

INSPECTION REPORT

**ST. PETER'S CHURCH OF ENGLAND
VOLUNTARY CONTROLLED
PRIMARY SCHOOL**

Marshall Drive, Brotton, Saltburn by the Sea,
Redcar and Cleveland

LEA area: Redcar and Cleveland

Unique reference number: 11674

Headteacher: Mr. J. Stinson

Reporting inspector: Mr. R.B. Higgs
1608

Dates of inspection: 29th October to 2nd November 2001

Inspection number: 193301

Full 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: Voluntary Controlled

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Marshall Drive,
Brotton,
Saltburn by the Sea,
Redcar and Cleveland.

Postcode: TS12 2UW

Telephone number: 01287 676210

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. D. Jackson

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1608	Mr. R.B. Higgs	Registered inspector	History	What sort of school is it?
				The school's results and achievements
				How well are pupils taught?
				What should the school do to improve further?
11368	Mrs. K. Lee	Lay inspector		Attitudes, values and personal development
				How well does the school work in partnership with parents?
28772	Mrs. B. Hudson	Team Inspector	Art	Other specified features
			Design and technology	
			Under fives	
			Special educational needs	
21458	Mr. P. Smith	Team Inspector	Science	How good are the curricular and other opportunities?
			Information technology	
27384	Mrs. J. Stephenson	Team Inspector	Mathematics	How well is the school led and managed?
			Physical education	
			Religious education	
22667	Mrs. A. Firth	Team Inspector	English	How well does the school care for its pupils?
			Music	
1609	Mr. T. Hemsley	Team Inspector	Geography	

			Equal opportunities	
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The inspection contractor was:

Durham Local Education Authority

Education Department
County Hall
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	7
How good the school is	7
What the school does well	7
What could be improved	7
How the school has improved since its last inspection	8
Standards	8
Pupils' attitudes and values	9
Teaching and learning	9
Other aspects of the school	10
How well the school is led and managed	10
Parents' and carers' views of the school	11
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	12
Pupils' attitudes, values and personal development	13
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 - 50

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Peter's Church of England Primary School has an attached nursery and two units with places for pupils with special educational needs (SEN) from the Redcar and Cleveland area. There are 324 full time pupils which makes the school larger than average. Most pupils are taught in classes comprising one age group. None of the pupils are from an ethnic minority and all have English as their first language. Close to 35% of pupils are eligible for a free school meal, which suggests a considerable amount of social disadvantage. There are slightly more pupils than average with SEN and a much higher than average number with statements of such need. Children have been entering St. Peter's with skills in literacy a little below average, but now standards are about average when they start nursery.

HOW GOOD THE SCHOOL IS

St. Peter's is a good school, which is continuing to improve. It provides pupils with a wide range of learning opportunities and the teaching is good. As a result, pupils do well and the standards they achieve in Year 6 are better than those of pupils in similar schools. The head teacher, well supported by the governing body, provides purposeful leadership and manages the school and its budget well. The school's strengths considerably outweigh any weaknesses and, consequently, it provides good value for money.

What the school does well

- Promotes good achievement in English, mathematics and science by the end of Key Stage 2.
- Achievement in information and communications technology (ICT) throughout the school and religious education (RE) and physical education (PE) by the end of Key Stage 2.
- Most of the teaching is good or very good.
- Pupils with SEN in the two special units and in the main school receive good specialist teaching and support and make good progress.
- Pupils behave very well indeed, are keen to learn and get on very well with each other and staff.
- It takes very good care of all its pupils ensuring all are full members of the community.
- The head teacher provides good leadership and governors take an active role in school improvement.

What could be improved

- Monitoring and evaluation of teaching and learning.
- The assessment of pupils' work and use of this information to provide feedback about pupils' targets and review strengths and weaknesses in provision.
- Planning of activities led by the teacher and progress in mathematics in the Foundation Stage.
- The environment and facilities for outdoor play for nursery and reception class pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

St. Peter's was last inspected in March 1997. Since then, improvement overall has been good. There is a better-planned curriculum that offers more opportunities for pupils to learn in more varied ways and to participate in after-school clubs. The provision for ICT is greatly increased and pupils are reaching a higher standard. Progress with self-review has been mixed. Subject management has improved, though weaknesses remain in the monitoring of standards and learning. Whilst the school has introduced a number of effective ways of monitoring the quality of the curriculum, teaching and learning are less rigorously evaluated. However, the quality of teaching has improved considerably and much more is good or very good. Standards have improved in line with other schools and the school has been successful in narrowing the gap between boys' and girls' achievement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	D	C
mathematics	C	D	E	D
science	B	D	A	A

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

In recent years children have entered the school with attainment a little below average though this has now improved. By the end of the Foundation Stage, progress is sound overall and most pupils are achieving standards expected for this age, apart from in mathematics.

The school has two units for pupils with SEN, an infant assessment class and a junior support base. In both, pupils make good progress in all aspects of their work, as do pupils with SEN in mainstream classes. The results attained by pupils in the units in Years 2 and 6 are included in the school's published test results.

Results by the end of Key Stage 1 have fluctuated in recent years, falling in 2001 to below the national average, though this included a high proportion of Year 2 pupils in the infant assessment class. The trend in performance up to that point had been above schools nationally. Standards of work seen show that most pupils in main school are attaining in line with national expectations in each of their subjects which represents satisfactory progress overall. Progress in reading and in ICT is good.

At Key Stage 2, results in the national tests in 2001 were below the national average in English, well below in mathematics but well above average in science. Improvement in performance is converging with the national trend with the increase in results in 2001. When compared to similar schools, achievement is above average overall. Standards of work seen amongst pupils who are not in the junior support base are in line with national expectations in all National Curriculum subjects and above average in RE. Pupils make good progress in reading, mathematics, science, ICT, PE and RE. The school is on course to achieve the challenging targets it has set for English and mathematics for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and work hard in lessons. They enjoy participating in out-of-hours activities.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and are very sensible around the school and during playtimes.
Personal development and relationships	Very good. Relationships between pupils and with adults are of a high quality. Particularly noticeable is the way that pupils with special needs are accepted as full members of the community.
Attendance	Satisfactory and broadly in line with the national average. Unauthorised absence is low. Pupils enjoy coming to school.

The school has a positive and inclusive ethos. This results in very good attitudes and behaviour that in turn leads to good standards of achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

Overall, the quality of teaching is good and at Key Stage 2 much is very good, particularly in classes containing Years 3 and 4, and Year 6 pupils. Specialist teaching and support is consistently good for pupils in the two SEN units and in mainstream classes. The school meets the different needs of all its pupils well overall. Teaching has considerably improved since the last inspection.

The teaching of English is good overall at both key stages and in mathematics is satisfactory at Key Stage 1 and good to very good at Key Stage 2. In literacy and numeracy lessons, these skills are taught well. In the best English and mathematics lessons, teachers demonstrate skills very well and give very clear explanations. Teachers make very good use of new technology in ICT in Years 3 and 4 and in very good science lessons in the same year groups use imaginative methods to help pupils learn. Teachers' planning and knowledge of the subjects they teach are good. As a result of this high quality teaching, pupils learn well overall.

