

INSPECTION REPORT

COLLINGWOOD COUNTY PRIMARY SCHOOL

Oswin Terrace North Shields

LEA area: Tyne and Wear

Unique reference number: 108602

Headteacher: Dr J Crinson

Reporting inspector: Heather Evans
21374

Dates of inspection: 20 – 24 March 2000

Inspection number: 193149

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Oswin Terrace North Shields
Postcode:	NE29 7JQ
Telephone number:	0191 200 5038
Fax number:	0191 200 5255
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms P Remfry
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Heather Evans	Registered inspector	Religious education	What sort of school is it?
		English as an additional language	How high are standards? a) The school's results and achievements
			How well are pupils or students taught?
			What should the school do to improve further?
Judith Menes	Lay inspector	Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for it's pupils?
			How well does the school work in partnership with parents?
Norman Bertram	Team inspector	Science	
		Information technology	
		Geography	
Mike Huggins	Team inspector	English	How good are the curricular and other opportunities offered to pupils or students?
		Design and technology	
		History	
Pauline Smith	Team inspector	Mathematics	
		Art	
		Music	
Gianna Ulyatt	Team inspector	Physical education	
		Under fives	
		Special educational needs	

The inspection contractor was:

Cambridge Education Associates Limited
Demeter House
Station Road
Cambridge
CB1 2RS

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Collingwood Primary School serves an area of North Shields where there is a high level of social deprivation. This is a larger than average school and the nursery educates 52 children, all on a part-time basis. There are 382 pupils on roll in the main school who are taught in 14 classes. The number of pupils entitled to free school meals is high at 37 per cent and many pupils live in low-income homes. The percentage of pupils identified as having special educational needs is higher than average at 30 per cent, and rises to more than 40 per cent in some classes. The number of pupils with increased difficulties or statements of special educational needs is also high. The average class size is 27.

Almost every pupil is from an indigenous white home and only five pupils learn English as an additional language. On entry to the school, although levels of attainment vary, the overall attainment, as shown by the baseline assessment, is well below that found in schools nationally and, for a significant minority, attainment on entry is very low.

HOW GOOD THE SCHOOL IS

This is a school which is at least satisfactory and where there is an increasing number of good and some very good aspects. After a slow start, the formerly low standards are now being raised steadily through good quality teaching promoted by the clear effective leadership of the new headteacher and his deputy. Despite the obvious improvements, particularly but not only at Key Stage 1, the school is still working hard in the effort to raise standards further. The subject co-ordinators are developing their management role and are promoting, monitoring and evaluating work in their areas of responsibility. The high percentage of pupils with special educational needs adversely affects the published scores each year. Through its committee structure the governing body is now beginning to take an increasingly active and supportive part in the overall running of the school, overseeing the curriculum and maintains a safe and workmanlike environment. The management team now seeks the best value possible when placing orders and overall the school provides satisfactory value for money.

What the school does well

- There is good curricular provision for children under five in the nursery and in both reception classes.
- Teaching is good especially in the early years classes and at Key Stage 1 where it is frequently very good.
- There is good provision for pupils' social, moral and cultural development.
- The headteacher, the senior management team and members of the governing body provide effective leadership.
- The monitoring of pupils' personal and academic progress is good.
- The provision for and the development of pupils' skills in physical education are good.
- The range of extra-curricular activities is good.
- There is a commitment to raising standards and striving for high attainment from all teachers.
- Pupils like coming to school.

What could be improved

- Standards are too low in English at both key stages and in mathematics and information technology at Key Stage 2.
- The behaviour of a very few pupils is unsatisfactory and needs further modification.
- The style and presentation of all communication with parents.
- Procedures for assessing pupils' achievement are not uniform across the curriculum
- The accommodation in the nursery is cramped and the learning resources are very worn.
- The number of support staff for English and mathematics at both key stages is too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Immediately after the previous inspection in 1996 very few changes were made, the school in effect stood still and in some subjects standards declined. Since the appointment of the new headteacher in 1998, and the deputy headteacher in 1997, the school has addressed all of the key issues with determination and a considerable but not total level of success. The standards in English, mathematics and science have begun to improve at both key stages although, especially at Key Stage 2 there is still room for further improvement and sustained writing is still under-developed across the school. The review of the curriculum and the establishment and implementation of strong policies and comprehensive schemes of work have been instrumental in providing a balanced programme of lessons in all subjects. The quality and range of teaching have improved and there is now increased challenge and a commitment to raising standards for pupils of all abilities in all classes. Teachers use day-to-day assessment very effectively to inform lesson planning. The spiritual dimension of work in the school has been improved in acts of corporate worship and through art, music and literature, especially through poetry. The links with the majority of parents remain good but there is still a group of parents who feels that the needs of their children are not fully met. These parents believe that the school should do more to explain what it is doing and to involve them more fully in their children's education. Overall there has been a satisfactory level of improvement.

STANDARDS

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

Performance in:	compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	E	E	E	D	Well above average A above average B Average C Below average D Well below average E
Mathematics	E	D	E	D	
Science	E	E	E	E	

The standards in English, mathematics and science are well below the national average at the end of Key Stage 2 and are below those of schools with similar proportions of pupils entitled to free school meals. Standards in information technology are below average, as there is only limited provision available while the school waits for the planned technology suite and to be connected to the National Grid for Learning. Pupils' work in religious education is in line with the requirements of the locally agreed syllabus at both key stages. At Key Stage 1, at the time of the inspection, standards are now in line with national expectations except in spoken and written English, where they are below national expectations. In all other subjects attainment and progress are in line with that of schools nationally because of the school's policy of providing an interesting range of first hand experiences. The school has agreed targets with the local education authority for English and mathematics for the next two years that are realistic and aims to exceed the agreed targets in 2001. There are high numbers of pupils with special educational needs in every class and this affects the overall results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to learning are usually good.
Behaviour, in and out of classrooms	Although there are a few disruptive pupils the behaviour of the vast majority of pupils in the classroom is good. Along the corridors and in the playgrounds behaviour varies. Much remains good but some is noisy and excessively boisterous. There is evidence of some bullying by a very few pupils.
Personal development and relationships	The relationships amongst the great majority of pupils and between pupils and adults are good. There is good provision for pupils' personal development.

Attendance	This is now satisfactory and is improving.
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The attitudes to work for the great majority of pupils are good. Within lessons although a few pupils do misbehave there is a lack of oppressive behaviour and pupils have a clear understanding of how their behaviour affects the feelings and work of others. Pupils' sense of responsibility for their own learning and behaviour is being developed and they are beginning to show increasing levels of personal maturity. In the past year attendance has improved to the present satisfactory level.

TEACHING AND LEARNING

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

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

During the inspection, replacement teachers taught two classes at Key Stage 2. The quality of teaching in all subjects for children under five and at both key stages across the curriculum is almost always at least satisfactory. This is an improvement since the time of the last inspection. Teaching was good in at least half of all lessons seen and was very good in more than 25 per cent of lessons, much better than last time. The teaching in three lessons was judged to be excellent. In English and mathematics teaching is mostly good. At both key stages the teachers plan effectively and organise their classes well. They match work carefully to the needs of individuals and groups and set appropriate challenge for pupils of all abilities. The higher than average percentage of pupils with special educational needs in classes throughout the school means that work must be tailored to meet the needs of individual pupils and groups. Important skills in literacy and numeracy are taught systematically and are reinforced regularly in all classes. The impact of the teachers' attention to detail is that learning for the majority of pupils is now pleasurable and purposeful. Pupils are encouraged to work hard, to discuss their learning with their classmates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well-organised and fully meets statutory requirements.
Provision for pupils with special educational needs	There is satisfactory provision for identified pupils.
Provision for pupils with English as an additional language	The very small number of pupils learning English as an additional language are supported effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall; provision for pupils' social development is very good.
How well the school cares for its pupils	The school's pastoral care systems are effective and pupils are well cared for.

The school is only partially successful in its work in partnership with parents. The great majority of parents believes the school to be effective in explaining what is taught and how pupils are making progress but a significant minority is still unsure how the school manages the curriculum and how to ensure that the needs of their children are met. The new home and school agreements are proving to be useful in some but not all situations. Parents welcome the information presented in the annual written reports. Previous curricular weaknesses have been addressed successfully and although the school is still waiting for the new computer suite there are no significant weaknesses in provision. A wide range of interesting extra-curricular opportunities including literary, artistic, sporting, cookery and musical clubs is provided. These activities are available to pupils in both key stages and are greater than in most schools. All parents enjoy the annual end of term presentations. Each year pupils in Years 4 and 6 benefit from a residential visit where additional experiences are made available. Many parents support their children when they take part in class assemblies.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher, deputy head, the senior management team and governors' committees is good.
How well the governors fulfil their responsibilities	The governors are effective in their role of shaping the direction of the school and fulfilling their statutory responsibilities.
The school's evaluation of its performance	There is a shared understanding of the strengths of the school and the aspects that still require additional attention.
The strategic use of resources	The available resources are used sensibly and money allocated to specific purposes is used wisely.

There is an adequate number of suitably qualified teachers but there are insufficient support staff to fully meet the needs of the pupils and the curriculum. The available staff members share a good range of expertise and experience and the support systems for new teachers are effective and efficient. The accommodation is spacious and is due to be remodelled in the near future. The grounds and playing fields provide very well for pupils' sporting opportunities. Every subject has an adequate but not generous supply of readily available resources. The leadership of the school has been significantly improved since the time of the last inspection. Planning for high standards is now good and the strategies to monitor work throughout the school and evaluate the effectiveness of spending against improved standards are proving to be sound. Financial planning and management are good. Until recently the school suffered from a budget deficit but prudent management has now resulted in a small surplus. In the past two years the school has adopted effective ways of ensuring that best value is sought in its use of time, money and personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents like the fact that their children like school. • They like the friendliness and approachability of most teachers. • They like the good quality of the teaching. • They appreciate the wide range of extra-curricular activities. • Parents value the school's commitment to encouraging children to work hard and strive for higher standards. 	<ul style="list-style-type: none"> • Parents are confused about the homework policy. • They would like more information about what the school stands for and would welcome increased opportunities to share in their children's education. • They would like the small but unacceptable level of persistent bullying to stop. • Parents would like more classroom support for pupils in all classes.

The team agrees with parents that the staff works hard to provide good learning opportunities for children and that the teachers are friendly and caring. The inspection team agrees that the school now makes good provision for children's education and that the quality of teaching is good. The team considers that information presented to parents is satisfactory overall but that it is not always attractive or easy to follow. The school has already made efforts to discuss ways of improving the quality of all communication with parents and to consult with them as to how staff might resolve any present difficulties. The recent sessions to explain the literacy and numeracy strategies and the National Curriculum tests at the end of each key stage are already a good start towards this more collaborative approach. The team believes that the management decisions, which resulted in the very low level of classroom support in recent years were an inevitable result of then very high teaching costs and the school's financial limitations. The team understands that now that money is not so restricted the small surplus will be spent on providing some additional learning support for pupils of all ages. The team recognises the problem of the very small number of bullies whose behaviour disrupts the harmony of the school and acknowledges that time has been allocated to pursue alternative measures with which to combat this situation.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the previous inspection in 1996 the findings of the team and the published results provided contradictory evidence. The results at the end of both key stages were very low in 1996 although the report indicated that attainment levels were in line with expectations at both key stages. The issues identified were not addressed sufficiently in the years immediately following the report. Since the appointment of the new deputy headteacher and the new headteacher the action plan has been addressed and, as a result, standards overall are now improving across the curriculum, although this improvement was not demonstrated fully in the test results in 1999 especially at Key Stage 2.
2. Despite the positive changes to the curriculum and the predominantly good teaching in all classes results in the National Curriculum tests in 1999 were below average. At the end of Key Stage 1, in the national tests in 1999, the percentage of pupils attaining the expected level 2 in reading was below the national average at 79 per cent and the percentage of pupils attaining higher levels was well below the national average. Standards in writing were below the national average overall and few pupils attained higher levels. In mathematics the percentage attaining level 2, the expected level, was at 88 per cent close to the national average but although more pupils reached higher levels at 12 percent this was still below that attained by pupils nationally. Teachers' assessment of standards in science again indicated that standards were below national expectations overall but attainment in physical processes and life and living processes was judged to be in line with national expectations. This particular year group included a higher than average number of pupils with special educational needs at more than 30 per cent. When compared with similar schools, pupils' attainment in reading and writing was in line with that found nationally and was also in line in mathematics. Over time the trend in pupils' attainment has been that standards have been below those nationally but in the recent past it has been moving upwards in reading and mathematics towards the national average but it has remained low in writing. The improvement at Key Stage 1 indicates that the school is now ready to make positive moves forward into Key Stage 2.
3. Standards at the end of Key Stage 2 in English were well below the national average for pupils attaining the expected level 4 and for pupils attaining higher levels. In mathematics, standards were again well below the national average at level 4 with only 9 per cent of pupils attaining the higher level 5. This was well below that attained by pupils in schools nationally. Standards in science, shown by the tests, were again well below the national average at the expected level and again only a few pupils reached higher levels. When compared with similar schools, standards in English and mathematics were still below the average and pupils' standards in science were well below. In the recent past there has been a pattern of underachievement and low morale within the school. This is no longer the case, pupils and teachers are working well together and are striving to raise standards. Levels of attainment are increasing and the improving standards of individuals and groups towards meeting the targets agreed with the local education authority can be witnessed in almost all lessons. The targets are realistic and attainable and standards are beginning to move towards the national norm. The school has maintained a trend of steady improvement in the percentage of pupils attaining expected levels in line with that found in schools nationally.
4. Inspection evidence now indicates that pupils' attainment in English at the end of Key Stage 1 in reading is much closer to national expectations but in speaking and writing it is below. The difficulties in writing most frequently result from pupils' lack of an awareness of more advanced language structures in their spoken language. The presentation of their work and the standard of handwriting and spelling are at least satisfactory and for many pupils they are good. Pupils write confidently and independently; it is their deeper understanding of the structure of English that depresses the standard. Standards in mathematics are in line with national expectations at the end of Key Stage 1 and those pupils capable of higher attainment are being challenged effectively and some are already working towards higher levels. Pupils know how to count forwards and backwards in ones, twos, fives and tens and can explain about the axis of symmetry in two-dimensional shapes. Standards in science are satisfactory at both key stages. Pupils know the effect of light and water on growing plants and understand how a plant takes up nutrients from the soil. They understand the effect of heat on materials and can explain reversible and non-reversible changes. Pupils are devoting more time to investigational and experimental work and can explain the concept of a fair test using appropriate technical language.

