country. Pupils showed interest in their work and behaviour was at least satisfactory and often good. By the end of the key stage pupils have an understanding of climatic zones, river profiles, mountain environments, contrasting environments within and outside the U.K., the local environment and environmental issues. They can draw and interpret plans and extract information from maps. The last inspection stated that the scheme of work needed to be developed further and identify key learning objectives and there was uneven progress in the development of mapping skills. Both issues have been addressed by the adoption of the Qualifications and Curriculum Agency's scheme of work. Learning objectives are clearly determined within the units of work and mapping skills are developed through visits to five of the scheme units. As at Key Stage 1, work at Key Stage 2 is organised in two-year cycles. This is a useful approach as a number of classes in school are of mixed year groups. The scheme of work is in its first year of use throughout the school.

- 91 The geography co-ordinator carefully monitors and evaluates the introduction of the new scheme of work. Monitoring of planning occurs but there is no provision for monitoring of teaching within the subject. Planning is done within the two-year cycle groups and pupils are to be assessed annually and work levelled against national curriculum benchmarks. Resources, although currently adequate, are not sufficient for the full implementation of the new scheme. Existing supplies of maps, atlases and resource books will need to be supplemented and additional computer software will need to be acquired in order to support the new scheme.

HISTORY

- 92 At the previous inspection attainment was in line with national expectations. This has been maintained. Evidence on standards was drawn largely from pupils work, work on display, discussion with pupils and examination of long, medium and short term planning. The school planning cycle for units of work meant that only one lesson was observed during the week of inspection. At Key Stage 1 no teaching was observed. By the end of Key Stage 1 pupils have an understanding of the passage of time and recognise that things were different in the past. Much of the history work at Key Stage 1 is linked directly to the pupil's own experience. A Year 1 and Year 2 display on "School Days" had examples of contrasting resources. A Victorian slate was adjacent to a modern workbook; an abacus was set beside a calculator. Pupils knew the slate and could explain its use. Although not recalling the names, pupils knew that an abacus and calculator were "for adding up". The display was thoughtfully and carefully presented and used artefacts well. This was also true for a Reception and Year 1 display on "Toys – then and now". The work on toys had been related to visit to the Toy Museum. A classroom display on day and night had looked at the ways in which people lit their homes and the changes in home lighting brought about by Edison's invention. Pupils demonstrated interest and enthusiasm in talking about work on display.
- 93 The enthusiasm of pupils in Key Stage 1 was reflected in the attitudes and level of interest shown by pupils in Key Stage 2. Behaviour and level of interest was good in the only lesson observed in Key Stage 2. There were numerous displays of history work throughout Key Stage 2 in public and classroom locations. Some of this work was linked by a collection of hall-based displays celebrating the Millennium. History work is frequently related to visits. Year 4 pupils had recently visited Bede's World. The display used photographic evidence effectively showing pupils at work in the centre and artefacts on view. Elements from this visit were successfully translated into a large hall display on "Writing and Printing over the last 1,000 Years". Here pupils had reproduced extracts from old documents and illuminated letters for inclusion in the display. The work resulting from the visit had been well developed and pupils had undertaken much research into the making of paper and the development of printing up to the modern day. Pupils visit the Beamish Museum, one element of which is the Victorian school day, and Year 6 pupils visit the Hancock Museum. Other displays underlined the rich variety of work in history. Portraits of kings and queens from the Millennium, clothes throughout the Millennium and the history of the space race featured in public displays. Pupils enjoy the challenge of reaching and finding out about the past. A small group of Year 5 pupils were asked to identify the Tudor king from the Millennium display. This they were easily able to do. They were given the task of explaining why he was called a Tudor and who was king or queen after him. They successfully reported the answer to both questions the following day. In the Year 5 lesson on Tudors, discussion demonstrated a grasp of differences been then and now and pupils concentrated well upon the tasks they had been set. Year 6 pupils had visited the Hancock Museum in relation to the topic on Ancient Egypt. Work was neatly presented and covered elements of unification, mummification, hieroglyphs, the use of papyrus, major gods and Egyptian beliefs about life after death. Pupils knew something of the role of the archaeologist and of the discovery of the tomb of Tutenkhamun. Pupils took care with handwriting, maps and drawings throughout their folders. There was no differentiation and little evidence of the use of research skills. Pupils placed Ancient Egypt, Tudors and Victorians in the correct time sequence and explained the sources of their titles.

