

INSPECTION REPORT

GRANGETOWN PRIMARY SCHOOL

Grangetown, Middlesbrough

LEA area: Redcar and Cleveland

Unique reference number: 807234

Headteacher: Mrs A Johnson

Reporting inspector: Mrs P Raja
6282

Dates of inspection: 30 April – 4 May 2001

Inspection number: 193300

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	St George's Road Grangetown Middlesborough
Postcode:	TS6 7JA
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mr D Penfold
Date of previous inspection:	24 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6282	P Raja	Registered inspector	Art and design	What sort of school is it? How well are pupils taught? What should the school do to improve further?
15522	B Morgan	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18346	R Bristow	Team inspector	Science Geography History Physical education Equal opportunities	
11871	A Newton	Team inspector	Design and technology Areas of learning for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?
20706	B Toth	Team inspector	English Music Religious education Provision for pupils with English as an additional language	
20743	D Lever	Team inspector	Mathematics Information and communication technology	
14814	J Turnock	Team inspector	Provision for pupils with special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grangetown Primary School, with pupils aged three to eleven, is bigger than the average primary school nationally. It serves the community of Grangetown, a small township near Middlesbrough. Pupils mainly come from families who live in council owned housing in the nearby housing estate with a few of the other families living in owner occupied housing. There is very high level of unemployment and social disadvantage. Some families are transient; 34 pupils joined school at other than the usual time of admission, while 31 left during the last school year. The majority of children start school at age three with well below average attainment and poor language and social skills. Assessments on entry to Year 1 show that attainment of pupils at age five is below average.

There are 338 pupils on roll (184 boys and 154 girls). These include 47 children who attend the Nursery part-time. The percentage of pupils eligible for free school meals (78.1%) is very high compared to the national average of 19.7%. The school has an integrated 15 places support base unit for pupils with moderate learning difficulties and a ten place Early Intervention Centre (EIC) for pupils with emotional and behavioural difficulties. Currently there are 16 pupils in the support base and three pupils in the EIC. The school has registered 173 pupils (51.2%) as having special educational needs, 17 of whom have a statement of need. This is above the national average of 23.2%. All pupils with the exception of one pupil, come from homes where English is the first language. There are 12 classes, including one for the support base.

HOW GOOD THE SCHOOL IS

This is a very effective school. The aims and values of the school are demonstrated in practice by the very good relationships between staff and pupils. Most pupils have good attitudes and are eager to learn. Most of the teaching is good and some very good, and pupils are learning well. The school provides a good range of curricular opportunities, which meet the individual needs of the pupils. It effectively meets the needs of pupils with special educational needs in the school and very effectively in the support base and the EIC. There are very good care arrangements and it has an effective partnership with parents. The school is governed well. It knows what it does well, where its weaknesses are and how to improve them. The school has made good improvement since its last inspection even though standards continue to be low, but standards achieved in relation to prior attainment are generally satisfactory. It is very well led and managed by the headteacher and key staff. The effective policies and practices of including all pupils and the purposeful and caring environment of the school, enable pupils to take full advantage of the educational opportunities provided. The school uses its resources in a very cost-effective way, providing very good value for money.

What the school does well

- It enables pupils to achieve average standards in science by the ages of seven and eleven.
- It is well led by the headteacher, who provides a very clear direction for the work of the school.
- Pupils are taught well.
- It makes very good provision in the support base and EIC. Pupils with special educational needs throughout the school are well provided for and generally make good progress.
- Pupils are very well supported in maintaining good standards of behaviour and discipline and sustaining good attitudes to work.
- It takes very good care of the pupils and has very good systems for checking their academic progress.
- It provides very well for pupils' social development and good opportunities for moral development.

- It has effective links with the parents.

What could be improved

- Standards in reading.
- Standards in speaking.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the one issue 'continue the campaign to raise standards' in the last inspection in 1997, by focusing on English, mathematics and science. Key areas identified in the action plan were; the setting of clear teaching objectives, raising expectations, establishing systems for monitoring teaching and learning and developing school practice in target setting and analysing assessment data to inform forward planning. The school has very successfully achieved good practice in setting individual, group and class targets; individual targets are shared with pupils and their parents at termly meetings. This has contributed effectively to improving pupils' attitudes and parents' involvement in their children's learning and has had a positive effect on the use of homework to improve standards. The quality of teaching has improved through the school. There are effective procedures for monitoring teaching and learning but these need to be applied more rigorously. In the tests for eleven-year-olds, standards in English have improved from 11% of the 1997 cohort reaching Level 4 or above to 46 % reaching this level in 2000. In mathematics, the percentage achieving the expected level has improved by 41% in the same period. In science, there has been a highly significant improvement in standards from 15% in 1997 to 79% in 2000. The high expectations set for the pupils and the school's strategies for promoting higher standards of attainment have a positive effect on pupils' work. The school is well placed to manage its own improvement further.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E*	E*	E*	E	Well above average A Above average B Average C Below average D Well below average E Well below E*
Mathematics	E*	E	E	C	
Science	E*	E	E	C	

Although still well below average the results for 2000 are an improvement over 1999 in science with 79% of eleven-year-olds compared to 38% of pupils achieving the expected standards. Pupils' performance is in the lowest five per cent nationally for English and well below average standards in mathematics and science but when compared to schools with similar backgrounds they achieved well below average standards in English and average standards in mathematics and science.

When pupils enter the infant classes at the age of five most have attained the early learning goals in personal, social and emotional development, creative development, knowledge and understanding of the world and physical development but not in communication, language and literacy and mathematical

development. Results of seven-year-olds show that the pupils' performance in national tests compared with all schools is well below average in reading and below the average in writing and mathematics. Inspection evidence shows that by the age of seven, pupils achieve below average standards in reading, speaking and mathematics. They achieve average standards in writing and science. During the inspection there was insufficient evidence to make a judgement on standards in design and technology and physical education. In art and design, history, geography, information and communication technology (ICT) and music pupils achieve standards that are in line with expectations for seven-year-olds. Eleven-year-olds in the current Year 6 reach standards of attainment in English and mathematics that are below average. Pupils have under-developed speaking skills. The lack of appropriate reading and speaking skills impedes access to the whole curriculum for many pupils. In science, design and technology, physical education and all the other subjects, pupils achieve standards that are in line with expectations for this age. In both infants and juniors, standards in religious education are in line with the expectations of the locally agreed syllabus. Overall pupils make good progress. The school adds good value to the quality of pupils' learning experience and to the quality of their education.

The school is well on course to meeting its challenging targets of 55% of eleven-year-olds reaching the nationally expected Level 4 or above for English and 60% reaching the Level 4 or above for mathematics in the statutory tests for 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils have positive attitudes to school and their learning. They enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good. Pupils behave well in lessons and around the school. They are kind to each other and there is an absence of any kind of oppressive behaviour.
Personal development and relationships	Good. Pupils relate well to each other. They work co-operatively. Pupils take responsibilities given to them seriously and approach the tasks with maturity but opportunities for independence in learning and taking initiative are limited.
Attendance	Satisfactory.

The pupils with special educational needs in the support base and the EIC are very well integrated in the school. They are active participants in school life and demonstrate self-confidence. There is a strong sense of respect for each other in the school and relationships throughout the school are very good.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very 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 good quality of teaching contributes effectively to pupils' learning overall. The quality of teaching was very good or better in 34% of the lessons seen, satisfactory or better in 66% and unsatisfactory in 2%.

Good teaching was seen in classes across the age range. The teaching of English, mathematics and science is good. Teachers use good teaching methods and manage their pupils well, which results in pupils' good behaviour and good attitudes to work. They provide well for pupils with special educational needs. Infant teachers know their pupils very well and set high expectations. In the Nursery and Reception teachers have good understanding of how young children learn. Good teaching generates enthusiasm and stimulates interest amongst pupils who subsequently work hard with sustained concentration. Most pupils make satisfactory progress in relation to prior attainment and some make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	The school provides a good range of activities that meet the needs of pupils in the school. The activities throughout the school successfully meet the requirements of the National Curriculum and the requirements of the locally agreed syllabus.
Provision for pupils with special educational needs	The school provides well for these pupils and this is reflected in the good progress they make. These pupils are very well integrated in the school and their individual needs are met effectively.
Provision for pupils with English as an additional language.	This pupil is adequately supported by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' social development and good provision for moral development. Opportunities for promoting cultural and spiritual development are satisfactory.
How well the school cares for its pupils	This area is a significant strength of the school. The school takes very good care of its pupils. There are very good systems for checking and promoting good behaviour, monitoring academic progress and assessing standards of attainment.

The school has a productive partnership with parents, who have opportunities to be actively involved in their children's learning and in the life and work of the school. The school makes very good provision for the pupils' personal, social and health education. It has pioneered the junior citizenship award, which it is in the process of extending to infant classes. The school's very good systems for care effectively underpin good standards of behaviour, fostering a strong sense of belonging to the school community and raising pupils' confidence and self-esteem.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very effective in taking the school forward, setting high expectations and improving standards of attainment in mathematics, science and English. All who work in the school have a clear sense of direction and work as a team.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities and makes an effective contribution to the leadership and management of the school.
The school's evaluation of its	The school has well-developed systems for gathering and analysing information about how well it is doing but very occasionally these are not

performance	applied consistently throughout the school. Overall, it has an accurate view of its strengths and areas where it needs to improve.
The strategic use of resources	The school plans carefully for its own improvement and makes good use of its resources to support this.

The school is effectively led and managed. The headteacher provides very clear educational direction based on a very good order of priorities which, are well matched to school needs and supported through the school's financial planning. The key staff, make good contributions to school development. The governors support the school and have a clear view of the school's strengths and areas for further development. The school has an appropriate number of suitably qualified and experienced teachers and support staff. The school applies the principles of best value effectively. Overall resources are adequate in all subjects. Accommodation overall is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school; • Behaviour in the school is good; • Children are well taught; • They are kept well informed about their children's progress; • It is easy to approach the school with questions or problems; • Staff expect children to work hard and do their best; • The school works closely with the parents; • The school is very well led and managed; • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • No issues were raised at the parents' meeting, through the parents' questionnaires returned or by parents spoken to during the inspection period.

The parents' meeting was attended by 12 parents and 39.7% of parents returned the questionnaire. The findings of the inspection confirm all the positive views expressed by parents. Overall, parents hold the school in the highest regard. They take good advantage of the opportunities provided by the school for training parents to support their children's learning at home and in school, for example, the 'better reading partner' programme.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Since the last inspection, the school has successfully addressed the key issue and made good improvement in the percentage of pupils achieving the average standards in English, mathematics and science. However, standards in English and mathematics continue to be below average but in science the improvement has been better and pupils achieve average standards by the ages of seven and eleven. Throughout the school, there is a greater proportion of lower attaining pupils and those with special educational needs, as well as significant movement of pupils into and from the school, particularly in the junior classes. The school's detailed information through its tracking of individual pupils shows that over any given period of time more pupils of average and above average abilities leave than are admitted. Inspection findings support this. The effect of these changes in the composition of year groups is that the range of ability at eleven is not the same as that nationally. School assessments show that children enter the Nursery with poor language and social skills and well below average attainment levels. They make good progress due in the main to the quality of support they receive. Reception children are given challenging activities reflecting teachers' high expectations. By the age of five most children will reach the early learning goals in personal, social and emotional development, creative development, knowledge and understanding of the world and physical development but not in communication, language and literacy and mathematical development.
- 2 In the year 2000 National Curriculum tests for seven-year-olds the proportion of pupils reaching the expected Level 2 or above was well below the national average in reading and below the national average in writing and mathematics. In mathematics, the proportion of pupils reaching the higher Level 3 was well below the national average; it was below average in writing and in the lowest five percent nationally in reading. In the assessments conducted by the teachers at this age, the proportion reaching the expected level in science was below average. When the average level reached by seven-year-olds is compared to that attained by similar schools at this age, pupils' performance in reading is average, in writing it is well above average and above average in mathematics. In line with the national trend there has been very good improvement in writing, mathematics and science over the past three years but standards in reading have declined.
- 3 Inspection evidence based on lessons seen, analysis of work in books and display and teachers' plans shows that by the end of age seven, attainment in writing is average. In reading pupils achieve standards that are below expectations for this age. Progress in literacy skills is good in relation to prior attainment. Pupils make good progress in writing and in their listening skills but standards in the spoken language are below expectations. Pupils listen attentively and progressively for longer periods and most follow instructions accurately. In response to questions, pupils generally give answers in short phrases on simple sentences using a limited range of vocabulary. Most pupils read simple texts with growing accuracy and some with fluency but most struggle to make meaning from the texts they read. Opportunities to read for pleasure are limited. In mathematics progress in relation to prior attainment is satisfactory but most pupils achieve below average standards. Numeracy and other mathematical skills are applied in other curriculum areas, for example singing number songs. In science, by the age of seven pupils achieve average standards. Progress is generally satisfactory with a significant minority making good progress. Progress is good when

pupils are involved in investigations. In history, geography, ICT, art and design and music progress is satisfactory and pupils achieve average standards. No lessons were seen in physical education and design and technology in the infants, so judgements about attainment levels are not made. In religious education attainment by the age of seven is in line with expectations set in the locally agreed syllabus.

