

INSPECTION REPORT

ACKLAM WHIN PRIMARY SCHOOL

Acklam, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111586

Headteacher: John M Lees

Reporting inspector: Jane Randall
1471

Dates of inspection: 7th – 11th February 2000

Inspection number: 193299

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior School

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Carlbury Avenue

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Middlesbrough

Postcode:

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Brunton

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Jane Randall	Registered inspector	Art	What sort of school is it? What should the school do to improve further?
		Religious Education	School's results and achievements
John Hallett	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with pupils?
Judith Whitehead	Team inspector	Under fives	How well is the school led and managed?
		History	
		Music	
Robert Willey	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Geography	How well does the school care for its pupils?
Ann Lawson	Team inspector	Equal Opportunities	
		Special Educational Needs	
		English	
		Physical Education	
Thelma Aspin	Team inspector	Mathematics	How well are pupils taught?
		Information Technology	
		Design and Technology	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves an area of predominately private housing on the edge of Middlesbrough. The roll has fallen considerably since the previous inspection, due to a borough-wide fall in population. Although the number of free school meals (7.23 percent) places the school in a comparative band with the most advantaged in the country, it is very close to being placed in the next band and this makes direct comparisons less secure. The percentage of free school meals is rising and is higher in Key Stage 1 than 2. Cohorts vary considerably and some classes have as many as 18.2 percent of pupils eligible for free school meals. The intake of pupils has changed since the previous inspection and there is a significant number of pupils transferring into the school from the town centre. Other pupils attend the school from nearby areas and the school is experiencing a gradual change within the area it serves. The school has 458 pupils and is bigger than most primary schools. It caters for boys and girls from the age of 3 to 11. At the time of the inspection there were 126 pupils under five - 71 part-time nursery pupils and 55 pupils in the two reception classes. The number of pupils on the register of pupils with special educational needs is 41 (9 percent) and this is below average. One pupil has a statement of special educational needs and this is also below average. The school has five percent of pupils from ethnic minority backgrounds. A few pupils speak English as an additional language (2.9 percent). These pupils all speak fluently and, although the school is aware of the need to monitor this, no extra teaching or support is necessary. The attainment of four year olds on entry to full-time education is average.

HOW GOOD THE SCHOOL IS

This an effective school and is committed to improving standards in all it does. This is because the leadership provided by the headteacher, senior management team and governing body is very good. The quality of teaching is good. The well-planned curriculum makes effective links between subjects, using time wisely and ensuring good learning opportunities. Very good use is made of the community to enrich pupils' learning. Pupils work hard and have a good rate of learning and progress. The school gives good value for money.

What the school does well

- Attainment is above average in English, mathematics and science. Standards in reading are well above average.
- The quality of teaching and learning is good.
- The school cultivates pupils' personal development very well and pupils' behaviour, attitudes and values make a good contribution to their learning.
- The partnership with parents and the community is very supportive of pupils' learning.
- The leadership and management of the school are very good and give rise to a very good ethos for learning and attainment.
- The school monitors and evaluates its performance very effectively.

What could be improved

- Attainment and provision in information and communications technology at Key Stage 2.
- The behaviour management skills of a very small minority of teachers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in January 1997, the school has made good improvement. It has maintained the high standards described in most aspects of the school. Attainment in science shows a significant improvement. Teachers' knowledge is now good. Planning across both key stages has improved and is now a strong feature of the science curriculum. The use of investigations has not only improved the challenge for higher attainers but for all pupils. Links with other subjects are well developed and are a strong feature of work in science. A new policy was introduced in 1998 and has had a significant effect in raising standards. Assessment and monitoring of pupils' work in science was a weakness in the previous report. This has improved and is now very good. Good progress has also been made in strengthening the role of all subjects co-ordinators so that they have a significant influence on the work in their subjects and in the management of the school through very effective networks. They monitor teachers' planning to ensure that it is consistent with school objectives, support staff with advice and review pupils' work. Teaching and resources in religious education have improved.

STANDARDS

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

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

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

At the end of Key Stage 1 the results of the 1999 national tests and assessments were well above the national average in reading and writing and close to the national average in mathematics. In science most pupils achieved the national expectations and a high proportion of pupils achieved at the higher level. At the end of Key Stage 2 the results achieved were above average. In relation to similar school results were average in English and science but below average in science. However the school is very close to being placed in the next band for comparison, based on the number of pupils known to be eligible for free school meals. The inspection findings are that attainment in reading and writing near the end of Key Stage 1 is well above average. Attainment in English near the end of Key Stage 2 is above average with attainment in reading well above average. In mathematics the inspection findings are that standards near the end of both key stages are above average. Attainment in science is very good by the end of Key Stage 1 and good at Key Stage 2. The overall trend for improved performance at the end of Key Stage 2 is broadly in line with that nationally. The school sets challenging but achievable targets for raising standards. It analyses assessment data well and has clear strategies for achieving these targets and in both English and mathematics is in line to reach them. Literacy and numeracy skills are well developed across all subjects.

Pupils make good progress across the school. Pupils with special educational needs build well on their prior attainment and make good progress in relation to the targets in their individual education plans. Pupils in the classes for children under five make good progress in all the nationally required areas of learning and most pupils achieve the outcomes expected for their age. Pupils with very high prior attainment and those identified as gifted or talented are suitably challenged.

Standards in religious education match those required by the Local Education Authority Agreed Syllabus. Standards in information and communications technology do not meet national expectations by the end of Key Stage 2 although they are average at the end of Key Stage 1. Much of the work in art is of high quality with some very high quality work produced when the lessons are particularly inspiring.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They enjoy school and display interest in all aspects of school life.
Behaviour, in and out of classrooms	Behaviour is good overall. Pupils settle quickly to tasks and work and play well together.
Personal development and relationships	Personal development is very good. Pupils show respect for different view points and are responsible and aware of others.
Attendance	Attendance is good. Unauthorised absence is below the national average.

Pupils enjoy school due to the richness of the curriculum and the good teaching. Pupils mainly behave well in lessons and around the school, showing respect for each other, adults and property. On a few occasions, pupils' behaviour in lessons is unsatisfactory when teachers' management skills are less secure. Pupils are co-operative and responsible. Attendance is good with low levels of unauthorised absence. Attitudes, values and personal development have a significant impact on the good quality of pupils' learning.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. This has a significant impact on pupils' learning throughout the school. Teaching is excellent in three percent of lessons, very good in 33 percent, good in 41 percent, satisfactory in 18 percent and unsatisfactory in five percent. The quality of teaching of children in nursery and reception classes is very good. It is good in 50 percent of lessons and very good in fifty percent. Pupils are given a very good start to their education. In Key Stage 1 the quality of teaching is good with 33 percent of teaching being very good, 45 percent good and 22 percent satisfactory. The quality of teaching, and therefore the progress pupils make is more varied in Key Stage 2, but is good overall. This key stage is marked by four percent excellent teaching. This occurs in the upper half of the key stage. There is also nine percent unsatisfactory teaching, all of which occurs in the lower half of the key stage. In 29 percent of lessons teaching is very good, 37 percent is good and 22 percent is satisfactory.

Teaching has many strengths and few weaknesses and has a significant impact on learning and the standards attained. In the classes for children under five, planning ensures that the needs of all pupils are met through experiences that are based firmly on the nationally identified Desirable Learning Outcomes of personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. Very good progression is effectively planned through focused teaching groups, with a very good range of supportive activities. Pupils are actively involved in their learning, sustaining concentration in their tasks and activities. Throughout both key stages and in all subjects, all teachers plan carefully for all groups of pupils. They have good subject knowledge and set clear learning targets. Good use is made of time, linking subjects together in such a way that pupils' skills are constantly reinforced. Lessons are demanding and pupils are led carefully through the skills they need to learn, making sure that each stage is understood before moving onto the next. The few weaknesses in teaching relate to the setting of undemanding work and the key weakness of behaviour management skills.

The quality of teaching in English is good overall. In mathematics it is satisfactory. The quality of teaching of literacy is good and teachers place a good emphasis on numeracy skills. Teachers have a good grasp of the National Literacy Strategy and have a clear and developing understanding of The National Numeracy Strategy. There are weaknesses in the planning for the teaching of skills in information and communications technology and insufficient use is made of the equipment available to support learning and to enable pupils to make best progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements except for some weaknesses in information and communications technology. It is enriched by a wide range of interesting and practical experiences and by skilled linking of subjects.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. They make good progress in relation to their targets in the individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal, spiritual, moral, social and cultural development is very good and enriched by a wide range of visitors and visits. Religious education and art play a very significant role in this good provision.
How well the school cares for its pupils	The school cares for its pupils very well. Assessment and monitoring procedures for pupils' personal and academic performance are very good and contribute very effectively to raising the level of all pupils' achievement.

The well-developed and successful link with parents is supportive of good learning and achievement and is a strength of the school. Parents, pupils and staff form a very effective partnership that makes a considerable contribution to the life of the school. The school has effective relationships with parents of pupils with special educational needs and teachers make regular contact with parents of those pupils with individual education plans to provide support and review the targets set.

The curriculum is broad and balanced and enriched by a number of extra curricular activities and by many visits and visitors to widen pupils' learning. It meets all statutory requirements, including those for religious education, health and sex education and education about drug misuse, but there are a few weaknesses in the provision for information and communications technology.

The school cares for its pupils well. Assessment and monitoring procedures for academic and personal development are very good. There is good provision for identifying and supporting pupils with special educational needs. Assessments are used to identify and provide for pupils who possess an exceptional gift or talent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are very good and a strength of the school. Clear, thorough and rigorous planning gives clear direction and purpose and ensures well focussed teamwork.
How well the governors fulfil their responsibilities	Governors have a well-informed understanding of their role and are fully involved in the work and development of the school.
The school's evaluation of its performance	The school promotes high standards and quality through its commitment to ongoing monitoring and evaluation in all aspects of the school.
The strategic use of resources	Financial decision making is clearly linked to school development planning. The school uses the principle of best value for money in maximising available resources in support of learning and standards.

There is a good level of suitably qualified staff. All classrooms within the main building are of a suitable size for the number and age of the pupils. The school has six temporary classrooms which are considerably smaller than the rest of the school and some of these do not have toilets or water. Staff work very hard to ensure that all subjects are effectively taught in these classrooms. The accommodation for children under five is very good. The school is well provided with a good range of teaching resources except in information and communications technology.

Leadership and management of the school are very good. The school ethos is very good and all are committed to meeting pupils' needs and to raising attainment to the best possible level. The governing body is well trained, active and effective. The school monitors and evaluates its performance well and has a commitment to well-informed target setting. The use of strategic resources is good. The development plan is clearly linked to the budget and relates to the school's targets for curriculum development. The school is well aware of the principle of "best value" and applies it well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the good progress pupils make. • Pupils' good behaviour. • The school expects children to work hard and give of their best. • Children enjoy coming to school. • The school works closely with parents. 	<ul style="list-style-type: none"> • The range of extra curricular activities provided.

The views expressed by most of parents both at the parents' meeting and in the questionnaire were very positive. The inspection team support the positive views of parents about the school. The range of activities provided for pupils is in line with those provided in most other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 At the end of Key Stage 1 the results of the 1999 national tests in English were well above the national average in reading and writing. The percentage of pupils reaching the higher Level 3 was well above the national average in reading and close to the national average in writing. At the end of Key Stage 2 the results were above the national average with the percentage of pupils attaining the higher Level 5 above average. The inspection findings reflect a similar picture of attainment with standards in reading for the present Year 6 group well above average.
- 2 In mathematics the standards reached at the end of Key Stage 1 in 1999 were close to the national average. The percentage of pupils gaining the higher Level 3 was below average. An unusually high proportion of pupils missed attaining the next higher level by a very small margin. Standards were judged above average in the previous report. Although standards fell marginally over time, the school is reversing this trend with the adoption of the National Numeracy Strategy and the inspection findings are that standards are above average near the end of Key Stage 1. The results pupils attained at the end of Key Stage 2 in 1999 were above average. The percentage of pupils attaining the higher Level 5 was above average. Since the previous inspection the change in performance has matched the national trend. Inspection findings are that standards towards the end of Key Stage 2 are above average and that high proportions of pupils meet the national expectations.
- 3 Attainment in science shows a significant improvement since the previous inspection. In 1999 teacher assessments at Key Stage 1 showed that 97 percent of pupils achieved the national expectations or higher and 78 percent of pupils achieved the higher Level 3. The inspection findings are that attainment at the end of Key Stage 1 is very good. At the end of Key Stage 2 results in the national tests in 1999 were above the national average. The inspection findings are that attainment is good by the end of Key Stage 2.
- 4 When the school's results are compared with those of schools in the same band for the number of pupils eligible for free school meals, results at Key Stage 1 are above average in reading and writing and well below average in mathematics. At Key Stage 2 they are average in English and science and below average in mathematics. In this band for comparison the school is matched with the most advantaged in the country. However the school was only marginally short of placement in the next band of schools and this makes this direct comparison less significant. The overall trend for improved performance at the end of Key Stage 2 is broadly in line with that nationally.
- 5 The school has set challenging but achievable targets for raising standards in reading and writing at Key Stage 1 for the present and following year. The school has analysed data relating to baseline assessment and set ambitious targets. Targets for the end of Key Stage 2 in English have been set in conjunction with the Local Education Authority. The school has clear strategies in place to achieve these targets and has a very clear focus on improving standards. In mathematics the inspection findings indicate that the school is line to reach the target set for the percentage of pupils at Key Stage 1 to reach the national expectations this year. At Key Stage 2 ambitious targets have been set for 2000 but the school has taken steps to provide additional support for pupils in Year 6 to improve performance.

