

# INSPECTION REPORT

**ST ANNE'S VOLUNTARY AIDED PRIMARY  
SCHOOL**

Pennywell, Sunderland

LEA area: Sunderland

Unique reference number: 108843

Headteacher: Mrs K Laythorpe

Reporting inspector: Mr M Johnstone  
21114

Dates of inspection: 30<sup>th</sup> April – 3<sup>rd</sup> May 2001

Inspection number: 192635

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior  
School category: Voluntary Aided  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed

School address: Hylton Road  
Pennywell  
Sunderland  
Tyne and Wear

Postcode: SR4 9AA

Telephone number: 0191 5536860

Fax number: 0191 5536862

Appropriate authority: The governing body

Name of chair of governors: Mr R Blake

Date of previous inspection: 10<sup>th</sup> March 1997

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21114	Mr M Johnstone	Registered inspector	English Physical education English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils' taught? How well is the school led and managed? What should the school do to improve further?
12536	Mrs S Butterwell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17857	Mr D Walters	Team inspector	Science Design and technology Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?
21450	Mr D Kilborn	Team inspector	Mathematics Information and communication technology Art and design Music Equal opportunities Foundation Stage	

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

### **INFORMATION ABOUT THE SCHOOL**

St Anne's Primary School is situated on the outskirts of the city of Sunderland in Tyne and Wear and serves an area with features of social and economic disadvantage. It is a voluntary aided Roman Catholic primary school serving the parishes of St Anne's and Holy Family churches. The school is similar in size to most other primary schools. There are 220 pupils on roll comprising of 102 boys and 118 girls in eight classes. At the time of the inspection there were 30 children under the age of six in the reception class (the Foundation Stage). The school population is fairly stable. The attainment of most pupils on entry to the school is below average, although the full range of attainment is represented. The majority of pupils live in close proximity to the school in rented accommodation. There is a small proportion of private housing. The school is part of the Sunderland Education Action Zone and part of the Single Regeneration Budget Initiative that supports regeneration in the area served by the school. The percentage of pupils eligible for free school meals (41 per cent) is well above the national average. The two pupils who have English as an additional language are fluent in English. Eighteen per cent of the pupils are on the register of special educational needs. This is similar to the national average. About half of these pupils have moderate learning difficulties and about half has help from outside specialists. One pupil has a statement of special educational needs.

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

St Anne's has improved key aspects of its work significantly since the previous inspection and has no major weaknesses. Strong and effective leadership and good teaching at all stages are improving standards and pupils' achievements. There are no subjects where standards are below those expected nationally and pupils do very well when compared with pupils in similar schools. Pupils are very well behaved, polite and want to do well. Their spiritual, moral, social and cultural development is very good overall and provides a strong base for learning. The school provides good value for money.

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

- Leadership and management have improved significantly since the previous inspection and are now strong and effective.
- There are no subjects where standards are below national levels and when compared with similar schools, standards are high.
- Teaching and pupils' learning are good at all stages.
- Pupils' attitudes, behaviour and relationships are very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall and provides a strong base for learning.
- Children are given a very good start to their school life in the reception class.

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

- The development of pupils' computing skills from year to year and the use of computers in all subjects.
- The enthusiasm and achievements of a significant minority of boys in reading, particularly in the juniors.
- Pupils' knowledge of times tables and how quickly they work out calculations in their heads.
- Checking with greater accuracy what pupils already know in order to plan what they do next.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good overall improvement since the previous inspection and the school no longer has serious weaknesses. Improvement has been particularly good in the leadership and management of the school. All National Curriculum requirements are now met and the policy and provision for special educational needs is now good. A good planning structure has been developed and includes the involvement of all staff. Parents are now much more involved in the work of the school. Pupils' achievements and the overall quality of teaching and learning have improved.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools*
	1998	1999	2000	2000
English	A	B	C	A
Mathematics	B	D	C	B
Science	A	C	C	A

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

\*Similar schools refer to schools that have a similar percentage of pupils eligible for free school meals.

Children enter school with attainment that is below the national average, although the full range of attainment is represented. From this starting point, children of all abilities achieve very well and by the time they are six, they attain the national goals for pupils of this age in all the areas of learning.

In the year 2000 National Curriculum tests standards for eleven-year-olds were similar to the national average in English, mathematics and science. In English and science, standards were high enough to be well above those in similar schools. In mathematics, standards were also high enough to be above those in similar schools. Standards have improved since the previous inspection in 1997 and have remained at a broadly similar level over the last three years. The trend in the school's average National Curriculum points for all these subjects has mirrored the national trend. Inspection evidence indicates that standards for the pupils who are now in Year 6 are in broad accord with these results, and pupils' achievements are good overall. The school is on course to achieve its realistic and challenging targets in English and mathematics for the next two years. There is a significant minority of boys in the juniors whose achievements in reading are not high enough. This is largely because they lack enthusiasm for books and motivation to succeed. In mathematics, pupils' speedy recall of times tables and number calculations is too slow.

In the year 2000 National Curriculum tests for seven-year-olds, standards were similar to the national average in writing, below in reading and well below in mathematics. The work of the pupils who are now in Year 2 is much better and standards are similar to the national average in all these subjects. Pupils attain expected levels in information and communication technology by the ages of seven and eleven. Their progress over the past year has been

good, however, there have been breaks in the development of skills from year to year and pupils' overall progress has been unsatisfactory. Computers are not used sufficiently in work across all subjects. Pupils' work in history is better than that expected for their age.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils, including the youngest children in the reception class enjoy coming to school. They are enthusiastic, enjoy their lessons and want to do their best to please their teachers.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and around school. Pupils are very polite and well mannered.
Personal development and relationships	Relationships are very good and based on mutual trust and respect. Pupils' personal development is satisfactory. Pupils enjoy taking on responsibility for various jobs around the school. More could be done to develop initiative and responsibility for their own learning.
Attendance	Good.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

Teaching and learning are good in the infants and juniors and very good in the Foundation Stage (reception class). Teaching meets the needs of all pupils well. Of the 53 lessons observed, four per cent were excellent, 21 per cent were very good, 45 per cent were good and 30 per cent were satisfactory. There was no unsatisfactory teaching. Teaching has improved since the previous inspection, especially in the infants. Literacy and numeracy are well taught and there has been particularly good improvement in the teaching of writing. Key strengths in the teaching at all stages are:

- very good relationships, high expectations of behaviour and very good classroom management that promotes effective and enjoyable learning;
- good planning, teaching of basic skills, subject knowledge and use of support staff that enables all pupils to achieve well;
- the teaching of pupils who have special educational needs that helps them make good progress and ensures that they are involved in all aspects of school life:

Areas for further improvement in teaching and learning relate to:

- the need for greater accuracy to determine the starting point for pupils' learning in some lessons;
- greater use of computers in all subjects;
- pupils' mental mathematics skills and the enthusiasm and achievements of some junior boys in reading.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum meets the needs of all pupils effectively and provides a good range of learning experiences. It fully meets statutory requirements. The curriculum for the reception children is very good. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	This has improved since the previous inspection and is now good. Additional classroom support is very effective in helping these pupils achieve well and take part in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This aspect of pupils' development is very good overall. Spiritual, moral and social development is very good and cultural development is good. More could be done to give pupils' experience of dance and music from a wider range of cultures.
How well the school cares for its pupils	All the staff know pupils well and provide a good level of care. The health, safety and general welfare of pupils is a main priority within school. There are good systems to find out how well pupils are doing in English, mathematics, science and information and communication technology. These are not so good in other subjects.

The school is a more welcoming and open place than at the time of the previous inspection and a good partnership with parents has been developed. Parents have very positive views of the school and value its work. Annual reports on pupils' progress could be better by including more targets for improvement and comments on how parents can help their child at home.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher, deputy headteacher, and teachers with management responsibilities are now strong and effective. This has been the key factor in taking the school out of serious weaknesses.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well and under the enthusiastic and strong leadership of the chairperson are holding the school much more accountable for its work.
The school's evaluation	There are very good procedures for finding out how well teachers are teaching and how well the curriculum is developing. Regular



of its performance	evaluations of pupils' performance in national and school tests keep the staff alert to any general weaknesses in pupils' performance.
The strategic use of resources	Educational priorities in the school development plan are linked effectively to the budget and best value principles are adhered to closely when purchasing goods and services. Most resources are used well.

The number, qualifications and experience of teachers and support staff match the demands of the curriculum well. The accommodation is good overall with appropriate space for the numbers currently in the school. There is good space for the children in the reception class and this is used effectively to provide a range of very good learning experiences. Resources have greatly improved since the last inspection and are now good overall. The very good provision of new technology throughout the school is beginning to have a marked effect upon the standards pupils attain. Reception children have access to a good range of learning resources that have a good effect on their learning in all aspects of their work.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• Behaviour is good and the school is helping their children become mature.</li> <li>• The teaching is good and children are expected to work hard.</li> <li>• The school is well led and managed and they would feel comfortable approaching school with any concerns they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like more information about how their children are getting on.</li> <li>• They would like to see a greater range of interesting activities outside lessons.</li> </ul>

Inspectors agree with the parents' positive comments. Much of the information provided for parents is good. However, the annual reports on pupils' progress do not contain enough targets for pupils to aim for or information on how parents might help their child. The range of activities outside lessons is similar to that found in many primary schools.