5. By the end of Key Stage 2, inspection evidence indicates that standards in English are below the national average for pupils attaining the expected level although more of the pupils are working towards attaining higher levels. Pupils read carefully and competently but many lack interesting phrasing and intonation. Spellings and handwriting are at a standard that is at least satisfactory but the content of written work reflects the limited vocabulary and the inability of some pupils to discuss their ideas using complex language. In mathematics standards are still below national expectations and only a small group of pupils are working at higher levels. Some pupils work confidently with two and three-dimensional shapes, they know how the decimal system works and can convert fractions into decimals explaining the processes involved. In science pupils are working close to the standards expected, they have a good understanding of the properties of materials and understand about the insulating and conducting properties of wood and metal. They can explain the concept of a vacuum with confidence and explain how a vacuum flask works in maintaining temperatures inside the container. Pupils are growing in confidence when planning their own investigations and devise a sensible range of ways to record their findings.
6. In the light of the analysis of results, teachers have modified the curriculum and their methods of teaching to increase challenge and accelerate the pace of work. Teachers now place greater emphasis on practical and investigational work and there is a significant number of pupils at the end of both key stages, but particularly at the end of Key Stage 1, working at higher levels. Frequently, however, pupils are prevented from expressing themselves clearly by their limited vocabulary and their restricted understanding of advanced language structures. In mathematics, science, art and design and technology, where all technical language has to be taught separately, this difficulty is much less evident. At both key stages and in all subjects pupils are now expected to work hard and to complete an appropriate amount of work in every lesson. In all subjects pupils are learning at a steady rate and in classes throughout Key Stage 1 and at the end of Key Stage 2 progress is good. Throughout the school learning and progress is never less than satisfactory. Pupils are enjoying the challenges presented by the improved curriculum, they are eager to learn and where the teaching is strong there are very few behavioural problems. The school does not like the unfavourable comparison with other schools and is striving to improve in every way possible.
7. Pupils of all abilities, including those pupils with special educational needs or those capable of higher attainment, are now seen to be working at appropriate levels, well matched to their abilities and their previous experiences. Overall attainments are broadly similar for boys and girls and for the very few pupils who are from other ethnic groups or who are learning English as an additional language. Those pupils identified as having special educational needs are catered for in an effective way. Teachers set work linked to that of the class, paying attention to the targets set in pupils' individual education plans. Extra help and support is provided in some lessons in English. Some pupils need more additional help than has been available; the school has recognised the need to remedy this and there are now funds earmarked to meet this need. The depressed nature of the locality and other social factors, not reflected merely by the entitlement to free school meals, explains in part the below average standards of the previous years. The new spirit of challenge and the setting of higher targets in all classes demonstrates that the school expects that many pupils will perform at a higher standard in the future.
8. Since the previous inspection, the school has concentrated in bringing the attainment of all pupils to the expected level 2 at the end of Key Stage 1 and level 4 at the end of Key Stage 2 and a few pupils have attained higher levels. The trend at Key Stage 1 has been below that nationally since the time of the last inspection due in part to particularly high numbers of pupils with special educational needs and also to changes in the method of calculating performance. Since the appointment of the new management team there has been a radical review of methods and performance and new realistic targets have been set. The staff has reviewed curricular provision and initiated new policies for working towards higher standards. The trend is now upwards as more pupils are working to attain higher levels. At Key Stage 1, as identified special educational needs have been addressed, standards have been improving rapidly.
9. At Key Stage 1 attainment in information technology is broadly in line with national expectations but the relatively limited availability of computers means that few pupils have advanced skills. At the end of Key Stage 2, attainment is unsatisfactory overall. Until very recently, the limited equipment has inhibited progress. Pupils have satisfactory keyboard skills and can save and retrieve their work. For the most part pupils' experience of modelling and the use of control technology is more limited. However, some pupils are secure in their personal skills and have sufficient confidence in this subject to manage personal research in other subjects, using the skills learned in information and communication technology. Other pupils still need a great deal of support and do not have enough experience to manage their own learning. Pupils' work in religious education is carefully planned to meet all the requirements of the locally agreed syllabus.

10. Attainment and progress in other subjects are at or above those identified at the time of the last inspection. There has been good progress in music where standards are satisfactory. Attainment in physical education is good. In the past two years there has been a rigorous audit of the curriculum, teaching strategies and resources and improvement is good. The audit process has been followed in all subjects and every subject is at least satisfactory with good features found where teachers have a special personal interest as in art, history and physical education at both key stages. The school has been successful in introducing the literacy hour and the numeracy strategy. The increased emphasis on detailed planning for these subjects has enabled teachers and pupils to work together to raise standards by increasing the pace of learning in lessons through a shared enjoyment of the different activities.
11. Whereas at the last inspection work was judged to lack challenge and demanded too little of the most able there has been a careful review and practical improvement in most classes for all subjects. Work is now carefully targeted to match the needs of matched groups and reflects the demands of the National Curriculum and the comprehensive schemes of work. The school has agreed realistic targets for the present and coming year with the local education authority. Indications from inspection evidence are that it will achieve these by the time pupils in the present Year 5 leave the school at the end of Key Stage 2 when they are eleven.

Pupils' attitudes, values and personal development

12. Pupils' attitude to school is good. The vast majority of pupils enjoy coming to school, demonstrate good and frequently very good relationships with their teachers, and take part in school activities with enthusiasm. Most pupils listen carefully in lessons, are eager to answer questions and get on with their work sensibly. Younger pupils are usually very interested and involved in their lessons and this has a positive effect on standards of achievement.
13. All pupils understand the school's established self-management system and know how they are expected to behave. Most pupils wear the self-management badges with pride and comply fully with the code of behaviour. The youngest pupils are responding well to firm guidance from teachers and show good or very good behaviour in class and in the playground. Behaviour in class is good for the great majority of pupils throughout the school. There is, however, a small minority of pupils who are regularly disruptive, and although they are often ignored by their classmates and are dealt with by all teachers using the agreed system, their behaviour sometimes interrupts the lesson and reduces the opportunities for learning.
14. Outside the classroom and in the playground pupils can be noisy and parents report some instances of bullying. Pupils feel that teachers will listen if they report oppressive behaviour and the school plans to review the bullying policy in the coming year. A few pupils have been excluded during the year for serious incidents. Those pupils who do misbehave are supervised in the dining hall at playtime and are required to consider what they have done and its impact on others. Overall behaviour is satisfactory; pupils enjoy each other's company and play well together. They take pride in their self-management badges and value the rewards, which they earn by behaving well consistently.
15. Teachers give their pupils opportunities to consider and respect other peoples' values and beliefs, for example during a visit to a Synagogue where the children were fascinated by the artefacts and ideas which were outside their own experience. Similarly in a lesson on Buddhism in KS1, pupils were able to respond to the theme of the story and listen to each other's opinions.
16. The oldest pupils take some responsibility in the routines of the school by, for example, setting out chairs for assembly, and taking milk to appropriate classrooms. These tasks are allocated by staff on a half-termly basis and are carried out conscientiously by pupils. Pupils respond well to opportunities to run class assemblies, they willingly run errands when asked, and have organised fund raising for charities, but opportunities for pupils to show initiative and take responsibility throughout the school are limited.
17. Attendance has improved since the last inspection and is now at a satisfactory level. The school follows up lateness and absence appropriately and unauthorised absence is in line with the national average. Pupils usually arrive at school promptly and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

18. Pupils are well taught and the quality of teaching is predominantly good and makes a strong contribution to pupils' good progress in many subjects but especially in the core subjects of English, mathematics and

science. The improvement in the quality of teaching since the time of the last inspection is a major factor in the improving standards in subjects across the curriculum. The quality of teaching was satisfactory or better in 99 per cent of lessons seen, it was good or better in 68 per cent of lessons with 22 per cent judged to be very good and there were three excellent lessons. Teaching is of a consistently good quality in the nursery in both reception classes and at both key stages especially in literacy and numeracy. The quality of the teaching provides a good climate for learning in classes throughout the school.

19. The quality of teaching in the nursery and in the reception class, for children under five, is predominantly good. The planning for work linked to the Desirable Learning Outcomes leading towards the early learning goals and the National Curriculum is well matched to individual needs. In these classes, teachers know the children well and relationships are very good. Teaching in all the areas of learning is never less than satisfactory and it is good in lessons involving social and personal development, literacy, numeracy, physical development and knowledge and understanding of the world.
20. The modified literacy strategy in the reception classes is well established and teachers take every opportunity to extend children's learning by good use of questioning and well-planned activities. Numeracy and mathematics are effectively promoted by suitable matching activities as well as singing and counting rhymes. Management and organisation are generally good. On entry to school some children have to learn how to behave and share resources and teachers need to be firm. Planning and assessment are very well linked to the desirable learning outcomes and teachers are preparing effectively for the move to learning goals.
21. Teachers collaborate well together to ensure that children in both reception classes have equal learning opportunities. Teachers in the nursery and the reception classes and trained support staff miss no opportunity to develop children's skills of listening and to encourage speaking. Teachers have developed a range of songs and activities to develop numeracy and an understanding of mathematical language for the youngest children in the school. Teachers in matched classes across the school frequently use shared planning sessions to organise suitable activities that enable them to check on the attainment and progress of groups and individuals. Results enable teachers to select activities matched to children's needs and abilities.
22. Throughout the school, the best teaching, both for the under-fives and at both key stages, incorporates strong subject knowledge, thorough planning, clear well-informed introductions and challenging work. Very good teaching was seen at both key stages in English, mathematics, and science where teachers are very effective in teaching pupils the basic skills they require to make progress. In these lessons pupils learn well and, as a result of the very good teaching, progress is almost always at least good and is sometimes very good. In some classes, where supply teachers are covering for teachers who are absent, the shared planning has ensured continuity although these teachers do not know the pupils well and there is sometimes a less good match of activities to pupils' prior achievements. In subjects where teachers' subject knowledge is least strong the pace of the lesson sometimes slows, this allows pupils to become more restless and some learning opportunities are missed. However, even in these lessons, satisfactory learning is seen to take place and progress is satisfactory.
23. Teaching observed in subjects across the curriculum, such as in art, history, geography, music, physical education and design and technology was at least satisfactory. In subjects where teachers have special expertise such as in physical education and art at Key Stage 2 or science and music at Key Stage 1, it is good. In these lessons pupils develop a deeper understanding of the subject and are encouraged to use the skills learned in mathematics for example in science. In this way pupils make good progress. Progress in the great majority of lessons is at least satisfactory and in almost seven in every 10 lessons it is good or very good. Teachers willingly share their expertise with one another to good effect. Teachers have implemented the literacy hour and the numeracy strategy effectively. The time allocated to literacy and numeracy each day exceeds national requirements. This additional time is helping to develop pupils' basic skills in these subjects.
24. In the great majority of lessons most teachers have realistically high expectations of the quantity and quality of work that pupils should achieve. Where pupils fail to reach this expected standard teachers require the work to be repeated in the pupils' own time. Every class contains pupils with a wide spread of attainment and teachers endeavour to plan matched work for every group. They are now increasing the level of challenge and encouraging pupils to attempt more difficult work. In the best lessons teachers make clear what they expect pupils to do and learn. For example, in one science lesson it was clearly understood that pupils would learn how to organise a fair test and how to record their findings in a structured way in order to compare the results of different groups. Pupils enjoyed this work and enjoyed comparing their

approach with that of the pupils in the parallel class. In this lesson, as in most others, boys and girls worked well together. The balance of boys and girls working together in groups is generally managed very well.

25. In almost all lessons, teachers at both key stages value pupils' responses and are sympathetic to their efforts to explain ideas and feelings. Work such as that observed in music and art enables pupils to develop not only specific skills but a tremendous feeling of self-worth and a joy in learning. In many classes teachers phrase questions carefully in order to challenge pupils' thinking while still setting small structured challenges leading to a successful outcome. However, occasionally, a teacher explains the meaning of a word or will answer their own question in order to move the lesson on when pupils really need time and encouragement to explore their own ideas further in order to extend their language.
26. The relationships between pupils and teachers, in the vast majority of lessons, are good. They form the basis of the secure control that enables learning to take place. There is regularly good-humoured interaction but at no time is poor behaviour tolerated. On those occasions when a pupil displays challenging or even rude behaviour teachers use the agreed behaviour policy quickly and fairly. Teachers usually manage lessons at a brisk and lively pace whilst still allowing pupils time to think and learn. When pupils have time to misbehave the pace of lessons slows and progress is inhibited.
27. As pupils gain in knowledge and experience, teachers expect them to take increased responsibility for their learning and are beginning to offer some opportunities for independent initiatives. There is, however, a need for this aspect of pupils' work to be developed further, especially for those pupils who are capable of higher attainment. With more provision for independent learning teachers would have additional time to help those who are less confident and require extra help.
28. The school has responded successfully to the key issues from the last inspection related to teaching strategies. All teachers observed have extended the range and methods they employ and the planning for learning and assessment on a day-to-day basis is now more efficient and effective. All pupils have full and equal access to the curriculum and to all extra-curricular activities.
29. The pattern of setting homework has been explained to parents and is understood by the pupils. This includes taking home reading books regularly, as well as work to learn spellings and multiplication tables. Pupils sometimes have work to complete at the homework club but on some days the work undertaken at the club has limited challenge and is of a more recreational nature. Parents appreciate the homework club but some feel that it could be even more useful than at present.
30. Teachers are becoming increasingly confident in their knowledge and understanding of the subjects they teach. This is especially true of all teachers' understanding of the national literacy and numeracy strategies, enabling them to develop pupils' skills well in these areas of the curriculum. Throughout the school the support given by teachers one to another ensures that work undertaken promotes skills and continuity and that pupils' progress is at least satisfactory and is increasingly good especially in classes for younger pupils.
31. The teaching staff is well organised and makes sensible use of the range of available resources. Teachers use the very limited classroom support well to assist in lessons and they target this additional skilled help very efficiently. The class teacher is then able to devote additional time to other pupils in the class so that pupils' capacity for learning is increased. The organisation of parallel groups in literacy at Key Stage 2 is beginning to raise standards but whilst there is so little extra support real progress is limited. The school provides effectively for the very few pupils who learn English as an additional language. They are given regular support and are fully involved in all the work of the curriculum.
32. The quality of teaching for pupils with special educational needs is sound. Class teachers, the special needs co-ordinator and the support teacher all work effectively together ensuring that pupils take a full and active part in the curriculum. Teachers plan carefully according to the pupils' statements and work towards the targets identified in their individual education plans. Pupils are sometimes withdrawn from their classes and work in small group situations. Teachers use effective methods, teaching the whole group at first and then offering individual support to each pupil. Teachers are generally enthusiastic in their approach and invariably offer appropriate praise to pupils. This helps them develop confidence very effectively. Comprehensive records are kept on pupils' attainment and this information is used well to inform planning and teaching.

33. The methods employed by teachers, especially when teaching the same aged pupils in different classes, of working closely with each other at the planning stage and then sharing evaluations and reviews are a vital element in the improvements being made in the school. Teachers now link their planning with the parallel classes in order to monitor the rate of learning and the progress made by pupils. They offer support and encouragement to one another and make weekly and in the best cases, daily opportunities to check that work covered is indeed that planned. For example, during the inspection some pupils found a part of one mathematics lesson particularly difficult. Teaching colleagues consulted with the mathematics co-ordinator about how to modify the planning in order to build in new smaller steps so that the work could be repeated without bringing any sense of failure to the pupils. The strategy worked well and pupils delighted in explaining how they had mastered a new process by using skills they had learned in earlier lessons.