- 6 Literacy is well developed across all subjects. The teaching and use of correct vocabulary is clearly a feature. Good examples of writing skills were observed in Year 1 when pupils made books for display. In Year 4 pupils used writing skills well to write the "Creation Story" for example from God's point of view. In Year 6 the work on the human body provided opportunities for pupils to display research skills and produce individual reports. Pupils use library skills well to research for information. Numeracy skills are both developed in and used well in other subjects. Data handling skills are used very well to support science. In design and technology measurement of length is consistently used and developed. In art, pupils' use of reflective symmetry is developed in pattern work. The use of information and communications technology skills in other subjects is inconsistent and under developed. Word processing skills are sometimes used in English and Year 4 used the Internet as part of their research in science.
- 7 Attainment in religious education meets that required by the Local Education Authority Agreed Syllabus at both key stages. Progress in other subjects is good at both key stages. Much work in art is of a high quality with very high quality work produced on occasions. There are weaknesses in pupils' attainment in information and communications technology at Key Stage 2 and standards at the end of this key stage do not meet national expectations. The main reason for this has been a lack of suitable equipment and insufficient use made of the older equipment in the classrooms.
- 8 Pupils in the classes for children under five make good progress in all the nationally required areas of learning and most pupils achieve the learning outcomes expected for their age.
- 9 Pupils with special educational needs build well on prior attainment and make good progress in relation to the targets in their individual education plans.
- 10 Pupils make good progress across the school. All groups of pupils, including those with special educational needs and those identified as gifted or talented by the school are suitably challenged within most lessons. The school is very aware of individual needs and teachers' planning identifies not only different work for groups of pupils with high, average and lower attainment but also the extra modifications or challenges for those pupils with special educational needs or particular talents. Extra curricular music lessons provide extra challenge for talented musicians and sport challenges those with physical aptitudes. The school is very aware of pupils' strengths and weaknesses through assessment, testing and other observations and specific groups of pupils are targeted, except in information and communications technology. It is also aware through its monitoring of the curriculum, teaching and learning and its analysis of test data of where it needs to concentrate its efforts on improvements in teaching skills. For example, the recent commitment to the National Numeracy Strategy is becoming effective in raising standards in mathematics.
- 11 The attainment of pupils on entry to the school is average and attainment is above average in English, mathematics and science by the end of Key Stage 2. The quality of teaching, the enriched curriculum and the leadership and management of the school, together with the strengths in the provision for personal and social development are all significant factors in the good progress and the school's achievements.

Pupils' attitudes, values and personal development

- 12 Pupils have good attitudes to learning throughout the school, including the classes for pupils under five. In the nursery and reception classes pupils quickly learn the social skills required to work and play together. They learn classroom routines well and develop confidence, independence and consideration for others at a very early age. Very good organisation enables pupils to develop a high level of independence and this supports very good concentration. Pupils behave very well in the nursery and reception classes. At both key stages pupils enjoy coming to school because the richness of the curriculum and good teaching makes lessons interesting. They take a pride in their work and this is evident from the quality of classroom displays and the interest in them. Across the school, pupils listen carefully and contribute positively in discussion. They are keen to learn and do so with maturity. For example, pupils in Year 2 sensibly contributed to a class discussion on the Muslim faith, displaying reverence and understanding. Most pupils persevere with their work and concentration is good.
- 13 Standards of behaviour are usually good, both in and out of the classroom. Pupils move sensibly around the school, particularly in corridors where space is limited. In most lessons pupils settle quickly to work, remain on task and follow the class routines. This contributes well to their learning. On the rare occasions where unsatisfactory behaviour occurred it was in response to inappropriate teaching strategies. Pupils are polite in conversation and respond confidently when asked questions. At play they enjoy each others' company and use the playground sensibly. No incidents of bullying or harassment were witnessed during the inspection. Pupils show care for the school building and treat resources with respect. For those pupils who do have difficulties with appropriate behaviour in classrooms, or within their relationships, the school has strategies in place to give pupils help in modifying this and these are proving successful in most instances. Most parents support the view that behaviour is good.
- 14 Personal development is very good. Pupils relate well to one another. They work effectively together and help and support each other with tasks. Relationships throughout the school are very good, with all staff promoting good role models. These strong relationships make a significant contribution to the happy and caring environment that is very supportive of good learning. Many pupils take responsibility around the school. They set out resources and clear away at the end of lessons, act as library monitors and older pupils act as reading partners for younger ones. They help those less fortunate than themselves by regular fundraising for a number of charities, for example, the Goodwill Children's Village in southern India. From initial entry to the nursery and throughout the school, pupils work with ideas and principles of personal awareness of self and others, social responsibility, rules and fairness and keeping safe. The school is very purposeful in promoting the values of good citizenship and this makes a major contribution to the community feeling of the school.
- 15 Attendance is good. It is above the national average, with recorded unauthorised absence below that nationally. Punctuality throughout the day is good. There have been no exclusions during the past year.
- 16 Pupils' attitudes, values and personal development continue to reflect the high standard described in the previous inspection report and make a good contribution to learning.

HOW WELL ARE PUPILS TAUGHT?

- 17 The quality of teaching is good overall. This has a significant impact on pupils' learning throughout the school. Teaching is excellent in three percent of lessons, very good in 33 percent, good in 41 percent, satisfactory in 18 percent and unsatisfactory in five percent. The quality of teaching of children in nursery and reception classes is very good. It is good in 50 percent of lessons and very good in 50 percent. Pupils are given a very good start to their education. In Key Stage 1 teaching is good, with 33 percent of teaching very good, 45 percent good and 22 percent satisfactory. The quality of teaching, and therefore the progress pupils make, is more varied in Key Stage 2, but is good overall. This key stage is marked by four percent excellent teaching. This occurs in the upper half of the key stage. There is also nine percent of unsatisfactory teaching, all of which occurs in the lower half of the key stage. In 29 percent of lessons teaching is very good, 37 percent is good and 22 percent is satisfactory.
- 18 Teaching has many strengths and few weaknesses. The school has maintained the high standard described in the previous report. Where teaching is very good in the classes for children under five, planning ensures that the needs of all pupils, including those with special educational needs, are met through experiences that are firmly based on the nationally identified Desirable Learning Outcomes. Very good progression is effectively planned for all pupils through focused teaching groups, with a very good range of supportive activities. Teachers use their very good knowledge of the children and how they learn to ensure that they are actively involved in their learning, sustaining concentration in their tasks and activities. All nursery and reception staff work effectively as a team to plan and implement a very effective curriculum and have high expectations of pupils' learning.
- 19 Throughout both key stages and in all subjects, except information and communications technology, all teachers plan carefully for pupils with all levels of attainment. Daily planning is good and sets clear learning targets, which are usually communicated to the pupils and achieved during the course of the lessons or sequence of lessons. All teachers have good subject knowledge and lead pupils carefully through the skills they need to learn, making sure that each stage is understood before moving on to the next. Good use is made of time, linking subjects together in such a way that pupils' skills in different subjects are constantly reinforced. This is done without the loss of integrity of each subject. For example, in Year 4, pupils are studying astronomy in science. They develop skills of information and communications technology in accessing the Internet to collect information. They are developing literacy skills in preparing an information sheet about an imaginary planet and are using reclaimable materials to create models as a design and technology project. Lessons are demanding. This was particularly evident in an art lesson to develop an understanding of light and shade. The teacher was ambitious and, together with excellent class control and use of visual aids, inspired all pupils to achieve very high standards. Teachers expect pupils to complete their tasks in a given time and produce good quality work. They ensure that those pupils with special educational needs can access the work, make similar progress to others in the class and plan specifically for them. This is particularly effective in the literacy hour. Class teachers and support assistants liaise effectively to support pupils' learning. A variety of different strategies is used to challenge those with high attainment. Activities are relevant to the pupils. For example, in mathematics pupils collect and analyse a range of data which has meaning to them. Good use is made of display in all classrooms and around the school to stimulate pupils' interest and value their work. This contributes to a very good working ethos and encourages pupils to give of their best. It is particularly strong in religious education, contributing well to the standards achieved. Most lessons are

positively affected by the quality of relationships between the pupils and the teachers and between pupils and their peers. Teachers use praise and encouragement well. They constantly recognise effort and respond well to incorrect answers to questions. This encourages pupils to attempt to answer questions without fear of error and to accept correction from teachers and from their peers without embarrassment, helping them learn from their mistakes. Clear explanations help pupils to focus on tasks without fuss. Resources are consistently well prepared, well organised and easily accessible to pupils or teacher, helping lessons to run smoothly. Practical equipment, artefacts and other materials are used well to develop understanding, particularly in mathematics and religious education. Personal and social skills are often woven into lessons. For example, in a design and technology lesson when pupils were working in groups, the teacher stressed the importance of allocating a task to every member of the group. When one pupil was feeling left out, she moved the pupils in the group round so that this pupil was sitting in the middle.

- 20 Marking is mostly of good quality and helps pupils to recognise their weaknesses. Pupils clearly understand the marking code that is used to support literacy and know if the error is a missing capital letter, full stop, spelling or another form of punctuation at a glance. Plenary sessions are used in many lessons to celebrate achievement, assess understanding and check to see that the pupils have made progress towards the learning goals set at the beginning of the lesson. This helps pupils to assess their own progress and the teacher to plan for the next lesson. This was evident in an English lesson in Year 1 when the teacher discussed with the pupils what they had learned, and explained what they would do on the next day.
- 21 There are few weaknesses in teaching. In unsatisfactory lessons and in some lessons judged to be satisfactory overall, the key weakness is in behaviour management strategies. The school has rightly identified this an area for development in its development plan. On a few occasions work is undemanding and leaves pupils with time on their hands, which some use inappropriately. Similarly, in a very small number of lessons, skills are not taught appropriately. In mathematics, although teachers have made a good start with the National Numeracy Strategy, a few lessons are not well balanced and not all sections are given an appropriate emphasis. In information and communications technology insufficient use is made of the resources available and pupils have insufficient opportunities to practise skills they have been taught. When starting a topic, insufficient notice is taken of pupils' differing prior learning, which is often influenced by experiences in the home. These pupils do not then progress as quickly as they should.
- 22 Teachers have a good grasp of the National Literacy Strategy, which is resulting in a good rate of learning and attainment. The quality of teaching of literacy is good. Reading is taught particularly well. Opportunities are provided for older pupils to work alongside younger pupils to help them to make progress. Literacy skills are developed well across the whole curriculum. Teachers target specific vocabulary and often record key vocabulary in a place where pupils can see it. Research through books and library skills are used consistently. Since the opening of the new information and communications technology suite some classes are beginning to extend their research skills through the use of the Internet. Pupils are expected to listen and follow instructions and many opportunities are provided to use speaking skills. A strong emphasis is placed on paired and group activities in which pupils must communicate with each other without any relaxation in the demand for good quality outcomes.
- 23 Most teachers have a clear and developing understanding of how to use the numeracy strategy and there are strengths in different classes in all the techniques expected.

The quality of teaching is good overall. In the best lessons the mental skills activity is sharply focussed, engaging all pupils and giving pupils with all levels of attainment the opportunity to work at their own level and improve their skills. Group tasks are carefully matched to pupils' attainment. The plenary session is not always given sufficient emphasis. The development of the National Numeracy Strategy has rightly been identified as a priority for further development.

- 24 Teachers are beginning to use the new information and communications technology suite, although there are still some minor technical problems to be sorted out. At the time of the inspection teachers had not had sufficient time to incorporate its use into their termly planning. However planning does not consistently identify targets for pupils with different levels of prior attainment. Stand-alone computers, when they are used, support learning in history, science, English, art, and mathematics, although the skills using the computer are often of a low standard. Insufficient use is made of these machines and other information and communications technology equipment to support learning and to enable pupils to make the best progress.
- 25 Homework has a significant impact on pupils' learning, particularly in mathematics and English. Good examples were seen of work undertaken by pupils in excess of that required, resulting in high quality work. For example, a pupil in Year 4 produced a well made flask that incorporated insulation, use of materials and an air gap and demonstrated an understanding of radiant heat. Parents commented that homework is not given consistently, although no evidence of this was found during the inspection.