## **PART B: COMMENTARY**

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

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

1. Children enter school with attainment that is below the national average, although the full range of attainment is represented. From this starting point, very good teaching enables children of all abilities to achieve very well. By the time they are six, they are well on course to attain the national goals in personal, social and emotional development, communication, language and literacy, mathematical understanding, knowledge and understanding of the world, creative and physical development.
2. In the year 2000 National Curriculum tests for seven-year-olds, standards were similar to the national average in writing, below in reading and well below in mathematics. When compared with similar schools, standards were similar in reading, above in writing but below in mathematics. In mathematics, this represented a dip in the general trend over the past three years. Girls did better than boys in the mathematics test. The work of the pupils who are now in Year 2 is much better, and standards in reading and mathematics are securely in line with the national average. Better teaching, variation in the abilities of the two groups of pupils and a concentrated effort on improving weaknesses accounts for the improvement. There is no significant difference in the attainment of boys and girls.
3. In the year 2000 National Curriculum tests, standards for eleven-year-olds were similar to the national average in English, mathematics and science. In English and science, standards were high enough to be well above those in similar schools. In mathematics they were high enough to be above those in similar schools. Standards have improved since the previous inspection in 1997 and have remained at a broadly similar level over the last three years. The trend in the school's average National Curriculum points for all these subjects has mirrored the national trend. Overall, there is no significant difference in the performance of boys and girls in the tests. Inspection evidence indicates that standards for the pupils who are now in Year 6 are in broad accord with these results and pupils' achievements are good overall. The school is on course to achieve its realistic and challenging targets in English and mathematics for the next two years.
4. In English, good teaching across all stages is resulting in good achievements for the large majority of pupils. Given pupils' below average standards in communication, language and literacy when they start school, pupils do well to achieve satisfactory standards in speaking and listening, reading and writing. However, inspection evidence and the school's internal testing indicates that there is a significant minority of boys in the juniors whose achievements in reading are not high enough. This is largely because they lack enthusiasm for books and motivation to succeed.
5. By the age of seven, most pupils speak clearly and listen well in a variety of situations. In the juniors, these skills are developed well and by the age of eleven most pupils are able to share their ideas, insights and opinions confidently. They listen respectfully to what others have to say. Pupils' speaking and listening skills support work well in all subjects. In reading, most seven-year-olds have a good grasp of letter sounds and this gives them a good base for reading unfamiliar words. Above-average pupils read with good accuracy, fluency and expression. By the age of eleven, most pupils continue to make good progress with their reading using their knowledge of letter sounds and combinations well. Above-average and most average pupils read

confidently, fluently and with good expression. Writing is mainly sound in both the infants and juniors, signifying good achievement for the majority of pupils. By the age of seven, pupils' writing is sequenced in sentences with capital letters and full stops and by eleven, pupils are writing in a good range of styles. Writing is well organised with satisfactory use of punctuation and reasonably accurate spelling. At all stages, writing is well presented with clear and well-formed handwriting. Pupils' reading and writing skills offer sound support to work in most other subjects. In history, they are used well.

6. By the age of seven, good teaching in the numeracy hour is improving pupils' knowledge of number, shape, space and measures and data handling. Pupils are achieving well compared to their previous attainment. By the age of eleven, pupils are beginning to use a wider range of strategies for solving problems and have good estimating skills. They continue to develop understanding in number, shape, space and measures and data handling well. Whilst the levels of attainment seen are satisfactory, knowledge of times tables and the speed with which most pupils calculate number problems is insufficiently developed. Pupils' skills in mathematics satisfactorily support work in other areas of the curriculum such as geography, science and design and technology.
7. In science, infant pupils make good progress in using correct vocabulary. They carry out simple investigations in which they begin to see the need to predict what might happen and why a test must be fair. Progress in applying these principles is good in the juniors, and by the age of eleven most pupils recognise that scientific ideas are based on evidence. They are able to communicate by using a good scientific vocabulary of what they have found out. Their awareness of the social and moral aspects of science is not as strong as it might be.
8. In information and communication technology, standards meet the national expectation at seven and eleven. The teaching of information and communication technology skills and achievements of the pupils are much improved since the previous inspection. Good use is being made of the new facilities in the computer suite and in classrooms to focus on the specific skills required by the nationally approved scheme of work. There is still some catching up to be done in terms of the development of key skills from year to year, and in using computers more widely across all subjects.
9. Standards in history are better than normally seen for pupils' ages and have improved since the previous inspection when they were satisfactory. Pupils achieve well at all stages. Pupils in the infants have a good understanding of changes over time and a good knowledge of key historical characters and events. In the juniors, pupils consolidate their knowledge of events and people from different historical periods and make good progress in understanding that an event can be interpreted in different ways.
10. In art and design, design and technology, geography, music and physical education, standards are similar to those expected for pupils' ages. In art and geography by the age of eleven and in design and technology and physical education at seven and eleven, standards have improved since the previous inspection. In music, standards have been maintained since the previous inspection. In all these subjects, pupils' achievements are at least satisfactory and sometimes good. This is the result of better teaching, in-service training and consistently good planning using nationally approved guidelines.

11. Pupils with special educational needs are making good progress towards the targets in their individual education plans. This represents a significant improvement on the findings of the previous inspection. Although they achieve standards generally below the expectations for their age, their achievements in lessons and over time enables them to participate effectively in all subjects of the curriculum. Pupils' rate of learning is most effective where they have the support of classroom assistants to talk through their answers. Where a pupil has a statement of special educational needs, the school makes effective use of special materials and expertise available to them. This helps the pupils make good progress and achieve well. Only two pupils have English as an additional language but because of their fluency in English, they achieve appropriate standards.

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

12. Pupils' attitudes, values and personal development are very good at all stages and a strength of the school. They make a significant contribution to the school's learning environment and to the standards that pupils achieve.
13. All pupils, including the youngest children in the reception class, enjoy coming to school, confirming parents' views. They are enthusiastic and keen to learn. They want to do their best to please their teachers. They show good levels of interest and involvement during lessons. These very good attitudes are a result of the very good relationships that exist between staff and pupils, and the high and consistent expectations that have been maintained since the previous inspection. There is a significant minority of boys in the juniors whose attitude towards reading falls below these very high standards.
14. Behaviour is very good both in lessons and around school. Children in the reception class soon learn what is acceptable and unacceptable behaviour. Pupils are very polite, well mannered and honest. This was demonstrated, during a music lesson in the reception class, when a pupil chosen to play an instrument said he'd already had his turn. Pupils of all ages play happily together in the playground sharing the equipment provided. There is no evidence of bullying and a lack of even minor squabbles. No pupils have been excluded from the school in the last school year.
15. Pupils' personal development and relationships are good, overall. Relationships throughout the school are very good and based on mutual trust and respect. Pupils co-operate well when working in pairs or groups. They show good awareness of the feelings of others. For example, during Year 3 prayers a pupil asked if they could pray for farmers because of the foot and mouth crisis. Pupils' personal development has improved since the last inspection with older pupils now having access to extra-curricular team sports and a residential visit. Creating and maintaining the Millennium Garden is a very good example of pupils taking responsibility for their environment. Pupils are given a satisfactory level of opportunity to show responsibility within the school community and to show initiative and independence with their learning. However, further opportunities could be provided.
16. Most pupils with special educational needs sustain good levels of concentration and co-operate effectively with their classmates. As a result classes are happy places with a good working atmosphere. There are pupils who have strategies in their individual education plans to help them become more co-operative. Teachers and classroom support staff use these consistently and successfully so that any restlessness does not disturb other pupils or affect the pace of the lesson.

17. Attendance has improved since the previous inspection, when it was below the national average. It is now good. It has a positive effect on the continuity of pupils' learning and the progress they make. Pupils are punctual, registration is quick and efficient and lessons start on time. There is no unauthorised absence.

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

18. The quality of teaching and learning are good overall and meet the needs of all pupils well. Teaching in the Foundation Stage is very good and helps the children make very good progress. In the 53 lessons seen across the school, four per cent were excellent, 21 per cent were very good, 45 per cent were good and 30 per cent were satisfactory. There was no unsatisfactory teaching. Teaching has improved since the previous inspection, especially in the infants. There is no significant difference in the quality of teaching in the infants and juniors.
19. Teaching in the Foundation Stage is very good and enables all children to achieve well from a below average base on entry. The teacher plans very well for the children's needs and involves the classroom assistant very effectively in this process. The classroom is a stimulating area where children can learn through effective direct teaching, role play and exploration. High expectations of all children and very good relationships ensure that children quickly settle down and are soon familiar with classroom routines. Good emphasis is placed on developing early speaking and listening, reading, writing and number skills and books have a high profile in the classroom. This gives a firm base for work in the literacy and numeracy hours. There are good arrangements to find out how children are progressing in their work and the information is used effectively to plan what they do next.
20. In the infants and juniors, the teaching of English is good. All teachers have developed the literacy hour effectively and planning follows the national guidelines. This gives a consistent structure to lessons. They all have an effective whole-class shared reading and writing session, mostly effective group and individual work and a good closing review session. Pupils are taught reading and writing well. Consistent teaching of letter sounds from year to year gives most pupils the confidence to attempt new words successfully using this method. The books provided for some of the boys in the juniors do not provide sufficient interest and this has an adverse effect on their achievements. All teachers concentrate well on teaching spelling patterns, punctuation and grammar as well as providing good opportunities for pupils to write in a variety of styles and for different audiences. This helps them achieve well.
21. Mathematics is taught well overall. Since the previous inspection there has been a large staff turnover and teachers are now working more effectively together. The numeracy hour is well established and is beginning to have a good impact on the standards attained. It has ensured a better structure to activities from year to year. The short opening sessions designed to improve pupils' speedy recall of number facts are not consistently challenging with the result that pupils' quick recall of number calculations is not as sharp as it should be.
22. The quality of teaching and learning in science is good and has improved since the previous inspection. There is some very good teaching in Years 5 and 6. There is a good focus on experimental and investigative work and teachers develop the correct scientific vocabulary well. This has helped raise standards and pupils' achievements in the subject. The matching of pupils' work to their ability is generally accurate, but some work is unnecessarily repeated. This slows down pupils' progress on these occasions.