In a small minority of lessons, the work is too easy for some pupils, slowing progress. The last part of literacy and numeracy lessons is sometimes not used as effectively as it could be.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and teachers try hard to make learning interesting and relevant. There is a good range of out-of-school hours activities. Opportunities for outdoor play for pupils in nursery and reception are restricted by lack of facilities.
Provision for pupils with special educational needs	Very good. The curriculum is well planned taking account of pupils' varied needs in the two SEN units and in the main school. Provision is greatly enhanced by opportunities to work alongside other pupils in the school and in a nearby special school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social and moral education is very good and spiritual and cultural education is satisfactory. Limited provision is made to consider non-European cultures and cultural diversity in the United Kingdom.
How well the school cares for its pupils	The school is a very caring community that gives very good support for its pupils' personal development. Though satisfactory overall, there are a number of weaknesses in current assessment practices.

The school offers a broad and balanced curriculum that is enriched in a number of ways, especially using the opportunities afforded by the local community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. There is a clear vision for the school. Development planning is detailed. Monitoring and evaluation procedures lack focus, however, and are not systematic enough.
How well the governors fulfil their responsibilities	Good. The governors are very committed to the school, know it well and actively support its improvement.
The school's evaluation of its performance	Satisfactory overall. Good use is beginning to be made of attainment data to set targets for improvement. Monitoring of teaching and learning to identify strengths and weaknesses is underdeveloped.
The strategic use of resources	Very good. Priorities for development are well supported by very prudent, long term, financial planning. Day-to-day financial management is very good. Principles of best value are followed well.

The school is well led and managed effectively. The school uses its budget wisely to set good staffing levels, provide good quality accommodation and improve learning resources. Good use is made of further funding and opportunities provided by membership of the East Cleveland Education Action Zone (EAZ) to improve teaching and learning.

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 school. • Their children make good progress. • The quality of teaching. • The school is approachable. • The school expects children to do their best. • The school is helping their children become mature and responsible. 	<p>A small minority of parents feel that:</p> <ul style="list-style-type: none"> • The information they receive about their child could be improved. • Their child does not receive the right amount of homework. • The range of activities outside lessons could be improved.

Inspectors agree with the positive views expressed by parents. Arrangements for reporting to parents are good and recent developments in target setting are further improving the information parents receive. The provision for homework is good. The range and quality of after-school activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of attainment are average overall by the end of Year 6. This is somewhat better than results in national tests indicate. These have fluctuated to some extent in recent years from below to in line with national averages in English and mathematics and from below to well above average in science. When compared to similar schools, however, these results indicate standards which represent good achievement, brought about by good teaching and the positive attitudes of pupils. Improvement overall has been very close to the national trend since the last inspection. The school has been successful in narrowing the gap between boys' and girls' attainment.
2. Standards seen during the inspection shows that attainment amongst pupils, other than those in the junior support base or infant assessment class, is in line with national expectations in all subjects and in RE is above the expectations in the Agreed Syllabus. The progress that pupils in the two SEN units and others with SEN in the main school classes make is good. Overall, pupils are achieving well given the less than average attainment with which they entered school. The school has set challenging targets for higher attainment in 2002 at the end of both key stages, which pupils are on course to reach.

Children Under 5

3. In recent years children have entered the school with below average attainment, particularly in their language skills, but, amongst the group that have entered nursery since September 2001, standards are generally average. Progress is generally sound in the nursery and reception classes and, in work seen, by the end of the Foundation Stage, pupils reach average standards with the exception of mathematics, which is below average. Teachers have created an attractive and stimulating environment for pupils and plan carefully to provide an appropriate range of activities in the six areas of learning. Sometimes, however, and more so in the reception class, activities are too easy for higher attaining pupils. This is due to planning which does not focus clearly enough on what pupils should be learning and, in consequence, restricts their progress.

Key Stage 1

4. By the end of Year 2, pupils attain standards in English that are in line with the national average. In reading, standards are above average. Teachers are skilful in teaching basic skills and provide plenty of opportunity across the curriculum for practice and development. Good progress in reading is supported by the well-structured home-school partnership that actively encourages parents to help with reading. Standards in writing are average and pupils make sound progress across the key stage, though they are held back to some extent by limited opportunities to write freely. Handwriting is developing satisfactorily but pupils are not encouraged enough to do joined-up writing.

5. Attainment in mathematics is average and pupils make sound progress in all aspects of the subject. Pupils' knowledge and understanding of number is sound as teachers give attention to ensuring these skills are learned by using the national numeracy strategy. However, there are times when teachers do not give enough emphasis to pupils working things out in their heads and, sometimes, higher attaining boys in Year 2 underachieve because they are not given difficult enough work to do.
6. Standards in science are in line with national expectations. Pupils acquire a sound knowledge and understanding of all aspects of science due to a well-organised scheme which teachers follow conscientiously in their planning.

Key Stage 2

7. Pupils' standards in English are in line with national expectations by the end of Year 6 in writing and above average in reading. Teachers make effective use of the methods of the national literacy strategy to promote good learning. Progress in reading is better than writing as teachers are more adept in using the literacy strategy in this respect. However, carefully targeted support for pupils making slower progress in writing is beginning to have an impact on achievement.
8. Standards in mathematics are average at the end of Year 6. Pupils' skills in number are generally good, particularly among higher attaining boys. Good achievement across a broader range of mathematical skills is a feature of work in younger classes in Key Stage 2. Pupils in Years 3 and 4 use their ICT skills well to further develop their mathematical understanding of direction. Pupils across the key stage use ICT data-handling well. All lessons are taught using the national numeracy strategy, which promotes good progress.
9. Pupils make good and often very good progress in science that leads to above average standards by the end of Key Stage 2 in national tests. Attainment amongst pupils in Year 6 is in line with national expectations. Pupils are well prepared when they come to take their national tests. Higher attaining pupils have a sophisticated understanding of scientific concepts, which supports their very good attainment. Achievement is very good in classes with Years 3, 4 and 6 pupils, resulting from imaginative teaching that helps pupils develop new ideas and apply previous learning.
10. Standards in all other subjects of the National Curriculum are in line with expectations for pupils in Year 6. In RE, pupils attain more highly than the expectations in the locally agreed syllabus; their knowledge and understanding of Christianity is a good feature of their learning. Standards have improved in ICT since the previous inspection; pupils make good progress in acquiring a broader range of skills and acquire a more certain understanding of applications. The good achievement of pupils in PE is due to extensive opportunities for older pupils to take part in sporting clubs after school.