- 4 In the year 2000 National Curriculum tests for eleven-year-olds in English, the proportion of pupils reaching the expected Level 4 and above was in the lowest five percent nationally; in mathematics and science it was well below the national average. When these standards are compared with those of similar schools, they show that attainment is well below average in English and average in mathematics and science. Taking all three subjects together, the performance of pupils aged eleven is well below their age group but average in relation to what is achieved in similar schools.
- 5 In lessons and work seen, eleven-year-old pupils' attainment in English is below average. Higher attaining pupils achieve average standards but the majority of the pupils attain below average standards. Most pupils make satisfactory progress in developing their listening skills. They listen with sustained concentration to introductions and explanations in lessons. They show interest and understanding when listening to contributions by others in the concluding part of lessons and listen to stories well in assemblies but have fewer opportunities to talk and to share their views and opinions. Pupils read and write for a narrow range of purposes. Their lack of proficiency in the spoken language impedes their progress in reading with understanding and many pupils find it difficult to express their ideas in writing. In mathematics, standards are below average. The implementation of the literacy and numeracy strategies is having a positive effect on teaching and learning across the school. The percentage of pupils achieving the expected standards has increased considerably since the last inspection. The school has appropriately placed high emphasis on developing numerical skills. Throughout the school, pupils try hard but due to their difficulties in reading are not always able to access their work at the appropriate levels. Many pupils struggle to explain their work and few raise questions in lessons to seek further explanations. In science, pupils make good progress and achieve average standards by the ages of seven and eleven. The school's focus on experimental and investigative work has had a positive effect on the quality of teaching and learning and standards have subsequently improved.
- 6 By the end of age 11, attainment in art and design, ICT, design and technology, history, geography, physical education and music is average. In religious education pupils attain standards that are in line with the expectations set in the locally agreed syllabus. Most pupils show good awareness of line shape and colour in art and use a range of techniques in art. They use the computers confidently and by the end of ages seven and eleven most use word processing skills to record their work in texts. They use a range of software to create effective designs in art and design lessons. In design and technology in the junior classes, pupils generally have appropriate skills in designing and making but their skills in research and evaluation are not developed to the same level. Work in history and geography makes good contribution to the development of literacy skills.
- 7 Trends in attainment over the last three years show that although standards continue to be below the expected levels, the proportion of pupils reaching the expected levels has been improving considerably. There has been a marked improvement in science, the proportion of pupils achieving the expected Level 4 and above from 57% in 1999 to 79% in 2000. Overall, taking the average points for all core subjects the trend in the school's average is above the national trend. The school has set challenging statutory targets for improvements in English and mathematics. It expects 55% of

eleven-year-olds to achieve the nationally expected Level 4 and above in English and 60% to achieve Level 4 and above in mathematics. It is making progress towards them. The good quality of teaching, additional support for pupils, booster classes and impact of other initiatives to improve basic skills is having a positive effect on the gains in the percentage of pupils reaching the average standards. Overall the performance of girls and boys is similar.

- 8 Pupils with special educational needs throughout the school make good progress in relation to their prior attainment and within their developing capabilities. The pupils for whom a statement of special educational needs exists make good progress towards the targets set for them in their individual educational plans. This is due to the level of help provided by the support staff, focused teaching and effective use of additional advice and support provided by the specialist staff. The pupil with English as an additional language is well integrated in school and her language needs are addressed adequately.

Pupils' attitudes, values and personal development

- 9 The good standards of behaviour, pupils' good attitudes towards school and the good relationships make a significant contribution to their learning.
- 10 In the Nursery and the Reception Year, children make good progress in their personal, social and emotional development. Children under five are encouraged and supported when starting to attend and respond well to this approach. They settle quickly to the routines and enjoy the activities provided for them. Children are generally attentive and listen to adults and each other. The majority of children including those with identified learning difficulties are open, friendly young people who relate well to adults.
- 11 Throughout the school pupils have positive attitudes to learning. They are interested in their work and share and co-operate with one another. Most pupils show good levels of effort and concentration in lessons. They listen to instructions and explanations carefully but have fewer opportunities to participate in discussions. Pupils treat school property and resources with care. They are courteous, trustworthy and respectful of others. Pupils with special educational needs are well integrated and treated with respect.
- 12 Behaviour in lessons is good overall and very good in some of the lessons seen. Examples of these positive attitudes and good behaviour were seen across the school, in an under fives PSHE session where children showed surprise and pleasure in playing pass the bag and taking turns. In a Year 4 mathematics lesson pupils were seen to be immediately engaged in the work and were eager to participate, they listened and watched attentively throughout. On the rare occasion where this high standard was not maintained the teaching was not appropriately targeted to pupils needs and they quickly lost interest. The behaviour of pupils with special educational needs was also good with pupils showing interest in the planned activities. Behaviour in and around the school is invariably good. Pupils play well together at break and lunch-times, in the dining room pupils behave well and talk openly to each other and adults.
- 13 Pupils' personal development is well supported by the school. It is working to further develop its programme in response to the new National Curriculum. Its current provision has, however, many good features, for example, the school's citizenship programme contributes effectively to this area. Pupils make good progress in their personal development. Pupils benefit from extra curricular

activities and visits. When opportunities are provided most take increasing responsibility for independent study which includes homework and individual targets for learning. There are opportunities for pupils to assume responsibility as class helpers and for older pupils to act as monitors, which greatly assists their personal development. Pupils are encouraged to undertake responsibilities in classrooms and in the school. The school is currently introducing a school council, and whilst it has yet to begin work fully, discussions with pupils who have been asked to represent their classmates show a mature and responsible approach to the task. Pupils in Year 6 have opportunity to act as monitors and undertake a range of duties such as assisting staff on duty at break and lunchtimes. Relationships throughout the school are very good. The headteacher and staff provide good role models. Relationships between staff and pupils are effective in promoting the values of the school and pupils generally respond well to their teachers.

- 14 The school's levels of attendance are satisfactory and are broadly in line with national averages. The school works very hard to achieve these levels and has effective systems in place, including liaison with the education social worker to deal with any cases of unauthorised absence. Registration procedures are handled well, in the main pupils arrive on time, teachers check for reasons for lateness as necessary and lessons and sessions start on time. This results in pupils settling quickly to work.
- 15 The school's level of exclusions is in line with those for similar schools. The school regards exclusion very much as a last resort and takes care to plan for the reintegration of the pupil, seeking appropriate advice and support from the relevant external agencies. Parents express confidence in the school's approach to stopping bullying and the promotion of good behaviour. During the inspection no incidence of bullying or of racial harassment was seen.
- 16 Parents state clearly that pupils like the school, and are satisfied that pupils are well behaved and supported in becoming mature and responsible. The evidence from the inspection supports these views. The last inspection saw this aspect as a strength of the school, and these high standards have been maintained.

HOW WELL ARE PUPILS TAUGHT?

- 17 The quality of teaching is good overall throughout the school with some being very good and a few of the lessons being excellent. The school has successfully improved the quality of teaching since the previous inspection when 10.6% of the lessons were judged to be unsatisfactory while 89.5% were satisfactory or better. In this inspection 98% of the teaching seen, representing 82 lessons, ranged from excellent to satisfactory while two percent was unsatisfactory. The quality of teaching was excellent in six percent of the lessons, very good in 28%, good in 35%, satisfactory in 31% and unsatisfactory in 2%. The proportion of excellent to good teaching and the proportion of unsatisfactory teaching are a marked improvement since the last inspection. Good quality teaching is generally evenly spread through the school and with the teaching being very good in the infant classes. Teachers have good subject knowledge of what they teach and in particular have developed confidence in teaching information and communication technology and aspects of physical education. However, there is on occasions some lack of confidence in teaching music and teachers pay insufficient attention to providing planned opportunities for a systematic development of speaking skills.
- 18 The teaching of children under the age of five is generally good with some very good teaching seen in

the Nursery. A calm, purposeful and orderly environment is maintained. Staff have very good understanding of the children's needs and subsequently focus on language development and social skills in particular. The good planning is based on detailed plans that identify learning objectives clearly and link these well to activities including structured play for younger children. A good range of stimulating activities is provided in the Nursery. The Nursery is working well towards establishing the early learning goals curriculum and daily routines. Children use the setting of activities and tidying up times to practise sorting, matching, counting and recognising colours and shapes. Opportunities for extending understanding and developing skills are used well. In the Nursery and the Reception class teachers have high expectations of the children. Staff use their time efficiently to support individual and small groups of children; interaction with children is good and staff manage the children very well. Good procedures are in place for assessing children's progress. Assessment information is used well to inform planning. Consequently children make good progress and a few make very good progress. The needs of children with special educational needs in the Nursery and the nurture class (pupils with special educational needs from Reception, Year 1 and 2 are grouped together in this class) are met effectively and these children make good progress in relation to their prior attainment. Teachers, support staff and other helpers work very well together to promote optimum learning. As a result children develop good attitudes to learning, form very good relationships, and feel secure.

- 19 The quality of teaching is mostly very good in the infant classes. Of the 23 lessons seen at this age, teaching was excellent in two, very good in eight, good in ten and satisfactory in three of the lessons. Teachers have very good subject knowledge of what they teach and set very high expectations. This forms a good basis for effective planning of stimulating and demanding activities which generate enthusiasm and interest amongst pupils who work hard for longer periods. Lessons generally move at a brisk pace. The quality of content is maintained for most of the curricular areas. Teachers manage their pupils very well and channel their energies into productive work, which results in good standards of behaviour. Teachers make good use of questioning to check prior learning and deepen understanding. They consistently make constructive comments and give on-going feedback to pupils, which improves their work. Teachers work well with support staff and helpers who are kept well informed and subsequently make effective contributions to pupils' learning. Pupils with special educational needs are well integrated in the classes. Their individual needs are well catered for and they make good progress.
- 20 The quality of teaching is good in the junior classes. Of the forty-seven lessons seen, two were excellent, nine were very good, twelve were good, twenty-two were satisfactory and two were unsatisfactory. Teachers make good use of opportunities provided for planning in year groups to collaborate with each other, which underpins the consistency in good practice. Teachers have good subject knowledge and have high expectations of the pupils. They effectively plan a range of challenging activities that are well matched to learning objectives. They manage their pupils well and generally deal effectively with inappropriate behaviour when it occurs. On occasions when teachers are less effective in managing pupils who have behavioural difficulties, this has an adverse effect on the work in the classroom and much of the time is spent on maintaining discipline. Subsequently, the lesson moves at a slow pace, which effects the quality of learning. Teachers show respect and expect a high level of maturity in their discourse during lessons. This motivates pupils, particularly those with special educational needs and maintains good standards of behaviour and good attitudes to work. Teachers present lively introductions and detailed explanations that make the task clear and extend pupils' knowledge. They effectively use a range of materials and resources, which support the lower attainers and the pupils with special educational needs. The deputy headteacher

effectively sets high expectations and high standards of teaching and learning by example and provides a good role model of professional practice.

- 21 The school has successfully implemented the National Literacy Strategy across the whole school. This has had a positive effect on the quality of teaching and learning. Teachers have established confidence in teaching literacy skills. The school has targeted additional teaching support to further enhance the development of basic skills. It has successfully combined other initiative aimed at supporting reluctant readers and pupils with special educational needs. However, the depth and breadth of the reading development programme for the average and higher attainers is narrow. Through reception and infants, pupils make good progress in developing their writing skills. Teaching of subject specific vocabulary in some of the subjects such as art and design and history is beginning to contribute to pupils experiencing a wider range of vocabulary but opportunities to use this vocabulary need to be extended further.
- 22 The school is well launched into implementing the National Numeracy Strategy and uses the framework to guide development in mathematics and in particular, numerical skills. Throughout the school, pupils' skills in numeracy are developing well in relation to prior attainment. Teachers provide well-planned work in all the classes. The introductory activities give due regard to pupils' mental and oral work and to developing mental calculation strategies. However, there are not as many opportunities for pupils to apply these skills in solving problems and carrying out investigations. Some pupils' numerical skills are more advanced than their literacy skills which results in these pupils not being able to access work at the appropriate level.
- 23 The quality of teaching provided for pupils with special educational needs is good. The school takes good advantage of the expertise available in this area within the support base and EIC. This has improved teachers' skills in early identification of learning difficulties and employing effective strategies. Teachers ensure that pupils are included in discussions and in the main activities in the classroom. They keep themselves well informed of their specific learning needs and modify their response accordingly. This was particularly effective in the infant classes and the nurture class (special educational needs pupils of ages five to seven). The work is mostly well matched to their individual education plans. Good use of quality resources is made to support their learning. Teachers use encouragement and praise and give feedback, which develops confidence and improves their work. Pupils are well managed with appropriate behaviour management strategies firmly in place. Teachers and special educational needs assistants work closely together and collaborate well with the special educational needs working party and the co-ordinators.
- 24 Teachers know their pupils well and use this knowledge to adapt their teaching and response in lessons to the different levels of attainment. Teachers use a range of methods to assess pupils' progress and use this information as basis for future planning. However, this practice is not applied consistently to monitoring progress in reading development. Pupils' work is marked regularly and most books contain some helpful comments on how they can improve their work. Staff mark homework and on occasion it is used as part of the next lesson in the subject. A notable example of this was seen during a Year 4 literacy lesson where pupils had been working on a "questioning" poem. Pupils had been asked for homework to prepare their suggestions for a poem in such a style. The responses contributed were imaginative and showed thought and effort as well as clear understanding of the work. This linked with the skilful work of the teacher gave rise to good work being completed, which the pupils much enjoyed. In junior classes, some teachers pay insufficient attention to standards of presentation in books. Throughout the school, homework makes a good

contribution to pupils' learning. Some ICT related work is planned in some subjects but this practice is not applied consistently in all areas of the curriculum.