23. In both the infants and juniors, teaching in the lessons seen in information and communication technology, art and design, history, geography, design and technology, physical education and music was never less than satisfactory, and just over 30 per cent was good. Some very good teaching was seen in history and music. Teaching and learning in information and communication technology, design and technology and physical education have improved to a satisfactory level since the previous inspection. This is due to better in-service training, improved management of the subjects, better resources and much improved planning. Computers are being used more by teachers but this is not sufficiently well developed. All teaching has benefited from the development and use of nationally approved guidelines that have given consistency to pupils' learning.
24. In both the teaching of infants and juniors there are common strengths that feature across all subjects. All teachers have high expectations of pupils' behaviour and very good relationships with the pupils. They are enthusiastic and committed to improvement and organise and manage their lessons very well. These factors have a strong effect on pupils' attitudes, behaviour and desire to do their best. The teachers' subject knowledge is good and this helps pupils learn the correct technical vocabulary. Planning has improved and is consistently good across all subjects. Good questioning is used to extend pupils' understanding. For example, in a Year 3 history lesson the teacher asks 'What do you think the Egyptians believed about life after death?' In a Year 5 numeracy lesson the teacher asks 'Why do you think he rounded the decimal up rather than down?' Teachers are aware of the need to ask questions equally of boys and girls and ensure that working groups have a gender balance. Support staff are used effectively to help below-average and special educational needs pupils to learn and as a result they achieve well. All teachers mark pupils' work regularly and include comments that show them how it might be improved. Homework is set regularly and contributes satisfactorily to pupils' learning.
25. There are some common areas for improvement in teaching across all subjects. When groups or individual pupils work independently of the teacher, they sometimes work too long without review and discussion with the teacher. This results in mistakes not being rectified soon enough and misconceptions not being picked up quickly enough. Teachers are evaluating the success and shortcomings in their lessons well, and in the most effective lessons this evaluation is guiding and improving what is done in subsequent lessons. This is not consistently successful in improving pupils' learning. In a significant minority of lessons, assessments of what pupils already know are not accurate enough and result in teachers expecting too much of the pupils. This slows down the pace of learning to a satisfactory level, usually when pupils work in groups or independently without direct teacher support.
26. The school is careful to ensure that the needs of all pupils, including those with special educational needs, are met. Good teaching and effective planning with classroom support staff are significant factors in the good progress pupils with special educational needs are making. This is much better than at the previous inspection when consideration of pupils' special educational needs was not consistently taken into account. Good teaching has most impact in English, science and mathematics, where there is support in almost every lesson, especially for the infants and the youngest junior pupils. Teachers prepare work that is carefully planned, in order to achieve the targets in pupils' individual education plans. Liaison between teachers and classroom support staff is good and is beneficial to pupils' learning. There is no specialist teaching required for the two pupils who have English as an additional language.

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

27. The school has developed a curriculum that meets the needs of all pupils effectively and provides a good range of learning experiences. It fully meets statutory requirements. There is a good curriculum for the youngest children based on the recommended early learning goals for children under six years of age. There has been very good improvement in curricular provision for the reception children since the previous inspection. Provision for spiritual, moral, social and cultural education is very good and provides a strong base for learning.
28. Taken overall, there has been a significant improvement since the previous inspection. There are appropriate nationally recommended schemes of work in place for all curriculum subjects. These provide useful guidance for what has to be taught at each stage and how pupils' progress can be checked. As a result, curriculum planning is good. The proportion of time allocated to each subject has been carefully considered. There is an appropriate emphasis on the teaching of literacy and numeracy. At the previous inspection, an imbalance of time was considered to be the cause of low attainment in physical education and information and communication technology. This has now been addressed successfully and the balance of the curriculum and time allocated for all subjects is good.
29. The school is committed to the ideals of inclusion for all pupils and makes good provision for pupils with special educational needs. The Code of Practice for special educational needs is applied successfully and pupils on the register of special educational needs have appropriate individual education plans. Within these plans are targets, prepared jointly with staff and parents. All of these measures have been put into place since the previous inspection, and successfully deal with a key issue raised at that time.
30. Provision for personal, social and health education is good. There is an appropriate policy for teaching about the harmful effect of drugs and misuse of medicines. The governing body has also agreed and publicised the school's policy on sex education. Work on self-esteem and understanding how individual behaviour affects others are dealt with well in the 'Here I Am' scheme. Social issues, which highlight tensions and different opinions, such as the effects of the current foot and mouth disease crisis, are tackled very well, for example in a geography lesson in Year 6.
31. A satisfactory range of well-attended extra-curricular activities takes place during lunch-time and after school. Teachers commit a considerable amount of time to these activities and some of the concerns expressed in the parents' questionnaire that the activities do not take place for very long, seem to be unfounded. Links with the local community are good. These include sporting activities with local professional clubs, music and theatrical activities, the local history society, community gala days and parish activities. In addition, a wide range of visitors bring expertise into the school and work with pupils. For example, in history a priest from Uganda helped give pupils an insight into life in that country. These activities enrich the curriculum, giving pupils a wide variety of interesting and exciting experiences. There are satisfactory links with feeder nurseries and other schools. One secondary school maintains good contacts throughout the year, but generally links are not as regular or productive as they could be.

32. Provision for spiritual development is very good. The school has established a clear Christian environment within a caring and sharing community. Class and school assemblies provide an appropriate time for reflection. Such activities successfully create a strong sense of togetherness and responsibility. The influence of the 'Here I Am' scheme and the quiet act of prayer provide very good opportunities for pupils to reflect on the world around them and the part they can play. A very good sense of awe and wonder is created in lessons, for example, in a Years 5 and 6 science lesson pupils were fascinated by the wonder of observing detail on tiny seeds under a microscope. There was clear excitement in a literacy lesson for Year 1 pupils when playing a game with word cards. There are other such examples that reveal the joyful experience of something special in an otherwise normal day.
33. Pupils' moral development is very well promoted by the good example set by adults and by the strong relationships that are a feature of the school. Pupils have a very good understanding of how individual behaviour can affect the quality of life of others. Class teachers reinforce what is acceptable and unacceptable conduct by talking sensitively with pupils. At the time of the previous inspection, although these values were implicit in the school's policies, they were not planned for and identified. Now there are awards and ways of rewarding and recognising acts of kindness and good behaviour, which reinforce effectively the values taught by the school. At the Breakfast Club, for example, pupils of all ages mix well, take responsibility for their belongings and clear away before school starts.
34. Provision for pupils' social development is very good. In the reception class pupils learn good manners and how to co-operate and share in pairs and larger groups. At all stages, politeness and sensitivity are intrinsic to the life and work of the school. Pupils learn about responsibility through roles such as register and assembly monitors. Pupils in Year 6 staff the telephone at lunch-time. Since the previous inspection the school has planned seriously and successfully to promote the pupils' social development. In lessons, teachers provide regular opportunities for pupils to answer questions and take part in discussion sessions. Older pupils also have an opportunity to take part in a residential study week. Consistency across all age groups is the key to the successful improvement of this aspect of the curriculum. Pupils now have the opportunity to be participants in their learning.
35. A whole-school approach to cultural awareness has been adopted since the previous inspection and now the school makes good provision in this aspect of its work. Pupils are introduced to examples of great works of art and music. Music is well promoted and used frequently in school assemblies to sing and listen to, especially in celebrating the festivals during the year. Literature from other cultures is used effectively as a basis for work in English, for example, pupils in Year 6 are studying Japanese Haiku poems. A weaker area is the lack of opportunity to share in the experience of dance and music from other cultural groups represented in the United Kingdom. There has been good progress in raising pupils' awareness of faiths other than Christianity through the scheme of religious education.

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

36. Staff know pupils well and provide a good level of care. Children in the reception class are well cared for in a happy, safe and well-organised environment. The health, safety and general welfare of pupils is a main priority within school. All staff have basic first aid training and three are qualified in first aid, with one of these always accompanying pupils on visits. The headteacher has responsibility for child protection and all staff have a good awareness of procedures. Health and safety is regularly monitored and risk assessment is carried out. Concerns of the previous



inspection, which included the obscured windows, using a cramped small courtyard for play and not utilising the playing field, have all been addressed successfully. Extra security fencing is planned for the playing field. The school is a safe and secure environment.

37. The school has improved procedures for monitoring and promoting attendance since the previous inspection. These are now very good. Attendance is monitored weekly and there is good liaison with the education welfare officer. The attendance plaque is given to the highest attending class of the week and this acts as an effective stimulus. During the week prior to inspection three classes achieved 100 per cent attendance. Termly certificates are used successfully to promote and reward 100 per cent individual attendance. The school has maintained very good procedures for promoting good behaviour and for dealing with bullying if it should occur. Stickers and certificates are used to motivate pupils to always do their best. They make a positive contribution to raising self-esteem and confidence.
38. Procedures for monitoring and supporting pupils' personal development are informal but effective. Teachers know pupils very well and give good support and guidance. Personal, social and health education is taught effectively within the science and religious education curriculum and during assemblies. Pupils with special educational needs are well supported by school staff and a variety of visiting professionals from outside agencies. High levels of care and support ensure their full inclusion in the school curriculum and enables them to make good progress.
39. Since the previous inspection, the school has developed its procedures effectively to find out how well the school and its pupils are doing. There are good systems in English, mathematics, science and information and communication technology. Whilst a good start is being made in other subjects, there are no whole-school systems that are used consistently. This makes it difficult for the teachers to track the progress of individual pupils or groups of pupils in these subjects. Action to remedy this situation is part of the school's development plan.
40. Overall the school uses information from national and school testing well in order to inform curricular planning. The results from these tests are used effectively to track individual progress, analyse trends, strengths and weaknesses in learning and group pupils for different activities. For example, analysis of national test results and school based testing highlighted weaknesses in the performance of some junior boys in reading. As a result of the analysis, action has been taken to improve their reading standards. Similarly, when national assessment results in mathematics for one group of infant pupils were not as good as expected, good improvement targets were set. Inspection evidence shows that this group is now working at the level expected for their age.