Pupils' attitudes, values and personal development

11. Pupils' attitudes and behaviour are very good and play a large part in the good progress they make in school. Most parents agree that their children enjoy coming to school. Pupils of all ages are very enthusiastic and want to learn. For instance, in a PE lesson on the techniques of basketball, Year 6 pupils were so eager to continue after the bell rang for home time that they asked, "Please can we have another

- game?" Throughout the school, pupils listen well in class and work hard with very good concentration, due to the good teaching and interesting lessons.
12. Pupils of all ages behave very well in lessons, in assemblies and around the school, responding well to the high expectations of staff. There have been no exclusions for many years. The excellent relationships throughout the school between pupils and with all adults are a major strength of the school. Older pupils support younger ones and pupils in the main school relate very well to those from the two SEN units and from the nearby special school. Pupils are very friendly and polite and play well together in the playground. There is an orderly and pleasant atmosphere at lunch. During one lunch break, a large group of boys and girls of varying ages enjoyed a game of "The Farmer's in the Den", well led by two lunchtime supervisors. They work together constructively, in groups and as a whole class. For example, in a design and technology (DT) lesson, Year 2 pupils discussed their ideas on designing and making a puppet and showed consideration and safety of each other while they were working.
 13. Pupils' personal development is good. Most pupils attend school regularly and come to school on time. Attendance is in line with the national average. Pupils respond in a mature way to the purposeful working atmosphere in class and to the many opportunities to take responsibility for school routines such as for registers and as members of the school council. The councillors are very keen on their duties and take their responsibilities seriously.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is good overall and effective in meeting the needs of pupils. As a result, pupils' learning is generally good; they work hard, sustaining their interest and making good progress in most subjects. Around two-thirds of the teaching is good or better. In a fifth of lessons teaching is very good. Teaching and learning was unsatisfactory in only two lessons seen. This represents a marked improvement compared to the last inspection.
15. Examples of good quality teaching were seen in most subjects and years. Teaching and learning are satisfactory overall in the Foundation Stage; good overall in Key Stage 1; and good overall in Key Stage 2, with a high proportion of very good teaching in classes containing Years 3 and 4 pupils and Year 6 pupils. English teaching is good overall at both key stages. The teaching of mathematics is satisfactory at Key Stage 1 and good overall at Key Stage 2, with some examples of very good practice. This leads to good learning in these subjects and, more generally, of the skills of literacy and numeracy. Specialist teaching of pupils in the two SEN units and in mainstream is good, and sometimes very good, with one outstanding example where pupils from the junior support base were taught gymnastics alongside pupils from Kilton Thorpe Special School. No lessons were seen in geography or history, but from a consideration of pupils' work and teachers' planning, teaching and learning are satisfactory in these subjects.

16. Teachers' management of pupils is very good and expectations for good behaviour and attitudes to work are high. Teachers' knowledge and understanding of subjects are generally good. Recent training in the national literacy and numeracy strategies and in ICT has improved teachers' subject knowledge and confidence. For example, practical demonstrations of skills and careful sequencing of questions within reading, writing and mathematics successfully promote good progress. Teachers in ICT make good use of their knowledge of new technology where available to extend learning. Knowledge of how children learn in the Foundation Stage is good as it is in the specialist teaching provided for pupils with various SEN in the infant assessment class and the junior support base. Particularly good features of the teaching of pupils with SEN are the opportunities taken to work alongside pupils in the main school and the high quality of teamwork with support staff.
17. Planning of lessons is generally good, showing a secure grasp of different subject learning objectives and choice of a suitable range of materials for pupils to use. In mathematics, science and ICT in particular, teachers are precise about the outcomes they expect pupils to achieve. Teachers mostly match work well to the current levels of attainment of different groups of pupils. Classroom assistants and other adults are deployed well to support individuals or small groups, which they do effectively.
18. Teachers adopt very suitable methods to engage pupils and to promote good progress in lessons. Methods that are particularly effective include: lively and interesting introductions and explanations that capture pupils' interest; the use of varied tasks during the lesson that encourages a brisk pace of learning. In a science lesson about the planetary system with Years 3 and 4 pupils, a large diagram was hidden behind a cloth, successfully rousing curiosity and anticipation. It was revealed once pupils had drawn their own diagrams and shared their knowledge. This method was very effective in developing understanding and identifying further questions for enquiry. In a mathematics lesson with Years 5 and 6 pupils, high quality explanations about the characteristics of triangles led to very good independent work among pupils, including those with SEN from the junior support base.
19. Teachers set and monitor homework regularly and use it well to consolidate and extend learning. Day-to-day marking and assessment is satisfactory, though teachers have not yet begun to link assessment effectively to pupils' targets for improvement or give them a high enough profile.
20. A small minority of lessons in the Foundation Stage is unsatisfactory or has some weaknesses. In these, teachers have either not planned the activities they were leading with a clear enough focus on learning outcomes or, in mathematics lessons in the reception class, have given higher attaining pupils tasks that were too easy. In some lessons in English and mathematics in Key Stages 1 and 2, teachers, though using the last part of the lesson to share learning, are not extending pupils' thinking enough.

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

21. The quality and range of the curriculum is good overall and meets statutory requirements. It promotes pupils' intellectual, physical, social and personal development and prepares them well for the next stage of their education. The curriculum is broad and balanced and has been effectively planned for mixed-age classes. The school has successfully extended the curriculum to increase its relevance and width through a wide-ranging programme of visits, visitors and out-of-hours activities.
22. The school has made good progress with key issues raised in the previous inspection. The two-year planning cycle for the curriculum is based on national schemes of work, which the school has adapted effectively to meet the needs of its pupils. All subjects now have a policy and a scheme of work. These provide good guidelines for medium and short-term planning and include clear and precise learning objectives, which most teachers now share with pupils at the beginning of lessons. However, there is still some work to be done so that the geography curriculum is better planned for progression in knowledge and skills, to ensure continuity in history in Key Stage 1, and to extend pupils' experience of other faiths in their RE lessons.
23. All teachers take good account of the guidelines of the national literacy and numeracy strategies and these have been implemented successfully throughout the school. They are having a positive impact on standards. Teachers' weekly and daily planning for literacy and numeracy contains good detail and makes a strong contribution to the quality of teaching English and mathematics, except in the Foundation Stage where the curriculum for numeracy is unsatisfactory.
24. There is good provision for pupils' personal, social and health education, including education in citizenship. Activities provided by the EAZ and local services such as health and police make a significant contribution to these aspects of the curriculum. Drug awareness, respecting others and health-related fitness all feature in programmes delivered by Middlesbrough Football Club and Teesside Mohawk Basketball Club. Residential visits, such as the one made by Year 6 to Cropton Forest, provide opportunities for pupils to experience character and team-building activities.
25. The school makes very good use of the community to support learning, and has extensive links with the church, local industries through the Neighbourhood Engineers and Redcar and Cleveland Council. The "Tadpole" group, infant assessment unit and junior support base provide good support for pupils' personal development and prepare pupils well for their next steps in education. The school has developed very good links with partner institutions. The Meteor Project, run in partnership with Teesside University through the EAZ, is aimed at raising pupils' aspirations from the age of eleven to the end of secondary school.
26. An interesting range of educational visits enriches and supports pupils' learning in the curriculum. These include visits to places of interest such as York Minster, Eden Camp and the North York Moors Centre. Many visitors to the school have included theatre groups, such as the one that worked with pupils on their science topics of light and weather. The school nurse supports staff with aspects of health education and the local police provide a programme on citizenship.