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

- 25 The Foundation Stage curriculum for the under-fives provides for all areas of children's learning. Overall, this curriculum continues to provide the children with a good education that promotes their intellectual, physical and personal development and prepares for the next stage of their education. All staff are well aware of the particular needs of all the children in their care, ensuring that they are reflected in very detailed planning. Considerable attention has been given to developing children's language and communication skills alongside their personal and social skills. This is reflected in a well-planned curriculum, which provides rich learning opportunities in both the Nursery and Reception class.
- 26 The quality and range of the curriculum for the infants and juniors are good. The school provides a purposeful learning environment. The curriculum meets the statutory requirements of the National Curriculum and that of the locally agreed syllabus for religious education. The school pays particular attention to ensuring that the curriculum meets the needs of the significant numbers of pupils with specific learning difficulties, both in the school and in the special educational needs support base as well as the EIC. Learning experiences for these pupils are good.
- 27 The curriculum is broad, balanced and relevant. An appropriate amount of time has been allocated to the teaching of English, mathematics and science. Additional time, which is at the discretion of the school to allocate, has been used to teaching PSHE, which leaves time allocation for art and design and design and technology below the national average. As identified in the previous inspection report, the school continues to give specific curriculum time to developing pupils' personal and social skills, extending coverage to include supporting pupils in developing healthy lifestyles. This focus on developing their personal and life skills has had a positive impact on improving their attitudes to learning, underpins the school's approaches to behaviour management, and plays a significant role in raising standards. Effective policies are in place for sex education and for ensuring pupils understand the dangers of drugs. The taught PSHE units cover a wide range of aspects relevant to the pupils dealing with issues such as diet, drugs, smoking and exercise, as well as how we need to respect others and places where we live. This approach towards developing pupils' personal skills and attitudes effectively contributes to a good understanding of what citizenship means. The school is beginning to consider combining some aspects of the PHSE curriculum with other subjects.
- 28 Curriculum policies are in place for all subjects. A high degree of collaboration has evolved between staff in planning the curriculum to ensure improved consistency, and a greater awareness of what is being taught in other classes. The school has made good use of national guidelines to help revise both policies and schemes of work. Curriculum planning is detailed in all subjects and is reviewed by subject co-ordinators. Assessment opportunities form an integral part of planning with teachers using assessment outcomes effectively to inform future teaching and learning in science, mathematics and English. However, the school is aware of the need to extend this good practice to the foundation subjects and further develop curriculum and assessment opportunities, as teachers work through the long-term plans arising from revised schemes of work.
- 29 The school has successfully implemented the national strategies for literacy and numeracy and has

appropriately chosen to allocate additional teaching time to these areas of the curriculum as it strives to raise standards in these subjects. Good strategies support and have raised standards in the teaching and learning of these skills and also have been successful in endorsing the setting of pupils' personal targets. However, pupils' reading and speaking skills are not as well developed as their writing, and this often impedes their progress across the curriculum as a whole.

- 30 The school continues to be fully committed to equality of access and opportunity for all its pupils and has regard to all statutory requirements. However, pupils being withdrawn from lessons for additional support, for example, in reading, or music tuition are not always fully integrated back into the lesson in order to access the same learning opportunities as their peers.
- 31 Effective use is made of computers in classrooms as well as the computer room, which enables group teaching to take place. The curriculum is successfully enhanced and extended by the effective use of resources both within the school and beyond. School clubs such as art and design, music and sports provide pupils with the opportunity to explore areas of interest as well as any particular talents. A residential trip, visits to local churches, museums and other local and national places of interest help pupils broaden their personal as well as learning experiences.
- 32 The school has established good links with the local and the wider community. It has been active in working with other schools within its cluster in developing both teachers' and pupils' skills through activities such as producing a "Millennium tapestry", and a glass panel "Leaving the 20th Century" where pupils worked with an artist in residence. Pupils' football, cricket and other sporting skills benefit from a range of professional sports coaches. Certificated courses in safe scooter riding and first aid raise pupils' safety awareness, as well as teaching them useful life skills. Appropriate links exist with the receiving secondary schools.
- 33 The contribution of the community to the pupils' learning is good. A number of visitors come into school to support and enhance learning in the school and promote pupils' awareness of their role in the local community. The local vicar and Methodist minister regularly take assemblies and support the teaching of religious education. The nurse and the police come into school to talk about a range of issues. The school has established good links with the local and wider community. The school makes effective use of the internet to establish links beyond the immediate community.
- 34 The provision for pupils with special educational needs is good. The school fully implements the national Code of practice. Focused analysis of specific individual needs is reflected in their individual teaching and learning programmes and pupils are well supported by special needs assistants (SNAs). These pupils make good progress. The inclusion of pupils with special educational needs in a wide range of activities reflects productive relationships with outside agencies.
- 35 The school continues to be successful in promoting pupils' spiritual, moral, social and cultural development. The provision for pupils' social development is very good, it is good for moral development and satisfactory for spiritual and cultural development. Teachers are sensitive to pupils' needs and help them to deal with difficult situations and events that arise in their lives. All pupils, including those with special educational needs, are encouraged to feel a strong sense of identity within the school community. This is a strength of the school.
- 36 The provision for spiritual development is satisfactory and is largely promoted through assemblies, religious education and PSHE. Daily acts of collective worship meet requirements and provide some

opportunities to reflect on their own experiences and those of others. Pupils are taught to have respect for other religions and they develop an awareness of other faiths. Other opportunities arise in circle time where pupils reflect on special moments and what they mean to them. Pupils say prayers in assembly and at the end of the day and sometimes write their own. These occasions use quiet reflection, stories and hymns to encourage spiritual insights.

- 37 Provision for moral development underpins much of the work of the school and is good. Considerable attention is given to ensuring pupils know right from wrong. The consistent application of the school rules by all staff ensures a good framework for the pupils' moral development. The approach towards good standards of behaviour and the implementation of behaviour policy has a positive effect. The school has made impressive efforts to ensure pupils are made aware of the consequence of their actions, not only for themselves but for others as well. Adults provide good role models. Stories are used effectively to raise moral issues but very few opportunities are provided for pupils to discuss these or share their views with each other in assemblies or in classes. Pupils understand that systems of reward and sanctions are based upon fairness and a willing acceptance by pupils that merit has been earned.
- 38 Provision for social development is very good. The school works hard at creating a community where everyone feels valued and respected and this is reflected in the very good relationships around the school. The inclusion of pupils with special educational needs is reflected in a high degree of consideration and empathy shown to them by others. Pupils are encouraged to support each other in team games and applaud other pupils' efforts. Opportunities are given for pupils to take organisational responsibilities for managing resources in lessons. The newly established school council is intended to provide some pupils with further opportunities to take on additional responsibility by representing the views of their peers in discussion with teachers. Pupils help each other and co-operate in lessons. However, limited examples were seen of pupils being encouraged to use initiative in their learning. Consistent praise, encouragement and recognition of achievement raise confidence and build esteem.
- 39 Provision for cultural development continues to be satisfactory. The curriculum offers a satisfactory range of activities to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as geography. This is extended to other cultures when pupils make comparisons between their own locality and an Indian village. Through art and design they study the work of famous artists from their own backgrounds but work of artists from other cultures is less accessible. Some evidence of aspects of other cultures could be seen in displays around the school, such as the one on different places of worship, and in books in the school and class libraries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The very good provision for pupils' well being, health and safety has been successfully maintained since the last inspection. The school continues to take very good care of its pupils and has established an ethos of caring, which offers pupils good opportunities to do their best. There are effective measures in place to ensure support and guidance for all pupils. The headteacher provides very good leadership in this area and is knowledgeable about individual pupils.
- 41 The school has thorough policies for health, safety and child protection. A safe and secure environment is provided for all pupils. Procedures for child protection are established and effective. There is a trained designated person responsible for child protection, and staff are well aware of the procedures to be followed, as are parents. Good working arrangements are maintained with appropriate agencies. Good arrangements are in place to enable the school to meet its responsibilities in relation to health and safety principles and practices. Risk assessments of the school site are made and identified hazards are responded to appropriately. Arrangements for matters such as educational visits are carefully planned. Medical and first aid provision is very good. Staff have received training and facilities are good and regularly maintained. Arrangements for pupils who are unwell during the working day are handled well. Effective procedures are in place for relevant record keeping. Routine matters such as fire drills are dealt with efficiently.
- 42 Procedures for monitoring pupils' behaviour are very good. The school has a well-developed policy for pupil behaviour. All pupils and parents are aware of it and it is supported by rules displayed in classrooms. Pupils are encouraged to act responsibly in the classroom, at lunch and in the playground. The behaviour and anti-bullying policies are implemented effectively across the school. There are clear guidelines and procedures for promoting and rewarding good behaviour and systematic approaches for dealing with any disruptive or unsociable behaviour or bullying. The school makes effective use of a range of rewards for good behaviour, which lead to the recognition of pupils' efforts in assemblies and as pupil of the week in each class. Pupils respond well to these rewards including those identified as having learning difficulties. On occasion where these high standards are not maintained the school has for some time used a behaviour modification STEPS programme. Parental involvement is sought in such cases and the pupil receives appropriate support. This works effectively with the assistance of the school's special educational needs co-ordinators. The school takes any reports of bullying seriously, and parents and pupils are confident that should incidents occur, they would be dealt with promptly and effectively.
- 43 Monitoring and supporting of pupils' personal development is good. The school places much emphasis on its programme for personal social and health education (PSHE), which contributes effectively to pupils' personal development. Teachers know their pupils well and pupils know they can turn to them or to the headteacher for support. The school offers formal lessons for PHSE and circle time throughout the school. These sessions provide valuable opportunities for pupils to discuss personal, social and other issues. The school is currently making further developments in its provision in this area. It has for some time taught a range of topics including, for example, sex and drug education, and has been recognised nationally for its work in relation to citizenship. It also participates in a "Healthy Kids" project. Praise and reward are used appropriately to encourage effort and good behaviour, and significant achievements are celebrated in a variety of ways. Support for pupils with special educational needs is good.
- 44 Pupils with learning difficulties including those who join the school from elsewhere are also actively

supported by staff and settle quickly and display good attitudes to the school and their learning. They form good relationships with other pupils and adults alike. School staff have organised a support group for parents of these pupils to ensure that they are fully aware of the school's work to help pupils and to deal with any concerns they may have.

- 45 Procedures for monitoring and maintaining regular attendance are good. The school actively encourages attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, very good relationships and caring ethos have a positive effect on attendance. Excellent attendance is rewarded with certificates. School procedures are implemented consistently and the school works closely with the education social worker in appropriate cases. Registers are monitored weekly and consistency of marking is maintained across the school. Pupils with low or erratic attendance are encouraged to attend regularly. Annual reports contain details of attendance. The school continues to work very hard in maintaining the current levels of attendance.
- 46 Procedures for monitoring academic progress have improved since the last inspection particularly where teachers record, at least termly, gains made in skills, knowledge and understanding. This information is shared with parents regularly. These very good procedures enable the school to check what pupils understand and can do; the assessment data is analysed thoroughly and forms the basis for planning for the next stages of learning. Challenging targets are set for classes, groups and individual pupils, in order to improve the quality of their learning. These targets are shared with pupils and their parents and governors
- 47 Assessment procedures are very good for mathematics and science and generally good in English. Statutory requirements are met fully in both teacher assessment and National Curriculum testing at the ages of seven and eleven. Procedures for assessing the needs of the significant proportion of pupils with special educational needs are also very good and individual educational plans detail ways in which pupils may make good progress. This analysis of national and school based testing is also used to check progress against national averages and to predict future achievement. However, there are some inconsistencies in the monitoring of progress in reading development. While the school keeps a thorough check on the overall levels of attainment in reading, monitoring of individual pupil's progress in reading varies from detailed records maintained in some classes to pupils only noting the books they read in others. This creates a long gap for some pupils before their needs are identified specifically. The school is aware of the need to develop its practice in the assessment of speaking and listening skills.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 48 The school continues to maintain strong links with the parents. Parents are very supportive of the school. Parents at the meeting and almost all the parents from the parents' questionnaire returns have expressed a high level of satisfaction about its work. Parents state very clearly that their children like coming to school that the staff know their children very well and have their interests at heart. They also express a very high degree of confidence in the headteacher and the school's ability to enable their children to make progress both in their learning and personal development. Inspection evidence confirms the views held by parents.