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

41. Parents have very positive views of the school. This is an improvement since the previous inspection. They appreciate the open door policy that now exists. The majority of parents believe teaching is good and their children work hard. They say their children like school and make good progress. They believe that the school is well led and managed and they feel welcome in school and happy to raise any concerns. Inspection findings confirm these views.

42. A minority of parents would like to see more extra-curricular activities, to be better informed on the progress their child is making and for the school to work more closely with them. Inspection findings show that there are a satisfactory number of extra-curricular activities. These are mostly for the junior pupils. Pupils also have visits out of school and the opportunity for a residential visit in Year 6. This is what happens in many primary schools. Inspectors agree the reporting of progress and the partnership with parents has improved since the previous inspection, but could be improved further. The annual reports on pupils' progress do not contain enough targets for pupils to aim for or information on how parents might help their child.
43. The school has good links with parents. Good progress has been made in addressing the key issue of the last inspection to encourage parents to be involved in the life of the school. There is good daily contact with parents of reception children and any concerns are dealt with quickly and effectively. Good relationships are established at this early stage and provide a strong foundation for the future partnership. Regular contact through informative newsletters, topic sheets and homework diaries lets parents know what is happening at school. Several parents help within classrooms giving good and effective support.
44. The Friends of St. Anne's Association was set up and successfully organises social events for parents and pupils. Funds raised are used to buy resources or to enhance the school environment, such as the aquarium in the entrance hall. Parents give good support with homework but would appreciate more specific detail on how to help their child at home, to work in partnership with the school in raising pupil achievement. The contributions parents make have a positive impact on the work of the school. The progress of pupils who have special educational needs is reviewed regularly and parents are encouraged to attend meetings to find out how well their children are doing.

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

45. The leadership and management of the school were judged to be a serious weakness at the time of the previous inspection. Teamwork was weak and there was no shared vision or clear educational direction in the school. The governors were not sufficiently aware of what was happening in the school. With the appointment of a new headteacher, deputy headteacher, a number of staff and governors since that time, improvement has been very good. All of the key issues from the previous inspection have been dealt with successfully.
46. The leadership and management of the school by the headteacher, deputy headteacher, staff with management responsibilities and governors are now strong and effective. There is a highly developed shared view of the school and the direction in which it is going. This has resulted in the provision of a good quality education across a broad curriculum. This sense of direction and shared view are clear in the good school development plan that provides appropriate and costed programmes for action. The aims of the school are focused on raising standards, good behaviour, attitudes and teaching and are reflected strongly in all aspects of the school's work.
47. There are very good procedures for finding out how well teachers are teaching and how well the curriculum is developing. Staff work well together in planning teams and all plans are checked regularly and amended if necessary by subject co-ordinators. The headteacher, deputy headteacher and key co-ordinators regularly scrutinise the teaching in English, mathematics and science. All teachers receive oral and written feedback to help them improve. The general findings from this procedure are shared

with the governing body. These procedures have been successful, for example, in identifying the need for greater consistency in the teaching of letter sounds and in refining what pupils will learn, in teachers' planning. More recently it has highlighted weaknesses in pupils' mental mathematics skills and underachievement in some junior boys' reading. Regular evaluations of pupils' performance in national and school tests keep the staff alert to any general weaknesses in pupils' performance. The headteacher and all co-ordinators have relevant performance targets to improve the way they work. The governing body is involved in setting these which gives them a good overview of how the school is developing.

48. There is good management of special educational needs provision. The teacher with this responsibility is very knowledgeable and works effectively to provide support and advice for all staff. As a result of her expertise and effort, the school provides good quality and effective education for these pupils. Management of the Foundation Stage is very effective and gives children a good start to their education.
49. The governors are developing their strategic role well under the leadership of a knowledgeable, enthusiastic and committed chairperson. The governors are very supportive of the headteacher and have a well-informed overview of the curriculum, resources and the quality of teaching. Most governors are regular visitors to the school and some have observed teaching and help out in classes. This gives them valuable insight into how the school is developing. The governors fulfil their statutory responsibilities well.
50. Financial management and planning are good and all grants are used effectively for their designated purpose. Monies from the single regeneration budget and the Sunderland Action Zone have been spent well to enhance the education of the pupils. Staffing levels, resources and accommodation have all benefited as a result. The educational priorities in the school development plan are linked effectively to the budget and best value principles are adhered to closely when purchasing goods and services. The minor recommendations of the 1999 audit report have been addressed successfully. The annual budgets since the previous inspection have been well managed. However, the previous headteacher accrued an inappropriate underspend of approximately £80,000. The school wisely invested this and a well conceived two-year plan was devised. This includes spending to improve resources, accommodation, staffing and curriculum provision.
51. The number, qualifications and experience of teachers and support staff match well the demands of the curriculum and the school is on target to comply with the new requirements for performance management. There are seven new members of staff since the previous inspection and there is a very effective programme for the induction of staff. This represents good improvement since the previous inspection. Staff are keen to improve their professional skills and attend courses regularly. This commitment is reflected in the good subject knowledge seen in lessons during the inspection. Support staff have a clear understanding of their roles and the school office is effectively run. The school secretary provides a welcoming first point of contact for parents.
52. The accommodation is good overall with appropriate space for the numbers currently in the school. There is good space for the children in the reception class and this is used effectively to provide a range of very good learning experiences. The school has recently undertaken work to improve the accommodation and enhance the curriculum provision by fitting new windows and a purpose-built computer suite. The millennium courtyard project designed by older pupils in conjunction with a local community group provides a peaceful and attractive area.

53. Resources have greatly improved since the previous inspection and are now good overall. The very good provision of new technology throughout the school is beginning to have a marked effect upon the standards pupils attain. Reception children have access to a good range of learning resources that have a good effect on their learning in all aspects of their work. There is a wide range of good quality books for most pupils, although the reading books for some junior boys does not inspire them to read regularly.

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

In the context of its developing strengths, the headteacher, staff and governors should:

- improve pupils' progress in information and communication technology by:
  - continuing to develop skills more consistently from year to year;
  - using computers more to support work in all subjects.  
(paragraphs 8, 23, 70, 79, 85, 95, 99, 105, 108, 111)
- raise the achievements and enthusiasm of a significant minority of boys in the juniors by:
  - providing a range of books that appeal to their interest more;
  - building up their self-esteem and raising the profile of reading across the school.  
(paragraphs 4, 13, 20, 47, 63, 65)
- improve pupils' knowledge of times tables and the speed with which they calculate number problems by:
  - ensuring that all numeracy lessons begin with a consistently 'quick fire' session;
  - encouraging pupils to discuss mental strategies more and have consistent opportunities to learn their times tables.  
(paragraphs 6, 21, 76, 77, 80)
- Ensure greater accuracy when checking what pupils already know, understand and can do in order to plan more effectively what they do next.  
(paragraphs 25, 70, 84, 121)

It is recognised that the school is aware of these issues and has already begun to take some effective action.

### **In addition to the key issues above, the school should also consider the following less significant weaknesses for inclusion in the action plan.**

- Improve the quality of written reports to parents by including more targets for improvement and ideas on how parents can help their children.  
(paragraph 42)
- Implement manageable systems for recording pupils' attainment and progress in subjects other than English, mathematics, science and information and communication technology.

(paragraphs 39, 90, 95, 101,106, 115 122)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	21	45	30	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	220
Number of full-time pupils known to be eligible for free school meals	N/a	90

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	40

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	8
	Girls	17	18	15
	Total	26	28	23
Percentage of pupils at NC level 2 or above	School	81 (92)	88 (92)	72 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	7	7
	Girls	18	15	15
	Total	27	22	22
Percentage of pupils at NC level 2 or above	School	84 (92)	69 (96)	69 (96)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	15	15	15
	Total	22	23	25
Percentage of pupils at NC level 4 or above	School	79 (75)	82 (63)	89 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	10
	Girls	15	15	15
	Total	21	22	25
Percentage of pupils at NC level 4 or above	School	75 (79)	79 (75)	89 (79)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	218
Any other minority ethnic group	00

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	23.6
Average class size	27.5

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

Total number of education support staff	4
Total aggregate hours worked per week	102

### ***Financial information***

Financial year	1999-2000
	£
Total income	358114
Total expenditure	351125
Expenditure per pupil	1705
Balance brought forward from previous year	2106
Balance carried forward to next year	9095



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

### **Questionnaire return rate**

Number of questionnaires sent out	220
Number of questionnaires returned	105

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	3	0	0
My child is making good progress in school.	72	24	3	1	0
Behaviour in the school is good.	70	26	4	0	1
My child gets the right amount of work to do at home.	64	26	10	1	0
The teaching is good.	73	25	1	1	0
I am kept well informed about how my child is getting on.	48	34	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	5	4	0
The school expects my child to work hard and achieve his or her best.	78	20	1	1	0
The school works closely with parents.	50	35	10	3	1
The school is well led and managed.	71	21	4	2	2
The school is helping my child become mature and responsible.	70	27	3	1	0
The school provides an interesting range of activities outside lessons.	41	30	18	4	7

## **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**

54. The school has one admission in September to the reception class. Most of the children have had experience of nursery or pre-school provision. During the inspection there were 30 children in the Foundation Stage. Assessment on entry to the reception class indicates that most children enter school with below average attainment, although the full range is represented. Children, including those with special educational needs, make very good progress in all the areas of learning and most children will attain the early learning goals in all areas. The provision for children in the Foundation Stage has greatly improved since the previous inspection when teaching was judged satisfactory overall and only superficial arrangements were in place to find out what children could do when they entered school.

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

55. Children make very good progress in personal and social education and meet the early learning goals by the age of six. Classroom routines are very well established and children understand the importance of taking turns, sharing and giving others the opportunity to speak. The teacher provides a good range of planned activities that develops the children's confidence and understanding well. When they start school, children quickly develop good relationships with each other and the teaching staff. Many older children are beginning to work more independently at tasks and sustain interest and concentration well. When learning about road safety children offer good ideas about sensible things to do. Very good questioning by the teacher makes children think about situations relevant to their lives. Good use of stories warns children of the dangers of running across roads and confronts moral issues such as what to do when finding a bag of sweets in the street. Teaching is good and enables all children to achieve well in relation to their prior attainment. The teaching provides for a happy working environment and children greatly enjoy coming to school.