27. A good range of extra-curricular activities is provided, particularly at Key Stage 2 where activities organised by the EAZ have a positive impact. Pupils have the opportunity to attend courses on ICT, pottery, sailing and canoeing after school and at the weekends. Provision in school includes competitive sport, such as football, cricket, orienteering and netball. Pupils are offered tuition in violin and recorder. The head teacher, many teachers and support assistants give of their time outside lessons to organise clubs, which extend and enrich pupils' learning. Pupils support these activities very well. The school is good at ensuring that, with due regard to age, all pupils have equal opportunities to participate.
28. Very good provision for pupils with SEN enables them to make good progress in basic skills within the whole curriculum. The very good early identification of need triggers a clear and effective programme of action, involving all staff working with a pupil. Teachers set detailed targets in pupils' individual education plans (IEPs), and plan work so that they make good progress towards their achievement.
29. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of its work. This is underpinned effectively by the school's equal opportunities policy. All pupils have equal access to the school's curriculum and to activities outside lessons.
30. A particular strength is in the school's commitment to ensuring all pupils have a residential experience at some time. The school's inclusive nature, as part of its overall aims, is reflected well in the treatment of individual pupils. This is seen on a daily basis in the ways in which pupils from the two special units are incorporated into the life of the school and in the quality of relationships between teachers and pupils.
31. Whilst working successfully in promoting equality of opportunity overall, there are aspects of equal opportunities which need more development. The school is currently made up of pupils exclusively from a United Kingdom white heritage background and no instances of racism were seen in pupils' work, behaviour or language during the inspection. However, the school does not take a lead in developing pupils' understanding of other cultures. There is no overall plan to ensure that the school curriculum generally, or within personal social, health and citizenship education, deals adequately with racism. Within geography and history, opportunities to study non-European societies, past and present are not fully developed. There are some examples of non-white visitors' involvement in school and links with a football club to work on anti-racist approaches. However, the RE curriculum does not do as much as it could to develop understanding of other faiths. The school does not yet make full use of the assessment data it holds to ensure equality of opportunity, for instance through analysing the relative achievements of different groups of pupils, such as higher attainers. The school does not identify a specific group of gifted and talented pupils.
32. Pupils' spiritual, moral and cultural development is good overall. Social and moral education in the school is very good, whilst both spiritual and cultural education is satisfactory. The school adopts a subtle and effective approach by embedding care values in all its work. As a result, pupils are able to apply their social and moral ideas to their everyday work and they make good progress in their learning. The school is a community where all are welcomed and individuality is celebrated.

33. Social and personal skills are well-developed, including those pupils within the SEN units. Pupils are extremely friendly, confident and willing to hold a discussion or engage in conversation. They are very polite. A very young child with a pronounced speech impediment was heard to say to a stranger to the classroom, "Excuse me, can you spell park?" Most children displayed confidence in communication with adults and did so with a degree of good humour and willingness. The school emphasises developing responsible attitudes and caring for the needs of others. All pupils in the school, regardless of ability, are given the same opportunities. Lunch times and play times are positive experiences and pupils enjoy mixing with each other.
34. Moral education is very good and a key feature of the school. Pupils have a well-developed sense of fairness and of right and wrong. Adults act as very positive role-models; the head teacher positively encourages a calm approach in dealing with difficulties. Very good behaviour management is embedded into the ethos of the school, and as a result of this, the environment for learning is very positive. Pupils have many opportunities to develop their moral values. An active school council meets regularly and is very effective in supporting the development of skills of citizenship. Older pupils help children in the infant support class, whilst others run a bank and sell crisps. All aspects of the school's approach to moral development supports the pupils in developing their understanding of how their community operates.
35. Pupils have many opportunities to participate in cultural activities. Regular music workshops and visits from theatre groups are time-tabled into the curriculum. Pupils are taken on educational visits to local places of interest such as Whitby Abbey and Beamish Museum, all of which broadens their experience and understanding. Although the school aims to raise awareness of cultural diversity through themes provided by the National Curriculum, during the week of the inspection there was little evidence to show that this was so. The pupils do have the opportunity to learn about alternative faiths in RE, however, this would be further enriched by visits to other faith centres or by visits to the school by members of the community representing other faiths. Pupils' experience and understanding of non-European cultures and of cultural diversity in the United Kingdom is weak.
36. The school has close links with the church and the local rector delivers a regular act of collective worship. He plays an important role in the life of the school. The school holds regular assemblies during which there is always a collective act of worship. Although all pupils are encouraged to participate fully, not all members of staff were present each day. A candle is lit and burns during the period of collective worship, however, it is not always used as a focus for quiet reflection. The school has in its aims specific reference to the provision of spiritual guidance. Though this is present within the general ethos of the school, and most issues considered are presented in a meaningful and relevant way, spiritual education is not written into the planning of subjects within the broader National Curriculum. As a result, pupils are not given systematic and planned opportunities to consider the awe and wonder and meaning of the world and of nature across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to take very good care of its pupils. It is committed to its aim to provide "a safe, warm and caring environment for all members of St. Peter's school

where everybody feels valued". Parents are very happy with this aspect of the school's work.

38. There are very good procedures for child protection and to ensure the welfare, health and safety of pupils. Staff know their pupils and their families very well. They promote the excellent relationships that enable pupils to feel happy in school and so contribute to their good progress. Class teachers keep good records of the personal development of individual pupils that are passed to the next teacher so that progress can be assessed regularly. There is very good provision and care for pupils with SEN. All staff use praise and encouragement very effectively to boost pupils' self-esteem and confidence and to recognise and value the achievements of all their pupils. For instance, the Year 4 classroom has a "Your teacher is proud of you" display. Younger pupils are keen to wear their stickers for good work and effort such as for "Super Science" and older pupils are pleased to be awarded points for their teams of Morrison, Jackson or Bell House. These very good systems are successful in motivating pupils to work hard and do their best.
39. The procedures for monitoring and promoting good behaviour are very effective and have resulted in the very good behaviour seen in class and during breaks. All adults have high expectations that pupils will behave well and promote a calm working atmosphere throughout the day. The school has invested in a high number of lunchtime supervisors who provide a good level of care. The school monitors attendance conscientiously, following up reasons for absence and lateness and liaising well with the education welfare service when necessary. It promotes good attendance effectively through the reward of certificates and prizes for full attendance.
40. The monitoring and promotion of pupils' personal development is good. Individual personal development targets are identified for those pupils requiring additional help. They are fully supported by all members of the school community in acquiring acceptable standards of behaviour and personal skills. The head teacher takes a lead in monitoring and supporting pupils' personal development. He knows his pupils and their backgrounds thoroughly and is supportive to them during times of difficulty. Systems are in place to involve outside agencies such as the school nurse.
41. Procedures for assessing pupils' attainment and progress are satisfactory. The school has an up-to-date and relevant assessment policy and there is a three-year development plan outlining areas for future improvement within the area of assessment. The school makes appropriate arrangements for pupils to take the statutory National Curriculum test and assessments at the ages of seven and eleven. In addition, the school administers additional formal assessments during the course of the year. The results of these tests are used to track pupil progress and in the identification of pupil targets and forecasts of attainment levels. Teachers also use the information to make decisions about groupings of pupils and for further planning.