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

34. The school provides a broad and balanced curriculum for pupils of all ages. In the past year there has been a strong priority given to the implementation of the national literacy and numeracy strategies. These are beginning to have a positive impact on teaching effectiveness, pupils' learning and the raising of standards in the basic skills of literacy and numeracy for all pupils, including those with special educational needs. Every effort is also made to provide a balanced curriculum in other subject areas in the early years, Key Stage 1 and Key Stage 2. Policies and comprehensive schemes of work for all subjects are in place to support pupils' progress. There are appropriate programmes of personal and social education, sex education, and drug awareness. Religious education is taught in line with the locally agreed syllabus. All statutory requirements are met.
35. Particular effort is made to provide rich and stimulating curricular experiences for pupils through the provision of a wide range of activities and clubs, many introduced recently. This very good provision has a positive impact on pupils' learning and progress and is a strength of the school. There is a good range of music clubs, including choir, recorder and guitar. Other clubs enable pupils to follow interests in art, drama, dance, pottery or cookery. The sports clubs and teams particularly motivate pupils, and school teams are very successful in local competitions. A daily homework club provides sound study support for pupils who need it.
36. The range of opportunities provided ensures that all pupils have an equal opportunity to extend their learning. The curricular provision for pupils with special educational needs and the few pupils with English as an additional language is sound. All pupils on the special needs register have their areas of need identified and appropriate activities planned. There is a strong awareness amongst staff of equal opportunity issues. Staff members provide good role models for pupils, and many foster an attitude of caring and respect in activities such as circle time. Pupils are sometimes withdrawn from classes during the literacy hour and have access to all the programmes of study, in smaller group situations. This system effectively ensures that pupils in classes that have special needs support make steady progress in their learning. Pupils in reception and throughout Key Stage 1 receive regular support. In Key Stage 2, pupils in Year 4, who are withdrawn from their class into parallel teaching groups, also receive good support. Pupils in other year groups are less well provided for in terms of special needs teaching. The special needs co-ordinator provides effective guidance for individual teachers and assists in the review of pupils' individual education plans.
37. Curricular provision was generally sound at the last inspection. Its breadth and balance have been maintained and enhanced. In music, which was then seen as underdeveloped, there have been improvements in provision. The variations in time allocated to different subjects, most especially mathematics, in different classes have now been remedied, following the introduction of the numeracy strategy. Planning in year teams is carried out, and the head teacher monitors curriculum provision with some support from the deputy headteacher. There is good monitoring of the English and mathematics curriculum by the subject co-ordinators. Other co-ordinators monitor planning and check work in pupils' books but do not get sufficient time to monitor the delivery of other subjects or to support colleagues in the classroom. There is, however, a good deal of collaboration between most class teachers and the different subject co-ordinators. There is some useful curriculum liaison with the local secondary school.
38. The school makes good provision for the moral, and cultural development of its pupils, very good provision for social development and the provision for spiritual development is satisfactory. This maintains the standard of provision identified in the last inspection.

39. The provision for pupils' spiritual development is satisfactory. Opportunities for spiritual development are evident in the planned programme for the daily act of worship and in religious education. For example, one assembly carefully created a peaceful atmosphere in which pupils had opportunities for reflection and meditation. Most assemblies contain moments of recognition of good work, or celebrate events such as birthdays. Pupils participate fully in assemblies and good use is made of carefully selected music to help create atmosphere. However, planning for spiritual development as a part of other subjects within the curriculum is less well developed in most classes. Poetry is an important part of the English curriculum and, along with the improved music provision there is good evidence of pupils' awareness of spirituality in everyday life being developed.
40. The provision for the moral development of pupils is good. Pupils learn concepts of right and wrong at an early age, and there are good opportunities in circle time even for youngest pupils to explore issues and come to decisions. The behaviour policy is followed in all classes and is understood by the pupils. Teachers emphasise the need for self-management, and school rules are well known and obeyed by the vast majority of pupils. Assemblies support moral provision. In one assembly, for example, a puppet was used to illustrate the need for young pupils to listen to their inner selves, to know when an action was wrong.
41. Provision for pupils' social development is very good. Many pupils enter school with a low level of social skills. The development of much improved social skills by hardworking staff in the early stages of schooling is a major contribution to the good social behaviour and self-discipline shown by the vast majority of pupils. Pupils see staff providing good role models through the courtesy and respect they show to pupils and to other adults. Pupils take part in local community events, and fundraising activities such as the sponsored poetry event or collections for Kosovo or Mozambique help pupils recognise the importance of helping others. The various clubs provide opportunities for developing social skills and participation in inter-school competition. Younger pupils take care of animals and plants, and older pupils have opportunities to take responsibility around the school. In self-management time some Year 6 pupils help younger pupils with reading. However, strong teacher discipline and direction sometimes limit opportunities for pupils to show initiative. Nevertheless some pupils have the opportunity to take part as members of the school council, and have real opportunities to voice opinions on behalf of their classmates and have them acted upon by the school.
42. Provision for cultural development is good. Pupils from a variety of cultural backgrounds are well integrated. The school promotes the cultural traditions of its own area. Pupils visit local historical and religious sites such as the Roman fort at Arbeia or 'Bede's World', at Jarrow. They study maps of their own area. Educational visits further afield have included residential trips to Powburn by Year 4 and High Borran by Year 6. There are good links with the community, especially with the church, the police and health service. Visitors to the school are a regular feature, and have a positive impact. A local supermarket offers prizes, although links with local businesses are less well developed. Displays in school show that other cultures, both in the past and in other parts of the world are given good attention. Religious education plays a role in developing pupils' knowledge and understanding of world religions, and during the inspection pupils visited a synagogue and learned about aspects of the Jewish faith.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Care of pupils has improved since the last inspection. There are satisfactory procedures for promoting pupils' health and safety. The building has been thoroughly inspected for hazards and a report made to the governing body. Eight staff are trained in first aid and lunchtime supervisors are aware of procedures in case of accidents. Pupils are introduced gradually to the reception classes and the younger children continue to play in the nursery courtyard, while older ones join the rest of Key Stage 1 pupils in their own playground. There are clear procedures for any child protection issues and all of the designated staff have received appropriate training. A good feature is a drop-in session held regularly in school, where pupils or parents can consult a nurse for advice.
44. The procedures for promoting good behaviour are set out in a booklet and sent to parents. Pastoral team leaders are responsible for promoting good behaviour within their phase, monitoring any bad behaviour of individual pupils and advising and supporting class teachers. The self-management system is well established and well understood by pupils and operates in a modified form in the lower school. The same sanctions apply to the few pupils who bully or harass their peers. Lunchtime supervisors have now been included in the use of the yellow and red card warning system, and have regular meetings, with the head teacher, to discuss current issues. Most pupils respond well to the system, which rewards those who are

routinely well behaved, and presents a clear series of sanctions to those who choose not to comply with expectations.

45. The school has introduced a very useful and sophisticated series of tests to assess pupils' level of achievement on entering reception, which when repeated at intervals throughout both key stages, traces each child's progress in mathematics, English and science and their attitudes to work and school. The tests show whether individual pupils are making progress at, above or below their own personal potential and their likely grades in statutory tests at the end of each key stage. This enables the school to target pupils who require additional support as well as those who demonstrate the potential for improvement in each of the core subjects.
46. The school has developed good procedures for assessing pupils' attainment and progress in English, mathematics and science throughout both key stages, but these have not yet been fully extended to foundation subjects although teachers regularly assess the work of pupils in their own class. A standardised recording system has been established in each class to monitor pupils' day-to-day progress. Assessment opportunities, which are highlighted in weekly planning sheets, are used well, in core subjects, to inform planning. The school has identified the development of a formalised assessment procedure for all subjects, across the school, as a priority in its most recent development plan.
47. Class teachers monitor attendance and absence and record late arrivals. Patterns of absence are noted and the Education Welfare Officer is involved at an early stage. At present there are no rewards for good attendance.
48. Procedures for monitoring pupils' personal development are good; class teachers have good knowledge of their pupils as individuals and are aware of their strengths and weaknesses. Circle time has recently been introduced to support pupils' personal development. The school tracks and evaluates the academic progress of individuals and use is made of this information when setting individual targets. The school's recognition of pupils' achievement is effective. Teachers give small prizes for notable academic success or personal achievement and this is entered in the 'Gold Book'. Certificates are awarded termly in each class for effort or success and pupils receive recognition in assemblies.
49. The procedures for monitoring the progress of pupils with special educational needs are very good. Individual education plans include suitable targets and strategies with criteria for judging success. There are regular reviews of targets set in pupils' individual education plans and of the progress made towards them. The targets are well defined with clear measurable learning objectives. The school liaises well with external agencies, including speech therapy and psychology services regarding the implementation of statements for pupils with special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school is keen to develop good links with parents and seeks to do so through newsletters, meetings to explain curriculum developments, and by inviting them to assemblies taken by their child's class. It encourages parents and grandparents to become involved in school activities, for example, by helping in class and sharing in educational visits. Many parents respond to these invitations and support all fund raising activities for the school and charities but other parents find great difficulty in attending functions although they too readily offer financial support.
51. Some parents give generously of their time to run the Parent Teacher Association (PTA) and help in a variety of ways around the school. Some give valuable support in the nursery and, in Key Stage 1, parents and carers volunteer to help with mathematics games, story bags and in the workshop. A few parents help regularly in the upper school, but involvement depends on the requirements of their child's class teacher, and overall, the number of parents who participate is small in proportion to the size of the school.
52. The great majority of parents state that they feel comfortable approaching class teachers and the head teacher with concerns and they take advantage of opportunities to do this at the beginning and end of the school day. The majority of parents value meetings arranged for them to discuss their children's progress with staff, but find the written reports less helpful and some parents are not satisfied with how they are given information about their child's progress. Systems are in place for discussion and communication of all relevant information but for some parents they are not proving to be sufficiently useful or helpful. Parents express concerns about the poor behaviour of a very small minority of pupils whom they consider to be bullies.

53. The involvement of parents whose children have special educational needs is sound. This includes the involvement of parents of pupils who display aggressive behaviour. Parents are invited to share in the decision-making process, once their child has been identified, in order to decide on what steps will be most effective. The school follows the recommendations within the agreed Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are provided with regular information about their child's progress towards the targets set in their individual education plans. The progress and provision is discussed at the formal review sessions and when they attend the three parent evenings planned for each year.
54. The school provides satisfactory information about the school in the form of a brochure, the early years booklet and regular newsletters, but the style and presentation of written material is not always appropriate to the needs of all parents. Opportunities are missed to demonstrate to parents that they are valued by the staff of the school and are viewed as essential partners in their children's education. The management team is more than willing to review its present procedures in order to facilitate a more profitable partnership with all parents.
55. Despite the good intentions of the headteacher and staff, and the support of the majority of parents, the school has not yet succeeded in overcoming the antagonism of a small but significant group of parents. The school works hard with the parents of identified pupils with behavioural difficulties to remedy poor behaviour including bullying where it arises. Despite the recent introduction of home school agreements there is very little evidence of an effective pro-active whole school policy for partnership, which meets the needs of all parents and carers. The school is looking to find ways that enable more parents to contribute effectively to their children's learning. The staff recently organised a questionnaire for parents in an attempt to resolve the observed difficulties and some strategies are being developed in response to the answers provided by parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are good. Although the headteacher has only been in post for a short time, he has already developed several aspects within the school, which have helped to raise standards. For example, he has further developed the way the school analyses pupils' performance in tests in order to set targets for individual pupils. It is now possible to track each individual's progress to ensure that every child is achieving at the level which is appropriate for them. In this initiative he has been very well supported by the deputy headteacher and Key Stage 2 co-ordinator. He has developed a new management structure with phase leaders. Meetings are regular and have a clear purpose. The deputy headteacher was appointed three years ago, and she has been instrumental in establishing a climate of change. The headteacher has a good senior management team who, together with staff and governors, gives clear direction to the work of the school. The managers of the school are all committed to raising standards and are well placed to succeed.
57. Governors and staff have a shared commitment to the school's recently reviewed aims and values, which direct the work of the school effectively. These aims are based on providing a safe, happy and caring environment in which each child can develop to its full potential. The aims emphasise personal development such as independent learning, self-discipline, self-worth and independent thinking. These aims are reflected in a simplified version for pupils, which are easily understood, relevant and achievable. This gives pupils the opportunity to share responsibility for learning very effectively. All pupils are sensitively encouraged to reflect on these aims and set their own targets. A school council has been established. Regular meetings are held in which pupils make a contribution to the agenda. Council members have the opportunity to voice the views of their peers.
58. The small group of experienced governors is about to welcome new members. The governors are committed to undertake relevant training opportunities to enable them to give good service to the school. Greater involvement in school life and increased knowledge of the school curriculum has been an appropriate target for governors this year and will continue to be so in the immediate future. This is an important development since the last inspection. The established governors have a very good understanding of the community within which the school is set. They use this understanding effectively to support the work of the school. One governor is also the local vicar who extends the religious education programme including visits to the church where he teaches pupils about Christianity. The governors actively seek support

from the community and industry. This has mainly been successful in terms of fund raising. Opportunities now need to be pursued in order to enhance learning further by establishing close links with commerce and industry. The school is part of the Health Action Zone initiative, and the health education programme is activity supported by the community health authority. The development of a community building will increase the school's links with the community; steps to begin this work have already begun as recommended in the last inspection report.

59. Governors meet their statutory requirements, including the provision of a daily act of worship. There is a designated governor for literacy, numeracy and special educational needs. The governors have set up active committees for curriculum and policies, staffing, finance and premises. An appeals' committee is in place. The governors receive regular reports from the headteacher whose professional advice informs their decision making. They have monitored the work of the school to ensure all key issues identified in the last inspection report have been addressed, most of them successfully. Governors have a clear understanding of the strengths of the school and have recently conducted a detailed analysis of where they want the school to be in five years. They have accurately identified areas that need to be developed and have a long-term strategic development plan in place. Governors and senior management construct the short-medium term school development plan together. It is detailed, and set within a realistic time scale. Monitoring and evaluation strategies of how the school plans to meet the established targets are included, how these will be managed is less clear. All subject co-ordinators have action plans for each curriculum area, which are included in the school development plan.
60. Most teachers are responsible for managing a curriculum area. The English and mathematics co-ordinators have worked hard with colleagues to successfully implement the literacy and numeracy strategies. They have provided strong leadership, bringing a consistent approach to teaching. They monitor the quality of teaching formally and give useful feedback. They have demonstrated good teaching to colleagues, and arranged for teaching to be monitored by consultants from the local education authority. As a result standards have been and continue to be raised and the teaching of literacy and numeracy has become more effective. The management of other co-ordinator roles is less well developed because they do not as yet have sufficient time to fully monitor and evaluate their subjects. Teaching is monitored by the deputy headteacher and Key Stage 2 co-ordinator who have both been well trained. Governors' monitoring of the curriculum is being developed in the classroom for mathematics and literacy and the headteacher reports on curriculum matters at formal meetings. The appraisal process has been formally established and has been completed for senior staff. Governors set appropriate targets and measure their success against the school development plan. All staff have professional consultations with the headteacher annually when new development targets are discussed and agreed. This has had a positive impact on the professional development of teachers and the management of the school. Procedures are now in place for monitoring and evaluating all aspects of the school and the curriculum and this is a significant improvement since the last inspection.
61. There are sufficient numbers of qualified teachers to deliver the National Curriculum and religious education. Effective systems are in place to support new members of staff with the deputy headteacher acting as mentor. Many of the teachers are very experienced and have served most of their teaching life in the school. Recent appointments have begun to redress the balance to include younger members of the profession. At the time of the inspection two members of staff in Key Stage 2 were on long term sick leave. Members of staff work well as a team. This is particularly evident in the working partnerships established by teachers in parallel classes. Teachers support one another effectively, for example, the music specialist teaches music to both classes whilst the deputy head teacher teaches religious education. Some specialist teaching of games occurs in Key Stage 2. The co-ordinators work well with teachers at both key stages. The special needs co-ordinator is a part-time member of staff. Job descriptions reflect teachers' current roles and responsibilities with targets for development agreed annually. In their commitment to improvement staff undertake in-service training willingly and share their expertise with colleagues. The entire staff is committed to further training to extend their personal skills in order to raise all pupils' standards in information technology.
62. The number of well-trained support staff to work alongside teachers in the classroom is too low. The high staffing costs in recent years has meant that support staff to meet the learning needs of all pupils, including those with special educational needs have been reduced to the minimum. With increased support teachers could promote a significant improvement in the quality of learning. The existing support staff work well and with the teachers they do well to meet the wide

range of pupils' needs. The nursery nurses work effectively in the nursery and reception alongside teachers.