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

- 26 The previous report stated that the school's curriculum was broad and generally well balanced for all pupils, including those under five. This provision has been maintained. The curriculum meets all the requirements of the National Curriculum, including provision for health and sex education, and the Local Education Authority Agreed Syllabus for Religious Education. The learning for children under five is carefully planned to meet the requirements of the national Desirable Learning Outcomes. A well-planned curriculum, utilising a wide range of good quality resources offers a range of challenging daily activities, reinforced by clear, focussed teaching that systematically extends learning. Children under five have access to a stimulating learning environment that enables them to explore and expand their knowledge.
- 27 At Key Stages 1 and 2 each subject and aspect is supported by a policy document, scheme of work, and also by one or more subject leaders. All pupils have full access to the school's curriculum. This reflects in practice one of the school's main documented aims. The school has effectively implemented the National Literacy and Numeracy Strategies. Booster classes operate during Year 6 in order to raise attainment for targeted groups of pupils. Curriculum time is suitably apportioned to subjects with an emphasis being placed upon the core subjects of English, mathematics and science. These are skilfully linked with other subjects to maximise use of time and to reinforce learning, and enable pupils to use acquired skills in a range of different settings and for different purposes. Research skills are well taught within literacy and are applied in most other subjects. There are some weaknesses in the use of information and communications technology skills to support learning.
- 28 There is very good provision for health education. Policy documents give clear guidance and ensures that sex education and an awareness of the use and misuse, of drugs are effectively taught within science and personal and social education. The

provision for pupils with special educational needs is good. Good procedures are in place to ensure early identification of pupils with special educational needs, who all receive an appropriate and balanced curriculum.

- 29 The school works well with other schools in the area, joining together for example, to sing at Christmas. There are strong links with the local secondary school, with exchanges of information at all levels. Teachers from the secondary school work with pupils in Year 6 in order to get to know pupils and to provide effective transfer.
- 30 A good range of extra-curricular activities is provided for pupils, including sport, dance, music and choir. This is occasionally supplemented by short tennis and football coaching courses. Approximately 250 pupils take part in the various clubs and no club is under-subscribed. Extra-curricular games are played by both sexes. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning in music and sport. Music activities contribute to the spiritual and cultural aspects of school life. The school has many visits to support learning. These range from visits to a church, mosque and synagogue to study visits of the River Tees. There is also the opportunity for Year 6 pupils to go on a residential visit to London. No pupils are excluded from the visit on the basis of cost and most participate. This not only affords first-hand learning experiences for pupils but greatly enhances their independence, self-confidence, social and cultural development.
- 31 Provision for pupils' spiritual, moral, social and cultural development is very good and a strength of the school. The co-ordinator works well with a staff who are keen to implement new initiatives in this area of pupils' learning. "Circle-time" is being re-introduced into classes as a means by which pupils can discuss concerns and issues within a trusting and supportive environment.
- 32 Well-planned daily acts of worship make a very strong contribution to pupils' spiritual development. Pupils participate actively, some playing the violin and recorders or singing in the choir. Assemblies are thought-provoking and a short time for reflection is included. Religious education helps pupils to reflect on their own lives and those of others and many opportunities are provided to think about the world in which we live. Music and art also make a significant contribution to pupils' spiritual development when they consider what they enjoy most about music or a painting. In art pupils are taught to think about what artists were trying to communicate and are afforded the opportunity to express themselves through composition and the use of different media.
- 33 The school provides a safe, happy and stimulating environment where pupils feel valued. Pupils are very good at listening to the views of others and show respect for views which are different from their own. A pupil in Year 6, when considering what would be remembered about the school, said, "How everyone listens and co-operates with each other. You feel really welcome." Pupils are taught the difference between right and wrong and discuss moral issues in "circle time". They learn to be sensitive towards the feelings of others. In one group a pupil's pulse rate was much slower to return to normal than others in the group. The pupil suffered from asthma. It led to an interesting and sensitive discussion as to why this should be. Teachers use opportunities within subject teaching to draw out moral issues. In a Year 6 physical education lesson there was a discussion about teamwork and cheating. Year 4 pupils discussed good and bad aspects of the world around us.
- 34 The provision for social education is very good. Through religious education lessons and through visits from members of world faiths pupils learn about different beliefs and customs and begin to understand the significance of these in the lives of other people.

Pupils in Year 6 have participated in an anti-racist project, promoted by the local football club. They produced posters against racism. Conflict resolution workshops have taken place. The school's code of conduct is prominently displayed in school and teachers have high expectations of pupil behaviour. Teachers place a high degree of trust in pupils. Access to learning resources is very open. Pupils learn to care about their environment and value the people within it. A Year 2 class, working on the senses, were collecting money for the blind. Older pupils are given responsibilities around the school, for example delivering registers, acting as class monitors, engaging in shared reading with younger pupils. Extra-curricular activities such as football, volleyball and choir engender teamwork and develop social skills. The residential visit supports personal and social development particularly well.

- 35 Cultural development is very good and the curriculum fosters this aspect of pupils' learning well. Work on the Ancient Egyptians in history highlighted the geographical importance of the Nile to their everyday life. Younger pupils learn about their school environment, whilst older pupils study the geographical significance of the River Tees. The culture of the local area is explored through the study of Victorian influence in the growth of Middlesbrough. Pupils learn about famous artists, such as Monet, Matisse, Rousseau and Lowry. They hear music from other ages and cultures and listen to pupils playing instruments and singing. They learn about other faiths, beliefs and traditions through religious education. The wide range of very good displays enriches the curriculum and serves to reward achievement. The nature and quality of displays contributes well to the cultural development of pupils. The school cultivates pupils' personal development very well and the school continues to reflect the high standards described in the previous report.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 36 The school has very good procedures for ensuring pupils' welfare. Each pupil is well known by at least one teacher who communicates with teachers with key responsibilities whenever necessary. All pupils work in a safe environment. The few pupils from ethnic minority backgrounds are well integrated and their culture is respected.
- 37 Assessment and monitoring of pupils' academic performance at the time of the previous inspection were reported to be "well developed" in all areas, except for science. This has now improved. Assessment and monitoring of pupils' personal and academic performance are very good. There are very good procedures in place for ensuring that children under five make good progress. The completion of entry profiles informs teachers' planning and the skills profile of basic skills ensures that progress is carefully monitored. Regular contact with parents ensures that a range of information contributes to the monitoring process. Baseline assessment has been effectively introduced in the reception class and the results used to predict attainment at the end of Key Stage 1 and to set targets. National test results at the end of both key stages are analysed carefully and future targets for attainment in English and mathematics are realistically projected. Optional national tests are used in Years 4 and 5 and an analysis of this information is used to target groups of pupils for spelling and booster classes in Year 6. Individual pupil tracking is now in place for reading and writing. Teachers are trialling individual target setting as a means of involving pupils directly in their individual assessment and progress. Assessment is well used to inform future planning. Records of achievement are kept for each pupil to monitor learning and progress. The school's assessment procedures contribute very effectively towards raising the level of all pupils' achievement.

- 38 The good provision and practice described in the previous report for the monitoring and identification of pupils with special educational needs have been well maintained. Progress is good and the targets set in individual educational programmes are challenging but always achievable. School procedures for identifying pupils with special educational needs are very effective and based on valid data, such as baseline assessment and teacher assessment. Liaison with outside agencies is very effective when required. All staff are aware of the Code of Practice for pupils with special educational needs. A policy for identifying and providing for more able and talented pupils was introduced in September 1999 and assessments are used to identify and monitor pupils who possess an exceptional talent or gift.
- 39 The school has a written policy for promoting positive behaviour. It clearly sets out the school's expectations for acceptable behaviour and identifies supportive procedures and strategies to intervene when behaviour is inappropriate, including incidents of bullying. "Circle time" is a developing aspect of the school's personal and social education programme and provides an opportunity to discuss problems such as bullying or harassment as well other moral or social issues. The school is finding that this work is becoming increasingly necessary as its catchment area changes. Copies of behaviour expectations are displayed in school.
- 40 The school effectively monitors pupils' attendance. Registers are maintained in line with statutory requirement. Irregular attendance is fully investigated. Procedures are in place for parents to inform school about pupil absence. Parents fully support these arrangements. Pupil lateness is recorded and action taken where and when necessary. Attendance sheets are produced and displayed monthly for each class. Attendance data is published in the school prospectus and in the Governors' Annual Report to Parents. The prospectus advises on pupil absence and holiday absence. Procedures for monitoring and improving pupil attendance are excellent.
- 41 The school has a well-documented policy in place for health and safety of pupils. A teacher has specific responsibility for health and safety issues. Regular monitoring takes place and involves the head teacher, site supervisor and the responsible teacher. The school holds comprehensive data on risk assessments and other safety issues and this is regularly reviewed and up-dated. A health and safety report is submitted to the governors each term. A recent audit, undertaken by the Local Education Authority, raised no significant issues. Fire drills are undertaken regularly. Two members of staff are qualified in first aid and there are efficient systems for dealing with injured and sick pupils. Year 6 pupils, as part of their science work, work with members of the ambulance service on aspects of first aid and resuscitation.

- 42 The school follows the Local Education Authority's Code of Practice on Child Protection. A management team of three teachers is responsible for child protection issues. Members of staff are fully aware of the school's procedures and new members of staff are made aware of them at the induction stage. The procedures have worked well when required. The local police liaison officer attends the school in order to talk to pupils about road safety and approaches from strangers.
- 43 The school exercises a very good level of care for all its pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 44 The well developed and successful link with parents is very supportive of good learning and achievement. Parents, pupils and staff form a very effective partnership that makes a considerable contribution to the life of the school and to pupils' learning. Parents are very supportive of the school and feel well informed of their children's progress through clear lines of communication. Parents particularly valued the information provided regarding the National Literacy and Numeracy Strategies. This has enabled them to become more aware of the standards to be achieved, the way in which these subjects are taught, and to become more involved in their children's learning.
- 45 The school has effective relationships with parents of pupils with special educational needs. Parents know who the special educational needs co-ordinator is, and teachers make regular contact with the parents of pupils who have individual education plans, to provide support and review the targets that have been set. The school's governor with responsibility for special educational needs is always willing to meet with parents to discuss their particular concerns or worries. The inspection found no evidence to support the concern expressed by a very small number of parents about the school's provision for pupils with special educational needs.
- 46 Pupil reports are considered by parents to make sound judgements, both in relation to the standards achieved and to pupils' personal needs and this is supported by the inspection findings. Parents are made to feel welcome in the school and know that they can talk to a member of staff when they need to. A number of parents provide valuable assistance in the classroom, support on educational visits and outdoor activities. This assistance is well organised and makes a positive contribution to learning. A comprehensive information booklet provided for parents who help in school defines their role and ensures that they are effective. At both key stages the home-school links with reading are particularly valued by parents. The school's booklet provides support for parents and acknowledges the valuable contribution that they make. Most parents have signed the "Home-School Agreement". The "Parent and Friends" group is very active in organising a regular programme of social events and in raising funds, making a contribution towards the improvement of educational provision in the school.
- 47 In the parents' questionnaire and in the meeting for parents, most parents expressed strong support for the school. Some concern was raised regarding the range of extra-curricular activities available. These have been found by the inspection team to be generally in line with those of most similar schools. The inspection findings support the view of the previous report that the partnership with parents is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 Leadership and management of the school are very good. The school benefits from the very good leadership of the headteacher, who works very successfully in partnership with the deputy headteacher and the governing body. They share a clear vision for the school that is firmly based on the belief that it will provide pupils with challenging opportunities and raise attainment by giving them a range of new and interesting learning experiences. This clear direction is shared by all the staff and underpins very effective and rigorous planning in implementing and achieving the school's aims and objectives. The aims successfully influence the day-to-day work of the school.
- 49 The school's ethos is very good. All concerned are committed to meeting pupils' particular needs and to raising their attainment to the best possible level. The management of the provision for pupils with special educational needs is good. The co-ordinator gives effective support and guidance to all staff, ensuring that pupils make good progress in all aspects of school life. All policy documentation includes a clear statement about equal opportunities. Teaching and planning are inclusive of all abilities and genders. The school makes a positive commitment to choosing resources carefully to ensure that they reflect all cultures and traditions in society. Extra curricular games include both boys and girls: this is a positive strategy by the school to ensure that stereotypes are not reinforced in sports.
- 50 The governing body is well trained, active and effective. The chair of governors leads a supportive governing body, committed to achieving the best for the school. They meet regularly and the structure of the committees enables the governing body to fulfil its responsibilities, not only for each year but to take a longer-term view of the school's development. They work in close partnership with the school and view their role as critical friend as crucial in the ongoing development of the school. They are very committed to moving the school forward and have a very clear understanding of setting targets for school improvement. They have a good working relationship with the staff and monitor the curriculum both through working parties and visits to the school. The governing body has a clear view of the priorities of the school and is meeting its statutory requirements.
- 51 The school monitors and evaluates its performance very effectively. Its commitment to well-informed target setting makes very good use of baseline assessment and national assessment data. This leads to very systematic monitoring and evaluation strategies that underpin every area of school life, ensuring that pupils throughout the school make good progress. For example, booster classes have been established for pupils who are on the borderline to meet their targets. Analysis has been made for specific weaknesses in mathematics so that planning and teaching support improvements in attainment in this area. In addition work in science has improved significantly following the previous inspection. The headteacher reviews the work of the school through close examination of teachers' files and works closely with teachers in evaluating and developing learning opportunities to improve pupils' attainment. The school works in very effective partnership with initial teacher training and receives ten students each year.