42. A formal arrangement to collect and moderate samples of pupils' writing is in the early stage of development. These portfolios are not yet used to help teachers agree and understand standards in different subjects to promote effective progress. Existing writing samples are not yet used to identify specific aspects for school improvement or to amend planning. A recent introduction to the assessment system is the identification of pupil improvement targets in both English and mathematics. Although parents, teachers and the head teacher have had the opportunity to discuss the targets, the majority of pupils, when asked about their targets, could not remember what they were. This very helpful practice of setting and monitoring of pupil improvement targets is in the early stages of development. Marking of work is not yet fully linked to the target setting process, which weakens assessment and the quality of feedback to pupils. The recording of progress in reading is good. Records are regularly completed and examination of home/school diaries shows that parents also take the opportunity to contribute. Annual reports to parents on their child's attainment over the year are good and contain helpful information. Teachers give considerable time to discussing progress during termly parents' evenings.
43. The school is an all white heritage school and currently there are no pupils on roll from other ethnic groups. The school has systems to monitor the achievements of different groups of pupils. Such systems would accommodate analysis of issues relating to ethnicity.
44. Senior managers oversee the well-designed assessment procedures used in the school. However, the assessment co-ordinator does not monitor all aspects of these assessment systems to ensure that they are carried out in practice. Although continual assessment of pupils' learning takes place by teachers through effective questioning techniques, specific assessment opportunities are not identified within short-term planning.
45. The assessment arrangements for pupils with SEN are good. All school assessments are used to identify where they need specialist support and to prepare appropriate targets for them. The teachers make regular assessments of their progress and use these well to consider further targets. Statutory reviews of the different stages of the code of practice are carried out thoroughly as required. The quality of IEPs is good. The provision for SEN is good and helps pupils make sound progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school is maintaining a good partnership with parents and recognises the importance of developing this further. Most parents are very satisfied and supportive of the school's work. In particular, they feel that the school expects their children to work hard and that they make good progress. They consider the teaching to be good and feel welcome and comfortable to approach staff if there is a problem. The inspection team agrees with all the positive points raised by parents.
47. The school actively encourages parents to be involved in its work and in their children's learning. For example, it has involved parents in the Better Reading Partnership to help improve standards and developed the "Tadpole" group to extend the school's links to the parents of pre-nursery children. A number of parents give effective help regularly in school; for instance, leading extra-curricular clubs such as netball and working with children in the nursery. The parents and friends association actively raises funds to provide extra resources for the school.

48. The school provides a good range of information for parents. Regular letters keep them up-to-date with what is happening and also give practical reminders such as on the importance of regular attendance. The annual reports give parents a good picture of the progress their children have made. The school is now working with parents to involve them in their children's individual targets for learning. Parents are very supportive of the school's homework policy and many listen to their children read at home which helps their progress. The homework and reading diaries are used to ensure a good exchange of information between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The good standards in leadership and management highlighted in the last inspection have been maintained. The school is well led by the head teacher. He has a purposeful and supportive approach. The recent work carried out on longer term school development planning and analysis of data is good. This has helped to provide a clearer direction for the work of the school to promote high standards.
50. The aims and values promoted by the school are very clear. They are reflected in all that the school does. The head teacher is a good role-model. He genuinely cares for all pupils and staff, encouraging a shared commitment. The school motto "If you want a friend, be a friend", permeates all aspects of school life. There are very good relationships and high standards of behaviour throughout the school. Above all, there is a feeling of true equality of opportunity for all pupils. The head teacher's determination and commitment to the full integration of all pupils has a positive impact on attitudes and achievements.
51. The senior management team, comprising the deputy head teacher, literacy co-ordinator and learning manager, meets on a regular basis to discuss issues arising. The school is appropriately organised into four teams and the senior management team work hard to ensure that the school operates as a whole unit. Management roles and various responsibilities have been defined and generally include a monitoring requirement, although these are not always followed through. The part that senior managers play in improving teaching and learning to raise standards further, is not always clear. However, a responsibility of the recently appointed learning manager is to co-ordinate the teaching and learning programme within the school. In the short time since her appointment, she has implemented several programmes within lower Key Stage 2, which have resulted in a marked improvement in the progress that pupils make. She is well supported by the senior management team and there are sensible plans for further disseminating and extending this work across the school.

52. The working relationship between the head teacher and the chair of governors is very good. This has helped to create an effective governing body who are supportive, knowledgeable and fully involved in the life of the school. Many governors regularly work in classrooms and are involved in initiatives such as the Better Reading Programme or Young Engineers. Some governors attend residential visits to outdoor education centres with staff and pupils. They fulfil all of their statutory duties extremely well. Committees meet regularly to discuss different aspects of the school's work; these include the school's finances, its curriculum and the management of personnel. Sensible plans are in place to establish a standards committee. Governors are kept well informed by the head teacher and show a good understanding of the strengths and weaknesses of the school. They participate fully in the construction of the school development plan and the setting of targets, asking probing questions before making decisions. There is a good balance of skills and experience on the governing body and many have undergone appropriate training. Governors have taken a wide range of special responsibilities for literacy, numeracy, SEN, science, technology and Foundation Stage.
53. The school development plan is an effective and useful working document. It helps everyone to have a clear view of what the school intends to do. The plan is detailed and has a realistic number of appropriate priorities. It is closely linked to budget planning. There is a long-term overview with areas for the next three years identified. This provides a good long-term focus for the school. The more detailed plan for the current year outlines priorities identified from a well-structured audit process.
54. The head teacher and senior management team are committed to monitoring and self-evaluation to raise standards further. Since the last inspection, the school has developed sound monitoring strategies. Subject co-ordinators regularly review planning and collect evidence for portfolios of work. The head teacher frequently monitors classroom practice on an informal basis. In a new initiative, two days at the end of the school year were effectively used to collect, collate and analyse a range of data, from which strategies to improve pupils' future learning were identified. However, planning and organisation of the monitoring programme and in particular, the identification of the role of key staff, lacks rigour. To some extent, this has been due to the re-direction of staff to manage the implementation of national initiatives. Thus, there is insufficient time or focus given to monitoring the core tasks of teaching and learning in specific areas of relative weakness in order to raise standards. For example, improving pupils' writing skills or the further development of problem-solving skills in mathematics have not yet been sufficiently evaluated. Literacy and numeracy subject leaders have made a thorough analysis of performance data at the end of Key Stage 2 and have identified pupils' strengths and weaknesses. However, this information has not yet contributed to curriculum change.
55. The management of SEN and, in particular, arrangements to promote the inclusion of pupils in the two special units with the main school, are very effective. The school fully carries out its strong commitment to equality of opportunity, taking opportunities such as the proximity of Kilton Thorpe Special School, to extend and enhance learning for pupils with SEN and for all others. The school's newly appointed special educational needs co-ordinator (SENCO) also has responsibility for the infant assessment class. She makes good use of her specialist knowledge to continue to implement the very good existing procedures for supporting the wide range of needs that pupils with SEN have at St. Peter's.