63. Arrangements for the professional development of staff are good. Clear procedures are in place to meet the identified training needs of staff. Most staff evaluate courses attended and effectively share relevant information with colleagues. Findings from the last inspection indicated a lack of subject knowledge and expertise at Key Stage 2 in mathematics and music. Numeracy training has effectively addressed any limitations in mathematics through thorough training and good support from the co-ordinator and the local education authority's adviser. A music specialist has been appointed and a supportive commercial scheme of work has been put into place.
64. The school site is spacious, with vast grounds for physical education and playground activities. The buildings enclose secure play areas, which greatly enhance the physical development of the younger children. Large apparatus for climbing and balancing are permanent features and effectively enable more adventurous activities. An enclosed area is used for gardening activities. There are four halls to facilitate physical education and dining. Some classrooms are spacious, but many are cramped. Spaces are dedicated to art, quiet reading and television. The school has lacked funds for refurbishment for many years, and any decoration has had to be undertaken by staff and parents. The local education authority has identified the school as a community project, and plans have been prepared and adequate funds provided for a new community wing, and new classrooms to be built with many improvements starting in the near future. The school will then be housed on one level and be more accessible for wheelchairs. Current classrooms will be made larger. This total refurbishment of the whole school includes the nursery, reception, and both key stages. The governors and headteacher have consulted with the community to ascertain the demand for this new facility, and the potential interest in attending planned activities. The governors and headteacher have been fully consulted by architects to ensure this exciting new project is in harmony with school and community needs.
65. Since the last inspection, the school has had only a small amount of money to spend on learning resources. As a result, learning resources are barely satisfactory although teachers have access to everything required to maintain the full curriculum. Book stocks are not extensive and many books are far from new but there have been recent good quality additions. As part of the school development plan resources in all curriculum areas have funds allocated to enable replenishment in the immediate future. Software for computers, listening stations, additional computers, library books, bright new mathematics equipment tuned musical instruments are all listed for renewal.
66. Financial planning is good. The governors retain the services of a local educational financial officer, and advice and support are readily available. The school spending costs are high, because the present buildings are expensive to maintain and heat. Staffing costs have been high and so expenditure for equipment has, until very recently, been limited. Despite this the governors have worked diligently to turn a deficit budget into a small surplus and have begun to use this for learning resources. The new developments highlighted on the school plan are all appropriately costed, and in turn these influence how the annual budget is set. Co-ordinators manage their own limited budgets efficiently, and they bid for additional funding from the school budget. All spending is monitored regularly by the efficient school administrator and information is regularly presented to the governors by the headteacher who now always relates the effect of agreed spending on the improving standards. The finance committee and the buildings committee review the services, which the school buys annually, such as grounds maintenance and cleaning services. They seek other tenders and make careful comparison in order to ascertain the best value for money. The senior management team explores all opportunities available to attract additional funding, and they have been successful in gaining the services of a peripatetic music teacher, with stimulating additional resources, at no extra cost to pupils. Funding for special educational needs is appropriately deployed. It is mostly spent on employing two part-time staff and on the purchase of additional teaching and learning resources. The deputy headteacher is efficient in her management of the staff development budget.
67. The day-to-day management of the school runs smoothly, thanks to the efficiency of the administration staff. They use computerised accounts to monitor the budget and monthly budget information from the financial officer is carefully checked. All the recommendations in the latest auditor's report have been acted upon. School fund accounts are audited annually and are formally presented to the governing body.

68. Resources are used efficiently and effectively. Teachers' plan lessons together and share resources. Many resources are stored centrally for use by all. Space is generally well used although the nursery accommodation is cramped. The art room allows good space for creative activities. The creative displays in classrooms, corridors and on walls show that pupils' work is valued. However in this very large building some opportunities are missed to extend displays, in order to build pride and self-esteem and share the good work of one class with other pupils so stimulating their thinking and awareness.
69. The pupils' level of attainment on entry is low, a good start is provided in the nursery and early years classes and standards which pupils achieve in the early years classes and at both key stages are improving. Taking this into account with the good attitudes, good attendance, satisfactory behaviour, good relationships and the good quality of teaching, overall this school gives sound value for money.
70. Significant improvement has been made to most aspects of leadership and management since the last inspection. This improvement has been accelerated since the appointment of the deputy headteacher and subsequent appointment of the headteacher. Governors, senior management and staff are beginning to work effectively as a team with a shared commitment to improve the facilities for learning and to raise standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the existing good practice, improve the school and further raise the standards the governors, headteacher and staff should:

- (1) raise standards in English by:
 - a) providing more regular, opportunities for speaking and discussion which allow pupils to speak at greater length and with an extended vocabulary;
paragraphs: 4, 89, 92, 93
 - b) increase the involvement of parents in the support of pupils' reading skills;
paragraphs : 2, 29
 - c) using these improved skills, (in speaking and reading) to achieve higher standards in writing, specifically in sentence structure and the use of more precise and extended vocabulary.
paragraphs: 4, 75, 87, 88, 91, 95
- (2) complete the work aimed at raising standards in mathematics and information technology at Key Stage 2 by providing additional classroom support for the implementation of planned work within the national numeracy strategy and improving resources and completing staff training for information technology.
paragraphs: 31,106
- (3) complete the planned procedures for the review of the anti-bullying policy and the behaviour modification strategies.
paragraphs: 6, 13, 14, 53, 55,113
- (4) increase the number of support staff for pupils with special educational needs, the literacy hour and numeracy sessions throughout both key stages as soon as the financial position allows as indicated in the schools' published plans.
paragraph: 62
- (5) review the style and presentation of all communication with parents to increase harmony and create closer links so as to develop more effective strategies for explaining the curriculum and pupils' progress in order to improve the academic, personal and social development of pupils of all ages as planned in the school development documents.
paragraphs; 52, 54, 85

- (6) extend the strategies for assessment already developed successfully in English and mathematics to all subjects to ensure a consistent approach in all classes at both key stages as indicated in the action plans that comprise the curriculum audit.
paragraphs: 46, 120, 124 130 137 142, 148, 163
- (7) improve the accommodation and the quality and quantity of resources in the nursery as part of the planned refurbishment programme in order to match the already high quality curricular provision as shown in the refurbishment plans.
paragraph: 86

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	22	42	31	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	382
Number of full-time pupils eligible for free school meals	0	142

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	7	110

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	29	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	20	27
	Girls	24	24	24
	Total	46	44	51
Percentage of pupils at NC level 2 or above	School	79 (72)	76 (88)	88(87)
	National	82 (81)	82 (82)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	27	25
	Girls	24	25	25
	Total	46	52	50
Percentage of pupils at NC level 2 or above	School	79 (72)	90 (87)	88(82)
	National	82 (80)	86 ([85)	87 ([86)

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

The figures shown here were verified with the school and are not exactly as shown in the PICS I

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	30	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	17	17	15
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	51 (46)	51 (45)	51 (51)
	National	70 (63)	69 (64)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	19	19	19
	Total	29	29	31
Percentage of pupils at NC level 4 or above	School	53(49)	53(51)	56 (54)
	National	68 (63)	69 (64)	75 (69))

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

The figures shown here were verified with the school and are not exactly as shown in the PICS I

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	4
Chinese	0
White	404
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR– Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

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	4	3
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.

Financial information

Financial year	1998-1999
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	£
Total income	653984
Total expenditure	646047
Expenditure per pupil	1475
Balance brought forward from previous year	-4684
Balance carried forward to next year	3253

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	408
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	0	2	0
My child is making good progress in school.	39	46	7	2	5
Behaviour in the school is good.	35	43	17	2	4
My child gets the right amount of work to do at home.	26	45	20	4	5
The teaching is good.	31	55	11	1	2
I am kept well informed about how my child is getting on.	21	48	20	11	0
I would feel comfortable about approaching the school with questions or a problem.	40	49	6	4	1
The school expects my child to work hard and achieve his or her best.	48	42	5	0	6
The school works closely with parents.	23	55	15	6	1
The school is well led and managed.	33	39	18	2	7
The school is helping my child become mature and responsible.	27	57	7	4	5
The school provides an interesting range of activities outside lessons.	39	44	7	1	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Within the Foundation Stage, the school has continued to maintain the good provision identified in the previous inspection. Staff work hard to ensure a secure, stimulating, caring and welcoming environment for all children. The school admits children to part-time places in the nursery in the September of the year in which they will be four years of age. At the time of the inspection, 31 of the 52 children were still younger than four. Most children spend one year in the nursery and then move up into the reception classes at the start of the following year. There are two reception classes in the school and, at the time of the inspection, 26 of the 57 children were four years of age. The provision for under-fives is therefore provided in the nursery and in both reception classes.
72. Attainment on entry into the nursery for the majority of children is well below that which is found nationally in all areas of learning, for some children attainment is low. There are a significant number of children who have speech and language difficulties. A small number of children in the nursery have already been assessed as having special educational needs by the local education authority's speech therapy department. Teaching for the under-fives is good overall and throughout the Foundation Stage teachers and support staff work effectively as a team to promote learning for all children. They plan the curriculum together, giving good priority to all areas of learning. Plans clearly show how staff will be deployed and how children are to be grouped. The staff provide an extensive range of appropriate activities. Teachers assess children effectively and records are manageable. Assessments are used effectively to inform future plans. Children, throughout the Foundation Stage, make good progress towards achieving the desirable learning outcomes in all six areas of learning by the age of five years.
73. When children enter the nursery they have to learn how to behave and how to share toys. The staff need to be firm and provide very structured learning opportunities. The children's personal and social development is very good and the standards they reach are above those expected of children of this age. They develop confidence as they undertake a variety of activities throughout the session. They easily make themselves known to visitors and proudly show their 'work folders'. Children's behaviour is good and they respond well to staff's directions and requests. They are familiar with nursery and school routines, lining up sensibly before moving to the school hall. Staff expectations are very clear and this helps children to understand right and wrong in relation to school routines. Children are quick to establish good relationships and friendships with others. They share equipment and wait patiently for individual adult attention. They play very well during self-chosen activities and are given many good opportunities to work in groups for increasing periods of time. Consequently, they develop concentration, perseverance and independence in their learning and this aspect within the programme is strong and particularly well developed. For example, in the nursery, a group of children were able to play in role and use construction equipment well without immediate adult support. In reception classes groups of children sensibly take turns playing counting and matching games and games with dice while the teacher works with another group. They respond to religious events when they attend school assemblies and when they learn about the nativity at Christmas time. They develop some awareness of those of differing cultures and beliefs when the school acknowledges the festival of Diwali, for example. Cultural events are planned throughout the year and children participate in a Mother's Day assembly. Well planned discussions and carefully chosen stories help children to consider their feelings and share their experiences with others. All children show pride in their achievements. Initiative is encouraged as children in the nursery put on aprons before engaging in a 'messy' activity and children in reception classes carry messages. Children have many good opportunities to select their own activities from the good range provided. Personal independence skills, including undressing and dressing for physical activity, are well taught and most children, by the age of five, can attend to their own needs.
74. The teaching of personal and social development is good. In plans staff allocate appropriate priority to this key area of learning. Staff working with the under-fives are good role models for the children and they provide a caring and secure working environment. Teachers praise children frequently and this helps them to build up their self-esteem. Staff explain rules carefully, making sure that the children understand. They have high expectations for behaviour. They plan many group activities to encourage children to share staff attention and to share equipment with each other. They provide well planned activities to help children develop concentration and perseverance in learning. Resources are well organised so that children learn to select for themselves and put away afterwards.

75. There is good priority for teaching language and literacy and many of the children make good progress, however, standards overall are below the expected levels for children of this age by the time they are five. Children are encouraged to listen attentively in small groups and are taught to follow instructions. Planned discussions and varied role-play scenarios encourage children to increase their vocabulary, although many children have difficulty talking at length about their experiences. The vocabulary of the majority is very limited. All children show genuine interest in stories, have good access to a range of books, and know how to handle them correctly. 'Book Bags' are available and changed each week in the nursery. Here, children also have the opportunity to register themselves by placing their name on their milk bottle. By the age of five, most children recognise and write their name from memory. The reception children have daily literacy lessons and this is effective in ensuring that, by the age of five, most of them recognise letters by shape and sound and identify objects with similar initial letter sounds. They recognise some familiar words and a minority in the reception classes have begun to read. Children are familiar with many songs and rhymes, but they do not readily recognise patterns and syllables in words. Children have opportunities to write as they play, but few use symbols or familiar letters to communicate meaning. Standards in writing are well below the levels expected nationally by the age of five years.
76. In lessons seen, the teaching of language and literacy ranges from good to excellent and staff allocate appropriate priority to planning for this key area of learning. Staff actively promote the development of listening skills and children learn to follow instructions well particularly during small group work. Staff read regularly to children. There are however too few planned activities to enable children to develop and improve their vocabulary and they rehearse known situations over again. Teachers plan varied and interesting role-play opportunities in for example the post office, laundry or shoe shop. These activities are effective in encouraging children to make up their own stories but always around familiar themes. Staff use real objects and body actions when teaching letter sounds and this method is very effective in teaching children letters by shape and sound and patterns in letters. Staff use ongoing assessments well and make very good use of 'letter fans' to highlight what individual children know. They then plan activities that are appropriate for each child's stage of development.
77. In mathematics children make good progress, although standards of attainment are below nationally expected levels for children of this age. Children become aware of equipment of various shapes and sizes. They name, sort and match shapes, as they play. In the nursery, the place where equipment stays is outlined and this encourages children to match by shape and size. Children understand positional vocabulary and some use it as they play. They learn to compare, order and sequence objects in practical situations, for example, displays in reception classes show children of different sizes and labelled with appropriate comparative language. Children use commercial resources to make and repeat mathematical patterns. Number stories and rhymes are used effectively with the children to help them learn how numbers work, for example, they learn how one can be added on or taken away when they sing, 'Two Little Dicky Birds' in the nursery. In the reception classes, they learn to count using number lines and very good use is made of games to help children recognise numbers and learn to 'count on'. The majority of children identify numbers to 10 by the age of five, but few children use numbers in their work. There are some planned activities where children learn to use mathematics to solve problems in a practical way by, for example, weighing ingredients when baking in reception classes and checking the number of children allowed in each area at one time in the nursery. Few children have an understanding of practical number operations.
78. The teaching of mathematics is sound overall, although the teaching of mathematical language and ideas is good. All members of staff give appropriate priority to this key area of learning. In the nursery regular activities are planned to help children develop counting skills and staff take good advantage of every day situations to help children understand mathematical language and ideas. In reception classes teachers use aspects within the numeracy strategy each day with their children. Staff are secure in their knowledge and understanding about early mathematical development and organise their teaching effectively. They provide a good range of activities to promote mathematics, some directed by staff, and some chosen by the children themselves. Staff use assessments with the children to identify their learning needs, but have yet to provide activities which challenge higher attaining children in reception classes towards recording numbers and developing their ability to perform simple number operations.
79. In knowledge and understanding of the world, children make good progress; however, standards of attainment are below those usually found in children of this age. There are very good displays in the corridors outside the reception classes, which show photographs of children as they were as babies and as they are now; this work helps children to develop a sense of time past in their lives. However, the limited vocabulary of many children impedes their discussion of past and present events in their lives. There are