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

56. The children learn effectively and achieve well because teaching is very good. Lessons are very well planned, organised and cover a wide range of skills. The teacher uses talk well to develop children's listening skills. She has a clear enthusiastic delivery and creates high interest levels by very good use of well-prepared resources and dramatic changes to her voice. Good emphasis is placed on becoming familiar with and using books. In whole-class literacy sessions the teacher introduces new language to the children, which extends their language well. Good use is made of questioning when reading a big book about animals. For example, the teacher asks, 'What is happening?' and 'What do you think happens next?' Children are challenged to spot deliberate mistakes and make up their own sentences to pictures in the story. A very good emphasis is made on learning letter sounds and children are well able to distinguish between pictures and print. They know familiar stories like 'Cinderella' well and comment upon books they have shared. Many children recognise the difference between capital and lower case letters and successfully read and cover many three-letter words they know. Children make use of computers to fill in missing initial letters in words matching pictures. The teacher encourages writing and children make simple sentences to accompany their pictures. All children, including those with special educational needs, make very good progress in this area of their learning.

## **Mathematical development**

57. The children experience a wide range of opportunities to extend their mathematical learning. Teaching and learning are very good. For example, in a very well planned lesson on counting reliably to 20, the teacher's high expectations of behaviour and learning enthuses the children. When they achieve the correct answers they show a real joy in learning. All children have a good awareness of pattern and recognise simple shapes, which they arrange and draw using good quality resources. They count to ten and beyond in whole-class and group sessions, and improve their skills through the use of a wide variety of practical activities and games. Most children count accurately and identify most numbers to 20. They write the numbers from one to nine correctly. The teacher uses a variety of suitable counting games and rhymes which promotes understanding of number well. When counting up to ten and beyond to the rhyme 'Ten little ducks', children are encouraged to use drama with high and low voices, clapping to the numbers. Many children have a good awareness of the concept of 'doubles' and recognise these up to ten. They have opportunities to explore mathematics through role play as when setting out cups for a party and being shopkeepers. Pupils with special educational needs are well supported by the classroom assistant and they make good progress. Children enter the school with below average levels of mathematical understanding but most are well on line to reach the early learning goals.

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

58. Pupils make good progress in their knowledge and understanding of the world as a result of good teaching. Through their work using different books in literacy lessons they know the names of different animals and their habitats. They extend their knowledge and understanding of themselves by drawing pictures with recognisable features. In their physical education lessons they know that exercise is necessary to maintain a good healthy body. Through their work in music they learn of materials needed to make the different instruments and the sounds they produce. In science they discover how a caterpillar changes into a butterfly. The teacher links the time scale of a cocoon effectively with the children's own life. Good links are made with literacy work when reading the big book 'The very hungry caterpillar'. The teacher provides a good range of opportunities, visitors and resources from local museums to extend children's learning. For example, in one lesson good use is made of resources to compare old and new toys. Children show a good understanding of change over time and most are on course to attain the early learning goals by the time they are six.

## **Physical development**

59. Pupils make good progress in their physical development in lessons in the hall where they confidently run, jump and learn to move confidently in space. They are aware of the need to warm up and the effect that exercise has on their bodies. They demonstrate a variety of ways of moving along fixed beams and most climb and jump off apparatus with confidence and good control. Teaching is good and the teacher links the work well to children's understanding and knowledge of their body. Good use of children's ideas for movements reinforces understanding and motivates the children well. Most demonstrate good control of their body movements changing pace well and keeping in time with instructions. During work on apparatus, all pupils, including those with special educational needs, make good progress in improving their own performance. They are very well supported by the teacher, classroom

assistant and parent helper. A good range of activities in the classroom ensures children have opportunities to develop their physical skills in a variety of different ways. They show fine control on the computer when using the mouse to place initial letters in order to complete words. Resources such as pencils, crayons, scissors and paintbrushes are used effectively to encourage the development of appropriate skills. When using a paintbrush to create recognisable pictures, when weaving with different materials and when creating their own collages children develop finer hand and eye co-ordination well. Children have good opportunities to develop physical skills by riding wheeled vehicles and scooters on the playground. All children are on course to achieve the early learning goals.

### **Creative development**

60. Teaching is very good and all children make very good progress. They regularly and enthusiastically sing action songs and rhymes and know a number of songs from memory. These support learning well in mathematics and literacy. They recognise and name correctly a range of unpitched percussion instruments and play them with good control. They are sensitive to the needs of others and play quietly and loudly in turn. Most children are able to maintain a regular beat when they accompany taped music. The teacher plans a very good variety of activities and has a high expectation of behaviour and performance. Lessons are characterised by very good pace, challenge and very good relationships. Children want to do well and are inspired to produce their best by the teacher's very enthusiastic style. In art, they mix colours appropriately for their paintings and when working in the style of Van Gogh produce high quality sunflower paintings. They use a good range of tools, paints and crayons creatively in their pictures and build towers and imaginative models from construction kits. The classroom environment is attractively displayed with good role play areas for children to recreate and imagine a variety of situations from their lives at home and in the classroom. Work in the creative area of learning impacts well on the development of language and co-operative skills. Most children are well on course to attain the early learning goals.

### **ENGLISH**

61. There has been good improvement since the previous inspection. Standards have improved and overall most pupils achieve well. Improvement has been particularly marked in writing. Results of the year 2000 national tests for eleven-year-olds were comparable with those found in all schools and were high enough to be well above those in similar schools. For seven-year-olds, results in reading were below the national average but comparable with those found in similar schools. In writing, they were typical of seven-year-olds nationally and above those in similar schools. The school's average points score for English is higher than at the time of the previous inspection and has remained broadly similar over the last three years. The results of the national tests show no significant difference in the attainment of boys and girls. The school did well to reach its targets for 2000 and is on course to improve on this and meet its challenging targets for 2001 and 2002.
62. Inspection evidence indicates that standards for the pupils who are now in Year 2 are typical of seven-year-olds nationally and in reading standards have improved to be in line with the national average. Better teaching in Years 1 and 2 over the past year are driving up standards and achievements for all pupils. For the pupils who are now in Year 6, standards reflect the 2000 results, except that inspection evidence and the results of the school's own annual reading tests reveal that a significant minority of

boys in the juniors is underachieving in reading. They lack enthusiasm for the books they are given and the motivation to succeed.

63. Given their below average standards in communication, language and literacy when they start school, pupils do well to achieve satisfactory standards in speaking and listening, reading and writing. By the age of seven, most above-average and average pupils contribute well to discussions, listening to stories with interest and responding enthusiastically to teachers' questions. Below-average pupils are more reticent but are encouraged to contribute by their teachers and make good progress. In the juniors, these skills are developed well and by the age of eleven, most pupils share their ideas, insights and opinions confidently. For example, pupils in Year 5 talk confidently and clearly about the similarities and differences between two poems. The teachers make it clear that they value pupils' responses and this is a key factor in pupils' progress.
64. In reading, most pupils achieve well and attainment is similar to the national average. By the age of seven, average and below-average pupils develop a good grasp of letter sounds and this gives them a good base for reading unfamiliar words. They are able to give a satisfactory review of what they have read. Above-average pupils read with good accuracy, fluency and expression and show a good knowledge of the characters and plot of the story. All pupils enjoy their reading and love to share their successes with adults. Above-average and average pupils know the purpose of a contents and index page and know that an index is arranged alphabetically. By the age of eleven, most pupils continue to make good progress with their reading. Above-average pupils read confidently, fluently and with very good expression, for example, they use different voices for different characters and take careful note of punctuation. Most above average and average pupils are regular visitors to local libraries and express preference for particular authors. They have a sound knowledge of features such as a glossary, blurb and bibliography. There is, however, a significant minority of boys who underachieve and lack interest and motivation in reading. Some average and below average boys have low self-esteem, for example one Year 6 boy said, 'I am no good at reading' before proceeding to read to an inspector. When talking about the books they are reading, they show no real enthusiasm for the story and can say little about the characters or plot.
65. Writing is mainly sound in both the infants and juniors, signifying good achievement for the majority of pupils. By the age of seven, above-average pupils write in a good range of styles, including poetry, factual and imaginative writing. They are aware of the punctuation and use question marks, for example, in their writing. Average pupils write in the past and present tense and use full stops and capital letters with satisfactory accuracy. Below-average pupils try hard with their writing and usually form letters correctly. Most are able to write in simple sentences in response to stories, poems and personal experience. By the age of eleven, above-average pupils write well with imaginative vocabulary choices and correct punctuation. One pupil wrote, 'Edward, a fun loving, adventurous boy was eating through his creamy, smooth chocolate bar'. The writing of most other pupils is well organised into paragraphs with good and accurate use of punctuation. In both the infants and juniors spelling is satisfactory and pupils' handwriting is good. Pupils present their work well and take pride in what they write. This is largely due to the consistent and up-to-date marking of their work by all teachers. Constructive comments that show pupils how work might be improved keep pupils well focused and ensure they produce their best work. The school has targeted improvement in pupils' writing over the past year, and more and more pupils are beginning to attain the national average.