56. A good start has been made with performance management that is now entering its second year. It is making a good contribution to identifying needs for staff development and in continuing the focus on school improvement. The training received by teachers in literacy, numeracy and ICT has had a noticeable impact on achievement. The school has recently received the award of "Investors in People" status, reflecting its commitment to staff development.
57. There is a good match of teachers and support staff to meet the needs of the curriculum and of pupils in the two SEN units. The investment that the school has made to provide higher than average levels of support staff is reflected in the good achievements of pupils. The school has benefited from the relative stability of staffing maintained since the last inspection. There is a good degree of consistency in teaching methods and in carrying out school policy that helps provide the very secure and supportive learning environment that exists.
58. The school has good and spacious accommodation that it maintains to a high standard. The recent re-organisation of nursery and reception class bases to be adjacent to each other has strengthened provision for the foundation stage. A new outdoor play area has been created for children in these classes, but as yet it is only a bare paved patio and does not provide adequately for pupils' needs. The creation of a computer suite has improved provision considerably and allowed more effective direct teaching of ICT skills. Resources are generally sufficient to meet the requirements of the curriculum. However, greater availability of ICT resources for science and RE would extend learning opportunities, as would a wider range of artefacts for use in art lessons.
59. Financial planning and control are very good. Financial decisions are taken very carefully, such as the provision of a new computer suite and the employment of additional non-teaching staff, in order to support the school's educational priorities. The school maximises the use of its delegated budget by tight forward planning, keeping a low balance each year. The three-year forward financial plan enables strategic planning to be done with some confidence. The school takes good advantage of the additional resources available from involvement in various EAZ initiatives, such as those that support early learning. Expenditure is monitored thoroughly by the school clerk on a day-to-day basis. The governing body has adopted a statement of best value that is applied to items of expenditure such as the cleaning contract.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The inspection team fully recognises the improvements made since the previous inspection. In order to raise standards and the quality of education further, the head teacher, staff and governors should:

1. Improve the monitoring and evaluation of teaching and learning by:

- establishing a more formal and systematic process involving the head teacher and senior staff in monitoring the work of the school and evaluating classroom practice; (Paragraph numbers 51, 54)
- extending the role of key subject co-ordinators to evaluating teaching and learning; (Paragraph numbers 54, 92, 101, 109)
- extending the analysis of assessment data to include the achievements of all groups of pupils. (Paragraph number 31)

2. Make fuller use of the existing systems for assessing pupils' work by:

- linking the marking of pupils' work to the targets set for improvement and ensuring pupils have a good understanding of what they have to do; (Paragraph numbers 19, 91, 100)
- using portfolios of pupils' work to agree standards amongst teachers and to identify areas for improvement. (Paragraph numbers 42, 117, 122, 142)

3. Improve aspects of provision and standards in the Foundation Stage by:

- raising standards in mathematics by the end of the reception year; (Paragraph numbers 3, 64, 77)
- being more precise about expectations for pupils' learning in activities led by the teacher; (Paragraph numbers 20, 63, 66, 69)
- improving the environment and equipment available for outdoor play. (Paragraph numbers 58, 65, 80)

Other issues which should be considered by the school

61. When compiling the action plan the school should give consideration to the following less important weaknesses:

- aspects of curriculum planning in geography, history and RE; (Paragraphs 124, 129, 130, 136, 159)
- the limited opportunity to learn about non-European cultures and different cultures within the United Kingdom; (Paragraph numbers 31, 35, 159)
- the use of the plenary session in English and mathematics lessons to extend learning.

- some elements of the teaching of handwriting and extended writing to improve progress further. (Paragraph numbers 75, 88, 89)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	33	24	2	0	0
Percentage	1	19	45	32	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point[s].

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)	28	296
Number of full-time pupils known to be eligible for free school meals	0	89

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	21
Number of pupils on the school's special educational needs register	7	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	10	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	17	21
	Girls	10	10	10
	Total	39	27	31
Percentage of pupils at NC level 2 or above	School	81 (83)	75 (87)	86 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	21	18
	Girls	10	10	10
	Total	38	31	28
Percentage of pupils at NC level 2 or above	School	78 (87)	86 (89)	78 (87)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	13	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	28
	Girls	11	10	12
	Total	29	29	40
Percentage of pupils at NC level 4 or above	School	69 (54)	69 (76)	95 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	20
	Girls	9	10	11
	Total	25	27	31
Percentage of pupils at NC level 4 or above	School	60 (61)	64 (74)	74 (76)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	324
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	24.7
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14
Total number of education support staff	1
Total aggregate hours worked per week	60
Number of pupils per FTE adult	28

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	755,842.00
Total expenditure	750,171.00
Expenditure per pupil	2,281.00
Balance brought forward from previous year	16,275.00
Balance carried forward to next year	21,946.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	324
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	3	1	0
My child is making good progress in school.	61	36	1	1	1
Behaviour in the school is good.	43	49	4	1	3
My child gets the right amount of work to do at home.	45	42	9	1	2
The teaching is good.	59	37	1	0	2
I am kept well informed about how my child is getting on.	51	37	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	64	29	5	1	1
The school expects my child to work hard and achieve his or her best.	61	38	1	0	0
The school works closely with parents.	49	40	6	3	1
The school is well led and managed.	59	36	2	1	1
The school is helping my child become mature and responsible.	56	39	2	1	2
The school provides an interesting range of activities outside lessons.	40	41	9	2	8