displays in the reception 'workshop' area of washing equipment used over fifty years ago and this effectively helps children become aware of long, long ago. In the nursery effective use is made of visits and visitors to enhance topic work. Children visit the post office and Hall Hill Farm; they invite visitors such as paramedics and the crossing patrol person to share their working experiences with the children. In this way children become aware of their environment and of the work that people do within it. Children have good opportunities to explore features of living and man-made things; they handle artefacts displayed for their attention, including interesting natural items. They plant seeds, carrot and turnip tops and nurture them as they grow. They observe tadpoles as they develop into frogs. They know plants need water to flourish and animals, including the pet budgerigar, need food and water in order to grow. They observe differences in the seasons and changes in ingredients when heated or cooled. Children learn to observe closely, discuss and record their observations and interesting drawings of plants and paintings of bears and tadpoles show good detail. Children are encouraged to question in a scientific way when playing with water and sand. Most children make good progress in their technology skills and provision for this aspect within the programme is very good. They cut, fold and join materials and make sensible choices in the resources they use when making objects with boxes. They have regular access to real tools and learn to use hammers with nails and to saw wood. Most children use scissors well. Good resources support their learning, with commercial building resources being used to advantage. All children have regular access to computers, and programs support learning across the curriculum.

80. The teaching of knowledge and understanding of the world is good. Staff plan activities throughout the day in both nursery and reception classes to make sure children develop both scientific and environmental curiosity. They provide interesting displays for the children and support staff in the 'workshop' plan many well focused activities with clear learning objectives. Staff are deployed effectively to promote this area of learning and provide a good balance of activities allowing for direction and free choice. They make very good use of resources and encourage children to improve their skills in technology through sensitive intervention.
81. In physical development children make very good progress and achieve a high standard of attainment compared with children of similar age. Children have access to a selection of wheeled apparatus and they develop very good co-ordination, control and an awareness of their space and the space of others. They also use small apparatus and develop skills including good hand-to-eye co-ordination. They learn to kick balls accurately. In the school hall children have access to the challenging equipment on a regular basis. Children use climbing and balancing apparatus and show a high level of skill and confidence. They are aware of safety and climb up and down the climbing frames with care, showing well-developed co-ordination. Children balance well on benches and narrow beams and use their imagination creatively as they move. Children run, hop and jump and most can balance well using mini-stilts. Some children demonstrate good small motor development. There is a range of tools and equipment available and children develop their manipulative skills very effectively. They have regular access to a good range of commercial construction equipment and they learn to push and pull to join two pieces together. Most children handle paint brushes, scissors, saws, hammers and pencils correctly. They use utensils for mixing when they bake; they thread beads and manipulate malleable materials well, such as dough or clay.

82. The teaching of physical development is very good and the teaching of gymnastic skills is excellent. Staff make very good use of the equipment and provide an extensive variety of activity. They encourage children to move vigorously as they play and they interact well during all physical activities, challenging children and supporting them as they use equipment and move around apparatus. They demonstrate well and use good teaching points to help children improve their performance. Staff work closely with all children encouraging them in their fine skills development. They explain clearly and use demonstration effectively to help children improve their skills.
83. Children make good progress in creative development and reach standards that are in line with those of similar age. Children have good opportunities to explore sound. Instruments are available for them to use throughout the day; they also make their own instruments and have planned musical activities in which they learn to sing. Children explore colour as they paint and well-focused displays enhance their learning. They work with a variety of media and learn to experiment with texture, shape, space and form. Displays show that children produce well-formed observational paintings and interesting printed work sometimes using shapes or their hands. They use texture well, as they work and three-dimensional work; of birds made of clay shows good form. There are many activities planned each day to encourage imaginative play, such as the home area and the shoe shop and most children make up stories, as they play. Children respond well to music and movement, which is planned regularly. They develop an awareness of their senses and they are encouraged to explore various natural and made items that are displayed for discovery. The visually stimulating environment in which they work inspires the children. They discuss smell and taste when they bake and are confident in choosing and handling the variety of items provided for creative development. They use a widening range of materials, tools and resources, but limited vocabulary impedes their expression of feelings and ideas.
84. The quality of teaching is good. Teaching and support staff encourage children in their creativity and show how much they value the children's efforts by displaying their work well. They provide a good variety of materials and tools, which are accessible to the children, in order to enhance and promote learning. Staff encourage the children to express their ideas and to communicate feelings through sensitive interaction in role-play. Sensory exploration is actively encouraged through well-planned activities.
85. The partnership with parents is satisfactory. There are brochures providing general information about the nursery and reception classes. Information about ongoing activities and learning outcomes in all six areas of learning is less clear. This limits parental involvement in their child's learning. Parents are encouraged to join in with activities and some do help out in the reception 'workshop' activities. They also support the nursery by changing 'book bags' each week. Staff very much appreciate all help offered by parents. In the reception classes parents are invited to discuss their child's progress during three planned open evenings, however in the nursery, parents are informed on an informal, less focused basis. Although staff welcome parents' comments about their child's progress, there are no structured systems in place to encourage parents to share observations of their child's learning at home, with the school.
86. Teaching and support staff make effective use of indoor accommodation although classroom space is cramped. The planned building programme provides for improvements in all learning spaces. The reception class staff make effective use of a smaller area known as the 'workshop' and in here children engage in many activities to promote aspects of knowledge and understanding of the world. All children access the hall facilities and good use is made of the resources for the promotion of physical development, in particular. Outdoors there is a grassed area and hard surface play area with a sandpit. This area is fully enclosed and children from both reception and nursery classes make effective use of it particularly in promoting physical skills.

ENGLISH

87. At the time of the inspection the overall standards of attainment in English are below the national averages in speaking, reading, and writing at the end of both key stages. Standards are closer to the national averages at the end of Key Stage 1 than at the end of Key Stage 2.
88. The last inspection report in 1996 showed that although in the majority of lessons observed pupils achieved satisfactory standards there was some underachievement in writing and some elements of reading across both key stages, and more significantly at Key Stage 2. The subsequent 1996 national tests showed that pupils at the end of Key Stage 1 were well below the national average in both reading and writing. Pupils at the end of Key Stage 2 were well below the national average for English. The trend of test results since the last inspection indicates that there has been a systematic improvement in the percentage of pupils attaining the expected level 2 in both reading and writing at Key Stage 1. In English at Key Stage 2, a greater percentage of pupils has attained level 4 and improvements have followed the national trend. Over the last two years, measures have been put in place, by the school, to raise standards of attainment in English. These are now proving to be effective but the process is not yet complete. The numbers of pupils attaining higher levels is below the national average. The quality of teaching is now mostly good as teachers have increased their competence whilst using the National Strategy for Literacy.
89. The end of Key Stage 1, results in 1999 were below the national average in reading and well below the national average in writing. A well below average proportion of pupils attained the higher Level 3 in both aspects of literacy. When compared with schools of similar intake, attainment in reading was close to that attained in schools with a similar intake but writing was well below average. Over the last three years overall the school has been very successful in improving standards of reading to a level increasingly close to the national average. This is demonstrated in added value scores based on re-testing each year and comparing results with base-line assessment. Improvement in writing standards has been variable since the last inspection, but the introduction of the literacy hour has had a positive impact. The inspection judgement is that in the current school year standards of speaking and listening, and reading and writing are all below the national average, with writing being the weakest of the areas. The school knows that standards need to be raised and has embarked on a structured programme aimed at raising standards in reading and writing.
90. Pupils enter Key Stage 1 classes with well below average attainment in some aspects of English. Although pupils are keen to contribute in class, a significant minority still finds it difficult to concentrate. Many pupils have a poor command of standard English, and have only a limited range of vocabulary and advanced speech structures. Reading skills are also under-developed for the majority of pupils. By the end of the key stage, the teaching of the literacy hour is having a noticeable effect, and pupils have gained in confidence in talking and listening, although standards are still below the national average. In their history lessons, for example, they make simple presentations to the rest of the class, using pictures to illustrate their statements. They are beginning to include more detail in their answers and vary their use of vocabulary. Reading is still underdeveloped and is below average but pupils have made good progress through the key stage. Many take books home to practise. Their reading of simple texts is generally accurate, and they can talk about the main events of a story. Pupils have good phonic skills, developed since the introduction of the new scheme of work and understand how to check meaning from the context of the story. Most listen to themselves when reading and correct their own mistakes. Most pupils can recognise titles and authors. Higher than average attainers recognise publishers and illustrators, and read with fluency and expression. Most pupils use alphabetical texts like dictionaries. They know that they both offer definitions and help with spelling. Higher attainers can put words into alphabetical order using second and third letters.
91. Pupils' writing skills are below the national average. Pupils' writing shows some awareness of the reader, and almost all pupils develop a sequence of sentences about a topic. Lower attaining pupils often lack the language skills to sustain independent writing, but higher attaining pupils produce logically sequenced writing, which is thoughtful and develops ideas well. They have undertaken an increasing range of writing, including structured answers, factual descriptions, simple book reviews and comprehension exercises. Following the recent Cinderella pantomime, for example, pupils explored story endings competently. They were able to think about characters and create character profiles. Even below average attainers know that sentences begin with a capital letter and should end with a full stop. Many pupils punctuate sentences accurately and consistently. Some children use word processing to change or edit a piece of text.

92. At the end of Key Stage 2, the performance of pupils in English tests in 1999 was well below the national average and below the average for schools with similar numbers of pupils entitled to free school meals. The percentage of pupils attaining the higher Level 5 was well below the national average. The inspection judgement is that attainment in English for pupils at the end of the current Key Stage is below the national average overall, with standards of listening and reading being better than standards of speaking and writing. The percentage of pupils reaching a higher level of attainment is well below the national average in all areas of literacy. Pupils with special educational needs make satisfactory progress overall.
93. Pupils at the end of Key Stage 2 develop their speaking and listening skills and show increasing confidence, although lower attaining pupils still lack the ability to master more complex language forms. Many pupils are able to discuss different points of view, for example when pupils examine issues such as capital punishment, corporal punishment and foxhunting. They explore the way arguments for and against are constructed and then construct and present their own arguments.
94. Reading by the end of the key stage is below the national average, and progress over time has been unsatisfactory. Records indicate that pupils made little use of contextual cues and frequently selected easy texts that presented little challenge. However, at the time of the inspection the evidence of recent improvement since the introduction of the literacy hour and new and interesting reading books was clear. Pupils read increasingly demanding texts with understanding and with some fluency and expression. They now use an increasingly wide range of reading strategies including phonics, contextual and pictorial clues. Many pupils have developed a strong enjoyment of poetry. With teacher guidance they can compare poems such as 'Daffodils' or 'La Belle Dame Sans Merci' to see how feelings, moods and attitudes are conveyed and discuss them. They select reading books carefully, and the average and above average attainers talk enthusiastically about character, vocabulary and plot, and discuss favourite authors, although skills of inference and deduction are still limited. In some other year groups, there are too many pupils who do not read with the fluency, accuracy and confidence appropriate to their ages. The high quality work being accomplished now indicates that low expectations in the past have hindered pupils' progress. The schools' structured programme of work is designed to increase challenge and raise expectations in all classes and to improve standards over time.
95. Standards of writing in English lessons are below nationally expected levels at the end of the key stage. Even higher attainers rarely achieve standards above the national average, and few use paragraphs consistently, especially in written work in other subjects. Pupils are developing appropriate standards of grammar and spelling. They have a sense of audience, and can design bicycle safety leaflets with vocabulary suitable for younger pupils and read them to Year 3. Most pupils use capital letters, full stops and question marks and make some use of apostrophes. Even those who are better at English cannot consistently use inverted commas or apostrophes.
96. The quality of teaching and learning in English as seen in lessons is good overall and never less than satisfactory. This is an improvement since the last inspection when teaching was more variable, and generally satisfactory to good. At Key Stage 1, the quality of teaching is always at least good, and is very good in three out of four lessons. The quality of teaching is always at least satisfactory at Key Stage 2, and is good in almost half of all lessons, although teaching is less consistent. The amount of good or very good teaching during the literacy hour has had a direct impact on standards of literacy. Throughout Key Stage 1 and at the end of Key Stage 2, teachers' own subject knowledge of the teaching of literacy is stronger. This results in higher expectations; more focused planning and increased challenge in the work. Pupils respond positively to this. For instance, in working on alphabetical order, one teacher began with words each beginning with a different letter, and slowly increased the challenge, while constantly encouraging pupils to reflect on the strategies they were using. The words themselves were carefully chosen to support pupils' reading progress. The children had a high level of involvement and enjoyment. At the end of the lesson they felt confident that they had made good progress. Questions are used effectively in many lessons to check understanding and to monitor progress, and day to day assessment is good at both key stages. Teachers use the framework of the National Literacy Strategy as an aid in setting clear and appropriate targets for pupils, and these are regularly discussed with pupils. This helps to foster a positive attitude to making progress. The quality of marking is variable. Most teachers give positive feedback but only a minority stress literacy targets to help pupils improve further.
97. Day to day planning is good at Key Stage 1 and sound at Key Stage 2. Relationships in classes between teachers and almost all pupils are good, although a very small minority of pupils needs firm control. Classroom management is particularly effective at Key Stage 1. At the end of Key Stage 2 setting, with extra support for a 'booster' group of underachieving pupils, has helped to improve standards. Classes

throughout the school, however, lack ancillary staff to help teachers provide better support for pupils with special educational needs in literacy lessons.