- 52 The school's use of strategic resources is good. The school's development plan is closely linked to the budget and is based on astute financial management and on clear priorities and principles, relating for example, to such areas as school targets in curriculum development. The development planning utilises the available resources effectively in support of pupils' learning. The clear financial structures enable the school to focus well on the educational priorities identified in the development plan. Good financial management ensures that curriculum initiatives are adequately supported through commitment to staff development and training. The school uses additional grant money well and has made good use of the school effectiveness grant in supporting the development of monitoring and assessment throughout the school. The school has recently established a new computer suite, utilising the National Grid for Learning grant. This is a new area for development and as yet, has had little impact on learning. Although very effective use is made of information and communications technology in the day-to-day administration of the budget, dinner monies and correspondence its use in lessons is unsatisfactory.
- 53 Financial decisions are made as a result of careful prioritisation and audit, and ensure that purchases are cost effective. For example the headteacher is well aware of best value principles and when buying in services from the Local Education Authority and other providers uses a "shopping list" approach to ensure that services on offer meet the school's specific requirements. Service level contracts are reviewed each year and changed where necessary. Governors ensure parents' views are known and consult formally when significant changes are being considered. For example, recent changes to the school day were preceded by wide consultation throughout the school community.
- 54 There is a good level of suitably qualified teaching staff. Support staff are well qualified and very effectively deployed, working in close partnership with teachers in supporting pupils with special educational needs and pupils under five. Structured professional development interviews are used effectively in staff development. Carefully chosen courses have improved teachers' skills. Co-ordinators are effective in their roles and help teachers to be more rigorous in developing subject knowledge and pupils' learning.
- 55 The school building is well maintained and cleaned to a high standard. The school environment is enhanced by the very good use of displays which effectively celebrate pupils' achievements and provide an interesting and stimulating place in which to work. All classrooms within the main building are of a suitable size for the number and age of the pupils. All available space is used effectively. Very good use is made of the school library which is in use throughout the day. The school has three sets of temporary buildings housing six classes. They are considerably smaller in size than the rest of the school and staff work hard to ensure that all subjects are effectively taught, despite the difficulties presented. Considerable disruption is caused by pupils in four of the classes having to go to the main building for toilets and water. The ongoing maintenance of these temporary classrooms makes significant demands on the school's maintenance budget. Very good provision for children under five supports learning in all areas of the curriculum. Playground areas allow sufficient space for pupils to move and play and the play area for the nursery is secure. The accommodation has been adapted for pupils with special educational needs.

- 56 The school is well provided with a good range of teaching resources. They are good in all subjects with the exception of information and communications technology and very good in art. A particular strength is the use of resources across the curriculum when planning introductory theme days, as for instance in topics on the Greeks and Vikings. All learning resources are stored well and accessible to users. Where appropriate, the school makes good use of external resources, including visits to museums, the locality, and visits of local people and professional artists such as actors and crafts people, thus successfully expanding learning opportunities.
- 57 All statutory requirements are met in all areas of the school. The school has made good progress in improving the issues identified in the previous inspection report and the strength of the management structure means that the school is well placed to continue its development and improvement. Since the last inspection very good progress has been made in developing science in the school. A co-ordinator has been appointed and attainment in science has improved significantly. The role of subject co-ordinators has been systematically developed. They have good subject knowledge, effectively lead revisions in their subjects and monitor teachers' planning to ensure that it is consistent with school objectives. They support staff with advice and review pupils' work. The limited time available for classroom observation is managed successfully so that school priorities are addressed.
- 58 The school has many strengths in providing a good quality education for its pupils and these contribute to the good overall progress they make by the time they leave school. Considering these, the pupils' average attainment on entry and the effectiveness with which staffing, accommodation and learning resources are used, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 59 The school should improve standards of attainment in information and communications technology in Key Stage 2 by:
- planning effectively to make more efficient use of all the resources available;
 - ensuring that pupils with all levels of prior attainment are sufficiently challenged and their knowledge and skills extended;
 - updating documentation and curriculum guidance to incorporate the most recent guidelines for provision;
 - ensuring a wider range of experiences are provided than just those of the use of the computer;
 - implementing the planned in-service training programme to ensure that all teachers have secure subject knowledge.
- (paragraphs 115 - 121)
- Improve teachers' skills and strategies for classroom management and behaviour in the few instances where there are weaknesses by:
- monitoring and guidance;
 - appropriate in-service training.
- (paragraph 21)

Both these development points have been recognised by the school and are contained within the school's present development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	33%	41%	18%	5%	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)	43	415
Number of full-time pupils eligible for free school meals		29

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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 (1998)	27 (35)	37 (30)	64 (65)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23 (32)	25 (33)	24 (34)
	Girls	37 (29)	37 (29)	34 (27)
	Total	60 (61)	62 (62)	58 (61)
Percentage of pupils at NC level 2 or above	School	94 (94)	97 (95)	91 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23 (34)	24 (34)	25 (34)
	Girls	36 (30)	35 (26)	37 (30)
	Total	59 (64)	59 (60)	62 (64)
Percentage of pupils at NC level 2 or above	School	92 (98)	92 (92)	97 (98)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999 (1998)	33 (26)	38 (35)	71 (61)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24 (23)	25 (22)	28 (23)
	Girls	35 (31)	31 (24)	36 (23)
	Total	59 (54)	56 (46)	64 (51)
Percentage of pupils at NC level 4 or above	School	83 (83)	79 (76)	90 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24 (20)	25 (24)	27 (25)
	Girls	32 (33)	33 (29)	35 (32)
	Total	56 (53)	58 (53)	62 (57)
Percentage of pupils at NC level 4 or above	School	79 (86)	82 (86)	87 (93)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	4
White	401
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	27.6
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	2.4
Total aggregate hours worked per week	72

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21.5

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	10.8
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	586,780
Total expenditure	554,841
Expenditure per pupil	1,273
Balance brought forward from previous year	-7,331
Balance carried forward to next year	24,608

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	4	2	0
My child is making good progress in school.	44	46	6	2	1
Behaviour in the school is good.	41	55	3	1	1
My child gets the right amount of work to do at home.	31	50	11	5	2
The teaching is good.	48	44	6	2	1
I am kept well informed about how my child is getting on.	34	46	14	6	0
I would feel comfortable about approaching the school with questions or a problem.	56	34	6	3	1
The school expects my child to work hard and achieve his or her best.	52	41	4	1	2
The school works closely with parents.	32	53	11	2	1
The school is well led and managed.	40	48	4	1	7
The school is helping my child become mature and responsible.	40	49	5	1	4
The school provides an interesting range of activities outside lessons.	12	35	24	14	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 60 The provision made for children under five is very good. The nursery and reception classes provide a secure and safe environment. At the time of the inspection 71 pupils attend the nursery either morning or afternoon and 55 pupils attend full-time in two reception classes. Pupils begin nursery as soon as a place is available after their third birthday. Children visit the nursery with a parent prior to entry. Parents are welcome to stay with their children when they enter the nursery. Assessment on entry includes discussions with parents and the completion of an entry profile and check list. Assessment continues through the nursery and reception classes with the use of a basic skills profile which links into the formal baseline assessment shortly after they reach full-time schooling in reception. The staggered start in nursery is very effective in ensuring that children settle happily. An analysis of assessment results confirms that attainment for this group of children is in line with that expected nationally in all areas of learning. By the age of five most children achieve the learning outcomes expected. The nursery teachers, together with two full-time nursery nurses, are an excellent team. Reception teachers and support staff work equally effectively in support of children's learning. Both nursery and reception teachers work in close collaboration in planning a very effective curriculum for children under five. Pupils are offered a broad range of quality experiences, giving an excellent start to their time in school.
- 61 Pupils make good progress in all areas of learning. Planning to meet the needs of all pupils, including those with special educational needs, is very good and the curriculum provides experiences for pupils that are firmly based on the nationally identified Desirable Learning Outcomes. Progression is effectively built into the planning for all pupils through focused teaching groups and a range of supportive activities. For example, pupils in the nursery use play dough and cutting tools to make shapes and match them to the same shapes on a card, learning to count to and recognise number five. Supporting activities include making a ladybird and sticking five spots on. Number puzzles are another linked activity. The quality of teaching is very good. Teachers have an excellent knowledge of the needs of young children and their expectations are high. The nursery and reception staff provide a range of challenging and focused experiences which promote pupils' learning well in all areas. Staff engage pupils effectively in both planned and spontaneous conversations. They help them to listen and respond appropriately as they work and play. They involve pupils well in activities such as sharing books, singing songs, and playing mathematical games. There are also many opportunities for pupils to explore and create for themselves.
- 62 Pupils make good progress in personal and social development and meet the Desirable Learning Outcomes by the age of five. Pupils confidently choose activities and sustain very good levels of concentration. They relate very well to familiar adults and play and work co-operatively alongside each other. They are very interested in what they are doing and frequently involve others in their activities. They sustain good relationships with each other and older four year olds can be seen supporting younger three year olds. They co-operate well with each other, take turns and have a good sense of right and wrong. They collaborate well in groups, for example working together in using interlocking bricks to make a fairy castle or having a party in the home corner. They are becoming independent and concentrate long enough to complete an activity. The behaviour of the pupils is very good. Confidence, independence and consideration for others are direct results of the excellent role models provided by the staff. Staff make very good use of praise to encourage pupils, raise their self esteem

and promote confidence in their learning. All relationships are of the highest quality and teaching is very good. Very good organisation and planning in the nursery and reception classes enable pupils to make choices and develop good independent learning skills. The quality of resources available is very good and pupils quickly learn to take care of equipment. The good standards maintained in personal and social development take place in a calm, ordered atmosphere of mutual respect. Pupils develop very positive attitudes and good working routines from the time they start nursery.

- 63 Good progress is made in the skills of language and literacy and by the age of five most children attain standards which match the Desirable Learning outcomes for five year olds. Pupils work confidently and make good progress in speaking and listening, reading and writing. In the nursery they listen to stories and songs and contribute to class discussions. They join in discussions about pattern and confidently discuss their favourite kind of weather. In shared stories they join in repetition, listen attentively and respond well. Pupils in nursery discuss how characters might feel when sharing "We're Going on a Bear Hunt",. Pupils in reception classes listen attentively to such stories as "Little Bears' Trousers" and "Pigpen Party". They participate well in question and answer sessions and show understanding of rhyming words in the "Pigpen Party" story. They enjoy books and handle them with care. Most children know the sounds that some letters represent, for example the letter "s", and can name words beginning with that letter. Most pupils in the reception classes know letters represent sounds and about a third of them recognise simple three letter blends in the Pigpen story such as "pen", "den", "hen". When children start the nursery they quickly learn to recognise their name by finding their card to self-register. They begin writing their name through mark making and learn to form letters accurately and make good attempts at early writing. Good opportunities are provided to develop and extend writing skills through guided and independent writing experiences, linked to a range of different activities. For example, children in the nursery develop language skills well in role play situations using the 'office' to 'write' and communicate. Planned focused teaching on topic areas such as the weather allows children to express ideas which, when written for them, develop their understanding of the links between spoken and written language and give opportunities for them to write. Reception pupils share texts and explore words which rhyme or have the same sound. They develop writing skills through focused teaching, learning to express and record ideas. The quality of teaching is very good. Sessions are well planned and teachers and assistants make good use of a wide range of teaching strategies.
- 64 Pupils make good progress in developing mathematical understanding. In the nursery they sort and match objects. They begin to count, using cutting and sticking. For example, they put five spots on their ladybirds. They recognise simple colour patterns, join in counting rhymes and count how many children are left during final session. In the reception classes pupils count confidently using a range of objects. They add 1 or 0 and understand that the set gets bigger or remains the same. They know that 4 is the missing number between 3 and 5, and 9 is the number between 8 and 10. The older pupils count confidently to 30 and beyond when 'racing' against a minute sand timer. Most pupils in the reception class use numbers to 10 confidently, recognising and writing them correctly. Younger pupils recognise and name some of the common shapes. They use appropriate language such as "full" and "empty" when working in the water. They demonstrate understanding of words like "more", and "less" when using sorting equipment. Mathematical learning is well promoted in the nursery through practical activities such as setting the table in the home corner. The organisation of equipment allows children to sort and match tools and toys back to appropriate place. Pupils use the computer effectively to explore and develop their understanding of

pattern. Structured play with water and sand helps pupils to develop a satisfactory understanding of quantity. They are beginning to develop a satisfactory sense of time through school and nursery routines and recognise significant times of the day such as “tidy up time”, followed by “story time” and “the end of nursery”. Older pupils recognise playtime, lunchtime and assembly time. In mathematics, the quality of teaching is very good. Good focused planning builds on and develops pupils learning.

- 65 Progress in knowledge and understanding of the world is good. Pupils in both nursery and reception classes explore pattern. They recognise and talk about different patterns. The younger children recognise stripes, zigzags, spots. Older pupils explore pattern in natural objects as well as a wide range of objects through displays which they can handle and explore. Children in the nursery explore and talk about the natural world. They discuss the day’s weather, find an appropriate symbol and record on the weather chart. They talk about days of the week and respond to words like “yesterday”, “tomorrow”, “next week”. They look at spiders and respond through drawing and model making, representing what they have seen and understood. In the nursery construction materials are used effectively to build models and pupils use coloured pens and pencils to make drawings. They select their own materials to build models and pupils in reception classes produce models of vehicles, which clearly fit their purpose, using small construction apparatus. Young pupils are introduced early to computer skills and use the mouse to select and move objects in colour recognition and pattern making tasks. Their work is then printed. In the reception classes pupils enjoyed tasting and identifying different kinds of crisps. Pupils are introduced to appropriate vocabulary as they explore and discover. For example, pupils in one reception class were introduced to the word “experiment” during their crisp-tasting session. The older reception children explored materials to see whether they are waterproof and completed a simple record. By the age of five children have a sound knowledge and understanding of the world.
- 66 Physical skills develop well and pupils have good physical skills by the age of five. They are very confident in their movements in and around the nursery play area and when using large equipment outside. Many opportunities are provided for pupils to build with construction kits, explore materials, including sand and water, to cut, fold and stick paper and manipulate a range of puzzles. By the time pupils reach the reception classes they have good control of pencils and use them successfully for writing, drawing and colouring. They control a paint brush and mix colours to produce patterns in different shades. They enjoy outside activities and demonstrate good skills in running, hopping and jumping. They climb confidently and use outside play equipment safely. The quality of teaching is good. Teachers effectively build on the natural desire to explore and develop physical skills by providing activities that encourage pupils to respond with increasing skill.