- 49 Prospective parents of children to the Nursery receive much useful information about how the school is organised and particularly how they can support their children's learning. Staff are also very supportive in the arrangements made to introduce pupils to school life. Similarly parents of pupils starting at the school are also well informed and supported. The prospectus is clear about the attitudes and values that the school promotes and includes a range of information about school life and the curriculum provided. Arrangements for the induction of pupils are good and parents find these helpful. Pupils are helped to settle quickly and soon develop a positive attitude to learning.
- 50 The school keeps parents well informed about its activities, including routine administrative matters in a relevant and effective manner. A clear and helpful home/school agreement has been produced which has been well received by the large majority of parents. The school works very hard to encourage parents to actively support pupil learning and has organised a series of adventure days to show parents how the school approaches teaching and learning. These have proved very popular with parents with most attending. The annual report made by governors to parents meets requirements and gives a useful overview of the life of the school.
- 51 Written reports are of good quality. Annual reports to parents are sufficiently detailed and give them a clear account of their children's progress and include targets to aid further learning. This forms a good basis for discussion between the class teacher, parents and their child. As well as detailed information about the subjects of the curriculum the reports give a clear indication of the pupils' personal development. The school provides formal consultation sessions for parents to discuss their children's progress three times in a year. In addition to formal opportunities parents say that they feel able to approach the school on an informal basis as the need arises. Parents appreciate these contacts and they find the headteacher and staff very approachable. Reports to parents of pupils with special educational needs are also carefully handled and meet requirements. They are fully involved in the necessary reviews of their statements.
- 52 All pupils are provided with opportunities for homework using a suitable range of work including reading, writing and mathematics. Pupils are familiar with homework routines and many undertake the work with enthusiasm and complete the tasks on time. There are however a small minority of parents who do not actively support pupils in completing their homework.
- 53 Parental support is welcomed in school and a small number of parents assist staff in a number of ways. Parents also support the school staff in raising funds, which are used to support learning and personal development. Parents also attend assemblies and other school events.
- 54 The school makes good provision for pupils with special educational needs. Individual education plans are in place as required, they are reviewed regularly and parents are kept fully involved in their child's development. Those pupils with statements of special educational needs also receive high levels of support. Their parents are also fully involved in matters relating to development including the statutory review process. In addition the school offers a support group to parents of these pupils.
- 55 The school works hard to maintain its links with parents. The very large quantity of positive responses to the parental questionnaire plus those comments given at the meeting for parents, show that the school has maintained the very high regard of parents as found at the time of the last inspection. This aspect is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 The overall quality of leadership and management is very good. The headteacher, staff and governors have a strong commitment to raising standards of achievement and providing quality education for all the pupils in the school. The school has enjoyed relative stability in both its staffing and governing body over recent years. The effect of this continuity in leadership and management has been very profitable in terms of raising standards and supporting general school improvement. The school continues to move forward and achieve the challenging targets it has set for itself.
- 57 The headteacher provides very strong leadership and clear direction to the work of the school. Her vision of the school as a caring community dedicated to offering pupils high quality learning opportunities has been conveyed to staff, parents and governors. All are united in their determination that the vision will serve the school and its pupils whatever the changes and challenges encountered. The headteacher has succeeded in raising everyone's expectations of what the school can achieve. She has established a management framework where each person is clear about his/her role and how it complements those of others. The atmosphere in the school is one of mutual support and respect. People feel valued for the contribution they make.
- 58 In consultation with the governing body, the headteacher set in place a development plan with short and longer-term objectives. This has been reviewed regularly and the 2001–2003 version is being prepared. Areas where improvement is needed are accurately identified and specific action plans created to show how this improvement will be achieved, its success monitored and evaluated against agreed targets. Co-ordinators' individual plans for improving standards and delivery of the curriculum in the subjects for which they hold responsibility reflect and build on the overall plan.
- 59 Central to its work are the school's stated aims and values, which are appropriate, widely known, agreed and supported by everyone connected with Grangetown Primary School. They are reflected in the school's work.
- 60 The governing body has a wide range of expertise and knowledge amongst its members. Members have taken advantage of training to ensure that their knowledge and understanding of national and local issues is up to date. The governing body fulfils its role as critical friend to the school very well. It holds the school to account and requires regular reports on school development. Governors are linked to specific areas of the curriculum, for instance literacy, numeracy and special educational needs. There is an effective committee structure with appropriate terms of reference. Through regular visits to the school, discussions with the headteacher and staff and attendance at training sessions, individual governors have a sharp awareness of the school's strengths and weaknesses and the challenges it faces. All statutory responsibilities are met.
- 61 Since the last inspection the headteacher and key staff have led the school's development and this has brought about good improvements in standards of achievement. In response to the issue raised in the last inspection, the strategies devised for raising standards in English, mathematics and science have been implemented successfully. The National Literacy and Numeracy Strategies have been fully implemented as well and are well established within the curriculum. Effective action has been taken to meet the targets set by the governors. Teachers who have management responsibilities have played their part in improving the school and the team spirit and commitment to improvement that exists within the staff and governing body is good.

- 62 In the current school year, the literacy and numeracy co-ordinators have looked beyond teachers' planning and pupils' work to gain a view of standards and how effectively their subjects are taught. For example, the co-ordinator for mathematics has observed colleagues teaching and provided feedback both individually and in staff meetings. This is an area where further development is planned. The headteacher's monitoring of teaching and the subsequent support offered to staff by various subject working parties provides the school with a clear picture of its overall performance and strengths and weaknesses. However, occasionally there is a lack of consistency in monitoring the work of temporary staff to ensure that pupils' work is not adversely affected. The professional discussions held with individual staff, form the basis of a programme of staff training – this is systematically recorded and linked effectively with overall school development. It is also reported to governors. Extensive training in how to implement the national strategies for literacy and numeracy, as well as in-house training sessions led by subject co-ordinators, for example, in mathematics and information and communication technology, have improved the quality of teaching overall since the time of the previous inspection. This has been a major factor contributing to the rise in standards over recent years.
- 63 The school's ethos of care, together with the drive to secure improvement by maximising the contributions of all staff, ensures that new staff receive appropriate support and guidance. The school has the potential to be a provider of initial teacher training, although this is not a current priority. The arrangements for covering staff absence in order to ensure pupils' learning is unaffected are not applied consistently.
- 64 The governing body has set annual performance reviews for the headteacher and reviews these regularly. The requirements relating to the performance management of staff are known and being addressed in order to ensure that the school meets statutory requirements in this regard. Arrangements for the annual review of staff pay are well established. Relevant information is gathered and analysed as a preface to setting improvement targets for pupil performance. Targets are realistic but appropriately challenging.
- 65 Priorities for development, identified in the school's plan for improvement, are effectively funded to support their successful implementation. The school budget is soundly administered, making appropriate use of new technologies. Governors exercise close financial control and make effective use of specific grants. The principles of best value are known, understood and used to good effect, for example, in the purchase of fifteen computers. The headteacher is well supported by an extremely efficient secretary who knows the school through and through.
- 66 The number, breadth of knowledge and expertise of teachers and support staff make an effective contribution to the quality of education provided and the standards achieved in the main school and special unit. Support staff working with pupils who have special educational needs are effective in promoting their learning whilst encouraging a sense of personal responsibility. The accommodation supports the successful delivery of the curriculum. It has been enhanced since the last inspection by the provision of the information and communication technology suite and the networked classrooms. The school is extremely clean, attractive and welcoming. The outdoor areas for younger pupils provide good opportunities for extending their learning. In all subjects, learning resources are adequate to support the effective delivery of the curriculum – in English, mathematics, information and communication technology, history, special educational needs and the Foundation Stage, they are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67 The headteacher, staff and governors should address the following issues to further improve the quality of education provided:

- i. Raise standards in reading throughout the school by:
 - Providing opportunities for pupils to be heard reading frequently and for them to read a range of good quality books and other reading materials.
 - Developing pupils' more advanced reading skills such as skimming, scanning and researching for information.
 - Devising strategies to provide opportunities for pupils to read for a range of purposes and audiences in a variety of interesting situations.

(see paragraphs 3, 5, 21, 29, 94, 95, 99, 101, 104)
- ii. Raise standards in speaking skills by:
 - Providing planned opportunities for pupils to develop their speaking skills systematically throughout the school.
 - Extending the good practice of teaching subject-specific vocabulary in some areas to all subjects.
 - Developing assessment of speaking skills across the school.
 - Providing opportunities for pupils to speak to a range of audiences and for a variety of purposes in different situations.

(see paragraphs 3, 5, 21, 29, 93, 126, 138, 164)
- iii. Additionally, in order to address minor weaknesses the school should include the following in its action plan:
 - Ensure that the procedures for monitoring teaching and learning are applied consistently through the school.
 - Review the current time allocated for the delivery of the personal social and health education programme.

(see paragraphs 62, 63, 27)

OTHER SPECIFIED FEATURES

Special educational needs support base and Early Intervention Centre (EIC)

68 The provision is very good, and a strength of the school. Since the last inspection there has been a reduction of support base places from 22 to 10 in September 2000 but increased to 15 in April 2001; there are currently 16 pupils in this unit. The re-organisation of the special educational needs provision in the support base has resulted in a successful integration of the pupils from Years 2, 3, 4, 5 and 6 in the class, all of whom have been identified as having emotional, behavioural and/or learning difficulties. Following the re-organisation, an effective integrated day is currently operated, to meet the needs of individual pupils, the vast majority of whom have statements of special educational needs.

69 The Early Intervention Centre (EIC) situated in a classroom adjoining the support base offers places to pupils from eighteen feeder primary schools within the local education authority. The majority of pupils who attend the centre are aged between seven and eleven years. The senior management

team has already recognised that some younger pupils between the ages of five and seven would benefit from attendance at the EIC. Three morning and afternoon sessions are held every week for those pupils from feeder primary schools who have been identified as likely to benefit from small group work and individual attention, due to inappropriate behaviour affecting their progress in mainstream schooling. There is a wide range of activities offered to these pupils, including literacy, numeracy, creative work, information and communication technology (ICT) and behaviour management. As a result the pupils' self-esteem and sense of achievement is significantly improved. The staff in the EIC are therefore successful in helping pupils towards full integration and inclusion in their own primary schools.

- 70 The teaching and support staff in both units have developed a successful liaison with the auxiliary staff in the feeder primary schools and with the link secondary school teacher. The staff have set up a parents group offering support and information about the special educational needs provision. The school is planning to further develop the systems to exchange information between other schools and the EIC.
- 71 The standard of work seen in both units is well below the national average in English, mathematics and science. However, pupils are working to their maximum capability in these core subjects. In religious and physical education attainment is broadly in line with national expectations. As a result of the very good provision, an increasing number of pupils in Year 6 are now entered for National Curriculum tests. Some pupils achieve levels just below or broadly in line with national averages in some of the foundation subjects.
- 72 Pupils' attitude to work in the units is good overall given their specific challenging behaviour and special educational needs. Behaviour is at least good and often very good; pupils have very good relationships with one another and with their teachers. They are interested in the planned activities, for example, when making a fair test in a science experiment involving solids and liquids in the support base and when making puppets in the EIC. Pupils take turns to answer the teacher's questions and are beginning to show personal responsibility in helping to tidy away books and equipment and acting as group leader, for example, in a religious education lesson.
- 73 The quality of teaching observed in both units was always at least good and often very good or excellent in literacy, numeracy, science and ICT. Tasks are very well matched to the targets in the pupils' individual education plans and as a result pupils make good progress towards their learning and behavioural goals. Behaviour has improved as a result of the high expectation of the teaching and support staff, and pupils are better motivated and willing to learn and co-operate during lessons. Staff employ a range of effective behaviour management strategies during lessons which enables the majority of pupils to make significant gains in their learning. Staff plan very well together to meet the needs of individual children. Provision for monitoring pupils' academic and personal progress is very good. IEPs include challenging targets, and are regularly reviewed by staff and parents. Homework is often set, for example as in a follow-up activity to a science experiment. Good use is made of resources to support learning, and the very good accommodation enables the sharing of staff expertise and resources between the two units. This has a significant impact on the standards achieved by pupils. However, there is a need to ensure that storybooks reflect the interests of the pupils. Pupils' spiritual, moral, social and cultural development is good overall, with social development being very good.

- 74 The curriculum and range of learning opportunities are very good and are within the National Curriculum framework and the contribution made to learning by the Better Reading Partner Scheme is very good. Both girls and boys have full access to the curriculum.
- 75 The leadership and management by the headteacher, assistant headteacher and the teaching staff within the units are very good. The staff-pupil ratio is high, and meets the needs of all pupils and is supplemented by parent volunteers.
- 76 There is a shared commitment to further improvement of provision in special educational needs in both units.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	123

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	28%	35%	31%	2%	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)	24	291
Number of full-time pupils eligible for free school meals	0	201

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	17
Number of pupils on the school's special educational needs register	11	145

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	23	44

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	20	20
	Girls	18	23	19
	Total	32	43	39
Percentage of pupils at NC level 2 or above	School	73 (79)	98 (68)	89 (70)
	National	93 (82)	94 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	20	19
	Girls	18	18	18
	Total	31	38	37
Percentage of pupils at NC level 2 or above	School	70 (76)	86 (76)	84 (87)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year [1999].

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	27	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	15	19
	Girls	15	14	22
	Total	24	29	41
Percentage of pupils at NC level 4 or above	School	46 (45)	56 (52)	79 (57)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	18
	Girls	11	13	18
	Total	21	25	36
Percentage of pupils at NC level 4 or above	School	40 (41)	48 (50)	69 (38)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year [1999].

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	289
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
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)	16
Number of pupils per qualified teacher	22.4
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	4.1
Total aggregate hours worked per week	123

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1.5
Total aggregate hours worked per week	45

Number of pupils per FTE adult	9.6
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	686592.00
Total expenditure	685625.00
Expenditure per pupil	2078.00
Balance brought forward from previous year	26512.00
Balance carried forward to next year	27479.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

315

Number of questionnaires returned

125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	1	2	0
My child is making good progress in school.	72	25	2	0	2
Behaviour in the school is good.	73	20	5	1	2
My child gets the right amount of work to do at home.	64	25	6	2	3
The teaching is good.	79	20	0	0	1
I am kept well informed about how my child is getting on.	71	27	1	1	0
I would feel comfortable about approaching the school with questions or a problem.	83	14	0	2	1
The school expects my child to work hard and achieve his or her best.	86	13	0	0	1
The school works closely with parents.	73	23	3	1	0
The school is well led and managed.	80	17	2	0	0
The school is helping my child become mature and responsible.	76	21	2	0	1
The school provides an interesting range of activities outside lessons.	49	31	7	2	12

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

- 77 Since the last inspection the school has continued to have high expectations of the children and makes very good provision. The learning experiences provided for children in the Foundation Stage form a good basis for children to move into Key Stage 1. Children are admitted to the Nursery after their third birthday on a part-time basis; younger children attend the slightly shorter afternoon session and the older children attend the morning session. Children enter the Reception class and the nurture class (pupils with special educational needs from Reception, Year 1 and Year 2 age range are grouped together in this class) on a full-time basis in the autumn and spring terms prior to their fifth birthday. Children are assessed on entry to the Nursery and into the Reception class using the nursery profiles and the local authority baseline assessments.
- 78 On entry into the Nursery most children demonstrate well below average skills. A significant number of children show poor language and communication skills, as well as poor personal and social skills. Rigorous procedures are applied to monitor each child's progress throughout the Foundation Stage. The baseline assessments carried out in the Reception year confirm that the majority of children entering Year 1 demonstrate below average attainment. Most children including those with special educational needs make good progress through the Foundation Stage. Whilst a small number of children are likely to reach the early learning goals, a significant majority are not likely to reach in communication, language and literacy, mathematics, with some children being well below average levels in language and mathematics. Most children will reach the early learning goals in personal, emotional and social, creative development, knowledge and understanding of the world and physical development. Children with special educational needs make good progress and achieve standards in line with their capabilities.
- 79 Good induction procedures exist with nursery staff seeking to establish good relationships with parents through home visits and informative documentation. Staff encourage parents to be actively involved in supporting their child's learning. For example, loaning reading books or simple homework activities that supports work in progress. However, few parents come into class to help. The accommodation for the Nursery and the Reception classes is good. Outdoor facilities provide a wide range of opportunities for collaboration and experimentation as well as physical development.
- 80 The quality of teaching in the early years is good. Teachers in the Nursery, the Reception and the nurture class have good understanding of how young children learn. A secure and stimulating environment is provided in which children learn to express themselves and relate to adults and other children. A wide range of activities is planned to combine learning objectives in imaginative ways, which show high expectations. The curriculum is well balanced, appropriate to the needs of children and reflects the early learning goals. Curriculum planning is detailed, supports continuity and progression, and clearly identifies the focus for the managed and supported learning activities. All staff have a clear understanding of what their role is within each of the planned activities. The policy for the nursery is good, and along with the developing Foundation Stage policy provides clear guidance to staff. Staff are very aware of the stepping stones for learning in all six areas of learning. However, whilst the Nursery has a significant number of adults constantly supporting children's learning the Reception class children are not supported in the same way. Great care and attention is paid to ensuring the early identification of individual needs and to develop basic personal and social

skills. All adults involved in the teaching of these children take their responsibility of care very seriously, and as a result work as a highly effective team in planning and assessing children's attainment and progress.