98. The school has made strong efforts to raise the standards attained by its pupils. The National Literacy Strategy has been a major focus, and this has improved the planning, teaching and assessment of English. The systems set in place are having some success in raising literacy, especially at Key Stage 1. The medium term planning is based on the national framework, and core skills are well covered through commercial schemes to support continuous and progressive learning. There is evidence of practice in the use of literacy skills in other areas of the curriculum, although standards of written work are often lower. Writing is well displayed.
99. English is well led and managed. The literacy co-ordinator has a good level of expertise and has had a positive impact. Since her appointment she has worked hard to raise standards of literacy planning, teaching and assessment by staff. She has been well supported by the deputy headteacher. There has been further support from a local authority inspector, and a governor has attended authority literacy training and observed school literacy lessons. A sound action plan has been developed to move the school forward, and to enable the literacy hour to have more major impact over time. Parents were given good information about the school's approach to literacy through an evening meeting, which attracted about 70 parents. Teachers' planning is checked. There is now formal termly monitoring of the literacy hour to improve performance and help raise standards. Teachers have looked carefully at the results of pupil tests, and have begun to track progress and set targets for improvement in literacy standards. All teachers keep reading records, although there is still little structured analysis of pupils' errors and reading strategies to help more effective teaching. Resources are of good quality and the purchase of new materials for the literacy hour has given teachers better support. Ladies from Age Concern give good support for hearing reading. The two libraries are adequately stocked and well looked after by a parent helper. Many teachers take books back to their classroom for subject work, and older pupils at Key Stage 2 chose from a range of fiction texts, and find books for their research. However the location and layout of the libraries do not encourage attractive presentation of book covers or effective use of books. Only some pupils can locate books effectively for their own study, and many of the older pupils do not fully understand the Dewey system upon which the Key Stage 2 library is organised.

MATHEMATICS

100. By the end of Key Stage 1, the 1999 national assessments showed that the standards of attainment in mathematics were below the national average at the expected level 2B and above. The percentage of pupils reaching the higher level was below the national average. Compared with similar schools, however, the 1999 national tests show attainment is close to the average at level 2 and level 3. There was no difference in the performance of boys and girls. The picture over the past four years is one of steady improvement. Teacher assessments indicated that performance was weaker in the investigational aspect of mathematics.
101. By the end of Key Stage 2 the 1999 national assessments showed that the standards of attainment in mathematics were well below the national average at the expected level 4 and above. The percentage of pupils reaching the higher level 5 was well below the national average. When compared with similar schools, the performance of both boys and girls was below the average at both level 4 and level 5. Although there was a slight dip in performance last year, the school performance, in terms of the percentage of pupils attaining expected levels, has a slightly improved over the past four years although with few pupils attaining higher levels the points score remains below that of similar schools.
102. Inspection evidence indicates that that by the end of Key Stage 1 attainment is now broadly in line with national averages across all areas of mathematics. The difference between the results of the national tests of 1999 and the inspection findings can be explained by differences between the groups of pupils. In addition, the numeracy strategy has been implemented and is beginning to have an impact on the quality of teaching and learning. The ongoing teacher assessments for the present Year 2 pupils supports this as does the work in pupils' books. The teaching observed during the inspection was of high quality. Investigational mathematics has been significantly strengthened and attainment in this area is now above the expected level.
103. By the end of Key Stage 2 attainment is below national averages, but it was not found to be well below as the national tests in 1999 indicated. The two judgements refer to different groups of pupils. The numeracy strategy is beginning to have an impact on standards in Key Stage 2.

Teachers have new systems in place to monitor pupils' progress more closely to ensure achievements are better matched to ability. Homework classes and booster classes are now in place to support learning.

104. There is positive improvement since the last inspection, at both key stages for whilst attainment was judged to be in line with national averages, test results did not reflect that judgement. The percentage of pupils attaining the expected levels of level 2 at the end of Key Stage 1 and level 4 at the end of Key Stage 2 is higher although in 1999 the points scores remained below the national average.
105. By the end of Key Stage 1, the majority of pupils, even some with special educational needs, read and order numbers to 100. They confidently investigate numbers and solve problems such as "Which is the most popular cooked egg eaten by pupils in this class?" or "Which is the most common number of letters found in the names of pupils in this class?" They know how to collect information efficiently and avoid duplication, they make precise tallies and know how to check results to ensure accuracy. They independently transfer their findings to block graphs, or pictograms and discuss their work enthusiastically and correctly. They interpret information from simple unfamiliar block graphs, and devise their own questions for others to answer. Pupils understand that symbols in a graph represent a set of units, and that the value of a unit can be changed. Orally they change the units from sets of 1 to represent sets of 10 and sets of 5 correctly. In this area of mathematics most pupils are working within the higher level 3 confidently. Pupils respond quickly to mental mathematics, they halve and double numbers to 30, adding and subtracting numbers from the totals accurately. They understand number patterns such as odd and even numbers, and recognise patterns of 2, 5 and 10. Every pupil can add and subtract and record their findings in an organised way in their books. They have an understanding of simple multiplication and the more able pupils are beginning to divide whole numbers. Most pupils understand halves and quarters, and the more able can apply this knowledge to telling the time. They can identify simple shapes. Pupils use simple mathematical language, and they are beginning to think in a sound mathematical way. For instance when the majority of pupils favoured boiled eggs when discussing their findings, they were quick to point out that the cook would probably need two pans to cook them in.
106. By the end of Key Stage 2, pupils attainment in the lessons observed and in the work sampled in books is broadly at the expected level 4, however even though more than half are expected to achieve this in the tests, attainment is still below national averages. This is because the proportion of pupils achieving the higher level 5 is too low and a significant minority of pupils is not secure at level 4. Teachers recognise this and have set realistic targets to support all pupils and help them to achieve at a level appropriate for them. Booster and homework classes, computer programs, and well-planned activities are all in place. However there is no additional classroom support available to help the teacher support those pupils with special educational needs, or the more able pupils. Year 6 pupils find perimeters of simple shapes and investigate how to find the area of regular and irregular shapes. They explain the methods they use. Well-planned activities guide pupils to discover that areas of regular shapes can be calculated by multiplying length by breadth. Pupils recite 4 and 8, tables forwards and backwards fairly fluently. Pupils of higher attainment recall multiplication facts quickly, and quickly discover more efficient methods when investigating numbers. Pupils apply their knowledge and understanding of addition, subtraction, multiplication and division successfully to problem solving activities. They investigate more complex patterns and discover the relationships between patterns. Pupils add and subtract decimals, applying this knowledge to problems relating to money. They understand the relationships between decimals and fractions and are beginning to use percentages to describe proportions. Pupils collect mathematical information, and interpret frequency tables and graphs. They have been introduced to the concept of probability.
107. Progress in Key Stage 1 is good over time. Progress in lessons ranges from very good to satisfactory but mostly it is good. Pupils in Year 1 count to 30 forwards and backwards. They count in patterns of 2, in both odd and even numbers to 20. They successfully write a number sentence to record addition. They discover that $3+4=7$, and $4+3=7$ also. They begin to see the relationship between addition and subtraction. Higher attaining pupils successfully add 3 numbers together, they check their work methodically and self-correct where necessary. They understand the difference between heavy and light, and long and short. Pupils know the order of the days of the week and recognise hours in a day. They weigh and measure using non-standard measures. They identify simple shapes.

108. Progress in Key Stage 2 is satisfactory over time. Progress in lessons is mainly satisfactory with better progress made towards the end of the key stage. Pupils make better progress when attitudes and behaviour are good, and where the quality of teaching is also good. Pupils in Year 3 investigate numbers to 20, they know which numbers add to 20 from a range of starting points. They add shopping bills and calculate change from 50p and £1. Higher attaining pupils use multiplication to calculate the total cost of shopping. Pupils measure accurately in centimetres and develop a deeper understanding of time. They identify common solid shapes accurately. Year 4 pupils accurately investigate number and discover missing multiplication factors. The majority of pupils recall 2, 3 5, and 10 times tables fairly quickly, with higher attaining pupils also recall 4 times table readily. They apply addition, subtraction multiplication and division skills correctly to enable them to solve problems. Year 5 pupils develop an understanding of decimals. They investigate the relationships between addition and subtraction, and multiplication and division successfully. They understand weights and measures and apply this knowledge in order to solve problems.
109. A strong feature of the subject is pupils' ability to clearly explain the methods that they use to calculate numbers and solve problems, they use appropriate mathematical vocabulary. They participate enthusiastically in mental mathematics. The national numeracy strategy has been successfully implemented and is beginning to have an impact on standards. A minority of pupils in Year 4 makes unsatisfactory progress in the presentation of their work, and this has not been targeted for improvement. A weaker feature of the curriculum lies in data handling especially in classes at Key Stage 2. This area is limited because insufficient use is made of information and communication technology to support learning. Pupils miss the opportunity to enter relevant data, and present their findings in a variety of computer generated forms. Teachers use the resources that they have, effectively and efficiently, however the level of learning resources is unsatisfactory. Good links are made between numeracy and other subjects. In Year 6, pupils measure their feet precisely and use area to produce slippers in design technology. Investigational mathematics is linked well to science to re-inforce learning. Opportunities are currently missed, however, to link other subjects such as science, and geography more effectively to mathematics.
110. Pupils with special educational needs make good progress overall in Key Stage 1 and satisfactory progress at Key Stage 2. Teachers plan work individually for them. In a minority of classes pupils know when they have achieved the targets set for them. This approach is successful. There is no additional support in classrooms to help pupils to sustain concentration throughout the lesson.
111. The progress of pupils has improved since the last inspection when one in four lessons was less than satisfactory. During the inspection no unsatisfactory lessons were seen, and good progress was seen in half of the lessons observed. Pupils are enabled to learn effectively because the work is interesting and the teaching is good. Pupils learn to think for themselves and to accomplish an amount of work in every lesson that is suitably taxing for the individual. Some pupils find the increased work-load to be difficult, because in the past they were not sufficiently challenged. This is not now the case and as the rate of work has increased the standards attained are beginning to be raised.
112. Pupils respond well to good teaching and most are enthusiastic. They have an increased confidence in their mathematical ability because teachers value their contribution and praise their efforts. The great majority of pupils sustains concentration throughout the lesson and works purposefully, independently and productively. In lessons where they need to collaborate they do this well. A very small minority of pupils, however, loses concentration quickly and is easily distracted.
113. There has been a significant improvement in the quality of teaching since the last inspection when one in four lessons was unsatisfactory. The quality of teaching ranges from excellent to satisfactory, but overall the quality of teaching is good. Teachers have a good knowledge and understanding of the subject and effectively follow the numeracy strategy. Teachers plan their work systematically, building on prior learning in a step by step way allowing pupils to make steady learning gains. They effectively follow the numeracy strategy, and most are skilled at asking challenging questions, which promote mathematical thinking. In the best teaching, teachers have very high expectations of what pupils can achieve. Lessons are delivered at a brisk pace and pupils are highly motivated. Excellent teaching resulted in most pupils reaching attainment at a level above expectations. In most lessons pupils are managed well, and in some classes this requires substantial effort and skill because the behaviour of a significant minority of

pupils is challenging. Most teachers know their pupils well and have good relationships with them. They plan activities and question pupils at the appropriate level to allow them to succeed. They assess pupils' knowledge and understanding during lessons, circulating well to support and extend learning. Satisfactory teaching results in satisfactory progress, lessons are not as brisk, or pitched as high as they might be. Sometimes, in these lessons, teachers have to interrupt the teaching of mathematics in order to correct the behaviour of the pupils who have lost concentration and are hampering the learning of others.

114. The co-ordinator for mathematics manages the subject well. He has introduced the numeracy strategy to colleagues, demonstrated lessons and gives support and advice as required. He monitors books, lesson plans and lessons within classrooms to allow him to evaluate the quality of teaching and learning within mathematics effectively. This is having a direct impact on the raising of standards. He keeps abreast of new initiatives in mathematics by attending training courses, and he delivers training in school to teachers and governors. He manages the budget for the subject, but money has been limited and consequently resources across the school need to be renewed and replenished. Since the last inspection significant improvements have been made to the role of co-ordinator, by allowing him the opportunity to work with teachers in their classrooms. He has a good understanding of the strengths of the subject and areas that require further development. The numeracy training has brought a greater consistency to the quality of teaching. Teachers work well as a team, particularly across parallel classes. They work hard and share a commitment to the raising of standards.

SCIENCE

115. The results of the national tests at the end of Key Stage 2 in 1999 showed standards in science to be well below those in schools nationally and well below those in similar schools. The school analysed these results and implemented a more structured approach to teaching science with greater emphasis on investigational and experimental work. At the time of the inspection work seen in lessons and in the scrutiny of their work at the end of Key Stage 1 indicates that standards now are broadly in line with the expectations for pupils of this age and with national averages. The vast majority of pupils have a sound vocabulary and understand the processes of investigation and experimentation to find out how the world around them works. By the use of simple everyday familiar objects they find out, for instance, that the longer eggs are boiled, the progressively harder the whites and yolks become. At the end of Key Stage 2, inspection evidence indicates that standards are in line with national expectations and that for the majority in the present classes standards are at the levels expected for 11 year olds. Pupils' approach to their work in Year 6 in particular, is very well structured and is clearly recorded in a scientific way. The majority handles more complex experiments, as when they tested various ways of conserving heat, a property that they know is correctly called thermal insulation. Attainment is not affected by gender and pupils with special educational needs attain satisfactorily, reaching the targets set for them. From the previous low base pupils could not be expected to achieve higher than they are at present.
116. The learning over the two years of Key Stage 1 is good, based on first hand learning through doing things. By growing plants from seed to flower they learn the terms to apply to plants such as stem, leaf, flower and root. Using materials and objects familiar to them, most know how to identify and label, for instance, wood as hard, jelly as sweet, bricks as rough and arrive at a simple classification accordingly. They find out that by hitting a drum the sounds produced make grains vibrate by experimenting with rice on a drum. They also know that different sounds have different meanings – the bell that rings on Wednesday mornings is an alarm, but the school bell calls them in from the yard.
117. By the end of Key Stage 2 the majority of pupils attains the levels expected but this is not a smooth progression across the key stage. In the last two years, and more strongly in Year 6, where they have had longer practice, they sensibly test to find out, for instance, that if metal foil, or newspaper, or polystyrene surrounds ice cubes, they melt at different rates. They know how to make it a fair test and so they find out which one is the best insulator. By this time most make predictions with some degree of accuracy, based on their own experience or previous learning. The substantial minority makes best guesses. The simple vocabulary of Key Stage 1 is developed well for example into knowing about terms that apply to food chains. The pupils of higher previous attainment handle the scientific vocabulary and concepts well, whilst those of lower attainment describe objects and processes, and make simple classifications. All pupils make accurate measurements. Until recently the high number of pupils with special educational needs and the very few pupils capable of attaining higher standards was accepted as a reason for low standards overall. In the past year the emphasis on practical science and clearer explanation of processes has overturned this concept and teachers have high expectations of all pupils by the end of the key stage.