66. Pupils' speaking and listening skills support work well in all subjects, and all lessons are characterised by effective discussion sessions that reveal this. Their reading and writing skills offer mostly satisfactory support to work in all subjects. For example, in mathematics when working out what is required in a problem, and in history, geography and science when reading for information. Pupils' writing skills give particularly good support to work in history where some very good descriptive, empathetic and imaginative writing is used to bring the subject alive.
67. Teaching and learning have improved since the previous inspection and are good across the school. In the lessons seen almost all of the teaching is good, with examples of very good teaching in both the infants and juniors. No unsatisfactory lessons were seen. The planning of lessons is now very good and much more consistent across all classes. All teachers have a good understanding of the literacy hour and organise their lessons to include whole-class, group and individual teaching successfully. They have a good knowledge of the subject and this ensures that pupils are taught the correct vocabulary and develop a keen interest in new words. All teachers have high expectations and pupils respond by working hard and behaving very well. Pupils present their work well and very good marking that includes comments on how their writing, spelling and punctuation might be improved encourages this. In whole-class sessions, good questioning impacts well on learning by extending pupils' understanding of texts they work with. For example, in a Year 1 lesson the teacher, when talking about a story in the big book, asks the pupils, 'What do you think baby Grizzle will say when he gets his pizza?' In a Year 5 lesson when studying the poem 'The Highwayman' the teacher asks the pupils, 'What gives us a clue to when the poem was written?'
68. Pupils are taught reading and writing well in both the infants and juniors. Consistent teaching of letter sounds from year to year gives most pupils the confidence to attempt new words successfully using this method. Whilst most pupils read to a satisfactory level in the juniors, some of the boys are not as well motivated as other pupils. The books provided by the teachers do not have the necessary interest level to motivate them to want to read regularly. There has been a successful focus on improving pupils' writing and teachers concentrate well on teaching spelling patterns, punctuation and grammar as well as providing good opportunities for pupils to write in a variety of styles and for different audiences.
69. Assessment of individual progress and attainment are good at all stages but opportunities are sometimes missed for incorporating ongoing assessment information into what the pupils do. This occurs when pupils work in groups that are largely independent of the teacher and result in work that is too hard for the pupils. This results in them not making as much progress as they might at these times. All lessons have a good closing discussion session that is used successfully to review the work and spread ideas amongst the class. Homework in the form of regular reading, spelling practice and occasional writing tasks makes a satisfactory contribution to pupils' learning. Computers are not used sufficiently to help pupils develop their reading and writing skills.
70. Pupils who have special educational needs have detailed and well targeted individual education plans that are designed to help them develop appropriate literacy skills. Classroom support assistants as well as the teachers are aware of the targets and focus on their specific needs during the literacy hour. This helps them make good progress both with their individual needs and with the general lesson objectives.

71. Leadership and management of the subject are good. The co-ordinator and headteacher have seen all teachers teaching and give oral and written feedback to help them improve. Good opportunities have been provided for all teachers to see others teach. All these initiatives have led to effective development of the subject, for example, by targeting a consistent approach to the teaching of letter sounds, improving pupils' writing and more recently to highlighting the need to motivate boys to read more and develop their reading skills more effectively.

## **MATHEMATICS**

72. In the year 2000 national tests for seven-year-olds, standards were well below the national average with girls performing better than boys. Results are below average when compared to similar schools. The pattern over time indicates results have been at least in line with the national average over the previous four years. Inspection evidence shows that the current seven-year-olds are a more able group. With good teaching seen during the inspection, standards are now in line with the national average. There is no significant difference in the attainment of boys and girls. The percentage of pupils attaining the average and above average levels has increased since the previous inspection.
73. Standards for the eleven-year-olds who took the year 2000 National Curriculum tests were in line with the national average. When compared to schools with a similar percentage of pupils eligible for free school meals, standards were good. The trend over time has been one of steady improvement. There was no significant difference in the performance of boys and girls. Inspection evidence indicates that the current eleven-year-olds, as a result of good teaching, are on line to achieve their challenging target with standards similar to those achieved in the 2000 tests.
74. By the age of seven, good teaching in the numeracy hour is improving pupils' knowledge of number, shape, space and measures and data handling. Pupils are achieving well compared to their previous attainment. In Year 1, pupils count and order numbers accurately up to 50 and successfully count in five's and ten's to beyond 100. Above-average pupils divide numbers up to 20 into three parts and count back in two's and three's accurately. Pupils in Year 2 have a sound understanding of place value and simple fractions. They count down from 150 and divide numbers like 40 into four parts. They create their own graphs on class ice cream preference and know simple 2D and 3D shapes. Most measure accurately and solve money problems when buying up to three items at a shop.
75. By the age of eleven the mostly good teaching seen across the key stage is resulting in good achievement in most areas of the mathematics curriculum. Above-average and average pupils in Year 3 make good progress in their ability to add and subtract numbers up to 20 and pupils in Year 4 have a satisfactory recall of multiplication facts from the four and five times table. They are developing a sound understanding of the shape and pattern of numbers. Above-average and average pupils in Years 5 and 6 are beginning to use a wider range of strategies for solving problems. They estimate and round numbers up and down to the nearest ten or 100. Whilst the levels of attainment seen across the juniors are satisfactory, knowledge of times tables and the speed with which average and below-average pupils calculate number problems is insufficiently developed. Most pupils have better strategies for solving problems than was indicated at the previous inspection and have a good understanding of the relationship between fractions, decimals and percentages. They have a good understanding of shape and space, and Year 6 pupils accurately create shapes using a variety of angles.

76. The quality of teaching and learning throughout the school is good and results in all pupils, whatever their ability, achieving well in most aspects of their work. There were similar percentages of very good and good teaching in both the infants and juniors. Of the ten lessons seen, three were very good, six were good and one was satisfactory. This is a significant improvement since the previous inspection when teaching was judged to be satisfactory overall. Since the previous inspection there has been a large staff turnover and teachers are now working more effectively together. The numeracy hour is well established and is beginning to have a good impact on the standards attained. It has ensured a better structure to activities from year to year. However, the first few minutes of the lessons that are designed to improve pupils' speedy recall of number facts are not consistently 'quick fire' and progress at these times is not as rapid as it should be. Teachers have high expectations of the behaviour and work of pupils throughout the school and pupils enjoy their mathematics. The behaviour and attitudes of pupils during the lessons seen was very good overall with pupils very keen to respond to teachers' questions and challenges.
77. Teachers have good subject knowledge and plan very thoroughly. They use a good range of appropriate resources very well to support pupils' learning. Classroom support assistants are used very well in lessons to support pupils. This enables pupils with special educational needs in particular to make similar progress to other pupils. All teachers share what is to be learnt with pupils and continually reinforce this during lessons. Time targets are set and keep pupils well focused. This results in a good pace of learning. Throughout the school, teachers use well-focused questions to challenge pupils as in a Year 5 lesson where the teacher asks, 'Can you tell me why the number was rounded up rather than down?'
78. Pupils' skills in mathematics satisfactorily support work in other areas of the curriculum. In geography, for example, pupils use number skills to convert foreign currency to United Kingdom currency. In science, they use data handling skills in experiments and in design and technology they use their knowledge of angles and shapes to design and make models. The use of computers to support mathematics is not sufficiently developed. Some good work was seen across the school but teachers are not yet planning sufficiently to use computers as an integral part of their mathematics resources.
79. The knowledgeable co-ordinator manages the subject very well and there is effective monitoring of teaching and learning. This has identified some shortcomings in pupils' quick mental recall of number and times tables facts. There is good analysis of the results of test data and teachers' assessments match the results of national tests. This is good improvement since the previous inspection when teachers' assessments did not match the actual results achieved. There are good ongoing assessment systems which teachers use well to plan future work. This ensures that most of the work is matched well to pupils' needs.

## **SCIENCE**

80. Standards are in line with national averages for pupils aged seven and eleven. This matches the findings of the previous inspection, although there have been improvements, particularly in the infants. For pupils aged eleven, results in national tests show an upward trend that matches the national trend. In 2000, almost all pupils in Year 6 gained the expected level for their age. There has also been an increase since the previous inspection in the numbers of pupils who achieve higher



levels. In 2000 this was above the national average. Pupils' achievements are good and standards are much higher than those in similar schools.

81. Several factors have led to improvement. Teaching is more effective because it is monitored regularly. Teachers have a more secure understanding of what they have to teach and their planning is more consistent. Senior management has become more adept at analysing test data and identifying weaknesses in curriculum provision. When this is identified, action to remedy the situation has been taken. A good example of this occurred when it was realised that pupils could read graphs correctly, but were not good at interpreting their findings. Teachers' assessments and inspection evidence show that the infants are also achieving standards appropriate for their age, with an increasing number of them working at a higher level. A dip in the pattern of improvement occurred in the 2000 assessments due to weaker teaching at that time. Successful action was taken to deal with this.
82. The infant pupils are making good progress in using correct vocabulary and mathematical skills when sorting objects into groups or collecting data to create a bar graph. Their factual knowledge of materials and how they change their form is good. Regular opportunities to carry out simple tests are provided so that pupils learn the principles of prediction and what constitutes a fair test at an appropriate level. Progress in applying these principles by the juniors is good. Small equipment, such as stopwatches and Newton meters, are used carefully and accurately. Above-average pupils in Year 6 design successfully their own investigations. For example, in a soundproofing investigation they clearly explain why their investigation is fair and create a grading system for measuring their tests. Pupils with special educational needs are making good progress because their literacy skills have improved. They have good support from classroom assistants and teachers provide specially adapted sheets on which to record their work. There are occasions when the social and moral aspects of science are tackled, but this is an area that is not fully exploited.
83. Teaching is consistently good throughout the school, with some very good lessons in Years 5 and 6. This is an improvement since the previous inspection. Planning is good. Teachers start lessons with effective recapping of earlier work and make clear to the class the purpose of the current lesson. Consequently, pupils are well motivated and ready to participate in lessons. Although few actual time limits are used, judicious use of a large egg timer gives pupils an indication of how much time they have to do their task. As a result, lessons move along at a good pace and very little time is wasted. The structure of the literacy lesson is having a good impact here, because all science lessons have a closing discussion session to summarise what has been achieved. This promotes self-confidence and pupils learn to listen without interrupting the speaker. Pupils respond well to these opportunities. Teachers have a good marking system, which is used consistently throughout the subject. In this way, pupils' progress is effectively monitored. However, checking attainment against national levels is less frequently carried out and older pupils do not know the level at which they are working. Matching work to pupils' ability is generally accurate, but the scrutiny of pupils' work shows some instances of work being unnecessarily repeated, rather than moving from what is already known.
84. The subject is led effectively and there is constant monitoring and analysis of results to ensure that the improvements are maintained and improved. Targets have been set and achieved, for example, improving the results of a group whose results were lower than anticipated. Money allocated for improvement as 'booster' classes has been spent effectively and resources have been improved. All materials are now easily accessible to teachers, which was not the case at the previous inspection.