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

62. In the nursery and reception, pupils attain standards in line with national expectations in all areas of learning, apart from in mathematics, which is below expectations. The school has maintained the standards reported in the last inspection. Provision continues to be sound overall, although there have been improvements in accommodation and in the level of adult support.
63. The attainment of children entering the nursery in September 2001 is broadly average, which is an improvement compared to children who started nursery between 1998 and 2000. The recent introduction of the pre-nursery "Tadpoles" group and the Start Project, funded by the EAZ, where parents and children work together, is having a positive impact on children's attainment. The children make sound progress in the nursery and on entry to the reception class are achieving average levels in the early learning goals within the foundation stage. Evidence from the inspection shows that standards in the reception class are average overall. However, there are times when the activities led by staff are too easy for the more able children, which restricts their progress.
64. Overall, pupils' progress within the nursery and reception classes is sound. There is a strong emphasis on developing speaking and listening, working collaboratively and establishing routines. In nursery and reception, they make good progress in personal, social and emotional development, speaking and listening, early reading skills and information technology. Sound progress is made in creative and physical development and knowledge and understanding of the world. Progress in mathematics in the nursery is good whereas in reception it is unsatisfactory due to some work being too easy. Most of the pupils reach the expected goals by the time they enter Year 1. In both nursery and reception classes, planning is detailed, however, it does not specifically identify what pupils in different attainment groups are to learn within the adult-led activities.
65. A stimulating learning environment has been created. Since September 2001, nursery and reception classrooms are located in the main school, next door to each other. The range and quality of resources in each classroom are good. However, provision for outside learning is unsatisfactory. The play area is a simple concrete patio and the range of play equipment does not include adequate climbing resources. The school has correctly identified this as an area for improvement. Within classrooms, staff have created interesting areas where resources are easily accessible. Pupils treat the resources with respect and are good at returning them to their correct place. The staff have a good understanding of how young children learn and provide a very good balance between activities that are directed by adults and those that allow pupils to follow their own interests. The reception class teacher is using the literacy and numeracy strategy appropriately for pupils in their first term of full time school.

66. Overall, the teaching in the nursery and reception classes is sound and team work with support staff is good. In all lessons, relationships with pupils, the use of encouragement and praise and the use of thinking time between a question and an expected response is good. In good lessons, teaching has a brisk pace, questions are directed to the current attainment of the pupil and activities are interesting and appropriate to their needs. In two unsatisfactory lessons, the activities that pupils were asked to complete were too easy. This is due to the planning not focussing specifically enough upon what pupils are to learn.
67. There is good liaison between home and school. This has recently been enhanced by the introduction of the pre-nursery "Tadpoles" group. The reception teacher is also developing an art project. She visits the homes of those families wishing to participate in the project, accompanied by an artist. Both projects are having a positive impact on the attainment and confidence of the children who are entering nursery. Parents and carers are welcomed into the classrooms and a number of mums and dads work in the various areas. Parents helped in the first PE lesson in which their child participated.
68. A sound range of assessment procedures has been established. These include baseline assessment and pupil profiles. Staff analyse the baseline assessments and use the information to inform the development of areas of the curriculum. Pupil profiles are regularly reviewed and updated, but are not well used to inform the planning for what children are to specifically learn within an adult-directed activity. Assessment is not fully incorporated into the planning process. This leads to some pupils not being adequately challenged.
69. In both the nursery and reception classes, planning is detailed. However, it does not specifically identify the actual learning that pupils are expected to achieve in an activity. The activities outlined are appropriate for the different levels of attainment within the class but the lack of focus on learning sometimes means progress is not as good as it should be.
70. The nursery has close links with the infant assessment class and the nearby special school. Pupils and staff from this class regularly participate in activities with nursery children. Pupils and staff from the special school also visit twice per week and all pupils participate in a wide range of learning activities. These are very good sessions where everyone is fully involved and takes part in a variety of activities. Pupils who attend nursery gain as much as the pupils who visit.
71. Pupils are happy and respond well to the structured environment and the broad and balanced curriculum, based on the Early Learning Goals within the Foundation Stage.

Personal, social and emotional development

72. Pupils benefit from the good teaching and make good progress so that by the end of the reception year, they attain in line with national expectations. The caring environment established in both the nursery and reception contributes to pupils' confidence and eagerness to learn. Behaviour is good and pupils are taught how to respect equipment and each other. They are co-operative, listen attentively and obey instructions, especially when staff illustrate the instruction with an example. This occurred in a PE lesson when staff showed children that they had to find the same colour hoop as the band they were wearing.

73. Pupils also take responsibility for developing interests of their own in the role-play areas. For example, when deciding who was taking which part in the shopping area. Their concentration is developing well and most can sustain their interest for long periods of time. Staff use of a “curiosity box” to engage children’s interest is effectively developing this skill.

Communication, language and literacy

74. Pupils in the nursery are attaining expected standards in these areas. All pupils make sound progress due to the good teaching in language and literacy. Staff give clear instructions and provide good examples, using questions well to help pupils learn and to evaluate what they have learned. The development of vocabulary is promoted through the staff’s careful use of language and by encouraging talk. Pupils’ responses show that they listen attentively to explanations and instructions. Where staff use examples, such as using actions to accompany a song, pupils respond more quickly and with greater confidence. Most pupils know that words and pictures carry meaning and enjoy books and stories. In conversations and questions, teaching focuses well upon extending vocabulary. Pupils are developing writing skills through activities such as forming letters in sand, play dough and paint and copying under teacher’s writing. However, in pupils’ books, there is too much emphasis on copying adult writing and too little evidence of their own attempts.
75. Reception pupils also make satisfactory progress in language and literacy skills. They are attaining average standards. The quality of teaching is satisfactory overall and occasionally good. The difference between satisfactory and good lessons is the vigour with which the lesson starts and the pace throughout. Pupils are learning that print carries meaning. For example, the teacher used the book “Handa’s Surprise” to demonstrate a good reading style and introduce new vocabulary. A wide range of reading material is available and most children are reading at appropriate levels. Similar methods are used to develop writing as in the nursery. In pupils’ books, there is too much emphasis on copying under an adult’s writing and little evidence of the pupils’ own attempts at writing. The teacher is very good at celebrating success and when a child started the poem with “Animals live in a zoo” she showed great pleasure that encouraged pupils to continue.

Mathematical development

76. Pupils in the nursery and reception classes are developing an awareness of mathematics through a wide range of activities. In the nursery, pupils make good progress and attain expected standards. Teaching is good because of the brisk pace, the clarity of explanation and the appropriate amount of support. In an activity where pupils were creating a bar graph, the teacher could leave the group to complete part of the task unaided. The use of good extension work was evident in a lesson where pupils who completed a graph then produced it on the computer. In the nursery, pupils can count to 10, sing number rhymes and recognise a circle and a square. In the shop, they use “coins” to buy goods. When setting out a roadway, pupils can use the words next to, in front and behind accurately. In the sand and water they understand the words full and empty. The staff’s good use of mathematical language, in explanations and question and answer sessions all help pupils to learn well.

77. By the end of reception, attainment is below average. In lessons observed, pupils were not challenged adequately and, as a consequence, progress was slow. The reasons for the unsatisfactory progress are that planning does not specifically identify what pupils are to learn and some activities are too easy, especially for higher attaining pupils. Pupils can count to 10 and show an awareness of one more. They make patterns with shapes and recognise a circle, square and triangle. They understand the vocabulary of taller and shorter and demonstrate this through a dice game requiring them to build two towers and decide which is the tallest. The reception class teacher uses the numeracy strategy appropriately in the first term in reception.