118. Pupils work hard and follow the clear instructions of the teachers, and as a result learn at a satisfactory rate and level. A small but significant number of pupils which does not respond to the school's well known set of rules can, from time to time, detract from the effectiveness of lessons despite the great skills of most teachers. The school recognises this and is reviewing its systems so that measures consistently applied across the school can reduce this.
119. Teaching at both key stages is predominantly good or very good and is never less than satisfactory. Teaching at Key Stage 1 was particularly good with some very stimulating and exciting work being undertaken. All of the teaching is based on clear planning which enables the pupils to understand the content and intent of the lesson. Good open questioning ensures that knowledge and understanding are extended, and a brisk pace pushes learning along in a positive and exciting way. Where the teacher's enthusiasm is conveyed, as in the lesson on changes of state, using eggs, learning is achieved enjoyably and knowledge is retained through thorough understanding. Lessons at the end of Key Stage 2 were mainly of a revision type, which demonstrated that learning was secure and pupils knowledge and understanding were matched by their demonstrating what they could do. Information and communication technology is insufficiently used throughout both key stages. Pupils demonstrate a good standard of scientific report writing using the skills learned in the literacy and numeracy sessions but the limited use of information technology detracts from the finished product.
120. The comprehensive scheme of work ensures that all the required elements of the National Curriculum are covered. Records are accurately maintained and day-to-day assessment of learning is used effectively to ensure that progression and continuity are maintained. The tracking of individual pupils' progress and the longer-term assessment strategies are not so well developed as in English and mathematics. The school development plan identifies time and resources for this work to be linked to the analysis of test results and the regular curricular testing now being undertaken throughout the school using the system for the identification of added value over time. The co-ordinator monitors teachers' planning and reviews pupils' work but has had only limited time to monitor science being taught throughout the school as priority has been given to the new national initiatives.
121. In the past year greater rigour has been applied to scientific terms and methods of work. This is raising standards, which had dipped after the last inspection. Though the work seen at the last inspection was satisfactory, this was not borne out by the test results. The improved curriculum and the vastly improved quality of teaching have produced higher levels of attainment. This attention to detail has enabled standards to rise to the present levels of attainment where the majority of pupils is now attaining at expected levels.

ART

122. All pupils, including those with special educational needs, make satisfactory progress in art in classes across both key stages.
123. Pupils in Year 1 closely observe themselves in a mirror and paint their own charming portraits. They pay good attention to detail, and represent colour and shape fairly accurately. They use paint with good brush control to express their own ideas and feelings. Learning in art effectively reinforces mathematics, when pupils extend geometric shapes creatively to make colourful pictures. They explore colours and mix them carefully to depict sunflowers, appropriately using sunflower seeds to add texture to their work. Pupils in Year 2 use a wide variety of texture to make careful collage pictures, usefully consolidating learning in science. Good use of contrasting colours and interesting texture illustrates the large picture of the "Great Fire of London". Year 2 pupils correctly identify the work of William Morris and know how his work was used. They know that patterns are printed on a variety of materials to enhance our homes. They carefully and effectively use geometric shapes to print wrapping paper using repeating patterns of shape and colour. In this activity pupils learn very effectively and make good progress, resulting in achievements being higher than expected.
124. At Key Stage 2 pupils skills increase building satisfactorily on those developed in Key Stage 1. They are stimulated by the stained glass windows studied in religious education, and work in pairs to make a similar picture, which is enhanced by light. They use coloured tissue effectively, overlapping it carefully to gain the desired effect. They use the words "transparent, translucent and opaque" correctly, terminology which they have learnt and understood in science. The artist

"Kandinsky" inspired Year 4 pupils to base their pictures on geometrical shapes. They used regular and irregular shapes effectively improvising by overlapping and adding patterned texture. They gain knowledge and understanding of the artist through the teachers' good knowledge and expertise. They discuss Kandinsky's work, correctly identifying shapes. Pupils use shading effectively when painting monotone pictures, they mix paint precisely in order to achieve both bold and delicate colours. Year 5 pupils further develop printing skills. They design patterns cut out of large potatoes and print carefully, overlapping designs effectively to gain a shadow effect. They evaluate their own work very thoughtfully and consider how future work might be improved. Examples of line and tone drawing in Year 5 reflect a good standard of close observational drawing, with precise attention to detail. Pupils are beginning to be aware of perspective in landscape drawings. Pupils in Year 6 weave with paper and creatively incorporate this textured product into their pictures. They create exotic fish, which have accurately angled mouths, and make effective links with work undertaken in mathematics.

125. Pupils respond well to art, most of them sustain interest and enthusiasm throughout the lesson. In paired situations, pupils collaborate well with each other. Behaviour is generally good because pupils are interested, purposefully engaged and enjoy their work.
126. The quality of teaching ranges from satisfactory to very good, but overall it is good. Most teachers have good knowledge and understanding of the subject and develop art skills systematically, building on prior learning. They all link art sensitively and effectively to other areas of the curriculum to consolidate learning and sometimes to raise spiritual awareness. Greater understanding of symmetry, shape and angles in mathematics is reinforced through art. They discuss prior work intensively with pupils, discussing strengths and areas for improvement. Pupils are challenged at a high level with good use made of praise. Very good use is made of time, lessons move at a very brisk pace allowing pupils to make good learning gains. Good teaching included the use of music to create a calm and reflective atmosphere in which to work. Teachers plan work to include most aspects of the art curriculum including three-dimensional work, however computer generated art is currently not well developed. The co-ordinator monitors planning, advises and supports the subject satisfactorily. Monitoring of teaching within the classroom, highlighted in the previous report has not been addressed.
127. Craft and pottery are offered as after school activities and these are popular with pupils. There are examples of good quality work in printing, sewing and batik, which have been achieved by pupils working with a talented parent. Pupils are involved with community projects such as the Fish Quay Festival, and the design of gates for a local project. Although pupils' work is greatly valued and displayed attractively around school, more use could be made of display to share with visitors, pupils and teachers from other classes the good work that is being produced in other parts of the wide-spread building.

DESIGN AND TECHNOLOGY

128. Standards of attainment in the key skills of design and making at both key stages are in line with expectations of similarly aged pupils nationally. The school has maintained the standards achieved during the last inspection.
129. By the end of Key Stage 1, pupils can make their own photograph frames. They examine a range of frames initially to get ideas, and then design them to fit their own photographs. They use a variety of materials, including card, foil, gold spray, pasta and pipe stems. They can cut and shape, join and combine. They compare and contrast each other's frames. Then they write short evaluations considering what they might have done differently and why. They show good knowledge and understanding of simple vocabulary to discuss purpose, quality and structure.
130. At the end of Key Stage 2, pupils have made sound progress in developing and communicating design ideas using a wide variety of materials. Year 6 pupils examine the processes involved in designing and making shoes. They disassemble shoes or slippers in order to examine and analyse their construction and design. They discuss the various materials of which they are made. They design slipper tops on squared paper, and transfer the design to a sampler to practice running stitch or cross stitch, showing a good level of concentration and involvement. They select cotton and needles carefully, and use vocabulary such as 'embroidery', 'appliqué', 'thread', or 'template' appropriately.

131. During inspection week, it was only possible to observe very few lessons being taught. Those seen at Key Stage 2 were very good. Based on scrutiny of pupils' work on display, examples of teachers' planning, and talking to pupils and teachers, the evidence suggests that teaching is at least satisfactory at both key stages. Expectations of pupils are generally appropriate. Staff make appropriate use of schemes of work to support their planning. Pupils were well controlled in the lessons seen. They were taught to handle tools correctly and were closely supervised while handling dangerous tools. Food hygiene practices were also emphasised. Planning in year groups is successful in ensuring that pupils in parallel classes get consistent experiences, but does not ensure that pupils are explicitly building upon and using the skills they already have.
132. Subject leadership and management are sound. The co-ordinator has good knowledge of her subject and a clear view of future priorities. There is a good policy and scheme of work. As yet she has no opportunity to support her colleagues' planning or monitor the curriculum, although she gives informal support. There is no co-ordinated assessment and record-keeping policy. Over the last four years the school has made a large number of industrial links to support the design and technology curriculum. The annual enterprise week, in which the whole school joins, enables pupils to learn how industries design, market and sell their products. Pupils in each class produce products for sale at a profit, after costing everything out, and make their own posters. Profits are used to buy design technology materials and tools. The school also makes good use of information technology to support its teaching. It has a video-conferencing link with a Blydon secondary school that enables Collingwood pupils to design objects such as key ring fobs or metal toys on the computer. They are then transmitted to the partner school, and pupils can watch their designs being machined there via the screen.

GEOGRAPHY

133. At the end of both key stages standards are in line with those found in most schools nationally and pupils learn effectively and make progress at a rate that is expected for pupils aged seven and eleven including those with special educational needs. At the end of Key Stage 1 most pupils understand the many uses of maps. They find their way around large-scale maps of the immediate area, locate where the school is and trace their way to and from school. While they are not aware of the measurement of scale, they understand that different maps are needed for different purposes. They know that to find Paris, Madrid or Berlin they need to use an atlas map of Europe, whereas for identifying street names they need a much larger scale map. By drawing maps of their own imaginary island they learn the importance of symbols to show features such as railway stations, mountains and towns. Those pupils capable of higher attainment understand the orientation of maps and the need to know where to locate north, south, east and west. They understand conventional symbols and can identify locations using colour coding and making a key.
134. By the end of Key Stage 2, when fieldwork has been undertaken, pupils' learning is well established and their knowledge of the subject is satisfactory. Mapping skills still play an important part in the work in many classes in Key Stage 2 where the area they visit, near Berwick is understood very well because they then use the local large-scale maps. There is sensitive learning about places in the news such as Mozambique, in being aware of the conditions of the people enduring the floods. Knowledge of the actual location of such places and the identification of the major continents are less well developed in the younger classes although some pupils do know where Africa is in the world and can locate it on a world map. The study of places with an environment different from North Tyneside varies from class to class, and there is only limited evidence of such work in some classes. This is due to the rolling programme for the humanities where geography is not taught in every class every half term
135. The number of geography lessons observed in the inspection at both key stages was not extensive and additional evidence was gathered by scrutiny and discussion. The standard of finished work seen in books and as shown in classroom display indicates that geography is studied effectively over time. The description of completed work and discussions about visits to geographical sites, by pupils, indicates that they enjoy the study of geography. In class they work to the best of their ability. For some pupils the work is difficult and they attain the required standard by dint of the teachers' additional support and modified work prepared by the class teacher or the subject co-ordinator.
136. In the lessons seen the quality of teaching varied. It was unsatisfactory in one lesson because, although the teachers' knowledge was adequate, the follow-up activity planned for pupils was not sufficiently challenging and there was no provision for extension work. In the other lessons observed the quality of teaching was satisfactory. Work is carefully planned and there are adequate resources. These cover such

topics as plotting the location of pupils' homes and those of their relatives on maps, the location of the countries subject to floods in Africa and South America and reasons for flooding such as location, land erosion and sudden climatic conditions. Pupils' geographical vocabulary is limited but teachers introduce each set of new terminology and geographical language with care and sensitivity. They take every opportunity to link items in the news with work planned so as to ensure relevant reinforcement of the selected topic. The subject is approached with sympathy and care. There has been limited in-service training available as the emphasis has been on other subjects in the past two years and the expertise of some staff is limited. This sometimes hinders deep study of some of the aspects of the subject although teachers willingly share their knowledge and plan together effectively. A wide range of additional materials is readily available through a hiring system with a local centre to which the school subscribes. The school's own stock of video resources is sparse which is why teachers use news footage to attempt to enliven lessons and to make the distant world more real. This has immediate effect and relevance to pupils as they feel that they are making links with real people from other lands.

137. The subject co-ordinator works hard to promote the subject but has little time to monitor the work of colleagues in the classroom. Geography has not developed significantly since the last inspection though it continues to meet the requirements of the National Curriculum. The policy and scheme of work have been reviewed in the light of recent curriculum changes and provide sound support and guidance for teachers to ensure continuity over time and between parallel classes. Assessment strategies across the school record work completed but give little guidance for the whole school development of the subject. The subject audit highlighted structured assessment for review and this has time allocated in the schools' development plan. The subject would benefit by more pupils having greater opportunities for direct, first hand work as in the field work undertaken in Years 4 and 6 and that undertaken regularly in history and religious education and by addressing contrasting areas and other ways of life. The lack of suitable software for geography inhibits pupils' progress in this subject as it prevents pupils taking charge of their own learning in any meaningful way.

HISTORY

138. In the last inspection attainment was generally in line with that expected nationally, although it was more variable at Key Stage 1. Teaching was mainly satisfactory at both key stages, with some unsatisfactory teaching at Key Stage 1, and some good or very good teaching at Key Stage 2. The school has maintained the standards achieved by pupils at Key Stage 2 and improved standards at Key Stage 1. The quality of teaching at Key Stage 1 has also improved.
139. Standards of attainment in history are satisfactory at both key stages. Pupils at Key Stage 1 can explore their memories, and are able to ask historical questions about a visiting grandmother's memories even in Year 1. They understand the passage of time and are able to relate events to periods of history with accurate chronology. They are able to place in order photographs of artefacts from a range of historical periods. By the end of the key stage they show good understanding of the Great Fire of London and can sequence key events. They differentiate between first hand information from the past, such as quotations from Samuel Pepys' diary and that gleaned from modern sources. They know required strategies for seeking and recording evidence. They can use reference books to investigate Stuart clothing. Pupils delight in explaining what they have learned and are too busy in most lessons to even think of misbehaving.
140. Pupils at Key Stage 2 maintain satisfactory progress over time. Pupils develop sound knowledge about the past gained from a range of sources of evidence, including archaeology. In Year 4, for instance, pupils answer questions about the appearance and character of Henry VIII, using portraits and written sources. By the end of the key stage, pupils have visited the Roman fort at Arbeia. They examine and handle archaeological sources such as wax tablets, a skeleton, pots, spearheads and a Roman key, and build up their knowledge of Roman life. They can describe the development and organisation of Hadrian's wall, and know key changes over time. In their study of Anglo-Saxon England they discuss its kingdoms, its social structure and town life. They relate the custom of Anglo-Saxon 'wergeld,' (man-gold) fines for crimes against people to modern approaches to punishment. Most use terminology relating to the passing of time appropriately, although they are not all able to sequence the periods of history they have studied correctly. Pupils enjoy history and especially in the lessons where they can be historians and handle artefacts, they behave well and work hard.
141. The quality of teaching and learning in history is good at Key Stage 1, and sound at Key Stage 2. In the better lessons, teachers have high expectations of the quality and quantity of work. Pace is brisk, and

activities are well matched to the age and ability of pupils. Where teachers explicitly link their lessons to previous lessons, and indicate clearly what pupils are going to learn, this encourages more focused learning and better progress. Some teachers use questioning very effectively to foster historical enquiry skills rather than just knowledge and understanding. They provide pupils with more challenging questions based on first hand experience - visits or visitors, looking at pictures, or handling artefacts. This creates more excitement in finding out, and a better understanding of historical processes. Pupils are also then keenly encouraged to ask their own historical questions. In the few lessons where teachers rely largely on worksheets and textbooks, the progress of pupils is less good.

142. The history co-ordinator has only recently been appointed to lead the subject. She has not yet had any real opportunity to influence its development while the school has concentrated on literacy and numeracy. She has a personal interest in history and has interesting ideas for its future development and ways in which the recently reviewed policy and scheme of work can be implemented more effectively. Currently she is able to offer advice and disseminate information from courses. She has not as yet had any opportunity to monitor teaching and learning. The use made of assessment is very limited, although there is some recognition in teachers' planning of assessment opportunities. The subject audit identified assessment as an area for development, which the school has written into the development plan for all foundation subjects.