Computers are not used sufficiently in the subjects but this is a designated area for improvement in the subject action plan.

## **ART AND DESIGN**

85. Standards in art and design are similar to those expected for pupils aged seven and eleven. This is similar to the judgement made in the previous inspection for pupils aged seven but shows improved standards by the age of eleven. The achievements of all pupils, including those who have special educational needs, are satisfactory across the school.
86. In the infants, pupils work with a variety of media to communicate their ideas and designs to make images and artefacts to a satisfactory standard. The use of colour is developed well from the good start they receive in the reception class. Pupils in Year 1 create effective pictures cutting, sticking and tearing shades of tissue paper before overlaying these with rectangular shapes they have cut. Pupils in Year 2 develop their collage skills well when making pictures using items collected from the school grounds. They skilfully create their textured pictures using natural and man-made materials using sticking, cutting and stitching techniques.
87. In the juniors, pupils use their sketchbooks effectively to improve their observational skills and produce well-proportioned drawings of local buildings and various still life groups. They make satisfactory progress in their ability to create light and dark effects through their pencil shading of artefacts. When sketching designs for a textile panel based on a theme of castles, many pupils in Year 6 have good ideas for the textiles and materials they might use to create effects. Above-average pupils explore ways of making their textile panels more interactive by designing opening doors and using plastic mirrors. Pupils benefit from visits by local artists and community groups. For example, pupils in Year 6 receive very good support in their ideas and designs for the millennium garden. During the inspection, pupils in Year 5 were able to improve their own perceptions, knowledge and expertise by discussing local tapestry panels with one of the artists and local historians.
88. Teaching and learning are satisfactory overall and good in the infants. Since the previous inspection, planning and learning are better. The adoption of a nationally approved scheme of work has enabled teachers to plan to a consistent format and develop pupils' learning more effectively from year to year. Good relationships coupled with high expectations of behaviour and what pupils might achieve are improving standards. Teachers place good emphasis on health and safety issues when pupils work with various materials and tools. Pupils enjoy their work, seek to improve it, concentrate and remain on task well. Pupils who have special educational needs are supported well in lessons and this ensures they achieve as well as other pupils.
89. Management of the subject is satisfactory and the co-ordinator has clear ideas on how to improve the subject in the future. Resources are good and have recently been reorganised to ensure more are classroom based and more easily accessible. Insufficient use is made of the computers to further develop pupils' knowledge and understanding in the subject. There is no whole-school assessment system to record pupils' progress and experiences. Teachers' planning is carefully monitored and the co-ordinator has seen all teachers teach. This has given a valuable insight into standards and the quality of teaching across the school, and has led to improvements in the planning and delivery of the art curriculum.

## **DESIGN AND TECHNOLOGY**

90. The work seen is typical of that expected for seven- and eleven-year-olds. They are higher than at the previous inspection. At that time, pupils experienced a narrow range of activities and their construction and finishing skills were weak. Since then, due to sound leadership and improvements in teachers' understanding of what they have to teach, pupils have a better range of skills. The achievements of all pupils, including those who have special educational needs, are satisfactory.
91. Pupils in Year 2 demonstrate that they understand the importance of planning before they start work by correctly sequencing pictures for constructing a box to hold a winding gear. They have progressed from making models with cardboard moving parts in Year 1 to a model that needs a more sophisticated moving part. Teachers are now more confident demonstrating with tools because they have received better guidance than previously available. By showing pupils how to bend materials in a vice, teachers are ensuring that pupils are widening their range of skills. The model successfully builds on what pupils already know and incorporates the new technique. Earlier work on fixing axles shows that pupils are receiving a sound start in learning the principles of design because teachers highlight the importance of choosing appropriate materials. This is also an indication of better lesson planning, as pupils had previously learned about the properties of common materials in their science lessons.
92. Junior pupils are responding enthusiastically to their work and enjoy the practical nature of their tasks. However, the level of support pupils in Year 6 need when working with tools and construction techniques is an indication of their previous lack of experience. This is due to neglect of the subject in earlier years. Pupils are conscientious, good at working together and sharing ideas about how to proceed with their task. As a result, they are making good progress in understanding the importance of evaluating a product. Pupils in Year 5 evaluate various biscuits in preparation for making their own. Pupils in Year 4 have an appropriate understanding of how to create an electrical circuit with a switch, complete with drawings and conventional symbols. Teachers' plans show they understand the need to relate such activities to everyday situations.
93. Teaching is satisfactory. Teachers' knowledge of the subject has improved since the previous inspection. This is partly the result of training and also because they now have a good quality programme of work to help them plan lessons. These are well planned, have clear objectives and appropriate emphasis on safety aspects. Good relationships between teachers and pupils ensure that lessons are productive because time is not wasted. Teachers' intervention with challenging questions such as, 'Do you think it would be better if...?' are effective in supporting pupils to make gains in their learning.
94. Management of the subject is satisfactory. Clear and appropriate priorities have been established by the recently appointed subject co-ordinator. Prominent in the plans is a greater role for information and communication technology. Inspection evidence shows some use, for example, in Year 3 and in reception but generally computers are not used sufficiently to support the subject. Equally important is the review of assessment that is underdeveloped. There is no effective system to record pupils' attainment and progress.

## **GEOGRAPHY**

95. Attainment is in line with the expectations for pupils aged seven and eleven. This is better than at the previous inspection, particularly at the age of eleven, when attainment was judged to be below the expectations. Some of the work of the above-average pupils in Year 6 is better than that expected. This is due to some good quality teaching that challenges pupils and develops their geographical knowledge and investigative skills well. Pupils' achievements are generally satisfactory and sometimes good. Pupils with special educational needs are making good progress.
96. Pupils in the infants have experience of a wide range of geographical activities. This is having a good impact on their understanding of the world they are living in. Through creating simple maps of their journey to school, Year 1 pupils learn about mapping symbols and use a computer program to produce street plans. They know how to collect data for surveys and apply skills, such as tallying, correctly. In Year 2, pupils are successfully introduced to the social aspects of geography through work about the community services. They learn about issues such as recycling at an appropriate level. Mapping skills in Year 2 are not developing sufficiently after a good start in the previous year.
97. One lesson was seen in the infants but none were seen in the juniors. On the basis of the one lesson and scrutiny of pupils' work and teachers' planning, teaching is satisfactory overall, with some good features. For example, good relationships that create a secure working situation and the consistency of how teachers mark pupils' work are strong. Pupils are praised and shown what it is they have achieved. In the lesson seen, planning was good and there was effective questioning and use of resources. The teachers' enthusiasm was transmitted well to the pupils who enjoyed the lesson and made sound progress. The introduction session went on a little too long and the group tasks for pupils working independently of the teacher were too difficult for some average and below-average pupils.
98. Evidence of pupils using information and communication technology is strong in Years 1, 5 and 6. In those years it is having a good impact on pupils' learning, but overall it is not used sufficiently for seeking information and presenting data.
99. In the juniors, the work in pupils' books shows that the school has succeeded in teaching a wider range of skills and knowledge than was evident at the previous inspection. The social dimension to geography is promoted effectively, with each year dealing with a theme, such as how people damage the environment. In Years 5 and 6 this is a very strong feature and provides good personal development for all pupils. The work in Years 3 and 4 is satisfactory, although there is a significant amount of unfinished work by below-average pupils.
100. Management of the subject is satisfactory. The subject co-ordinator is beginning to develop the subject well. Having established a wide knowledge base and encouraged the use of literacy and numeracy skills, the aim now is to provide more depth to pupils' studies in order to raise standards. The international aspect of the subject is more prominent in the infant work than often seen. In the juniors, it remains an area for development, especially in comparing and contrasting regions. Assessment is underdeveloped since there are no effective whole-school systems for recording pupils' attainment and progress.

## **HISTORY**

101. Standards are better than normally seen for pupils aged seven and eleven. All pupils, including those with special educational needs, achieve well. This represents good

improvement since the previous inspection. More effective teaching and the high profile given to developing literacy skills within the subject are the main reasons for this success. Pupils are fully involved in lessons, answering and asking questions and writing their work in a variety of styles.