- 94 The school is well served by one-third of its teachers holding a basic qualification in history. The good subject knowledge of teachers is reflected in teaching and in the positive response and interest demonstrated by pupils. The subject co-ordinator has produced a detailed scheme of work. Trialling of national qualifications and curriculum agency materials in some of the year groups currently supports this. This is to be evaluated at the end of the year in Key Stage 2 (Years 3 and 4) and in 2001 for the two-year cycle in Key Stage 1. Subject monitoring consists of reviewing teacher planning and assistance with resources. No direct monitoring of subject teaching is done. Pupils with special educational needs receive little additional support beyond that of their own teacher and their peers and progress for them is uneven. Monitoring of pupil progress consists of a list of topics covered on an individual record sheet and is included in the class assessment folder. There is no subject portfolio. A supply of resource boxes is available for history but the development of pupil research skills is severely restricted by the lack of reference books.

INFORMATION TECHNOLOGY

- 95 Standards of attainment in information technology are in line with the standards expected nationally at the end of both key stages.
- 96 Pupils in Year 1 understand that information can be found in a number of ways and they talk about television, news, and books. They classify, with help, a range of objects such as a ball, apple and scissors, using different criteria. Some pupils use a mouse to point to objects on a screen, identifying shapes by name, for example a square, circle and rectangle and they select options using a computer simulation game to produce a winning outcome. In a lesson using a "Roamer", Year 2 pupils understand that a device can be controlled to achieve specific outcomes by giving a series of simple instructions such as forward 2 steps, back 1 step and so on and they record their findings. An analysis of pupils' work and discussions with pupils show that pupils in Year 2 have used a paint program for simple drawings with a mouse and used a word processing program to produce labels and titles for a variety of purposes. Pupils have, with help, retrieved information from a CD-ROM, printing out pictures and text to contribute to a class encyclopaedia.
- 97 Pupils in Year 3 understand that information can be classified and retrieved. Some pupils readily begin to use pre-prepared record cards to search for the characteristics of animals and use words such as "record" and "field", whilst others relate the index and contents of a book to other methods of accessing stored information. Pupils in Year 4 produce individual bar charts in mathematics to interpret data using a spreadsheet program, and in Art they use a paint program to produce printed blocks of colour as the basis for a piece of work after Mondrian. An analysis of pupils work indicates that pupils in Years 3 and 4 make extensive use of word processing and graphics to support their work; for example "Wanted" posters, greetings cards and overlaying simple adjectives with more adventurous alternatives. Some pupils in Year 5 confidently use a CD-ROM to select and retrieve information on the painter Monet, and print out their results. They talk enthusiastically about other ways of amending and interrogating information. In Year 6, pupils analyse the data in a printout of personal details such as date of birth, height and weight from a stored database and recognise errors. They understand that poor information gives unreliable results. Some pupils interpret a supermarket database giving food types and nutritional value and recognise inconsistencies in information, which is given. There is evidence in individual folders of pupils' ability to use a spreadsheet program to produce a model of their spending patterns and controlling devices such as traffic light simulations and on-screen drawing. Pupils confidently explain how they achieved their results.

- 98 The quality of teaching seen during inspection week was generally good. Teachers have a good understanding of the subject and the requirements of the National Curriculum. They work hard to produce good resources for whole class lessons enabling pupils to increase their understanding, despite the inadequacies of hardware and software resources in the school. Pupils are given opportunities wherever possible to use computers in other areas of the curriculum and recognise the advantages of information technology in a variety of situations. Teachers plan effectively and objectives are clear and linked to National Curriculum programmes of study. Expectations of what pupils should achieve are high, given that there are limitations on computer access, and further progress is clearly curtailed by resourcing deficiencies. Pupils are enthusiastic in their approach to the subject and there is an industrious working atmosphere evident in lessons. Teachers have good relationships with pupils who clearly enjoy the well-ordered structure in classrooms, which enables them to sustain concentration well.
- 99 Much work has been done to address the issues raised in the previous inspection report. There is time given to teach the subject to whole classes of pupils which contributes notably to the acquisition of new knowledge and skills demonstrated by pupils. Standards of attainment are now in line with national expectations, which is a significant improvement. However, the hardware and software resources are currently unsatisfactory which both curtails pupils' opportunities to develop their learning and hinders future progress. This deficiency also means that the link between what pupils are being taught as a class and their ability to gain "hands on" experience is not as immediate as it should be to reinforce learning. The subject is soundly managed by the co-ordinator. Subject policy and planning is satisfactory with schemes of work being based on national guidelines.