INFORMATION TECHNOLOGY

143. Attainment for pupils aged seven at the end of Key Stage 1 is in line with that expected for pupils of their age. Using the personal computers they have in their class room they are aware of their uses and can carry out the early procedures needed to make the machines work for them. From the early introduction in the nursery and reception where mouse control and clicking are learned, most pupils regard computers as just another tool to use for learning and they make good progress. They are not using them in many National Curriculum lessons as a matter of course but they can produce work that shows their competence. The great majority of pupils achieves as well as they can, considering their age and abilities.
144. At the end of Key Stage 2 attainment for many pupils is below the level expected for 11 year olds. They have competent keyboard skills and save retrieve, edit and print their own work. Most can import pictures from complementary programs but the opportunities for modelling and control technology have been very limited and in these areas few pupils have any advanced skills. Some who have their own computers are able to produce work that matches the levels of competence expected, but the majority cannot. Their experience is patchy both in handling the programs and in the use to which they are put. There is no difference in attainment that relates to gender and those with special educational needs make similar progress to that made by other pupils.
145. In Key Stage 1 pupils log on, gain access to their own files and produce work according to the instructions given. When presented with piece of printed work, they can change type styles and sizes, embolden, underline and italicise and know what an icon is, what 'font' means and understand the importance of saving. Use of cursors and the mouse present no difficulties. Many have used the Paint program to produce original pieces and some use the newly acquired clip art that has been added to the hard disk. In history pupils used reference CD ROMS to gain information, for instance, about the Egyptians. Though the use of the computers in this key stage is relatively recent and there is still a bare minimum of software, the pupils have made good progress and are beginning to make it part of their tools for learning.
146. At the end of Key Stage 2, many pupils have only the simplest knowledge of how to use a computer effectively. There are however, some instances of good work. For example, in a year 6 mathematics lesson, where pupils used a program for specific purposes to support their work, using headphones so as not to disturb others. Such examples are few and this new work is still in the process of development. Word processing is used for stories in Year 6 and in history in Year 5 to write about Christopher Columbus, but until recently it has not been prominent in the range of planned work. The limited number of CD ROMS – on amphibians, history topics and encyclopaedias – is used and opportunities are now greater than in the years prior to 1999. Examples of the use of spreadsheet programs to illustrate the results of data handling work in mathematics or to record results in science are few. Some pupils are only just experiencing these enriching activities. This means that the analysis of results and further explorations, for example, asking the computer to show what would happen if one of the variables changed, is not possible for many pupils. Pupils are aware of the constant presence of computers as part of daily life, such as those in washing machines, cars and banks but do not truly relate these to their work

in school. The present number and location of computers are relatively recent (there were hardly any computers in the school at the time of the last inspection) and thus most of the pupils in this key stage have not had any extended time in which to develop their skills.

147. Most pupils are excited when they use the computers and are proud of their results, even of simple downloading and printing. They respect the machines and work well with a partner when they are completing work set for them. Concentration levels are high when pupils are engaged in using programs of all sorts.
148. Teaching of information and communication technology is satisfactory overall and it is good in classes at Key Stage 1. Dedicated teaching time is not yet regularly set aside specifically for this purpose in all classes and pupils still work in small groups. Where it is done well, as in Year 1, Year 3 and Year 6 it is very good. The learning that results from direct teaching of skills, which is appropriate in Key Stage 1 is also very good. Some teachers are not personally confident in approaching the use of computers and the general level of expertise is improving only slowly as these teachers lack practice. Training carried out at the local technology school is beneficial and has improved both the technical knowledge and understanding of most teachers. Some time has passed since this occurred and the wait to be linked to the National Grid for learning is frustrating for everyone connected with the school. In the planned technology suite, which is an important part of the imminent building improvements, the suite of computers should provide teachers with increased access both for group work and for immediate follow up from National Curriculum lessons. Additional staff training is an integral part of the development plans for information technology. Assessment of work both in day-to-day terms and throughout the school is unsatisfactory overall although there are instances of good strategies being used. At the time of inspection the co-ordinator was absent from the school with a long-term illness and the headteacher had accepted responsibility for developing the subject at the present time. Because he has good personal knowledge, skills and interest the impact on the development of the subject has begun to be beneficial. The scheme of work is thorough and is a useful tool for guidance.
149. Information and communication technology at the time of the last inspection was found to be satisfactory in terms of the development of the subject at that time. The school has acquired new computers since then and has adapted others. The progress in Key Stage 1 reflects these recent strides forward and is satisfactory. Key Stage 2 pupils have not had this background learning to underpin their work and thus lag behind. Pupils' skills are no less than at the time of the earlier inspection but the development of the subject has, until recently, been unsatisfactory as nationally pupils and teachers have expanded their knowledge significantly pupils in many classes at Key Stage 2 have lagged behind. With the new machines, and the use of the planned resources, arising out of the development of the school by the local education authority, the school now has the ideal opportunity to extend the sound work of Key Stage 1 pupils into Key Stage 2. The planned training and increased software must be used to extend pupils' skills and influence work throughout the whole curriculum.

MUSIC

150. Since the last inspection significant improvements have been made to music provision. A new scheme of work has been purchased which closely follows the National Curriculum. Non-specialist teachers are well supported, allowing them to increase their personal skills and to become more competent and confident in teaching music. An enthusiastic and very knowledgeable co-ordinator has been appointed recently. Teachers share a commitment to raise the profile of music in school, and have introduced extra-curricular activities such as recorder, guitar and keyboard tuition as well as choral activities.
151. During the inspection it was only possible to observe three music lessons. Visits were made to music clubs. Further evidence was drawn from the quality of music during assemblies. Progress of pupils, including those with special educational needs is satisfactory across both key stages.
152. Pupils in Year 1 sing in tune, and respond satisfactorily to rhythm. They listen carefully to the teacher and to music. They are at the early stages of understanding the difference between high and low notes, fast and slow, and loud and soft music. They are introduced to the early stages of notation using pictures. By Year 2, pupils make good progress in the development of musical skills, successfully building on prior learning. They readily respond to graphic notation, and are introduced to more standard forms with the appropriate vocabulary. They know that 'p' represents pianissimo and means performance has to be soft and quiet; they know that 'f' represents forte and means performance has to be loud. They respond accurately to these

symbols and effectively progress to gradual differences in volume, again using crescendo and diminuendo, the correct musical terms. They write the symbols correctly. They responded accurately to all of the new symbols when playing untuned percussion instruments. They correctly follow graphic notation when clapping. Pupils play tuned percussion following a graphic chart to the tune of "Twinkle, Twinkle Little Star" and successfully respond to a change in volume using standard musical symbols. In this lesson good progress was seen, due to the brisk pace of the lesson and very effective teaching.

153. By Year 6, pupils understand that musical symbols communicate musical ideas to others. They identify musical notes and understand that they represent different rhythmical patterns. They accurately follow rhythmic patterns, and participate enthusiastically in a good activity aimed at developing listening skills, which requires an accurate response to more complex patterns. They identify echoes in the Tudor Music played in the classroom accurately. Singing is rhythmic and tuneful, effectively conveying meaning to the listener.
154. Recorder playing in assembly shows a satisfactory standard of performance, notes accurately pitched and clear. Despite only learning guitar for a matter of weeks, the small group of pupils played a simple tune confidently in front of a large audience, which included parents. The Key Stage 1 choir enjoys singing together. They sing simple two part songs with the minimum of teacher support. The pupils in the Key Stage 2 choir sing sweetly, tunefully and with expression. They sing quite difficult melodies successfully responding to changes in key.
155. Generally pupils respond positively to music. Pupils are very enthusiastic and highly motivated where teaching is enthusiastic. Pupils are confident to discuss their work and readily participate in planned activities. Pupils in Year 6 asked if they could play the echo game again. Pupils take turns well in activities. In assemblies pupils listen to music and enter into discussion about the emotions which it evokes. Behaviour is generally good. After-school activities are popular.
156. The quality of teaching is good overall, however it ranges from satisfactory to very good. No unsatisfactory teaching was seen and this is an improvement since the last inspection. Very good teaching resulted in pupils making good progress because of the very high expectation of the teacher and the very brisk pace of the lesson. Guided by the published scheme, a non-specialist teacher taught music satisfactorily to enable pupils to make sound progress. The published scheme is valued by teachers, and although resources for music are mostly adequate and of good quality, there are insufficient tuned percussion instruments in Key Stage 2. Key Stage 2 pupils have support through information technology, however, Key Stage 1 have yet to obtain appropriate software.
157. The co-ordinator is new to the post and as yet her management role is under-developed. She advises colleagues and monitors lesson plans. She has yet to monitor teaching and learning within the classroom to evaluate standards.

PHYSICAL EDUCATION

158. Physical education is a strength in the school. Standards achieved by the end of both key stages are good and have improved since the previous inspection.
159. In Key Stage 1, in lessons observed, the main focus was on games. All pupils pay careful attention to safety issues. They know that physical activity promotes good health and they are aware of the need to change into suitable clothing. Pupils develop and practise a range of ways in which to send and receive a ball. They improve their skills very well and throw balls accurately, both under and over arm. They work confidently in pairs and show very good control as they bounce the ball into a hoop for their partner to catch.
160. In Key Stage 2, pupils continue to improve and develop their skills and become aware of the importance of warming up and cooling down. They sustain vigorous activity easily for an extended period of time. In Year 4 pupils improve and refine skills of controlling balls with a bat. They also work well with a partner and learn to accurately send and receive the ball. In dance, pupils in Year 5 respond well to music and express their ideas well. They show a good sense of rhythm and confidently perform for others in the class showing both enjoyment and pride in their achievements. Pupils in Year 6 demonstrate good body control and have a good awareness of their space and the space of others. They have well-developed skill and accuracy in ball games when they dodge, aim, mark and weave. They learn skills of attack and

defence and show a clear understanding of rules and conventions in games. They have a good sense of fair play and participate well in teams of seven. Pupils of all abilities, including those with special educational needs achieve successfully in physical education. In Years 3 and 4 all pupils learn to swim twenty-five metres and in Years 5 and 6, they can continue their swimming lessons in order to achieve the bronze swimming award. Many take good advantage of this opportunity and reach good swimming standards by the end of Key Stage 2.

161. The quality of teaching is good in both key stages. Teachers manage pupils well and in general, they have a good knowledge and understanding of physical education for the age and ability of the pupils they teach. They plan lessons carefully making sure there is a good balance in explanation, demonstration and practical activity for trial and improvement. Teachers use demonstrations effectively to promote learning and they encourage pupils to compare quality in movement. Teachers group pupils well towards the end of Key Stage 2 and make sure that they compete enthusiastically, display good sporting behaviour and follow safety procedures carefully. Lessons have a good pace and pupils are encouraged to work hard. Resources are used to advantage throughout the school and teachers make sure pupils handle and care for them well.
162. Throughout the year the school provides a very good range of after school activities and clubs in support of physical education including netball, football, rounders, cricket, cross-country running and dancing. The school is also well involved in local tournaments and has good links with nearby schools and organisations in order to access sports' hall facilities, particularly in winter. Some pupils are also involved in the Physical Education Skills Award Scheme.
163. The leadership and management of physical education are good. The co-ordinator and several teachers are well qualified and experienced in teaching this subject. The school currently uses an effective and well established commercial scheme of work and is using this for guidance and direction in writing their own scheme. Resources and accommodation are sufficient and are used very effectively to promote pupils' physical education. Teachers monitor pupils' performance and progress, although there is no formally recognised school approach to assessment and recording.

RELIGIOUS EDUCATION

164. By the end of each key stage, pupils' attainment in religious education is in line with the requirements of the agreed syllabus. Work to raise the status of this subject to that of a core subject has been successfully undertaken. The work has been most successful within Key Stage 1 but is now being well developed at Key Stage 2 with the active support of some governors. The standards of work achieved by all pupils, including those with special educational needs are appropriate for their age, ability and experiences.
165. At the end of Key Stage 1, pupils explore issues of care and responsibility very well. They understand that their actions affect the feelings of others and that everyone has a need to respect beliefs other than their own. They learn about the faiths of Buddhism and Christianity and about other world faiths, including Judaism, and their traditions. They know a considerable number of stories from Christian, Buddhist and Jewish traditions, which they enjoy re-telling. Pupils learn about the main features of temples, synagogues and churches and their significance for worship.
166. At the end of Key Stage 2, pupils have an understanding of the beliefs and practices of Christianity and other religious traditions and can compare these with the rules of life in Buddhism and Judaism. Pupils talk more fully about their feelings and share experiences. Moral and social issues are explored and pupils consider the effect of their actions and behaviour on others. When given time and encouragement to express their ideas, feelings and beliefs pupils know, understand and can explain much more than the written work in their books indicates. The development of more opportunities for discussion is a central part of the circle time that teachers use to encourage thoughtfulness and descriptive and sometimes reflective language.
167. Pupils of all abilities make satisfactory progress in this subject at both key stages. This is a considerable improvement since the last inspection. Pupils with special educational needs or those with English as an additional language make progress at a rate that matches their classmates. They demonstrate a growing awareness of the spiritual dimension of life and sensitivity to the needs of others. They reflect on spiritual emotions through literature, especially poetry, music and art. Where teaching is good, pupils make significant gains through well-organised lessons. Moral and social values are embodied in lessons, enhancing pupils' understanding of the school's code of behaviour.

168. Attitudes to learning are positive and the great majority of pupils enjoys their work. They behave well and are beginning to speak more confidently in class discussions, expressing ideas and opinions. This is often undertaken as part of circle time when everyone contributes to the group, confident that their friends support them. Some pupils find difficulty in expressing their ideas fully as they lack confidence and do not always know the precise vocabulary but are willing to try. Pupils are developing a more mature understanding of the needs and feelings of others and are willing to listen to others. The quality of teaching in lessons seen was good overall. This was seen in lessons in Key Stage 1, where stories from Buddhist traditions were explained and during the visit by pupils at Key Stage 2 to the local church, as part of a set of work about the Christian sacraments with pupils in Year 5. The visit to the synagogue by the Year 3 classes again involved careful planning and demonstrated good teaching skills.
169. The quality of teaching at both key stages is good. Planning for teaching is thorough, with objectives clearly defined. Teachers demonstrate their skills in leading discussions and use challenging questions to extend pupils' thinking very effectively. Teachers who are less sure of the subject and are therefore less confident know that other colleagues are ready to offer help in this as in every other subject. Teachers are generally keen to extend their personal knowledge and understanding of a range of beliefs. Work is almost always well matched to the development and prior attainment of pupils of all abilities, including those with special educational needs. Procedures for assessment are very new. They are simple but effective and include an element of self-assessment for pupils at Key Stage 2. As yet the strategies have not been evaluated as part of a whole-school assessment programme.
170. The policy document and the scheme of work are drawn from the local authority's Agreed Syllabus and together they provide effectively for the needs of both teachers and pupils. The curricular provision supports progression and continuity in the teaching of skills, knowledge and understanding. Issues raised during discussion time are often linked to social and moral topics and make a significant contribution to religious thinking. Links with literacy are well established. The balance of oral work and consolidation of learning through written work needs further consideration.
171. The co-ordinator is knowledgeable and has attended a wide range of in-service courses in order to extend her ability to support and encourage colleagues. There is superb support provided by one of the governors who is the vicar of the local church and links with friends of the school who belong to faiths other than Christian are good. The range of good quality resources is adequate and is easily supplemented as required through the school's membership of a multi-cultural resource base.