102. Pupils in the infants have a good understanding of changes over time and make accurate descriptions on the basis of 'old' and 'new'. They have regular opportunities to describe events, sequence pictures into a storyboard and write poetry using interesting vocabulary. Consequently, written work is at a higher level than often seen in Years 1 and 2. Higher attaining pupils are dealing confidently with similarities and differences between historical periods, as well as becoming more proficient at using sources of information such as extracts from Samuel Pepys' diary. Below-average pupils are supported well with their writing and produce good writing to describe the sounds, sights and smell during the Great Fire of London.
103. In the juniors above-average and average pupils consolidate their knowledge of events and people from different historical periods and make good progress in understanding that an event can be interpreted in different ways. Pupils in Year 3 have a good range of vocabulary connected with movement of people and the reasons why migration occurs. A number of visits have been made to places of interest, something that did not take place at the time of the previous inspection. Pupils in Year 4 write interesting and detailed accounts of their time in a mock Victorian classroom. In Years 5 and 6, the standards of written work are higher than usually expected and reflect different styles of writing well. Many pupils have a good understanding of the political reasons for the marriages of Henry VIII as well as the personal ones.
104. Teaching is good overall, with some very good features. This is better than reported at the previous inspection because work is planned in much more detail and there are more opportunities for pupils to become involved in the lessons. Teachers have a good knowledge and enthusiasm for the subject. There has also been a change of attitude within the school. Better use is made of visitors and visits out of school. This has inspired the pupils and increased their motivation. Good use is made of resources to stimulate interest and provide experience of dealing with historical evidence. A good example of this occurred in a Year 3 lesson with a video presentation on an aspect of Ancient Egyptian life. Pupils were attentive and a few were sufficiently aware to make notes of the vocabulary when it appeared on the captions. The sustained promotion of literacy aspects in history has had a very good impact on the progress of all pupils. Most older pupils know how to seek information from web sites and CD-Rom references, but they have few opportunities to do this in lessons. Although pupils in Year 6 were observed in the computer suite researching material on Christopher Columbus, the use of computers in history lessons is a weaker aspect of curriculum provision.
105. Management of the subject is good. The enthusiasm and knowledge shown by the subject co-ordinator has had a good impact on the improvements in teaching and curriculum provision since the previous inspection. She is justifiably proud of the success of the literacy initiative. Marking is carried out in a consistent and helpful manner, but there are no whole-school systems to help teachers assess attainment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

106. By the ages of seven and eleven, standards are similar to the national expectation. This is a good improvement from the previous inspection when standards were

described as below average in both the infants and juniors. There was no scheme of work, no guidance for teachers or co-ordination of the subject.

107. The teaching of information and communication technology skills and achievements of all pupils, including those pupils who have special educational needs are much improved since the previous inspection. All teachers have had access to local education authority and national training programmes and are developing their personal expertise and confidence well. Good use is now being made of the new facilities in the computer suite and in classrooms to focus on the specific skills required by the nationally approved scheme of work. Whilst some of the oldest pupils are inevitably catching up in the level of skills being taught, pupils up to Year 5 are beginning to develop a good range of information and communication technology skills. The school is now starting to transfer these skills to support other subjects within the curriculum, but this is not yet sufficiently established within the planning culture across the school. The school has begun to develop assessment procedures satisfactorily to track pupils' progress and inform future planning. Older pupils record their work on personal disks and this gives them valuable insight into how well they are learning. There is still further work to be done in order to ensure assessment information impacts more effectively on pupils' learning. The development of pupils' skills from year to year has not been assessed systematically in the past.
108. In the infants, pupils have appropriate familiarity with a keyboard and change size, font and colour of text successfully. Pupils in Year 1 print their finished work when designing a poster. They select and listen to text using a mouse and select words from a word bank to complete sentences. Pupils in Year 2 know some of the features of word processing and use correct keyboard functions to create spaces and capital letters. They recognise that text can be edited to improve it.
109. In the juniors, younger pupils explore musical sounds on a computer program and understand how musical phrases can be organised and reorganised using icons. Pupils in Year 4 are developing a good understanding of databases and pupils in Years 5 and 6 have used the computer well, for example in a geography lesson, to produce detailed coloured graphs about currency conversions for holidays abroad. Pupils' knowledge of control technology in the juniors is satisfactory and has greatly increased as a result of regular opportunities, very good resources and the good support from an outside visiting specialist. Pupils in Year 6 use their computer skills well to repeat and change procedures controlling model traffic lights. They develop skills in testing and refining sequences of instructions to make things happen. They use stored information to cause a programmable toy vehicle to move in given directions. Older pupils find information from web sites to support their work in history and science.
110. The quality of teaching is satisfactory overall. All pupils, including those with special educational needs, make satisfactory progress. Progress in the infants is good, where the teaching is good, and good in the juniors when the visiting specialist teacher teaches pupils. All groups of pupils are beginning to benefit from the well-focused teaching of specific skills. This is enabling them to achieve well in relation to their prior attainment. Pupils enjoy working with computers and they co-operate very well when working with a partner. The new scheme of work is giving good support to teachers and the development of pupils' computing skills from year to year is improving. Teachers are beginning to use computers to support work across other subjects but this is not yet sufficiently established. Management of the subject is good and is now bringing about key improvements in the subject. An effective scheme of work has been introduced and assessment systems have been put in place.

Standards are rising and there has been good emphasis on teacher training programmes.

## **MUSIC**

111. Pupils throughout the school attain standards expected for their age and their achievements are satisfactory. This is similar to the previous inspection. In the lessons seen all pupils enjoy their music making, have good attitudes and work well co-operatively on tasks. The guitar tuition that is provided by the visiting specialist teacher has a good impact on the progress made by above-average pupils and the ocarina group perform confidently to larger audiences in school assemblies. Pupils with special educational needs are well supported in music making sessions by classroom assistants and achieve well.
112. By the age of seven, pupils have a good sense of rhythm and maintain a beat well when clapping. They keep in time, singing tunefully and with good expression. In a Year 2 lesson, pupils successfully performed a five-part rondo using body sounds and voice parts they created themselves. They recognise the structure of a performance and this helps them improve on their compositions. They know a number of songs from memory, which they sing with enthusiasm whilst accompanying with appropriate movements. They show good awareness of different sounds and effects.
113. By the age of eleven, pupils listen to and evaluate a range of music. They recognise that it conveys different moods and reflects the time and place of its composition. For example, older pupils in the juniors identify the effect of different instruments in Mussorgsky's 'Pictures from an Exhibition'. They use their knowledge to create mood, atmosphere and develop structures for their own musical stories. They develop their competence by practice and are given good opportunities to improve their performance, commenting positively upon the work of other pupils. Pupils in Year 3 know many tuned and untuned percussion instruments and categorise them into shaking, scraping, wood and metal. They successfully repeat short rhythmic and melodic patterns and produce their own musical phrases to fit into a group performance.
114. The quality of teaching and learning is good overall. Teachers develop all the required elements of the music curriculum effectively. Good features of the lessons seen were the enthusiastic approach to music by all teachers, including the non-specialists, use of the now good and plentiful resources available to improve the performance of all pupils and the positive response of pupils. The use of computers is beginning to extend pupils' knowledge and understanding in the juniors. Whilst teachers evaluate pupils' performance on a regular basis there is still no whole-school system for recording pupils' progress in music. This makes it difficult for teachers to plan effectively from what pupils already know. Management of the subject is satisfactory. The co-ordinator has worked hard to adapt a commercial scheme which supports teachers well in other classes. She has improved resources, raised the profile of the subjects and regularly monitors and evaluates teachers' planning.

## **PHYSICAL EDUCATION**

115. Only lessons in games were seen during the inspection. Physical education is taught in appropriate units of work that cover gymnastics, games, swimming and dance. At seven and eleven years, the standards in the work seen in games are similar to those expected for pupils' ages. There is no difference in standards between boys and girls. Scrutiny of photographs and planning indicate that infant and junior pupils work

confidently at different heights on gymnastic apparatus and move creatively to music. They are able to copy the movement of a partner with appropriate poise and balance. Swimming records indicate that most pupils are able to swim the required 25 metres by the time they are eleven.

116. Planning shows that skills are developed progressively from year to year. This represents good improvement since the previous inspection when standards were below average and pupils' progress was unsatisfactory. Improvement has been brought about by better teaching to a consistent format, in-service training to improve teachers' knowledge of the subject and the raising of the profile of sport in the school through membership of the Sunderland Action Zone development group.
117. By the age of seven, most pupils have a satisfactory awareness of space and adapt their actions to suit the size of the space they work in. They behave well and co-operate successfully when working in pairs or small groups. They are developing a good understanding of the effect of exercise on the body, for example, they know they have to take in more oxygen and breathe faster after vigorous activity. They have sound hand-eye co-ordination and throw and catch a ball with some success. Above-average pupils are able to throw long distances with good accuracy and catch a ball with good consistency.
118. By the age of eleven, most pupils develop their hand-eye co-ordination satisfactorily and are able to use a racket to control a tennis ball well. Above-average and most average pupils demonstrate forehand and backhand strokes when hitting the ball. Below-average pupils find this difficult to control. Older pupils develop a sound knowledge of basic attack and defence tactics in striking and fielding games. They use changes of speed and direction successfully when playing games.
119. In the lessons seen teaching and learning are satisfactory at all stages. Lessons are well planned to a consistent format that includes appropriate warm-up, skill practice, game and cool-down activity. All teachers change for their lessons and involve themselves actively in the sessions. This sets a good example for the pupils and motivates them well. Enjoyment is a key feature of the lessons and this has a positive effect on learning. Teachers' have a secure knowledge of games and this helps them demonstrate the correct techniques and remedy any weaknesses in the pupils' performance. Pupils are challenged to improve and this develops motivation to succeed and get better. In a Year 2 lesson, for example, the teacher says, 'Who can beat 50 successful throws and catches?' Teachers have high expectations of behaviour and this is reflected in the pupils' good response in all lessons.
120. Classroom assistants are used well to motivate and help pupils who have special educational needs to take a full and active part in all activities. This helps them make satisfactory progress. Whilst there are good periods of activity in all the lessons seen, there are occasions when the teacher explanations and instructions are too long and pupils are expected to listen for too long. Pupils' own performance is not always used as often as it might be in order to demonstrate good technique and show how improvements could be made. On some occasions the tactical aspects of the lesson are too difficult for the pupils, for example, when in tennis activities they are asked to work in doubles before they have mastered racket skills sufficiently. This highlights some shortcomings in the accuracy of teachers' assessments of what pupils already know and can do.
121. Leadership and management of the subject are satisfactory and have helped raise standards since the previous inspection. A good range of extra-curricular activities



such as football, netball, running and fitness clubs helps to enhance pupils' skills and enthusiasm for sport. A good policy and scheme of work has been developed and helps teachers plan well. The good quality and quantity of resources that have been built up has a positive effect on standards. There are no consistent whole-school assessment systems and consequently the impact of assessment on pupils' progress in the subject is not as strong as it should be.