Personal, Social and Emotional Development

81 The teaching and provision for developing children's personal, social and emotional development is good. High emphasis is appropriately placed on this area due to children's poorly developed skills. Significant progress is made in the early years and the majority of children are likely to reach the early learning goal by the age of five. Routines are well planned and clear, and children know what is expected of them. Children can select resources and tidy away when they have finished. They understand right from wrong and understand the need to listen to others, not just adults, a particular feature of 'circle time' sessions. The staff provide a calm, stable learning environment, and actively encourage children to co-operate with each other, particularly in problem solving activities. Children make good progress in the Foundation Stage, their attitudes to learning improve significantly in Nursery and Reception. As they become older most begin to show improved levels of concentration and are keen to learn and engage with the wide range of resources available. They are encouraged to develop independence in self-care by following routines in taking care of their personal belongings and changing for physical development lessons without support.

Communication, Language and Literacy

82 The provision and quality of teaching in language and literacy is good. Children's communication, language and literacy are poorly developed on entry into the Nursery and despite the progress they make in the Foundation Stage many children are not likely to reach the early learning goal by the age of five. All adults use discussion, questioning and explanation as a vehicle for encouraging the development of language and communication. Children are encouraged to listen to stories and engage in reciting rhymes and poems. The use of signing rhymes (using actions instead of words to make meaning) was well used to bring a physical development session to a close in the Reception class as the children completed dressing routines. The creation of imaginary worlds such as the jungle allowed children to become totally immersed in planning a safari and spotting the variety of animals they were likely to encounter, being encouraged all the time to describe what they were seeing and feeling. Circle time also encourages children to talk about their own experiences, which children do with increasing confidence in the Reception class.

83 Children are developing an interest in books, and are supported in literacy sessions to recognise initial sounds and to follow text in shared reading activities. Reading activities are well supported and children are encouraged to take books home regularly. Most children recognise their own names and some familiar words. Reception class children continue to make good progress, building on the learning that takes place in the Nursery. The computers in both rooms and the computer room are used regularly to support initial mark making and developing early writing skills such as letter formation and word recognition. Planned activities are structured to support the development of communication skills such as the mini-beasts theme where children were encouraged to talk about and describe the invertebrates they were finding and observing.

Mathematical Development

84 The quality of provision and teaching of mathematical concepts and skills is good. The majority of the children are not likely to reach the early learning goal by the age of five. In the Nursery children are given the opportunity to play number games and count in practical situations so as to support the recognition of numbers. Resources are used well to match numbers to given challenges such as, counting out teddy bears to match given numbers. As children move into the Reception class children extend their oral and mental mathematics and begin to add and subtract simple numbers. Again the mini-beast theme was effectively used to support counting and sorting skills, as well as encouraging children to make decisions about how many legs the invertebrates they were finding had. Most of the older children in Nursery are able to count to ten with increasing maturity and understanding. Reception children can count up to twenty. Good and creative use is made of a range of resources to develop mathematical skills including sand and water to support weighing and measuring. Children are beginning to use basic mathematical language such as big and tall. Children enjoy playing number games. Reception children recognise the primary colours and some basic two-dimensional shapes. Children in the nurture class gain experience in recognising coins by shape and colour and becoming aware that the coins have a given value. They are well supported in sorting coins and sharing the criterion for sorting with others. This gives them good opportunity to use the related mathematical language. Pupils with special educational needs make good progress.

Knowledge and Understanding of the World

85 Provision and the quality of teaching in knowledge and understanding of the world is good. By the age of five a few will be well launched into the National Curriculum study units for science and most will reach the early learning goal. All adults use conversation and well structured questioning to develop children's understanding of their immediate world and beyond. Children are taught skilfully by adults, particularly the nursery nurses, to investigate and explore real life situations through very effective role-play. The post office and home corner give good opportunities to explore language and an understanding of number. The creation of a garden area in both the Nursery and Reception magically created an area for children where the mini beasts theme came to life. Here children had to explore what they might find inside the classroom, with adults taking the theme outside into the garden area to enable children to look for living examples in order to link the activity to ongoing language and mathematics work. Sand, water and modelling materials support the ongoing themes, and also enabled the children to explore the different properties of materials. Good use is also made of the computer. Children are beginning to develop keyboard skills and can move objects with increasing accuracy. Many children know that some things are new and others are old. They show a developing awareness of the key landmarks in the immediate locality, such as the church. They understand that children travel to school from different parts of the locality they live in. Through stories children are beginning to develop awareness of right and wrong and of people's belief in different religions.

Physical Development

86 Children make satisfactory progress in their physical development with the majority of children reaching the required standard by the time they reach the Reception age. Children are developing an understanding of how to control their bodies and move them in different ways. Reception children use apparatus with confidence with several children managing to build simple sequences of movements to travel along ladders, benches and floor mats. Younger children develop a sense of

space and improved co-ordination through playing with balls and large toys. Children co-operate in small groups and clearly enjoy their lessons. All adults take every opportunity to join in planned activities both inside school and in the outside areas. Teaching is satisfactory.

Creative Development

- 87 Children make good progress in this area of learning supported by good teaching. By the end of Reception most children's attainment will be in line with expectations. Children paint, draw and build models from a range of materials. Children are able to recognise colours and mix colours to create others. Good links are made to other aspects of the curriculum so that some of the children's work purposefully links to focused themes. The stimulating learning environment encourages an appreciation of colour. Pictures, posters, books and displays encourages children to use their imagination. Children enjoy singing and moving to the beat created by the nursery teacher in the physical development lesson. Children's paintings and models are displayed around the classes, which helps support their sense of feeling valued. Construction kits also enable children to model and build with the large outdoor kits allowing children to make simple constructions such as house. Role-play is a significant feature of this area of learning.
- 88 The staff involved in the early education of children have been very proactive since the previous inspection. Considerable progress has been made in curriculum planning and assessment, as well as further developing policy documents to reflect recent statutory changes. In addition, the good understanding of children's backgrounds and the sensitivity with which staff address emerging issues has a very positive impact, and has contributed to children's learning. The degree of commitment to ensuring all children get the very best start is also underpinned by the range of professional development opportunities that the staff have accessed, including adding to their own professional qualification in early years education. This confirms the high importance the school places on education in the early years.
- 89 The development points identified by the co-ordinators regarding further improvements to assessment procedures, and continued work in raising standards of speaking and listening are appropriate to achieving further improvement in standards of attainment.

ENGLISH

- 90 Since the last inspection the school has made very good improvement in the number of eleven-year-olds achieving the expected Level 4 or above. The proportion of pupils achieving the expected standards increased from 11% in 1997 to 46% in 2000. Overall standards in English achieved by the eleven-year-olds are below the national average. The seven-year-olds achieve average standards in writing but standards are below average in reading and in speaking. The 2000 national tests for seven-year-olds show that attainment in reading was well below average and in writing and mathematics it was below average. Compared to similar schools results are average in reading and in the highest five percent in writing. The tests for eleven-year-olds indicate standards to be in the lowest five percent. Compared to similar schools, results are well below the national average.
- 91 The school has successfully implemented the National Literacy Strategy and this has helped to ensure a consistent approach to planning and teaching which is having a positive effect on pupils' learning and enhances work in phonics, spelling, vocabulary and grammar. Teachers are confident and effective in teaching literacy and are beginning to provide good opportunities for pupils to apply

and improve their skills in other subjects such as history and geography. The work carried out through the Reading Recovery Programme is highly structured and provides good support to targeted pupils, who are well taught and are making good progress. The strategies underpinning the programme have been shared with colleagues and more emphasis is being placed on equipping pupils with a wide variety of ways to support reading other than decoding. The school effectively deploys other strategies to support reluctant readers. Such as the Additional Literacy Support and the 'Better Reading Partners' scheme. These strategies and additional support are targeted towards individuals and groups of pupils.

- 92 The school has in place a number of good quality initiatives to support pupils in their development and understanding of reading. The work carried out in the early intervention programme is further supported by the 'reading recovery' work designed to support pupils in Years 1 and 2. The better reading partnership strengthens and builds on the expertise of trained parents in the school. Standards of attainment are raised in Year 3 by additional literacy support. Story master and booster classes help raise levels of attainment in Years 4 and 6 respectively.
- 93 Standards of attainment in speaking are well below average although generally pupils listen attentively. When pupils enter the school they lack confidence in speaking and their listening skills are poor. By the age of seven, most pupils attain listening skills which meet expectations for their age and for many this is the result of consistent support and encouragement from staff. Skills in speaking are not equally well developed because, to date, they have not been given the same priority and focus as listening. The pupils' standards of speaking remain below the expected standards and for many pupils achievement remains limited. Such pupils are not confident in talking and when answering questions give short answers in response, a few only use short phrases or single words. Most pupils listen attentively to explanations and follow instructions accurately. By the age of eleven, pupils develop satisfactory listening skills. They listen for long periods in assemblies, in lessons and to each others' responses when asked questions. Most pupils follow complex instructions with accuracy. They listen to exposition with concentration. On occasions when lesson introductions are long some pupils lose concentration. Standards in speaking skills are below average. Few pupils volunteer their own opinions confidently or question those of others responsively. There are missed opportunities for pupils to speak in front of large audiences such as whole school assemblies.
- 94 By the age of seven, standards in reading are below the national average. Younger pupils use a range of 'big books' with large print, they learn about the features of books, the direction of print, the author and illustrator as well as the fact that stories and print carry meaning. From the outset, letter shapes are taught and pupils have a good understanding of the letter sounds and combinations of letters. The teaching of these is supported by multi-sensory schemes such as *Jolly Phonics* and innovative activities such as *full circle* and the use of white boards, which enable all pupils to participate in whole class sessions. Many are beginning to read with accuracy and some fluency. Pupils use initial sounds and picture clues to decode unfamiliar words. By the age of eleven, many pupils continue to make some gains in accuracy and some acquire sound levels of fluency but progress in reading with understanding is slow.
- 95 The more successful readers in the infants and juniors use a range of strategies to support their reading. They use picture clues and the context of the story, but struggle with predicting what will happen or fail to use strategies such as re-reading the sentence or considering whether the sentence makes sense. By the age of 11, some pupils develop the ability to skim and scan for information, are able to use contents and indexes with confidence and many understand terms such as glossary but these skills are not taught and practised systematically throughout the school. While pupils have a

sound understanding of the literal meaning of the text they have considerable difficulty in detecting the subtle meaning intended by authors or to make connections with previous reading. This is recognised by the school.

- 96 By the age of seven pupils attain satisfactory standards in writing but by the age of eleven standards in writing are generally below average. There has been a major impetus to improve standards in writing. High quality external expertise has helped staff develop pupils' writing skills and this is having a positive impact throughout the school. A range of writing techniques is taught including narrative writing, letters, poems, together with a variety of ways of presenting information. A new handwriting scheme has recently been adopted to help pupils improve their joined up writing. Early indications are that this is meeting with some success.
- 97 There are effective strategies in place throughout classrooms to develop independence in writing e.g. the alphabet, high frequency words, examples of connectives, reminders of the basic elements of a story are displayed on classroom walls. Pupils are acquiring a good range of literary styles. Young pupils can write facts about subjects such as dogs, older pupils can use persuasive writing in their work on 'Come to India' or write letters of complaint about a faulty purchase. They are able to extract main points when carrying out research or take notes while watching a video. By the age of eleven, many pupils know the conventions of story writing and the need to engage the reader. The more able pupils are able to develop a story line over a number of chapters and make very good use of imagery and metaphor to enrich their work. Standards for more able pupils are satisfactory. However, achievement in writing is unsatisfactory for the majority of the pupils. Those pupils who find it difficult to express their thoughts in speech are reluctant to write and this slows their progress. However, the recent initiatives introduced by the school and a whole school focus on improving writing is having a positive impact on standards.
- 98 Writing skills are promoted well to support other areas of the curriculum. Pupils write in the form of a diary to capture a day in the life of a Victorian child, they write letters home as evacuees at the time of the Second World War. They use such conventions as bullet points and record using tables and charts in science. These are all strong features in developing writing skills.
- 99 Throughout the school pupils' have positive attitudes to learning. Pupils work well together and value each other's contributions. They settle quickly to the tasks set, concentrate well, and are generally proud of their work. Older pupils understand the importance of reading and writing skills to improve their learning and work hard to meet their individual targets. They choose non-fiction books to increase their general knowledge but sometimes struggle to read and fully understand the text. Pupils with special educational needs are well-supported and generally make good progress.
- 100 The quality of teaching is good. The overall quality of English teaching makes a significant contribution to the progress of the pupils. All teaching seen in the inspection was at least satisfactory and two thirds was good or better. Over half of all teaching seen during the inspection was judged very good. Good planning, an enthusiastic approach and good subject knowledge underpinned all lessons. In those lessons judged very good, there were high expectations, good pace and positive praise and encouragement. Teachers model both reading and writing well and homework is used very effectively to support learning. The school has recently carried out training to promote a more active learning approach in their teaching. Many of the good lessons seen, involved pupils working in collaboration, interacting with the teacher, problem solving and evaluating. These approaches motivated pupils and fostered a good working atmosphere.