MUSIC

- 100 It was possible to see only a limited amount of teaching in music. Inspection judgements are secured on the lessons seen, discussions with teachers and pupils and on school planning.
- 101 Pupils receive a suitable balance of teaching across the music curriculum and, at the end of both key stages, achieve standards that are similar to those expected of pupils of their age. With less curriculum time available the school has maintained a satisfactory standard but there is no evidence of the higher attainment in music found at the time of the previous inspection.
- 102 In assembly and in key stage singing sessions, pupils in Key Stage 1 sing tunefully and with enthusiasm. They know a range of songs and sing them out well. Some pupils in this key stage are chosen to play percussion instruments to accompany the songs. Pupils in Year 2 work to the objectives for the end of Key Stage 1 as they explore the use of their own voice, changing pitch and associate this with an ascending and descending line. Most pupils recognise the musical 'ups' and 'downs' individually and many use suitable musical vocabulary. A few pupils are less accomplished and less confident. Pupils in Key Stage 2 sing tunefully in assembly and have a good repertoire of songs. Some are sung in two parts. Year 6 pupils discuss the composers and pieces of music they know. They listen to music on a regular basis although there are few opportunities to discuss their response to the music they hear. Pupils in Year 6 have a good grasp of musical terms. For example, they understand about dynamics and sing expressively using soft and loud tone when singing 'You'll Never Walk Alone'. Some sing solo.
- 103 The teaching seen was always at least satisfactory. Teachers make good use of a purchased scheme and this both ensures coverage of the curriculum and support for non-specialist teachers of music. Good control of pupils is a consistent theme of lessons. Because they listen well, pupils enjoy a quality of learning that matches the quality of teaching. Occasionally a small number of pupils do not join in with the general atmosphere of interest and enthusiasm. Most pupils want to participate and concentrate well. This helps pupils gain new knowledge and understanding in relation to their prior attainment. Pupils with special educational needs make satisfactory progress. A very small number of pupils show little enthusiasm for music and these pupils make little progress. However, the response pupils make in general is always at least satisfactory.

- 104 Curriculum coverage is satisfactory. The subject manager is temporary to the post and only recently appointed. The subject is audited on a regular basis to identify what developments are required. However, there is little opportunity for the subject manager to have an overview of the subject except for seeing medium term planning and being informally aware of what is happening around the school. The provision of resources is satisfactory. The scheme has posters and copy masters that support the needs of pupils and teachers in lessons. There are collections of instruments in both halls sufficient to support the curriculum. However, more provision could be made for instruments from different cultural groups to support the spiritual, social, moral and cultural development of pupils. There is some encouragement for this in the visits which pupils make out of school – to sing in concerts and in the community, for example. Good use is made of support teachers with specialist knowledge who supplement normal classroom lessons. Music is frequently the focal point of school performances such as Christmas services and musical shows. For example, the school recently put on a production of ‘Joseph and His Amazing Technicolor Dream Coat’ and pupils discussed their participation with some relish. An interesting feature of the school is the frequent appearance in the school hall of small groups of pupils gathering together spontaneously to practice and develop their work with instruments. These pupils acted at all times in a very mature and sensible fashion.

PHYSICAL EDUCATION

- 105 At Key Stage 1 pupils reach standards expected for pupils aged 7. Pupils make good progress through Key Stage 2, reaching standards above those expected nationally for pupils at the age of 11. These standards have been maintained since the last inspection in spite of the need to reduce the time available for physical activities in order to give more time to literacy and numeracy.
- 106 Pupils showed a satisfactory range of skills in dance and gymnastics. They use space and equipment sensibly, and link movements on apparatus, which they have practised on the floor. Pupils enjoy their activities and are well behaved, responding positively for the need to move safely. They respond imaginatively to dance and use body and facial movement to very good effect, as when Year 2 pupils stalked then pounced as a cat. They are eager to show their skills, and are proud of their achievements, as when a Year 1 pupil asked, ‘Did you see my jump?’ Younger children co-operate well and share equipment.
- 107 In gymnastics at Key Stage 2, pupils in Year 3 showed very good control when copying the movement of others. Year 6 pupils interpreted their balancing tasks imaginatively with limb extension and body position contributing to the quality of their movement. Some pupils performed strong and graceful head and handstands with others bearing their body weight on hands, with legs in a lotus position. In lessons pupils were very well behaved, the level of concentration was intense, and improvement was evident for most pupils. They collaborate well in groups, respond positively to the challenges provided for them, and are capable of extended exercise. Pupils are sensible and responsible when handling equipment and resources and they respond positively when encouraged to make decisions. Most pupils achieve the recommended minimum standards of water safety skills and swim 25 metres by the time they leave the school. Many of the pupils extend their swimming skills developing a range of recognised strokes.
- 108 Teaching overall is good, ranging from satisfactory to very good. All teachers give high regard for the need to warm up and cool down, are aware of safe practice, and have clear learning objectives. Time is used effectively and generally the pace of lessons is good. Where teaching is very good expectation is high; pupils are given clear instructions with an effective balance between teacher control and opportunities to explore movement and make decisions for themselves; and using pupils effectively to demonstrate skills enhances the quality of learning.