- 67 By the age of five children make good progress in their creative development and attain levels of understanding and skill which match the national Desirable Learning Outcomes for five year olds. Pupils explore colour, texture and shape through looking at and making patterns. They use paint to explore shades of colour and have many opportunities to explore shape and texture through access to a wide range of materials in their work. They explore paint freely. Paintings and drawings show increasing form and detail through the nursery and into the reception class. At this stage they look at, feel and smell an orange and make observational drawings of the inside. Paintings and drawings in the reception classes are beginning to show good detail. Music is well used in support of children's learning. They enjoy singing and join in enthusiastically with a wide range of songs. Reception pupils join with Key Stage 1 in assembly and sing songs responsively, reflecting a good understanding of the mood of the music. The quality of the teaching is very good. Teachers provide a range of opportunities in art, craft, music, story making and imaginative play to develop skills in expressing ideas and feelings in a creative way.

ENGLISH

- 68 At the end of Key Stage 1, the results of the 1999 National Curriculum tests were well above the national average in reading and writing. The percentage of pupils achieving the higher Level 3 was well above the national average in reading and close to the national average in writing. When compared with the results of similar schools, attainment in reading and writing was above the national average. Between 1996 and 1999, girls' performance in the reading and writing tests was well above the national average. During the same period, the performance of boys in reading and writing was above the national average. Although over the period from 1996 to 1999, girls' performance in reading was significantly better than boy's performance, inspection evidence shows that there is no significant variation in reading standards. The inspection findings are that the attainment at Key Stage 1 is above the national average in writing and well above in reading.
- 69 The results of the 1999 tests at the end of Key Stage 2 were above the national average. The percentage of pupils attaining the higher Level 5 was also above the national average. When compared with the results of similar schools, performance in the English tests was broadly in line. However, the school just misses falling into a different category for comparison against other schools and is matched against the most advantaged areas in the country. This indicates that comparisons with other schools are less significant and inspection evidence indicates that pupils are making good progress in their English, with some very good progress evident in reading standards. Between 1996 and 1999, pupils' attainment was consistently above the national average. During the same period, the performance of boys was above the national average and the performance of girls was well above the national average. The difference in attainment between boys and girls reflects the national picture, and even though the boys at Acklam Whin are performing better than boys nationally, the school has rightly focused attention on this difference in attainment and is working systematically to address this issue. Inspection evidence indicates that the standards in English of the present Year 6 group are above the national average, with standards well above in their reading skills. Since the previous inspection, the good standards achieved in English throughout the school have been maintained.

- 70 The school has set challenging but achievable targets for raising standards in reading and writing in the national tests for this year and 2001. The school has analysed previous data relating to baseline assessment and school tests for the end of Key Stage 1. In Key Stage 2, the Local Education Authority has agreed targets for the national tests for 2000. The school has set a target for 89 percent of eleven-year-olds to achieve Level 4, with 30 percent attaining the higher Level 5. The school has clear strategies in place to achieve these targets and has a very clear focus on constantly improving standards.
- 71 The attainment of seven year olds in speaking and listening is above national expectations for their age and reflects the good progress made from when they enter the reception year. Pupils extend the range of their vocabulary during discussions with the teacher and other pupils. Pupils speak clearly and with confidence as they express their views and opinions. Pupils are able to talk about their feelings. For example in a Year 2 class they talked about their experiences when getting lost or separated from their parents. In another Year 2 class, pupils were able to discuss the appreciation of their senses, particularly sight and touch, when looking at a book written in Braille. Listening skills are developed as pupils listen carefully to their teacher during the literacy hour. They listen to the views and opinions of other pupils with respect. High and average attaining pupils are clear and articulate in their speaking and listen to their teachers for extended periods of time.
- 72 By the age of seven, pupil's attainment in reading is well above average and they are beginning to read with confidence and accuracy. Younger pupils have the necessary skills and understanding to use non-fiction books when locating information. They are able to locate the contents page, index and glossary sections, and understand that the index and glossary are organised into alphabetical order. In Year 2, pupils know that they can "dip" into a non-fiction book to find information and they know that a dictionary and thesaurus are used to find the meanings of words. When reading independently, lower attaining pupils talk confidently about their favourite books and know the author and illustrator of a book. They read hesitantly, but use good strategies to tackle unfamiliar words; for example they look at pictures for clues and use their phonic skills to build words. Pupils of average ability can identify their favourite author, read with meaning and talk about the main characters in a book. Higher attaining pupils understand that their reading record indicates the progress they have made. Their enjoyment and enthusiasm for reading are obvious when they read fluently. They offer opinions and preferences about well-loved books and stories. Pupils are already proficient in their use of library skills.
- 73 Seven-year-olds attain standards in writing that are above average for their age. Lower attaining pupils, and pupils with special educational needs, write short stories and news reports with assistance from the class teacher or support assistants. Their handwriting is usually legible and punctuation skills are developing, usually with the consistent use of capital letters, but not always full stops. Pupils of average ability sometimes use a joined script when writing. The spelling of simple words is usually accurate, for example with "morning", "Saturday" and "snow". Sentences are correctly constructed. Higher attaining pupils write stories, which convey meaning and have an interesting choice of words; for example, "When Adam went to the wedding, he was the one who had to carry the ring". Handwriting is clear and legible, with the spelling of more complex words well developed. The overall presentation of work is usually good. Pupils use the computer to word process their writing and explore different font sizes. One boy in Year 2 wrote to the RSPCA, after finding the address on the Internet, about work the class were doing about Greenpeace.

- 74 By the end of Key Stage 2, pupils' attainment in speaking and listening skills is above average. Pupils in Year 6 listened intently in the literacy hour during the reading of "The Ghost Dog". The questions they ask relating to the book are appropriate and well expressed. They are able to listen, and take account of, the views and opinions of others, and express their thoughts of what might happen next in the story. Pupils in Year 3 know and understand the vocabulary relating to Greek myths, for example "minotaur", "quest" and "labyrinth". In Year 4, pupils discuss in a mature way, the suitable audience for the book "Elmer". After discussion, pupils said that the book would be suitable for reception age pupils because there were lots of interesting pictures in the book, or any people who go to zoos frequently, as most people find elephants interesting. Older pupils in Years 5 and 6 have good language skills, particularly when discussing their likes and dislikes of poetry. When reading poetry aloud, higher attaining pupils are able to use correct diction and intonation, and observe punctuation. Drama is used to develop the use of speaking and listening skills and to appreciate the use of Standard English.
- 75 Eleven-year-olds attain standards in reading that are consistently well above the national expectations. The school promotes reading very effectively, and this makes a clear impact on the standards attained. Pupils in Key Stage 2 read for enjoyment and to gain information. Their use of the library, knowledge of the way the school library is organised, and how they use their skills for research, are all impressive. In class, pupils in Year 3 can read text on a cereal packet, know that this is "media text" and can locate the "slogan" and salient points relating to the product. Higher attaining pupils use their reading comprehension skills to answer questions relating to "Theseus and the Minotaur". Knowledge, understanding and enjoyment of poetry reading are evident in Year 5. Older pupils in Year 6 know that some texts use short sentences to make an impact on the reader, and can identify the dialogue and vocabulary within a story that indicates mood and feeling. When reading independently, lower attaining pupils and pupils with special educational needs read accurately but with little expression. In Year 4, their ability to tackle unfamiliar words is good and they are able to talk about their favourite author. Lower attaining pupils in Year 6 can read with a degree of fluency, but lack confidence. Pupils with average attainment and higher attaining pupils can discuss the genre of a book and express an opinion on the style of writing. Familiar authors, favourite stories and characters, are discussed with obvious enjoyment. Pupils use their individual reading records well to track their progress and write brief summaries and book reviews. Most pupils are confident readers, and have experienced a wide range of texts. Many pupils are members of the local library and share reading at home with parents and other family members. Pupils use library skills well to support research activities in other areas of the curriculum, particularly within science and history.
- 76 Attainment in writing at the end of Key Stage 2 is above national expectations. The school has examined pupil's work very thoroughly and has chosen to focus on standards in spelling and story writing to develop further. This is an appropriate strategy as standards in spelling vary, and boys' competence in story writing is below that of girls. This was reflected in the 1999 national tests, which indicated that in the higher Level 5, the girls' performance overall was twenty-seven percent higher than the boys. Pupils' handwriting skills show a fluent, joined script and the spelling of common words is usually correct. The older and higher attaining pupils, attempt more complex spelling with consistent success, for example "repetition", "complaint" and "transparent". Pupils' writing is varied in style, stimulating and interesting. Pupils in Year 5, when writing poetry entitled "The Magic Box", used, "I will put into the box the sparkle of a firework on a cold winter night" and, "I will put into the box the cuddle of my soft, sweet rabbit when I am upset". In Year 6, writing contains different styles and

forms; for example stories, reports, note writing, summaries and play-scripts. Pupils with lower prior attainment and pupils with special educational needs use punctuation skills accurately with capital letters, full stops and commas. Higher attaining pupils include apostrophes, exclamation marks and paragraphs. All pupils draft, edit and re-write their work. Pupils use information and communications technology to merge text and pictures when writing a report in newspaper style. They use different fonts and use word-processing skills to create and edit text. This is an improvement on the previous inspection when pupils did not write and edit text directly onto the screen. However, the use of information and communications technology to support English is inconsistent across the school and the school has recognised that this is an area for development.

- 77 Literacy is developed well across all subjects, with the use of correct vocabulary clearly a feature. In religious education pupils in Year 4 write stories about the Creation and take a particular viewpoint in their writing, for example the Creation from Adam's point of view, or God's point of view. In geography, younger pupils in Year 1 use their emerging literacy skills to address envelopes for their "Where do we live?" topic. Younger pupils in Year 1 also make books to display in their book areas and include traditional tales of Cinderella and information books about bears. In history, pupils in Year 3 look at different alphabets and attempt to write their names using Greek letters. To develop writing skills, they write an account of what life was like in Ancient Greece. Older pupils in Year 5, in their work on Britain since 1930, write postcards home to their parents after being evacuated, or having their very first holiday in Brighton, and in their science work, write explanatory texts about conductors and insulators. In Year 6, work in science on the human body enables pupils to display their research skills, as they produce individual reports and small booklets about the facts and information they have found. In all classrooms, reading is very well promoted with stimulating reading areas. Information books, dictionaries and thesaurus are easily accessible for the pupils to use.
- 78 Behaviour is good in almost all lessons. Pupils listen and respond well in lessons, and work in a supportive way when working in groups. Pupils mostly enjoy their work in the literacy hour, showing enjoyment and concentration in their lessons.
- 79 The quality of teaching is very good at Key Stage 1. It is good in a quarter of lessons and very good in three quarters. In Key Stage 2, teaching is good overall. In 89 percent of lessons in Key Stage 2, teaching was satisfactory or better, with 56 percent of lessons being good, very good or excellent. Only one lesson had unsatisfactory elements relating to pupil management skills. All teachers have a secure knowledge and understanding of the literacy hour and ensure that activities within lessons are planned to cater to the needs of all ability levels. Pupils with special educational needs are well supported in lessons, either by the class teacher or by support assistants, ensuring that they are able to access the full curriculum and make progress against the individual targets set in their individual education plans. Higher attaining and gifted pupils are suitably challenged with activities to develop and extend their knowledge and understanding. In only a very few lessons were pupils given inappropriate challenges. Teachers all have a clear focus on raising standards. They use correct vocabulary in the literacy hour, ensuring that pupils pronounce words correctly. Most lessons are conducted at a brisk pace. In very good and excellent lessons, pupils make very good progress, particularly in their reading skills, as teachers promote reading skills very effectively. Expectations are high, and this ensures that pupils are challenged, inspired and encouraged to produce work of a high standard. Most lessons relationships are very good and this makes an impact on the interest and concentration shown by pupils and has a direct effect on their behaviour. In less successful lessons, resources are not always used to good effect. For example a "big book" cannot be seen by all pupils if

they are a distance away and this affects the way they respond to the shared reading activity. The skills that teachers use to interest pupils in their work, the way activities are managed and the way in which behaviour strategies are used, are good. In only a few instances, the teacher did not always manage to ensure firm and consistent pupil control, leading to lack of attention and therefore, less than satisfactory progress in the lesson. Homework makes a good contribution to pupils' learning. Most pupils, as a direct result of the good and very good teaching they receive, make good progress in their learning.