- 101 Teachers' marking is sound and at times good. In Year 6 there are good examples of comments made in pupils' books, which give a clear idea of where pupils have succeeded and how they can improve. Target setting is used well so that both pupil and parent have a clear idea of the next stage in the learning. Individual education plans for pupils with special educational needs are working documents with targets incorporated into planning. Pupils in the junior classes are encouraged to keep their own reading log and to make an evaluation of the books read. Overall monitoring of progress in reading development is inconsistent throughout the school. Some teachers keep detailed records while others rely on pupils noting the books they have read. Teachers hold a conference with each pupil every term and test pupils' reading using commercial reading tests twice in every academic year to monitor their progress. Although this builds an accurate profile of the standards achieved by pupils across the school, assessment of reading to inform planning is overall underdeveloped.
- 102 The headteacher and deputy headteacher give the subject very good direction. Monitoring of planning, of teaching and pupils' work is an established practice. Considerable staff development has taken place either delivered in school or by staff attending courses. Resources to support the teaching of English are good. There are two libraries catering for infants and juniors although most books are located in classrooms. The books to support reading are supplemented by a good supply of dictionaries and thesauri. To support teaching in the classroom there is a wide range of big books, individual white boards, flip charts, overhead projectors and headphone sets. Good use is made of these in the classrooms but the libraries are not well used. Appropriate use is made of computers for word processing and there is an appropriate range of computer programs to support development in literacy skills.

MATHEMATICS

- 103 Overall, attainment in mathematics is below that expected for pupils aged seven and eleven years. Although the school's results have remained below or well below the national average, they have risen markedly since the last inspection. In the 2000 national assessment tests for seven-year-olds, pupils' performance was below the national average but above that of similar schools. National Curriculum test result for pupils, aged eleven were well below the national average but close to those of similar schools. The evidence gathered from the inspection supports a picture of improving standards throughout the school. At this stage in the academic year, pupils at the end of the infant and junior stages are attaining standards at least as high as in 2000, maintaining the upward trend. There is no significant difference in the performance of boys and girls. The challenge for the school is to build on these results. It has the capacity to succeed.
- 104 Pupils with special educational needs receive appropriate support and this enables many of them to attain standards similar to those achieved by pupils of higher, though less than average, ability. Teachers' knowledge of pupils and skill in managing their conduct and performance enables all pupils to make satisfactory and often good progress as they move through the junior classes. Throughout the school, pupils cannot always access the work at the appropriate level or apply their mathematical skills due to difficulties in reading, which impedes their progress. Although many have the skills to solve problems, where these are in written form, pupils often struggle to understand what they have to do; teachers' comments in books confirm this. However, the support they receive in lessons usually enables pupils to complete tasks. Pupils with special educational needs are also sometimes hampered by a lack of reading skills. For example, a pupil correctly identified a two

dimensional shape as a parallelogram and could explain how it differed from a rectangle but did not recognise the label as saying parallelogram. Pupils' attitudes to mathematics are positive. They generally behave well in lessons and clearly enjoy tasks that are appropriately challenging. The use of demonstration of pupils' work as good examples in lessons adds variety and encourages pupils to be attentive.

- 105 The school is appropriately seeking to provide more opportunities for pupils to apply their knowledge, skills and understanding in other subjects and new situations. For example, in a science display about weather, Year 1/2 pupils used block graphs to show how many sunny, foggy and other days had been experienced over a month. A Year 4 study of the size of hands and feet combined mathematical and information and communication technology skills first to tally the results on a chart and then to enter, save and print them (in a different format) using a computer.
- 106 Since the previous inspection the school has placed great emphasis on developing pupils' confidence in handling numbers, as is evidenced by the work in their books and their participation in lessons. At the same time, teachers ensure a balance in the type of activities planned and the experiences these will give to pupils. At the start of this school year, Year 1 pupils of average ability could correctly name and write numbers and group objects by size, colour, shape and mass. Now they can add and subtract pairs of numbers, can colour in half of a square and use coins to buy and give change. Most pupils in Year 2 round numbers up and down, for example, "57 is nearer to 60 if you go up but 61 is nearer to 60 if you go down". Higher attainers order numbers to 1000, for example, correctly ranking 653, 749, 782, 849, 999, and explain their strategies in adding two digit numbers. For example, faced with $33 + 11$, one pupil said, "I put the biggest number in my head first and added the tens; then I done (sic) the little sums next and that makes 44. If you want to, you can do the little sums first. It doesn't matter." Pupils with special educational needs insert missing numbers on a number line and understand the difference between adding and subtracting.
- 107 In juniors, Year 4 pupils add tens and units and, when faced with $\pounds 19.00 + \pounds 27.00$, put the decimal point in the correct place. They draw and label triangles of different sorts and understand that angles "are turns in the corners." Higher attainers plot a point on a scale, for example, locating 26 on a 0 – 70 scale, add and subtract numbers in excess of 1000 and represent information in various forms of graph. Lower attaining pupils, with increasing confidence, double and halve numbers and understand when they multiply by 10 that "numbers change columns to the left." Higher attaining Year 6 pupils apply the four number operations accurately when solving problems such as 153×24 and $357 \div 6$, read information from the axes of graphs, measure angles with a protractor and draw the nets of three-dimensional shapes with both square and triangular bases. Those of average ability find the area of a shape drawn on squared paper, know the relationship between 1kg and 1g and use decimal notation accurately, for example, "The average speed of Concorde is 217.9 kph." Pupils of less than average ability add three digit numbers, for example $127 + 312$, and recognise negative numbers such as -1°C on a temperature chart.
- 108 The quality of teaching is good overall and ranges from excellent to unsatisfactory. In the 16 lessons seen, one was excellent, two very good, five lessons were good, seven satisfactory and one unsatisfactory. Effective teaching is characterised by brisk pace in lessons, which keeps pupils on task, engaged and suitably challenged. The structure of lessons outlined in the National Numeracy Strategy is implemented consistently and to good effect. The frequent use of a "game" approach appeals well to pupils, maintaining their interest and involvement. This was seen in a Year 6 lesson where groups played a card game, matching fractions, decimals and percentages of equal value.

Good questioning skills, often seen in the introductory and closing sessions, search pupils' understanding and require them to explain their thinking and review their learning. This is a particularly useful strategy to develop pupils' speaking and listening skills. The best questioning is geared to the different abilities represented in the class and, by careful choice of word and phrase, challenges all, including those of higher ability. For example, in a Year 3 lesson, the teacher used a range of vocabulary to stimulate a response from all pupils – "How can I partition ... split ... break up ... these numbers to calculate or work out my answer?" Their confident subject knowledge enables teachers to be flexible and to adapt their lessons to pupils' needs. Where teaching is less effective, teachers demonstrate insecure discipline, they become distracted by the inappropriate conduct of one or two pupils and, as a consequence, the lesson proceeds at a slow pace. Sometimes, introductions take too long and pupils have insufficient time to complete their group tasks as a result. Teachers make good use of technology, as when Year 4 pupils saw images about reflections thrown onto a whiteboard from a projector connected to a computer, or Year 6 pupils could work out the ratio of coloured counters illuminated from an overhead projector.

- 109 Ongoing assessment of pupils' learning and prompt feedback motivates pupils well. Pupils are expected to present their work neatly. Teachers mark work regularly and add useful comments to help pupils understand how they have performed and what they need to do to improve. These are discussed with pupils as they work and this is useful, particularly when pupils have difficulty in reading the comments.
- 110 Homework, set to a regular pattern known to pupils and parents (who are encouraged to participate), is completed to a good standard and always marked. It reinforces and extends classroom learning well. Booster classes, arranged after school for Year 6 pupils, are making a significant impact on standards by offering pupils further opportunities to develop their knowledge, skills and understanding. Mathematics Brain Box sessions for Year 4 pupils have been effective in extending the more able pupils and Year 6 higher attaining pupils have benefited from opportunities to engage in 'extension maths club' activities at two local secondary schools.
- 111 In all classes and around the school, displays of mathematical vocabulary and symbols reinforce and promote pupils' understanding and learning well. Pupils in Year 6 use terms such as "ratio," "acute angles" and "equivalence."
- 112 Teachers employ a range of grouping arrangements during mathematical lessons. These include putting pupils together by age and/or ability. Opportunities for pupils to work as a whole class, in large or small groups, pairs and on their own do much to develop the social skills of collaboration, listening to and respecting an alternative point of view and sharing resources. A good example was seen in a Year 3/4 class when pupils in pairs and small groups used sets of dominoes to form two digit numbers, which they then added together. In a Year 4 lesson, the teacher reminded pupils that there are rules in mathematics as there are rules in life, making the point effectively that without adherence to them, chaos ensues. On the occasions when pupils are given choices in how they complete their work, there is a significant impact on their personal development and independence.
- 113 The co-ordinator provides very good leadership and management of the subject. He is well qualified, enthusiastic, knowledgeable about the strengths and weaknesses in teaching, supportive of all colleagues including new and newly qualified staff. He provides a very good role model of professional practice. He has arranged and conducted training sessions for staff and works

effectively with a mathematics working party that liaises closely with the governor with responsibility for numeracy. As the school has been identified as an 'intensive school,' staff have had access to additional training – the results of this have been fed back to all colleagues and helped them with introducing aspects of the National Numeracy Strategy. The co-ordinator monitors teaching well by classroom observation; scrutiny of teachers' planning and records; looking regularly at pupils' work and talking to them about it. He analyses information on pupils' performance, which is later used to help determine targets for improvement. There is an annotated portfolio of work, which contributes effectively to moderation in assessment practice. The policy is up to date and reviewed regularly. The co-ordinator has also been effective in increasing resources to a good level to support the drive to raise standards further. He has sketched an appropriate plan for the future development of the subject and this will be used as the basis for the mathematics section of the school development plan 2001 – 2003.

- 114 The school has improved its provision in quality since the previous inspection due to:
- the training teachers have received in the implementation of the National Numeracy Strategy;
 - an evaluation of the use of schemes of work and the adoption of a core scheme;
 - a more appropriate concentration on identifying what pupils are to learn;
 - tracking the performance of individual and groups of pupils and using the results to plan suitable activities for them;
 - the leadership and management of the co-ordinator.

SCIENCE

- 115 Standards of attainment are now broadly in line with national expectations by the ages of seven and eleven. This is a significant improvement since the last inspection when standards were well below national averages. At age eleven, standards have improved from 20% in 1996 to 79% in 2000 reaching the expected levels, exceeding the targets agreed for the school. When comparing attainment of pupils aged eleven with all schools nationally in 2000, standards were well below the national average but in line with school of similar background. Teacher assessments in science by the age of seven in 2000 indicated that attainment was below average overall with few pupils reaching the higher Level 3. However, three of the four required areas of study showed attainment close to the national average with 'Experiment and investigative science' being the weakest area. Lesson observations in Years 1 and 2 show that the weaknesses in investigative science have been strengthened considerably. Inspection judgements are based on an analysis of current and previous work in pupils' books, teachers' planning and talking to pupils, class teachers and the co-ordinator.
- 116 In Years 1 and 2, younger pupils identify parts of flowers and other plants with older pupils developing a wider vocabulary such as stamen and sepal. By the age of seven, pupils have considered the dangers of electricity; considered different sources of light; and explored the differences between living and non-living objects. In Year 2, pupils investigating how to make simple circuits in order to light a bulb. Pupils have a wide range of experiences across the range of the National Curriculum requirements. All pupils are developing procedures for recording investigations. Low attaining pupils record the differences between night and day pictorially and add labels to their diagrams. Healthy eating is given a high priority and pupils are aware of the benefits of a balanced diet.
- 117 In the juniors, the knowledge and understanding gained about plants by the age of seven is extended to include more detail, such as an understanding of the conditions for growth, pollination, fertilisation

and seed dispersal. In Year 3 pupils consider the classification of materials and carry out investigation to consider their hardness. The effects and usefulness of friction is considered in Year 4 and pupils know that more friction means more grip, and how this relates to footwear and tyres. They compare the properties of rocks and soils, and explain their experiments to test the magnetic properties or the absorption of water and drying rates of different materials. By the age of ten most pupils know what fair testing means and they predict outcomes, draw conclusions, and devise methods and procedures to record their information. Pupils in Year 6 investigate a range of materials and predict how they might sort and separate different mixtures including sieves, solutions and suspensions. Pupils predicted accurately whether changes were reversible or irreversible following the application of heat or cold on ingredients. From discussions, pupils show greater understanding of science concepts than is evident from recorded work.