- 109 A detailed scheme of work maintains adequate coverage of the requirements of the National Curriculum, but the reduction to one lesson in Key Stage 2, which is also used for swimming, is reducing the opportunities for pupils to maintain the necessary range of activities and to extend the higher attainers. The accommodation for physical education is very good with two halls and outdoor hard and grassed areas. The range of resources is adequate with small apparatus such as balls needing replacement. Since the last inspection a satisfactory range of larger apparatus has been provided at Key Stage 1. Teachers are aware of the need to consider carefully the height of some of the larger boxes and tables to provide appropriate working levels for younger groups of pupils.
- 110 The provision for extra-curricular activities is good. There are well-attended clubs for football, netball, dance, and athletics, with teachers giving freely of their time. Opportunities are sought to enable pupils to participate in festivals and competitions with other schools. Pupils and teachers eagerly appreciate the good level of support, which is offered by parents.

RELIGIOUS EDUCATION

- 111 Pupils attain standards that are in line with the expectations of the locally agreed syllabus at the end of both key stages. This standard is similar to that established at the time of the previous inspection. The standards achieved are a factor of the good provision the school makes through policy and scheme of work and the sensible balance established between the two targets of teaching in religious education: learning about religion and learning from religion.
- 112 The written evidence of pupils' attainment is limited in Key Stage 1. Much of the work these pupils do is practical – through activities and discussion rather than through written tasks. This is appropriate to their needs at this age. Where there is written work, too much of it is copied from the board. Although the content of the work matches the scheme of work, it does nothing to indicate how well different groups of pupils are progressing. A better example of written work in one Key Stage 1 class gave pupils opportunity to identify some of the symbols of new life associated with Easter. Although a lack of polished literacy skills had a negative impact on what pupils wrote, all in the class wrote something about what they were seeing at the beginning of Spring and some expressed opinions on likes and dislikes and reflected on what had been discussed in the lesson. Good use is made of quiet moments of reflection in religious education lessons where pupils concentrate their thoughts on what they have been learning and how it relates to their own life and the life of others. Pupils in Key Stage 2 acquire a good range of knowledge across the curriculum. They learn about Old Testament characters such as Moses and write about the influence of the Qu'ran as the holy book of Islam. They establish a working knowledge of religious symbolism and the reasons why different religions adopt different symbols. They begin to learn about the faith and practices of Hindus. Pupils have visited Durham Cathedral. Year 5 pupils use their knowledge of this and other Christian places of worship to identify features of a church, artefacts to be found in a church and how artefacts relate to specific features of the Christian faith. For example, pupils know that the font is associated with baptism and that the priest preaches from the pulpit. Pupils in another upper Key Stage 2 class listen carefully to the Hindu story of Prince Prahlad. Through the teacher's careful questioning, they show a good understanding of both the content of the story and its underlying theme of triumph of good over evil. Pupils in this class had a good range of tasks to complete including some personal research using an information technology program to find further information about Hinduism. Pupils learning English as a new language and those identified as having special educational needs make progress in line with their prior attainment.

- 113 The teaching seen was never less than satisfactory. Teachers' own subject knowledge is successfully supported by the very thorough scheme of work. There is consistently effective management of pupils. Teachers create interesting displays that attract and motivate pupils, encouraging them to be curious. The design of some written tasks does not challenge more able pupils or support less able. There was one example of a wide range of tasks for pupils to complete which had been carefully designed to present opportunities for different levels of prior attainment. However, much of the work is through discussion and practical activities and teachers are careful to involve all pupils in activities and talk. There is an effective learning environment that is the product of careful planning, good control and some useful challenge through displays and use of teacher knowledge. This ensures that all pupils make satisfactory progress, although progress could be better for more able and less able with more challenging tasks. The quality of learning is well supported by the care and interest shown by pupils in what they do.
- 114 The curriculum for religious education makes a significant contribution to the school's provision for the spiritual, moral, social and cultural development of pupils. Spirituality is encouraged through teaching about God and faith and through opportunities to reflect on what is being learned. Pupils acquire a range of knowledge about what it is to be part of society and how rules are established. There is good enhancement to the understanding of other cultures through teaching about major world faiths.
- 115 The subject manager is thorough in what she does to support teachers. The Agreed Syllabus for religious education has been carefully analysed, a policy devised which gives clear guidance to all staff and a well crafted scheme of work put in place. This ensures that lessons go smoothly, that teachers know what they are doing and that pupils get the range of experiences necessary. Careful resourcing enhances the provision of books, posters and artefacts that are well matched to the needs of the scheme of work. The provision of books for the library is poor and does not encourage information retrieval. However, there is a small central stock of books which teachers make good use of in classrooms.