- 80 The co-ordinator for English is well informed and enthusiastic. She has a clear focus on constantly improving standards and carefully monitors and analyses pupils' work and test results to set future targets for development. Staff have all been well trained in the implementation of the literacy hour, making them confident and competent. There is a positive ethos for the subject within school and it is very evident that all staff are encouraged to develop literacy skills in all subjects. Resources for the teaching of English are good, with a wide selection of dictionaries, fiction and non-fiction books throughout the school.
- 81 The teaching of English makes a good contribution to the personal and social development of pupils.

MATHEMATICS

- 82 In 1999 the results pupils attained in the National Curriculum tests at the end of Key Stage 1 were close to the national average. The percentage of pupils attaining higher levels was below average. Performance related to schools with pupils from similar backgrounds was also below average. An unusually high proportion of pupils missed attaining the next higher level in the tests by a very small margin. Slightly better performance by these pupils would have placed results as above average on all counts. There has been a fall in test results since 1996, due both to a stronger focus on literacy and science and to a greater variation in pupils' attainment on entry to the school. Standards were judged above average in the previous inspection report. Although standards fell over a period of time, the school is reversing this trend with the adoption of the National Numeracy Strategy. Pupils are making good progress in this key stage. Inspection findings are that standards are above average near the end of Key Stage 1. The scrutiny of pupils work indicates that the school is in line to reach the target set for the percentage of pupils to reach national expectations in the tests this year.
- 83 The results pupils attained in the tests at the end of Key Stage 2 were above average. The percentage of pupils attaining the nationally expected Level 4 was close to the national average and the percentage of pupils attaining higher levels was above. Performance related to schools with pupils from similar backgrounds was below average. The school just misses falling into a different category for comparison against other schools, and is matched against the most advantaged areas in the country, making the comparison with other schools less significant. Since the previous inspection the change in performance has closely matched the national trend. The school exceeded the targets set for numbers of pupils to reach the national expectation and a higher standard in 1999. Ambitious targets have been set for 2000, but the school has taken steps to provide additional support for pupils in Year 6 to improve performance. Inspection findings are that standards towards the end of Key Stage 2 are above average and that high proportions of pupils achieve national expectations. These outcomes match the judgement made in the previous inspection and standards have been maintained.

- 84 At both key stages teacher assessment does not match that of attainment in the tests at the higher levels. This is partially accounted for in Key Stage 1 by the high numbers of borderline pupils, but in general, teachers overestimate pupils' level of attainment at the end of Key Stage 1 and underestimate performance at the end of Key Stage 2.
- 85 Near the end of Key Stage 1 all pupils, including pupils with special educational needs, have good number skills. Those with high attainment recognise many different patterns in numbers and find the next number in sequences. Pupils have a good grasp of place value and are beginning to understand how multiplication tables are built up. All pupils name some common three-dimensional shapes and record information in different ways. Measuring skills are very good. Pupils apply their skills in other subjects well. All pupils are beginning to develop mental strategies by using their understanding, for example that three add eight add seven can be worked out more easily by interchanging the seven and the eight. However the rapid recall of addition facts such as seven add three is too slow.
- 86 Near the end of Key Stage 2 number skills are secure. Pupils understand place value when applied to decimals and even those with lower attainment are beginning to use this to calculate percentages. Rapid recall of facts such as adding numbers to twenty and some multiplication tables are not as good but pupils have strategies to calculate mentally. All pupils have good data handling skills. They record data and plot graphs accurately. They read information from tables and graphs well and recognise trends. Those with lower attainment analyse data and find the mean, median and mode, using practical materials to help them. Measuring skills are good and pupils calculate well using measure. For example those with high attainment calculate the perimeters of compound shapes and volume of prisms by multiplying the area of the cross section by the length of the prism. Pupils apply their skills in other subjects, demonstrating an understanding of topics in their work, but there is little evidence of investigation into mathematics.
- 87 Teachers place a good emphasis on the development of numeracy skills. They are both developed in, and used well, to support other subjects. In both key stages data handling is used very well to support science. In Key Stage 1 two-way tabulation skills are carefully developed. In Key Stage 2 teachers expect graph plotting to be of a high standard, accurate and clearly labelled. Pupils also use information and communications technology skills to create graphs related to scientific data and use their mathematical knowledge and understanding to interpret the results. In design and technology, measurement of mass and length are consistently used and developed. In art mathematical skills are developed in pupils' use of reflective symmetry in patterns. Specific mathematical vocabulary is targeted and developed in almost all lessons but on occasions incorrect language is reinforced. Listening skills are used particularly well in many mental arithmetic sessions. Literacy skills are used particularly well in some work in Year 2 where pupils were expected to explain their strategies in writing.

- 88 Attitudes and behaviour in lessons are mostly good. Pupils are keen to answer questions orally and do not mind making mistakes. They do not laugh at each other. Written work is usually neat and completed well although diagrams are not well presented in some year groups. Pupils settle to their tasks quickly and are keen to succeed, which contributes well to their learning. On a few occasions behaviour of a small number of pupils is unsatisfactory.
- 89 The quality of teaching is satisfactory overall at both key stages. Half the lessons were good or better but two lessons were unsatisfactory. These lessons occur in Key Stage 2. In Key Stage 1 teaching is good. All lessons were at least satisfactory, with three fifths of lessons (60 per cent) being good. In Key Stage 2 teaching is satisfactory with almost half the lessons (44 per cent) being good or better. Teachers have good subject knowledge. They plan well and ensure that written tasks are matched to pupils' specific levels of attainment. General targets for the lesson are appropriate although teachers do not always set specific targets for pupils with different levels of attainment. Mental arithmetic sessions are generally well managed but in these and in direct teaching, some teachers do not fully understand how to challenge pupils with different levels of attainment. Efficient use is not always made of the plenary session to assess understanding and give pupils the opportunity to use their speaking skills to give extended explanations. Nevertheless, teachers have made rapid progress in the implementation of the National Numeracy Strategy and there is some very good practice in the separate sections of the lessons. For example, in a Year 2 class the teacher involved all pupils in classifying numbers under categories such as even and multiples of five. Positive attitudes to responses encouraged pupils to try harder and find alternative and more complex answers. In this lesson the very good relationships between the teacher and the pupils were a key to the progress made and the high quality performance of the pupils. Resources are consistently well prepared and help pupils develop an understanding of concepts. This was particularly evident in a Year 6 class where those with lower and average attainment were trying to grasp an understanding of "mean" and "range. In this lesson groups of pupils and then cubes were used to develop the idea of sharing the total into equal amounts. Most work is challenging and teachers demand a good quantity of written work to be completed in the time allocated. This has a considerable impact on pupils' learning. Satisfactory use is made of marking to recognise and help pupils to improve. The major weaknesses in the small number of unsatisfactory lessons and some satisfactory lessons are related to behaviour management and these result in pupils completing insufficient work. Homework is given regularly and has a significant impact on pupils' learning.
- 90 The school development plan has rightly prioritised the implementation of the numeracy strategy techniques. External advice is sought and used appropriately and teachers have undertaken suitable in-service training. Subject co-ordination is very good. Teaching is monitored well and support given where necessary. Procedures for recording pupils' attainment and progress are good. Tests are carefully analysed to identify curriculum weaknesses and those pupils who need specific targeting. Realistic, and sometimes ambitious, targets for improvements in National Curriculum assessments at the end of each key stage are set for the next three years using information gathered from test information and teacher assessment. Pupils are identified and targeted for special educational needs in numeracy and their needs met appropriately. They make good progress. The governor identified for numeracy provides invaluable assistance in the classroom in helping those with low attainment and gives very good support.

SCIENCE

- 91 The attainment of pupils shows a significant improvement since the last inspection. Attainment at Key Stage 1 is very good and at Key Stage 2 it is good. This is reflected in National Curriculum tests and assessments. In 1999 teacher assessments at Key Stage 1 showed that 97 percent of pupils achieved Level 2 or above, of which 78 percent achieved Level 3. The percentage of pupils achieving Level 3 is almost four times the national average. Trends over time show a consistency in the percentage of pupils achieving Level 2 or above and a three-fold increase in the percentage of pupils achieving Level 3 over the last three years. Test results in 1999 at Key Stage 2 identified that 90 percent of pupils achieved Level 4 or above, of whom 31 percent achieved Level 5. Results of the national tests at Key Stage 2 are above the national average. They are average in relation to similar schools although the school is very close to being in a higher band for comparison with other schools and inclusion in this band would have rated the school above similar schools.
- 92 By the end of Key Stage 1 pupils possess a very good scientific vocabulary and knowledge. Pupils understand that force can be used to push and turn and that sound sources create vibrations that in turn vibrate the eardrum and send messages to the brain. They describe the different sounds that a variety of objects can make, differentiate between "living", "dead" and "never-lived" objects, and predict, with a good measure of success, objects that will float and sink. They name parts of the body and the five senses. Pupils are beginning to understand the need for fair testing. They produce simple bar graphs to show data such as types of pets. Presentation and layout of work is generally good and pupils are encouraged to draw and label. Higher attaining pupils write clear, lengthy explanations, with carefully drawn and labelled diagrams. Pupils make very good progress, particularly those with lower prior attainment.
- 93 By the end of Key Stage 2 pupils are able to distinguish between natural and man-made materials and determine suitable materials for the task. They discriminate between solids, liquids and gases and understand which changes are reversible and which substances are soluble. They understand filtration processes and possess a sound understanding of the parts, structure and functions of the human body. Presentation and layout of work are usually clear, neat and makes effective use of well-annotated diagrams, graphs and drawings. Pupils make good progress across all the aspects of science and particularly good progress in the development of experimental and investigative work. Pupils with special education needs are afforded full access to the science curriculum through differentiated tasks or teacher, other adult and peer group support. Literacy skills are well used in researching and recording and vocabulary is carefully developed. Year 5 pupils were using ammeters in an investigation about how the length of a component affects current flow. They used terms such as "conductor", "insulator" and "resistance" with confidence and understanding. Numeracy skills are frequently used in data handling and often take the form of graphs and tables. Skills relating to information and communications technology are less well developed in science but Year 4 pupils learned to use the Internet while researching their topic on space and the planets.

- 94 Pupils' attitudes to science are very good at Key Stage 1 and good at Key Stage 2. They respond very positively to the challenges set by their teachers. Pupils confidently put forward ideas, conclusions and predictions. They listen well to each other and value each other's opinion. Pupils co-operate and collaborate well, particularly in investigative work. They demonstrate a mature and responsible attitude towards caring and supporting each other. Behaviour is good and pupils use equipment and materials sensibly. The ethos for learning science is excellent.
- 95 The high level of investigative opportunities makes the subject exciting and challenging. Behaviour is often very good and pupils co-operate willingly.
- 96 The one lesson seen at Key Stage 1 was very good. At Key Stage 2 teaching is good. A quarter of lessons were very good and the rest were good. Teachers demonstrate good subject knowledge. Questioning is clear, brisk, often open-ended and challenging. This promotes careful and thoughtful responses from pupils. Teachers praise and encourage their pupils constantly. Throughout Key Stage 1 teachers constantly encourage pupils to question, predict and conclude. For example, "What happens when I put this into water?", "Will it float or sink?", "I think that it will float because it is very light", "My test shows that it does float". The encouragement for pupils to respond to tasks in this way promotes good scientific thinking, helping pupils to question, form hypotheses and test, prior to drawing conclusions. Lesson planning is very good. Clear learning objectives are stated, pupil activities are well prepared and resources are used effectively. In a Year 2 class pupils were learning about the sense of smell. They were challenged to identify the contents of six covered, plastic cups. Pupils were then asked to write a brief description of each smell. This promoted much discussion about the adjectives they could use, developing literacy skills successfully. The plenary session drew together pupils' results and posed the question, "What other sense is involved when we smell things?". Throughout Key Stage 2 much of the work contains a strong investigative element and this is a significant strength of pupils' learning. For example, pupils in Year 4 were constructing models to show the orbital pattern of the Earth and the moon. They knew that Earth's orbit produced seasons and day and night and were trying to explain, as a group, why the moon had "phases". Teachers have high expectations of their pupils. Planning is good and well founded on previous work. This is supported by much teacher encouragement and the use of praise.
- 97 In the previous inspection it stated that there was "insecure teacher knowledge" in some parts of the school. The school has taken steps to ensure that teachers' knowledge is now good and is a strength of the subject. Planning in some lessons was also identified as "too broad and failed to specify key ideas and investigative skills to developed". Planning across both key stages has improved and is now a strong feature of the science curriculum. The use of investigations across all the attainment targets has not only improved the challenge for higher attaining pupils but for all pupils. Links with other subjects are well developed and are a strong feature of work in science. Key vocabulary is carefully identified and taught. The school has worked very hard to address subject weaknesses identified in the previous report. All areas have been significantly improved.

- 98 The subject is very well co-ordinated by two members of staff. The previous inspection report stated that the school's policy was in need of review. A new policy was introduced in 1998 and has had a significant effect in raising standards. It is a comprehensive document and guides and advises effectively so that all statutory aspects are covered. Assessment procedures are very good and are well used to inform planning. The pupils' subject record is comprehensive and records of achievement are regularly up-dated. Portfolios of assessed work are regularly up-dated and available. Planning is well monitored. The quality and quantity of resources are very good and are very effectively used to support learning.