- 118 The developing of using and applying skills, knowledge and understanding has been given a high priority since the last inspection resulting in pupils learning science by exploring and investigating through practical work. This good teaching strategy has contributed to a significant improvement in the quality of teaching and learning since the last inspection. Work in science makes an effective contribution to developing literacy and numeracy skills. In the infants and juniors, investigations involve measuring and reading scales, such as in measuring forces in Year 4. Pupils use bar charts to record their findings and line graphs to display levels of sweetness in solutions in Year 6. Information and communication technology is used to record observations and to record data, such as when naming parts of flowers in Year 2 or using sensors in Year 6 to record the effects of insulation on the temperature of ice.
- 119 The quality of teaching is largely good with some being very good. Teachers have good subject knowledge. Pupils are managed very well. Teaching was very good for pupils in the support base and for the younger junior pupils on the register of special educational needs. This represents a significant improvement since the last inspection, particularly in the juniors. Where teaching is at its best, questioning is effective to check what pupils know understand and can do and every opportunity is used to develop language skills. Teachers plan conscientiously for all differing abilities; learning objectives are shared with the pupils and matched to their abilities; and relationships contribute significantly to the quality of learning.
- 120 Assessment is used to record what pupils know understand and can do. Assessment information is analysed termly to record the gains made during each term. This information is used effectively to identify strengths and weaknesses, and forms the basis of organising groups of pupils by ability in classes. Where marking is at its best teachers praise pupils for achieving their targets, inform them of the skills they have been using, and set targets for improvement. Teachers know their pupils well and this adds significantly to the quality of learning for all pupils particularly for those with special educational needs whose self-esteem and confidence is high. This is as a direct result of the value which teachers place on the contributions of pupils and the very good strategy to base new learning on every day experiences of pupils, and by building on what they already know.
- 121 The pupils respond enthusiastically in all the science lessons. They are well motivated and enjoy their investigations. They are able to work co-operatively in groups and enjoy each other's company. Pupils of all abilities make good progress in science. Older pupils are encouraged to develop independence in their learning by recording what they already know; questioning what they wish to know; and then evaluating what new knowledge they have acquired.

- 122 Science is managed well and very enthusiastically by the subject co-ordinator supported well by a working group, which shares tasks effectively. Very good curriculum guidelines have been produced and in-service training has helped to provide the good level of subject knowledge shared by colleagues. She has analysed the results of national and school tests to identify strengths and weaknesses in pupils' learning and have targeted areas for improvement. A portfolio of science work, providing examples of annotated pupils' work required at each National Curriculum level, has improved the awareness of teachers and expectations have risen considerably. She has monitored teaching and learning across the school and have accurately identified areas for further development. These have then contributed to the priorities of the school development and improvement plan. Resources are at least good for all aspects of the subject and are well maintained.
- 123 Displays contribute to the quality of learning and many are skilfully planned to generate enquiry and extend pupils' knowledge and understanding. The co-ordinator is aware of the need to extend the opportunities for all pupils to develop their speaking skills; to add consistency to the quality of marking; and to promote a wider use of information and communication technology, especially data handling.

ART AND DESIGN

- 124 By the ages of seven and eleven, standards of attainment in art and design are in line with national expectations with some pupils in both the infants and juniors achieving above average standards. It was not possible to see lessons in every year group, because of the timing of the inspection. Judgements are supported therefore, through analysis of school documents, teachers' planning and pupils' work in portfolios, on display and in work books and discussions with pupils.
- 125 In the infants, pupils use colour creatively and express their ideas and what they see through a range of media. Younger pupils explore colour mixing to find matching shades when painting pictures for their story 'Elmer'. Year 1 pupils use a variety of media in collage work to illustrate their class topic. Year 2 pupils show their well-developed observational skills when depicting patterns in fresh fruit and vegetables. They make good use of examples of work by William Morris to appreciate symmetry in nature. Some pupils show good skill in pencil drawings of onions, strawberries and capsicums with accuracy in shape and form. In the junior classes, pupils evaluate their previous work and discuss how their work could be improved. They develop their understanding of expressing feelings and depicting moods in pictures through use of line tone and colour and effectively use a range of contrasting examples to study how famous artists achieve these moods. By the end of the age eleven, most pupils have a clear understanding of the elements of art and design. This was evident from the use of line drawings to create angular and rounded portraits. Pupils refine their techniques in shading using pastels, chalk and charcoal. Throughout the school pupils show growing awareness and skill in representing three-dimensional shapes in two-dimensional form.
- 126 Most pupils enjoy art and design activities and work with enthusiasm when engaged in practical work. They listen attentively and follow instructions with care. They listen to comments carefully and modify their work accordingly. Their work and displays show progress in exploring and experimenting with a variety of techniques. They treat resources with respect, share and take turns readily. They choose appropriate media confidently. They behave well and are keen to answer questions. Most pupils experience art and design related vocabulary introduced by the teachers in lessons but have fewer opportunities to use this vocabulary in meaningful contexts. Pupils with special educational needs make good progress, most achieving standards at least as good as their

classmates. However, pupils show less awareness of appreciation and understanding of the work of artists from other cultures than their own.

- 127 The quality of teaching is good. Teachers show sound subject knowledge. Planning is well linked to National Curriculum programmes of study. Teachers are generally adopting the ideas from the national guidance well. The activities match the objectives. These are well supported by a range of materials, providing pupils opportunities to choose from a structured range. Teachers' questioning and explanations were thorough, and many pupils improved their work or discussed alternative ideas to complete their tasks. Teachers use their time in lessons well, they monitor individual response and give evaluative feedback. The concluding sessions of lessons are used to encourage pupils to comment about each others' work. They highlight the positive aspects and use pupils' work as good examples which raises esteem with pupils feeling proud of their work. However, assessment of art and design over time is inconsistent.
- 128 The art and design co-ordinator's knowledge and enthusiasm has had a positive impact on the subject. The policy and the recently adopted national guidance provide appropriate level of continuity through and across the infant and junior age range. The direct teaching of skills and techniques is effective in promoting knowledge and understanding of the key elements of art. The school places appropriate emphasis on using the subject as a vehicle for raising confidence and esteem. The co-ordinator has developed a school portfolio of work which shows good and some very good examples of work in different techniques, media and styles. However, these need to be dated and annotated with some commentary about the context, pupil's opinion and teacher assessment. The school is well aware of the need to ensure a balance between three and two-dimensional work. Monitoring of teaching and learning in art and design is generally based on informal procedures and discussions. The school is aware of the need to develop this aspect of the co-ordinators role further. Resources are satisfactory. Appropriate use is made of pupils' skills in information and communication technology to generate designs and art work using a range of software programs.

DESIGN AND TECHNOLOGY

- 129 No teaching was observed in the infant classes. This was due to the school teaching art and design and design and technology alternatively on a half-termly basis in the academic year. As a result insufficient evidence was available to make judgements about standards of attainment in the infants. The judgements for design and technology are largely based on examining pupils' previous work, teachers' planning and assessments, displays and photographic evidence and discussions with the subject co-ordinator. Standards of attainment by the end of age eleven are in line with expectations for this age.
- 130 In the juniors, pupils refine their making skills in joining materials together using sewing and other techniques. They explore a range of mechanisms to find out the best way of making toys move. Pupils in both the infants and juniors demonstrate improved designing skills. They are able to draw their ideas clearly, with even the youngest pupils beginning to successfully annotate designs, for example, in playground equipment in a unit of work on structures. Year 6 pupils design and make slippers using a range of materials and make effective use of artwork to enhance their products. However, whilst pupils demonstrate satisfactory attainment in designing and making they are less skilled in research and evaluation.

- 131 In the few lessons seen pupils enjoy designing and making products. They observe teacher demonstrations carefully and listen to instructions attentively. They handle tools and equipment with due regard to safety and share materials and tools well with each other. On occasions some pupils find the instructions on worksheets difficult to read. Pupils identified as having special educational needs participate in lessons enthusiastically. Most pupils, including those with special educational needs make satisfactory progress both in the lessons observed, and over time as seen in pupils' work and displays.
- 132 The quality of teaching and learning in the lessons observed was satisfactory. Teachers' planning is well linked to the National Curriculum programmes of study. Teachers show sound subject knowledge. The planned activities are well matched to the objectives and well supported by a range of materials, providing pupils opportunities to choose from a structured range. The planned design and technology curriculum is broad and offers pupils experiences in a wide range of materials including food and textiles. Teachers effectively use pupils' achievements to demonstrate good practice in concluding sessions, this raises pupils' confidence and motivation. However, at times tasks are not closely matched to some pupils' reading and speaking and listening skills which, create difficulties as they try to explain what their work or read teacher instructions. Teachers effectively link work in other subjects to design and technology, for example, in history where junior pupils made a Viking ship, or when they made and tested shadufs when studying the Egyptians
- 133 The subject is well led by the co-ordinator. He has made an accurate assessment of where the subject has moved since the school was last inspected, and where it now needs to go. He supports colleagues in their planning, and reviews units on completion. He is aware of the need to develop the evaluation aspect of pupils' work in his analysis of the subject and proposes to address this through organising training for all teachers. Currently the school is working through a revised scheme of work, which effectively embraces national guidance, and uses the wide range of resources available in school. Planning and assessing pupils' progress is improving and should support teachers in making reliable judgements about individual pupils' attainment and progress.

GEOGRAPHY

- 134 Standards of attainment have been maintained since the last inspection and are in line with expectations for pupils at the age of seven and eleven. There is an appropriate planned coverage of the required programmes of study is planned, and scrutiny of current and previous work supports the judgements made on standards and other aspects of the subject. Pupils with special educational needs make good progress and attain standards in line with their capabilities.
- 135 Pupils are beginning to develop a range of vocabulary and recognise features such as church, supermarket, and post office. First hand experiences contribute effectively to the learning process and enable pupils to share opinions about environmental and conservation issues. The display of likes and dislikes of Grangetown highlights a good understanding of their own locality. Pupils explain their routes to school and identifying features of their locality pictorially. More conventional symbols are used in Years 3 and 4 in a topic investigating the village of Chembakoli in India, or when illustrating world climatic regions where symbols and keys are used efficiently. More detailed mapping skills such as co-ordinates, compass points and differing scales are investigated during residential experience for pupils in Year 6. Pupils in Years 3 and 4 show good understanding of the nature of places when comparing the differences between Chembakoli an Indian village and Grangetown.

- 136 In the one lesson observed in Years 1 and 2, most pupils showed positive attitudes to learning and were well behaved. Pupils enjoyed working co-operatively with others when studying maps of the immediate area around their school.
- 137 There are good links made with other subjects especially with history, for example, after a study of the River Tees, pupils transfer their skills to an appreciation of the River Nile in their topic on 'Ancient Egypt'. Literacy skills are developed through a range of writing styles including non-chronological writing about the use and conservation of water, and using bullet points to consider the similarities and differences of mountainous regions in England, Europe and Asia. Numeracy skills are used appropriately when reading scales, considering compass points and measuring temperatures. Year 6 pupils carry out research using CD-ROMs to seek information about mountains. Data is expressed using spreadsheets to identify the conservation of water.
- 138 Teaching is satisfactory overall with some good teaching in both the juniors and infants. Questioning is used well to check what pupils know understand and can do, and teachers assess whether pupils have achieved learning objectives. Pupils are generally managed well; and activities are well matched to the needs of pupils including those with special educational needs. Relationships contribute significantly to the quality of learning and pupils thrive when their contributions are valued. Overall pupils make good progress. Teachers provide some planned and spontaneous opportunities to develop the related vocabulary which is beginning to have a positive effect on the development of speaking and listening skills, such as sharing opinions with partners before contributing to class discussions.
- 139 The co-ordinators have produced useful curriculum guidelines for humanities and this has contributed to the good links with other subjects. They are aware of the need to develop the use of information and communication technology to enrich learning, and to provide a wider range of opportunities for purposeful talk.

HISTORY

- 140 Standards have been maintained since the last inspection and remain in line with those expected for pupils at the age of seven and eleven. Overall progress is good for all pupils including those with special educational needs. A judgement on standards has been reached after observing lessons, talking to pupils and the subject co-ordinator, observing planning, viewing displays, and scrutinising pupils' current and previous work.
- 141 Detailed curriculum guidelines, based on national recommendations, are now in place, enabling regular and progressive gains in knowledge and understanding. There is a significant improvement in the acquisition of skills including the development of historical enquiry through first hand and documentary evidence, including the use of information and communication technology research skills.
- 142 In the infants, pupils develop their sense of sequencing events from simple terms such as 'today' and 'yesterday'. Younger pupils plot events from their own experiences and by the end of the age seven, pupils investigate and consider events beyond their living memory. There is a good understanding of the differences and similarities between 'then and now', as when Year 1 and 2 pupils discussed the differences between the toys of today and the toys of their parents and teachers. Year 2 pupils record their work in pictures and in writing. For example, when recording their

experiences with 'old' toys such as 'ball and cup'. By the age of seven, pupils investigate what makes someone famous and know the main events in the life of Florence Nightingale, they compare their experiences of hospitals with those of 'The Lady with the Lamp'.

- 143 In the juniors, pupils show greater understanding of the way the past is represented and develop a deeper understanding of chronology using time lines and researching the features of previous civilisations and societies, together with the legacies of the Olympic Games and the democracy of Ancient Greece. Years 3 and 4 study ancient civilisations such as Egypt and Greece and are encouraged to develop good research skills by using secondary sources such as texts, pictures, photographs and CD-ROMs. Pupils in Year 4 investigate 'Invaders' and understand the effects the Romans had on our roads. First hand experiences are planned to include, for example, the use of visitors who share their wartime experiences with Years 5 and 6 pupils. These experiences add significantly to the quality of pupils' writing, including diaries, letters from 'evacuees', note-taking and bullet points. By the age of eleven pupils accurately link study periods such as the Romans, Tudors, Victorians, and Britain since the 1930s. Displays contribute well to a stimulating environment, and are often used well to extend teaching and learning by posing questions.
- 144 Overall teaching is good, and ranges from satisfactory to excellent. In the six lessons seen, one was excellent, one very good, two were good and two satisfactory. Where teaching is good or better, planning is matched to the needs of pupils and has clear objectives for teaching and learning. Teachers have good subject knowledge and pupils are managed very well. Good relationships contribute significantly to the quality of learning and pupils thrive when their contributions are valued. There is a good appreciation of the need to develop skills as well as knowledge, with good strategies to promote historical enquiry. Teachers know their pupils well and questioning is used effectively to check what pupils know and understand. Pupils have positive attitudes towards learning, concentrate for extended periods and enjoy their lessons. The development of assessment strategies is good and will contribute to a sharper focus of skills. Teachers assess at least termly and record the achievements of pupils, using the information gained to plan for the next stages of learning.
- 145 The co-ordinator maintains an overview of the subject by evaluating planning and observing pupils' books. Resources are good and there is an appropriate range of CD-ROM, photographs and books in the school libraries. Strategies are being developed to create more opportunities for pupils to extend their reading and speaking skills. This will benefit enormously the majority of pupils for whom language experiences are limited.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 146 During the course of the inspection five lessons were observed including one in the Early Intervention Unit and one in the support base. Further evidence was gained from talking to pupils; looking at their work in attractive displays, portfolios and a range of books; and examining teachers' records and their planning documents. Evaluation of all this evidence indicates that by the ages of seven and eleven, standards in information and communication technology (ICT) are in line with national expectations.
- 147 Pupils in Years 1 and 2 learn how to use the shift key to make a capital letter, delete errors, write short sentences, make labels for their work and use the cursor to activate changes in programs. The progress of some lower attaining pupils is hindered by their lack of skills in reading. However, this is compensated by the effective support they receive from their teachers, classroom assistants and the

technician. They use control devices such as a 'Roamer' and 'Pixie' with skill and huge enjoyment. For example, in a Year 2 lesson one pupil explained that the CM button meant Clear Memory, which she went on to describe accurately. Trial runs with the 'Pixie' were set up enthusiastically and success was greeted with spontaneous applause and delight.

- 148 Older pupils continue to make satisfactory progress and use ICT to support their work in a range of subjects. Year 3 and 4 pupils know that a database can store large amounts of information and most can add, retrieve and save it in a variety of ways, for example, in a lesson on plants, pupils created an information store. As with younger pupils, some find difficulties in understanding the text and this hinders them in using their computer skills. Pupils change the size and colour of fonts and use the 'cut and paste' and 'drag and drop' facilities to move words and images in documents. Year 5 and 6 pupils use a range of programs to enhance their work. For example, setting up Power Point presentations based on nursery rhyme stories like '*Hickory Dickory Dock*'. Pupils set up slide shows where some slides include a range of special effects such as moving text, graphics from Clipart and sound. They handle the equipment with care and help each other when difficulties emerge. They change tally charts into block graphs and print the results in colour. Teachers display these very carefully, indicating how they value pupils' work. Pupils plan layouts, make records, files and folders, retrieve and delete saved work, and know how such technology is used in the world of work. For instance, as one Year 6 boy said, "Where would banks be without computers?" Opportunities to explore the use of the internet, and how websites can help their learning are limited as the school develops this element of ICT provision further.
- 149 The quality of teaching is satisfactory overall. The five lessons ranged from excellent to unsatisfactory with one lesson in each category. In the best teaching, pupils know what is expected of them in terms of conduct and performance. Teachers demonstrate the use of the equipment well, use effective questioning skills and know when to support pupils and when to leave them to work independently. Teachers generally manage their pupils well but very occasionally management of inappropriate behaviour is less effective which impedes the quality of learning in the lesson overall. Tasks set for pupils with special educational needs are appropriate and enable these pupils to make satisfactory and sometimes good progress. Teachers' subject knowledge, skills and confidence in delivering lessons have increased greatly since the last inspection and staff now use ICT additionally as a tool for supporting a range of activities. In a Year 4 mathematics lesson, the teacher used a projector linked to a computer to throw images onto a whiteboard to demonstrate how shapes can be reflected; this generated enthusiasm and interest which focused pupils' attention and resulted in good discussion, subsequently promoting effective learning. The technical support provided by the technician in lessons where ICT is taught directly greatly improves the use of appropriate vocabulary and increases teacher and pupil confidence when tackling more advanced work.
- 150 The development of a computer suite with eleven personal computers, together with recently networked classrooms and the purchase of additional computers, digital camera, scanner, hardware and software have greatly enhanced provision since the last inspection. Pupils have lessons in the ICT suite where they are well supported by a technician in addition to their teachers. Teachers plan classroom activities thoughtfully to enable pupils to apply the skills they have acquired. Older pupils benefit from opportunities to work independently. The school development plan identifies ICT as a priority and considerable funds have been allocated from the school's budget, together with contributions from the Single Regeneration Budget and Education Action Zone. The subject's status within the school's curriculum has been raised considerably since the previous inspection. A ten-week course in computing, was well supported by parents and is to be run again. Parents have also

used the suite effectively for developing a family literacy project. The after school club organised by staff is very popular and adds value to the ICT curriculum.

- 151 The co-ordinator is a very confident user of ICT and has good support from a subject working party. He is well qualified and leads and manages the subject very effectively, maintaining a range of documentation, including an up-to-date policy, which is helpful to staff. He monitors the quality of teaching regularly, examining half-termly planning, records and pupils' work. The outcomes of this monitoring have led to training for teachers within and beyond the school. Although opportunities for direct observation of classroom practice have been limited, he is very well aware of the strengths and weaknesses of teaching throughout the school. With colleagues, he has appropriately identified further development of the Internet to extend pupils' research skills as a future priority.

MUSIC

- 152 The school continues to maintain satisfactory levels of attainment since the last inspection. Standards of attainment are in line with expectations by the end of ages seven and eleven.
- 153 In the infants, pupils sing tunefully in class and in assembly. Many pupils keep the beat and clap to simple rhythms. Pupils listen attentively and give accurate responses to a variety of sounds. They develop a sense of pitch and the rising and falling scale. Most know the names of common musical instruments. In the juniors, pupils are able to identify and explore melodic patterns and phrases. They follow symbols accurately to clap simple rhythms. Pupils sing tunefully and expressively, showing awareness of duration, dynamics and timbre. Year 6 pupils use untuned percussion instruments to explore pulse, rhythm and metre.
- 154 In all lessons observed pupils were extremely enthusiastic and responsive, keen to experiment with instruments or to sing. Pupils participate well in lessons planned to help identify different moods and ideas through music. The exuberance of the pupils does, however, lead to some classroom management issues particularly where staff are less confident in teaching music.
- 155 Teaching in lessons seen was satisfactory overall. In the five lessons seen, it was very good in one, good in another and satisfactory in three of the lessons. It was very good when delivered by outside specialists with secure musical knowledge who combined direct teaching of musical terms with problem solving and opportunities to perform with very good effect. Pupils in these lessons make very good progress. When delivered by class teachers both subject knowledge and confidence is inconsistent although all lessons are taught with enthusiasm, are soundly planned and contain a variety of skills. For example, in their work on pulse, metre and rhythm there were opportunities to experiment in pairs or small groups and to perform to the whole class. Familiar songs such as *John Brown's Baby* are used as a basis to teach melodic phrases and instruments are incorporated into the lesson to reinforce the main teaching points.
- 156 The school choir is well attended and pupils sing with enthusiasm and take part in local music festivals. A small recorder group practises twice a week. Peripatetic tuition enables older pupils to learn a brass instrument. The pupils receive a rich range of musical experiences through outside provision. These include the Teesside Valley music service, jazz and folk singers and specialists in historical and traditional music.
- 157 Music is led by enthusiastic co-ordinators, who manage the subject soundly in terms of organising

resources, liaising with outside providers and ensuring that a rolling programme is in place. Some monitoring of the subject has taken place through observations of classroom practice. However, systematic assessment of achievement by individual pupils is at an early stage of development. The school has introduced the national guidance which, is supported by a commercial scheme. Although there is a framework in place to guide the teaching of music more guidance needs to be given to staff to raise their level of knowledge and understanding of the technical aspects of the subject. The work of the school is strengthened by outside experts and specialists either from the Teesside Valley or private experts.

- 158 Resources in music are adequate. Since the last inspection, the school has purchased more brass instruments and increased the number and range of tuned and untuned percussion instruments. These are located in the music room and are easily accessible.

PHYSICAL EDUCATION

- 159 In the lessons observed standards were at least as expected for pupils by the age of eleven. Pupils with special educational needs are given the same opportunities as others and are fully involved in all activities. Swimming is given a high priority and a high proportion of pupils achieve the recommended minimum requirements in stroke techniques and water safety, as is demonstrated by the very good swimming records maintained. No lessons were observed in the infants, but planning and assessments indicate that appropriate coverage is maintained and this is supported during the observation of Year 2 pupils in their extra curricular activity when they extended games skills.
- 160 Pupils in Years 4, 5 and 6 responded enthusiastically to their games and athletics skill activities and used the good range of small apparatus safely. Pupils in the juniors are capable of extended activity and enjoy a challenge. Extra-curricular activities add considerably to the quality of learning and a range of very good experiences is available. Tennis, football, basket ball and cricket skills are extended by experienced visiting coaches. Teachers extend their own knowledge by involvement in enterprises such as ‘top-play’ for the youngest pupils and ‘top-sport’ for older pupils in infants and juniors. Parents are most appreciative of the time, which is given to organising a range of after school activities, which vary according to the season. The school promotes equal opportunities and this is evident in boys and girls practising skills together. Pupils and teachers are proud of pupils’ achievements against other schools, which are entered into fairly, enthusiastically and with a good level of success. The opportunity for residential experience adds significantly to pupils sporting and social skills.
- 161 Overall, the quality of teaching is good with two lessons seen being very good. Where teachers have good subject knowledge and teaching is very good, it is characterised by challenging activities; good support to promote skills, strategies and tactics when running over a variety of distances; and an emphasis on the quality of movement and greater control when receiving or striking balls. Good management of pupils in well-organised lessons result in pupils being generally well behaved and well aware of the need for rules and the need for teamwork. This contributes to pupils making good progress and thoroughly enjoying their activities, especially those with special educational needs in the support base. There are sound procedures for recording the gains in skills, knowledge and understanding.
- 162 Leadership for physical education is good with the co-ordinators updating curriculum guidelines to promote a good balance between the required gymnastic, dance, swimming and team building

elements. Good support is given to colleagues to improve the quality of learning experiences. Skills are introduced appropriately, and an assessment strategy has been introduced to record the application of skills. The co-ordinators have a good overview of the curriculum and have high expectations to improve further the quality of learning in dance and gymnastics.

RELIGIOUS EDUCATION

- 163 During the inspection, it was possible to see two lessons in the infants, and two in the juniors. Judgements are also based on an analysis of school documents, teachers' planning and pupils' work. Pupils' attainment at seven and eleven is in line with the standards expected in the locally agreed syllabus. Pupils, including those with special educational needs make good progress during lessons.
- 164 In the infants, pupils understand the idea of belonging to a family and to a community such as the school. Feelings are explored in depth; in particular how those who met Jesus felt and reacted to him, and how, individually, Mary, Joseph and King Herod felt about the birth of Jesus. Special educational needs pupils study Jesus as a role model and relate this to contemporary role models in sport or entertainment. By the age of seven, many know stories from the Bible. Pupils are encouraged to respect and care for each other. By the age of eleven, pupils discuss and name some of the key events in Christianity. They discuss similarities and differences between Islam and Christianity and compare symbols and their place in a religious context such as candles, the menorah and symbols in Islam. They learn about other religions such as Judaism, Hinduism and Islam. These religions are re-visited each year focusing, on developing factual knowledge of different religions. However, opportunities to discuss religious issues and reflect on the spiritual dimension of religious education are sometimes missed. Throughout the school, pupils study and discuss a range of stories and themes and understand the different depths of meaning, which can be interpreted in various ways.
- 165 Pupils' respond well in lessons. They sustain concentration and show interest as demonstrated in one pupil's response to the question "How does God provide for us?" "He helps us to be brave when we are in trouble." Pupils are respectful of each other's contributions to discussions in lessons and listen to a range of views attentively. This underpins a brisk pace in learning generally.
- 166 Good links are made to other areas of the curriculum. Pupils use a variety of ways to record their work. For example, storyboards are used to record the different ways in which God helped the Israelites in their escape from Egypt. Collage work shows the study of a journey to Mecca; the journey of Jesus to the Cross is extended to children's own journeys. Bible stories are depicted in 'stained glass windows' in art. Year 2 pupils discuss a Bible story in depth and then groups write down the main points with one pupil acting as a scribe. This develops a collaborative approach as well as fostering speaking and listening. Religious education contributes effectively to pupils' personal social and health education.
- 167 The quality of teaching is good. Teachers plan an appropriate range of activities that support pupils in making links between religious belief and every day lives of believers. A very good relationship exists between the school and the local churches. Visits to these help enrich children's learning, local clergy visit school to lead collective worship and use their expertise to support the curriculum. Teachers manage their pupils well and in the best lessons, teachers monitor the use of time to ensure pupils work at a brisk pace. They encourage pupils to share their experiences with sensitivity and this contributes to raising their self-esteem. They make good use of artefacts and other resources to

support learning and make effective use of relevant displays to consolidate learning and deepen understanding.

- 168 The co-ordinator has a good understanding of the subject and provides sound leadership. She has attended relevant courses and keeps up to date with the subject. She has used an in-service training day to monitor a sample of pupils' work and produced a portfolio to guide colleagues in assessing work. There is a satisfactory range of artefacts, pictures and posters to support the teaching of religious education. These are in good condition and are readily accessible for use.