ART

- 99 All pupils, including those with special educational needs, make good progress in art at both key stages. Pupils' learning is enhanced by the way that art is linked to work in many other subjects. A wide range of high quality work is displayed well in the school and some of this work is of very high quality, for example the tonal work produced by pupils in Year 5. By the end of Key Stage 1 pupils work with a variety of mediums, including paint, crayons, oil pastels and collage. During the inspection pupils in Year 1 were exploring the patterns of William Morris and extending them in their sketch books. Paintings inspired by listening to "The Nutcracker Suite" were very effective. By the end of Key Stage 2 pupils have extended their range of experiences to include pottery, texture, use of water colours, high quality pattern work and drawing with charcoal and pastels and still life pictures for example. During the inspection, pupils in Year 6 experimented with water colours and began to create graded colour washes, demonstrating a secure understanding of the need to experiment to create different effects. Pupils study a wide range of work by other artists such as Monet and Mondrian and demonstrate good previous learning, for example when a pupil in Year 6 said that the effect he had gained with his water colours reminded him of Monet's work. Pupils use computer programs such as "Dazzle" to produce effective work.
- 100 Pupils treat art materials with care. They apply themselves to the task well and know how to take care of what they are given. In most lessons their behaviour is good and they work well with each other. Work is sometimes linked with religious education and history and pupils gain an understanding of art in other times and cultures, for example through the links with Buddhism. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- 101 Too few lessons were observed at Key Stage 1 to make a judgement on teaching. Teaching in Key Stage 2 is good. One lesson was excellent, two were very good and one lesson was unsatisfactory. In a very ambitious and outstanding lesson pupils' learning was particularly good due to the skill and knowledge of the teacher. In this lesson the overhead projector was used to throw light and shadow onto objects from World War Two and pupils' efforts to create patterns of light and shade when drawing these with charcoal were of a very high standard. The teacher had very high expectations of effort and behaviour and pupils responded well. Strengths of teaching in the subject are the high focus given to art within the school and the skilful links with other subjects. In the best lessons very good questioning skills enable pupils to think carefully and critically about their own work and that of others. Clear teaching points help pupils to learn skills and techniques which they then use to experiment and create. The vocabulary required to discuss art is carefully taught. The high quality of the materials provided encourages pupils to make good efforts. Visiting artists and visits to art galleries also enhance pupils' learning. Where teaching is least successful, tasks are not well matched to pupils' level of maturity and in one instance classroom management skills were insufficient to allow pupils to make good progress.

102 The subject is very well led by a group of teachers, one of whom has particular responsibility for the development of display in school and this is particularly effective in supporting learning in all subjects. Monitoring of planning, teachers' records, sketch books and displays of work give rise to priorities for development, which are then linked to whole school development planning. Subject documentation and planning is clear, supportive of good learning opportunities for pupils and helpful for teachers. The school continues to demonstrate the high standards described in the previous report. The aim of the school to use art to strengthen other subjects but also to stand as a study in its own right is reflected in all the work of the school and by pupils' enthusiasm for the subject.

DESIGN AND TECHNOLOGY

103 By the end of Key Stage 1 pupils use construction kits to meet design requirements such as that of making a vehicle or an article, using ten pieces of construction. They make progress in specific skills such as cutting wood, and learning how to make a strong joint using a corner piece. Work is well finished. This was clearly evident in push-pull models in Year 2 and clocks made from card and paper in Year 1. By the end of Key Stage 2 pupils' knowledge about the types of food required for healthy lifestyles is good but they are not secure about safety aspects of food preparation. There was little evidence of design and making of pupils in Year 6 in other aspects of technology at the time of the inspection as the major design project is to design, cost, make and sell items in a special enterprise before Christmas. Pupils are very proud of their achievements and the project gave them a genuine experience of designing for purpose. The work of pupils in other years shows that suitable progress is made in design, construction and evaluation using different materials. Throughout Key Stage 2 research skills and background knowledge related to design tasks are good. This was evident in the work of Year 5 pupils on Morrison shelters. Good preparation and design for making an imaginary planet creature were seen in Year 4. In Year 3, moving toys, using a simple mechanism for making them move, were well constructed and very well finished. Throughout the school pupils select their own materials confidently and give reasons for their choices.

104 Measuring skills are promoted well. Younger pupils are expected to measure and cut accurately and make right-angled joins in advance of that expected for their age. In Year 5, pupils are beginning to make more detailed drawings that include plans and elevations. In Year 6 pupils weigh ingredients following a recipe. The development of literacy skills is inherent in all activities. Pupils use research skills, list materials and tools, write instructions and evaluations, read recipes, and discuss their work with each other. Pupils are enthusiastic about practical aspects of the subject. They remain on task and treat equipment and materials sensibly. Behaviour is good. Pupils work well together in groups. They make joint decisions and allocate responsibilities, ensuring that all members of the groups are involved.

105 No lessons were seen in Key Stage 1. The quality of teaching is good in Key Stage 2 in all lessons. A strength of the teaching is the way lessons are planned to support and reinforce other subjects such as history and science. For example, pupils' work on Morrison shelters and models of burning houses supported their studies of World War 2 and of simple circuit making. Opportunities are given for pupils to make decisions for themselves and good pupil-teacher interaction both assesses understanding and enables pupils to make progress. Teachers consistently promote social skills by ensuring that pupils collaborate. Resources are well organised and teachers have high expectations of both behaviour and outcome, creating a good ethos for learning. In most lessons pupils are given the skills they need to complete their tasks. Classroom

volunteers make a valuable contribution to the quality of education provided, although are not always fully briefed on what skills to teach and what questions to ask. Pupils with all levels of prior attainment, including those with special educational needs, make suitable progress.

- 106 The subject is well co-ordinated. Monitoring of planning, standards and teaching is good. A secure policy and suitable skills progression document are in place although some refinements are needed to ensure clearer guidelines for progression in investigation, disassembly and evaluation. The school has a good supply of good quality resources to support learning and a well-resourced food technology area. Due attention is given to health and safety. A recent project encouraged pupils to use their skills and work with their parents to make a suitable commemorative display for the Millennium. Suitable progress has been made since the previous inspection, particularly during a period when there has been a strong national emphasis on English, mathematics and science.

GEOGRAPHY

- 107 No teaching was observed during the inspection at either key stage as geography is not taught during this part of the year. Evidence was collected from workbooks, discussion with pupils and staff, planning documents, photographs, portfolios and display. Pupils' learning is good at both key stages. This represents an improvement at Key Stage 1 from the previous report whilst standards have been maintained in Key Stage 2. By the end of Key Stage 1 pupils have a well developed geographical vocabulary and secure understanding of the associated concepts. In discussing their work on islands, pupils could define "island" and describe the features they had drawn. They can describe differences between valleys, hills and mountains. They refer to compass points and locate the northern and southern parts of an island. They rank settlements by size from village to city and knew that a river carries water "from the mountain to the sea". On a political map of the United Kingdom they are able to locate England and Middlesbrough and some did so very accurately. They know the word "plan" and describe the shape of a church plan that they had drawn. Although unfamiliar with the term "bird's-eye view" they quickly linked it to plan. In work on water they accurately describe a breeze and know that the other extreme was "hurricane" and "tornado" and that a tornado was "spirally" and dangerous. They understood that "current" used in relation to water means "how quickly the water moves". The quality of their presentation had improved significantly during the term. At Key Stage 2 pupils revisit the local environment in differently focused units, addressing issues such as "Should the High Street be closed to traffic?", improving the local environment and investigating rivers with a focus on the Tees. By the end of the key stage pupils have an extensive geographical vocabulary; atlas and referencing skills are well developed and maps and diagrams used accurately and for specific purposes. They compare and contrast the local environment with other parts of the United Kingdom and with an Indian village. They understand basic relationships between climate, vegetation and their impact upon human activity. In a discussion with Year 6 pupils about a topic on mountains from the previous term, their knowledge of the physical geography of mountain landscapes was impressive. A group investigating the Rockies used and understood terms such as "range", "plates", "folding" and "igneous". They understand the impact of the water cycle on the climate of the region and account for contrasting precipitation levels on opposite sides of the range.

- 108 Pupils show a high level of interest in the subject and enjoy researching opportunities. Many show sufficient interest to continue researching at home, particularly where information can be derived from a computer.
- 109 The subject co-ordinator provides good subject leadership and works hard to maximise the impact of geography within the school's curriculum. Much work is done to inter-relate with other subjects. "Big books" on volcanoes, rivers and maps are being used to develop non-fiction skills in literacy, and graphs and statistical work, based on geographical data are used to develop numeracy and data handling skills. Map work features in history and religious education. The newly revised subject guidance is a useful document, identifying clearly all the units of learning and the resources available. The co-ordinator is well supported by a staff where more than one in four has an initial qualification in geography. Assessments of pupils' learning are used to add to individual records of achievement. Resources are satisfactory. There is an adequate supply of atlases, maps, posters, globes and resource boxes. There is, however, no computer software available to support the subject.

HISTORY

- 110 During the inspection it was possible to see only one lesson. From looking at pupils' work, teachers' planning and observations of displays it is evident that most pupils have a knowledge and understanding typical of their age. All pupils, including those with special educational needs, make good progress in both key stages.
- 111 Pupils' work throughout the school shows imaginative and systematic development of historical knowledge and understanding. Pupils in Year 1 explore old and new toys through their class museum and in Year 2 they begin to develop an understanding of time passing through a time line of their teacher's life. Very good links with other subjects are a feature of history. In Years 3 and 4 focused theme days on the Greeks and Vikings create very good first hand learning experiences. Pupils investigate how people of different times lived and worked. They investigate characteristic features of different communities and are developing an awareness of chronology using their growing skills of historical enquiry.
- 112 Pupils' work shows excellent enthusiasm and interest in history. In Year 5 they discuss the consequences of bombing raids in their topic on World War 2 and apply this knowledge in designing and making Morrison shelters. They make significant contributions to their learning by finding and bringing information into school. In Year 2 pupils extended their Art project on Van Gogh by an exploration of his life and continued this as homework. They use a simulation program on the computer to extend their knowledge and understanding of Ancient Egypt.
- 113 History in the school gives clear insights into the social aspects of life of a range of peoples. These relate to their own lives and this gives excellent preparation for life in their own community. Through the practical approach to history pupils have many opportunities to develop good working relationships. They work well together in planning, producing and evaluating their work. They develop a good understanding of their own culture through the focused work on Middlesbrough in the Victorian era as well as extending their understanding of other cultures both past and present.

- 114 Good leadership by the co-ordinator ensures that the history curriculum is well supported. Effective use of a limited budget makes sure that resources are available to support the curriculum. Good subject knowledge and a clear view of the curriculum in the school shows in the shared commitment by teaching staff to the teaching of history throughout the school. The school has maintained the standards identified in the previous inspection.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

- 115 By the end of Key Stage 1 standards are in line with national expectations. By the end of Key Stage 2 standards of attainment do not meet national expectations. The main reason for this has been both the lack of suitable equipment, and insufficient use made of the computers and other information and communications technology equipment in the classrooms. Since the previous inspection the quality and quantity of computers have been vastly improved. The school is now in a better position to teach the required skills although there are still not enough resources to support a good quality curriculum.
- 116 By the end of Key Stage 1 pupils name parts of a computer system. They understand the need to store information and the function of floppy disks. They use a keyboard and a word processor to draft work. Pupils enter data in a simple spreadsheet and use this to create a block graph. They lift, drag and drop accurately with a mouse. Pupils use a design programme to create a picture and insert text by using a text icon. They compare the difference between writing with a screen pencil and entering text using the keyboard and are beginning to appreciate the power of the computer. Pupils save to a file and retrieve their work. Teachers' planning indicates that a wide range of experiences is provided that fully meet the requirements of the National Curriculum and take into account the latest guidance. Standards of attainment at Key Stage 1 have been maintained since the previous inspection.
- 117 By the end of Key Stage 2 pupils do not have all the word processing skills expected for their age. Many editing skills are forgotten due to their infrequent use. They communicate information in different forms. For example, they write letters but do not have efficient skills of text positioning or vocabulary to describe their actions. In discussions, pupils could not readily remember the word "cursor". They change font and colour and border their work. They have good mouse control but keyboard skills are slow. Data handling skills are not high enough. Pupils enter data in simple table format and print graphs of their results. They create, test and modify sequences of instructions to control a cursor but control and modelling skills are unsatisfactory. There has been insufficient time for pupils at the end of the key stage to use the new equipment to take into account more recent advances in information and communications technology such as the use of the Internet. However they also lack understanding of the place of information and communications technology in society and the importance of data security. Some of the skills of pupils in some younger classes in Key Stage 2 are above those expected for their age. In the previous inspection standards were judged to be in line with national expectations. Standards at the end of this key stage are not as high as those indicated in the previous inspection report.

- 118 When given the opportunity, pupils use equipment sensibly. They work together at a computer without arguing about whose turn it is. Two Year 4 pupils showed particularly good independence and self-control when working in a separate room from the rest of the class. Behaviour in the computer suite is very good and pupils are very enthusiastic about lessons. Year 4 pupils were very keen to investigate different Internet addresses that might provide information about their project on the planets.
- 119 Four lessons that included direct teaching were seen during the inspection, two in each key stage. All were at least satisfactory. One lesson in Key Stage 1 was good and in Key Stage 2, one was very good. Classroom management is good whether using one computer in the classroom or the new suite. In the best lessons, good planning ensured that experiences developed information and communications technology skills and supported learning in other subjects. In one lesson the teacher carefully developed the pupils' understanding of the function of a computer through a good demonstration in which a pupil wrote down information on a paper disk and read it back, while another tried to memorise the information. In the most effective lessons teachers' subject knowledge and opportunities for all pupils to improve their skills have a significant impact on pupils' learning. For example, in one lesson pupils were challenged to find out about planets from the Internet. Pupils found out that they needed to read the description of the content of the web site and not just the title after one group managed to call up information about the Mercury car. The teacher was able to judge when it was best to let pupils explore and when to give them further information. Pupils with all levels of prior attainment made progress from the stage they had reached. Few opportunities are provided for pupils to use different forms of information and communications technology. For example, there are no listening centres in Key Stage 1.
- 120 An outline scheme of work is in place that is matched to the National Curriculum but this has not been modified to meet the most recent guidance; for example for pupils to understand data protection, and use e-mail. Planning within each year group varies in quality and does not consistently indicate the skills to be developed or how tasks will be matched to the wide range of prior attainment. The best planning is found in Key Stage 1. Good quality work cards are designed to help the insecure teacher and give pupils independence, support teaching and learning. Discussions with older pupils indicate that their experiences are varied, and although some have good basic skills and are prepared to explore programs, others, without access to home computers, have few skills and have had insufficient opportunities to learn. Assessment is not used enough to set learning objectives for individual and groups of pupils. On the occasions when it is used, information and communications technology frequently supports other subjects. For example, specific literacy skills, such as the use of the apostrophe, are practised and pupils draft and redraft their work using a word processor. A simulation program is used to support a history project on the Egyptians and pupils enter their data using a basic spreadsheet to plot a graph for a science lesson.
- 121 The school has rightly identified the improvement of standards and the use of information and communications technology as a priority in its development planning. The co-ordinators have a clear vision for the development of the subject and good subject knowledge. Monitoring, evaluation of standards and teaching are good. Much subject development has been held back while the school has been waiting for a new computer suite, partly funded through the National Grid for Learning, to be installed and operational. By the time of the inspection there had been insufficient time to plan the efficient use of this facility. Planned in-service training in the use of the equipment has been held up due to unavoidable circumstances. Recent curriculum audits and action plans are of high quality and address major issues. There has been some justifiable

reservation in fully costing further proposed developments until problems with the new suite are resolved.

MUSIC

- 122 It was only possible to observe one music lesson in Key Stage 1 during the inspection, as nearly all lessons throughout the school were time tabled for the same afternoon. Evidence from observations of a range of activities provided, in addition to the teaching timetable, shows that pupils in Key Stage 1 make good progress and are well motivated. In assemblies they sing exceptionally well. Their words are clear and the singing reflects the meaning of the words. The recorder group enjoy performing and pupils have a good understanding of simple notation. They play simple pieces well and work very effectively together. Pupils in Key Stage 2 make good progress. Their skills and understanding are effectively developed through a well-planned range of musical tasks and opportunities. Pupils in Year 6, using a range of tuned and untuned instruments, compose and perform music with a Tibetan mood very successfully. Pupils throughout the key stage listen and respond very well to music used across the curriculum. They recognise how music communicates a particular mood in a range of situations, including school assemblies. Pupils sing well. They maintain good rhythm with clear diction and follow complex piano accompaniment well. The school choir from Years 4, 5, and 6 achieves very good standards and gives good support the school assemblies. Pupils well across the key stage.
- 123 Pupils are very enthusiastic about music. They sing with obvious enjoyment both in class and in whole school assemblies. Pupils in Year 1 identifying nursery rhymes from a clapped rhythm listen very well. Pupils have a very positive attitude to music. They work very well in groups, co-operating to produce good quality work. They show very good levels of concentration. Pupils in Key Stage 2 work with sustained effort when composing and performing music. They recognise and value each other's skills. Musically talented pupils (instrument players) in Year 6 give good support to their peer group during composition of Tibetan theme music.
- 124 The teaching of music is very good throughout the school. Teachers communicate a real enjoyment of music through very effective activities that give pupils many opportunities to join in and extend their learning and understanding of music. They have good knowledge, which produces good quality learning. Pupils are given a well-structured approach to their musical education, building well on what they know and understand. Teachers have high standards and are concerned that pupils perform to a high level. Very good information is given to pupils in understanding the context of performance. Pupils in Year 4 are taught the importance of silence before and after a piece of music and pupils in Year 6 perform and record their compositions. Planning and organisation very effectively support and develop a lively, stimulating and skilful approach to music throughout the school.
- 125 The school's commitment to enriching pupils' experiences through extra-curricular activities is a real strength. It gives many opportunities for pupils to use music in a variety of ways. In school assemblies both recorder players and violinists, as well as the whole school, have opportunities to perform. Music is a significant feature in many of the school events through the year including Harvest Festival, Christmas and Easter. In addition pupils from Key Stage 2 perform a concert for the senior citizens each year. A Year 4 class worked with pupils from two neighbouring primary schools taking part in a musical festival Celebration of Carols. Music clubs for recorders and violin players are held, which support and develop pupils' enjoyment of music making. The school has a choir for Years 4, 5, and 6 pupils, which is well supported. Peripatetic teaching

for violinists enables more able and talented pupils to develop further. The school provides well thought out opportunities for spiritual development through listening and reflecting. The many opportunities for pupils' social development offered through the practical workshop approach used in many music activities enable pupils to work co-operatively and effectively together. This provides more musically gifted pupils to use their skills in working within their classes. The range of music used across the school makes an excellent contribution to pupils' learning, and particularly to pupils' spiritual, moral, social and cultural development.

- 126 Very effective leadership by co-ordinators ensures that teachers are confident and pupils are well supported in music. Specialist knowledge is shared with staff and staff expertise is well developed. Resources are good and support the delivery of the curriculum. The school has maintained the good standards from the previous inspection

PHYSICAL EDUCATION

- 127 Although it was not possible to observe the full range of work in physical education during the time of the inspection, scrutiny of planning, discussions with the subject co-ordinator and pupils all indicate that the school delivers an appropriate curriculum. Dance, gymnastics and games are taught in Key Stage 1, with swimming, athletics and outdoors and adventurous activities added in Key Stage 2.
- 128 The National Curriculum requirement that all pupils swim safely for at least 25 metres by the end of Key Stage 2 was partially met in 1999, with seventy-five percent of pupils achieving their 25 metre certificate. In this academic year, so far 48 percent of pupils have already achieved their 25 metre certificate. In swimming lessons, the quality of teaching is good, enabling pupils to make good progress when swimming on their back, developing confidence in the water and in entering the pool safely. Presently, pupils receive swimming lessons in Year 3.
- 129 By the age of seven, pupils know and understand the need to warm-up their bodies before starting physical activities. They work in mixed partner pairs to practise their skills in country dancing. They skip round in a circle with their partner, and promenade in a large circle. They work together in a large circle to practise the Circassian Circle dance, listening very carefully to instructions and counting their steps carefully. Pupils respond well to music in their dancing. They demonstrate good control of their movements and use the space in the large hall safely and effectively. By the age of eleven, pupils' skills in dancing and games activities are good. In Year 3, pupils build upon the skills in dancing learned in Key Stage 1. They control their steps well when practising Greek traditional dancing. Pupils work very well with a partner to put steps together in a sequence. In Year 4, pupils practise ball skills by passing the ball to a partner and receiving the ball using their feet. Pupils use the hall space well during games activities, particularly when changing the speed and direction of their movements. In Year 5, pupils work in mixed gender pairs to develop skills in country dancing. Pupils understand the terms "set", "square-set" and "promenade", and take part in their dancing with enjoyment and enthusiasm. Pupils know how to use the "swivel" technique in the "Gay Gordons", and practise progressive dancing when performing "The Blaydon Races". In Year 6, pupils take part in fast paced competitive team games. They use correct vocabulary when describing "intercept" and "shadow" techniques when working with a partner. Older pupils appreciate that rules may be specific to a particular game and are developing the concept of "fair play". Standards in physical education throughout the school have been maintained since the last school inspection.

- 130 The behaviour of pupils is good during lessons. They work very hard and concentrate on their activities. This is due to good teaching, which has clear learning objectives.
- 131 The quality of teaching is good throughout the school. Three lessons at Key Stage 2 were very good. The good quality of teaching has a clear impact on the progress that pupils make in the development of specific skills. This is particularly evident in dancing, as pupils are taught progressive skills in a systematic way. Teachers display sound subject knowledge. Lessons are well planned and contain activities for the ability levels of all pupils. Pupils with special educational needs are well supported, not just by the class teacher, but also by other pupils, who offer support and guidance. This reflects the caring aspect of pupils' attitudes in lessons and teachers give many opportunities to develop personal and social skills within the curriculum. Pupils and activities are managed well, and teachers ensure that pupils not only learn new skills, but that they also enjoy their activities. Teachers are good role models to their pupils; they change into appropriate clothing and give good demonstrations. A particular strength of the subject is the way in which links are made with other subjects, for example studying Tudor dancing and Greek dancing to reflect work in history. This aspect of cross-curricular linking also provides opportunities to appreciate cultural differences in other countries and societies. Literacy skills are developed, as pupils are encouraged to listen carefully to both instructions and music, and to talk to their partners when practising skills. Numeracy skills are taught when pupils count to the beat in music, count the steps in dancing and count how many balls are needed for a games lesson.
- 132 Extra-curricular sporting activities are extensive and enrich the curriculum. They provide opportunities for productive links with parents, who provide support for Saturday clubs and team matches away from school. Such activities also provide pupils with opportunities to mix socially with pupils from other schools.
- 133 The co-ordinator keeps the school policy documentation up to date and relevant to the pupils' needs. She liaises effectively with colleagues, providing clear support and guidance as necessary. Liaison with the local secondary school is effectively managed and provides pupils with a coaching link for games skills, particularly within volleyball. Accommodation and resources for the curriculum are good.

RELIGIOUS EDUCATION

- 134 Pupils' attainment in religious education meets that required by the Local Education Authority Agreed Syllabus of Religious Education at both key stages. Learning is good for all groups of pupils. By the end of Key Stage 1 pupils have studied aspects of Christianity and also the Muslim faith. During the inspection pupils in Year 2 demonstrated a good understanding of Muslim family life following a visit of a parent who talked about her faith. They understand that the Koran is sacred and how it should be handled. They know about Muslim prayer and attempt to copy Arabic words. By the end of Key Stage 2 pupils have added to their knowledge of Christianity and have learned about the Jewish and Buddhist faiths. During the inspection pupils in Year 6 extracted the Five Precepts of Buddhism from the diary of a Buddhist boy and related these both to daily life and to aspects of the Christian and other faiths. Reading skills were demonstrated well in this. In Year 4 pupils can remember "Creation Stories" from many different religions and compare these with the scientific version. They use this work to discuss today's world and placed pictures collected for homework into sets to represent "Wonderful World", "Terrible World". This generated much discussion and interest. Year 5 pupils linked work on "The Ten Commandments" with a study of the Jewish Torah

- 135 Pupils enjoy religious education and show a wide interest in their work. They ask searching questions, shown when a pupil in Year 2 asked if the mosque pointed in a certain way like churches do. A Year 6 pupil suggested that learning about religious education “helps you to sort out your own ideas and gives you respect”. Religious education contributes significantly to pupils’ personal and spiritual, moral, social and cultural development.
- 136 Teaching at both key stages is good overall. Half the lessons at each key stage were very good. Teachers know the subject well and are confident and well prepared with difficult material. A wide range of visits and visitors greatly enhance pupils’ learning and pupils remember these well. The school has made great efforts to locate places of worship of many faiths for pupils to visit and has links with the local Church. Artefacts and pictures are well used in lessons to engage attention and interest and high quality displays add to pupils’ learning. Clear teaching points are made. In Key Stage 1 “big books” are used effectively to link with literacy. Teachers use pupils in the class sensitively to support learning, for example when a Year 2 pupil assisted with Arabic pronunciation. They teach value and respect for all. Religious education is given a prominent place in the curriculum and linked carefully to work in personal and social development. The results of this are demonstrated in the respect pupils give to other faiths and customs. Good questioning skills enable pupils to reflect on what they have learned and its meaning in life. Lessons have a good pace and tasks are interesting and clearly explained and are always based on practical activity of an engaging nature.
- 137 The curriculum guidelines have been rewritten recently to reflect the new Local Education Authority Agreed Syllabus and the subject leader is monitoring this carefully in order to adjust and improve as necessary. There is a clear understanding of the aims of the subject and how to develop further. Training opportunities have been well used to further the subject leader’s knowledge and to inspire further work. Resources are good and meet the subject needs but the subject leader is continuing the search for more artefacts and other visual material to make the subject as lively as possible. Record keeping enables teachers to identify strengths and weakness in the subject and to record any unusual response or understanding on behalf of pupils. The subject has improved on the standards in the previous report. Teaching is now good, with pupils making good progress, and resources have improved.