Knowledge and understanding of the world

78. Most pupils reach the levels expected by the early learning goals by the end of the reception year. The use of good, easily accessible resources and materials promotes pupils' interest and learning. This enables them to make sound progress.
79. The teaching in the nursery and reception classes is sound and pupils make progress in choosing materials and taking decisions about the objects they make. Where possible, aspects of learning are linked together. For example, pupils learn about their local environment by going for a walk, taking photographs and creating model houses. They create three-dimensional models of the view from their school. Pupils in nursery learn about joining two pieces of wood, and to evaluate which are the better materials to make a join. They enjoy baking, weighing and mixing ingredients carefully. They record all of the members of their family and count the number of people in each family. Some know which are the biggest and smallest families. They use the computer to complete a bar graph. In reception, pupils can demonstrate their computer skills by using a mouse to collect and move objects. They are learning about people and places in this country and Africa through visits, visitors, photographs, non-fiction and fiction books. They investigate how to make balances and pulleys, which develops their problem-solving, prediction and use of simple experiments to explore their environment.

Physical development

80. Pupils' physical development is in line with expectations for their age when they enter nursery and they reach average standards by the end of the reception year. Progress in both the nursery and reception class is good for skills such as cutting, gluing, painting, manipulating brushes, pens, pencils and a range of crayons and other media to write, draw and make marks on various surfaces. Skills such as climbing and balancing, pushing and pulling are less well-developed due to the unsatisfactory outside learning environment. The outside area is a simple concrete patio. The range of play equipment includes large wheeled toys and a range of smaller equipment such as balls, but climbing and balancing resources are inadequate.
81. All pupils use the hall for physical activity. They are encouraged to be independent but are sensitively managed if they are having difficulty changing for PE lessons or are reluctant to join in. In these lessons, pupils make sound progress in developing skills such as running, hopping and walking, curling up small and stretching out tall. They also learn to follow rules and routines. Pupils develop confidence and competence in their physical activities and are likely to meet the expected standards as they reach the end of the reception year.

Creative development

82. By the end of the reception year, pupils attain standards in line with those expected in the development of their creative skills. Teaching in both classes is sound. All pupils have opportunities to cover a range of creative activities. Displays of pupils' work show that they are given many opportunities to create their own drawings, paintings, models and collages. There are many good opportunities to carry out their own ideas, choosing their own materials. Teaching was effective in showing pupils how to use glue and how little is required to make paper stick. Music is used in both classes. Pupils learn to handle instruments and experiment with sound and rhythm. In the reception class, they are encouraged to interpret moods and feelings through various sounds. Many opportunities are provided to sing songs and rhymes and develop imagination through many role-play areas. They are encouraged to act out a story or take on the role of a character.

ENGLISH

83. Standards in English are broadly in line with national expectations at the end of both key stages. Standards have risen in line with the national trend since the last inspection in writing, speaking and listening. In reading, standards of attainment are now above average and the progress made by pupils in both key stages is good. This is due to good teaching of reading skills. Standards are average in writing and in speaking and listening. Progress is satisfactory in both key stages, although there is some inconsistency in progress made by boys in the area of writing. The school is aware of this deficiency and has highlighted pupils' performance in writing as a target for continued development.
84. The number of pupils who attained the expected levels in the 2001 national tests in Key Stage 1 fell in comparison to the previous year and were lower than the national average. A high proportion of Year 2 pupils were, however, boys from the infant assessment unit. Standards seen during the week of the inspection indicate that pupils are currently working within the expected levels of attainment and are likely to do so by the end of Year 2, and the progress of SEN pupils is good. In the national tests at Key Stage 2 in 2001, results exceeded the targets set and were broadly in line with those achieved by similar schools. This continues to be the case in work seen. Teachers are using the national literacy strategy well to promote good progress and should meet challenging targets set for English tests in 2002.
85. Pupils enter Key Stage 1 with a wide range of speaking and listening skills. Teachers provide good opportunities for all pupils to gain confidence in oral activities and they make satisfactory progress. In shared reading during the literacy hour, a teacher helped pupils to become familiar with new words and phrases found in a big book entitled "In the Park". Pupils were able to recognise and name familiar people, objects and landmarks. Lower attaining pupils displayed their limited language competencies naming a lake as a pond. However, good use of questioning and discussion ensured that all pupils kept their interest and could broaden their vocabulary and develop listening skills. Pupils in Key Stage 2 continue to make sound progress in these skills and reach expected levels of attainment by the end of Year 6. Progress was good in a very good drama session. Pupils listened intently and adopted the role of characters within a story about a giant. They confidently articulated their feelings, displaying moral awareness and giving sensible reasons for their answers. Exciting teaching and good demonstrations ensured that all made good progress in their speaking and listening skills.

86. From a low baseline entry, pupils make good progress in reading in Key Stage 1. At the end of Year 2, higher attaining pupils can make sense of unfamiliar text using a range of reading strategies. They are beginning to understand the sound and spelling system and use it to help them read accurately. Notice is taken of punctuation and they use “clues” from the pictures. Pupils are able to self-correct though skills of prediction are not highly developed. In Year 1, lower attaining pupils develop their reading skills well in a guided reading session with the teacher. Detailed discussion of the simple text fully prepares pupils for the reading activity increasing their knowledge of the book’s structure. Positive reinforcement and praise throughout the session leads to the confidence to read out aloud. Pupils can follow with their fingers and sound out the words. Reading records show that pupils read regularly at home; this supports their good progress. At the end of Key Stage 1, all pupils can talk about favourite books and indicate preferences. Teachers are skilled in teaching reading and in developing these skills in other areas of the curriculum. In a DT lesson, pupils needed to read instructions before making finger puppets that were to be used later in a phonics lesson.
87. In Key Stage 2, pupils continue to make good progress in reading and standards of attainment are above average. Pupils’ reading skills throughout Key Stage 2 are better than their writing skills, although there are weaknesses in skills of inference and deduction. Good progress is made because teachers fully prepare for reading lessons. Teachers choose an appropriate range of reading material for the needs of different groups of pupils. Those experiencing difficulty are targeted for additional support. Pupils’ reading at home is encouraged and diaries used to enable teachers and parents to monitor progress. At the end of Key Stage 2, pupils can read accurately and fluently, show interest and enjoyment and are able to talk confidently about what they have read.
88. Attainment in writing is average and progress satisfactory by the end of Key Stage 1. The majority of pupils are able to write in simple sentences using full stops and capital letters. They can spell common words and show a growing sense of punctuation. They learn how to write in different forms for a range of purposes, using activity-based worksheets. However, there are limited opportunities to write freely and independently, which hinders progress. Handwriting in Key Stage 1 is developing satisfactorily. Higher attaining pupils can write neatly but are not encouraged to join letter strings together, which would support both their spelling and handwriting development.
89. Progress in writing in Key Stage 2 is generally satisfactory, with boys making slightly slower progress than girls. Additional support provided by teaching assistants to work with targeted groups of children is beginning to have an impact on standards. Pupils do work sheet activities for a range of writing genres, but there is insufficient opportunity for extended pieces of writing. Limited use is made of “writing frames”. Modelling by teachers of reading strategies is used to good effect, but this technique was not seen being applied to developing writing skills. Handwriting is inconsistent across the key stage; joined-up handwriting is not sufficiently part of practice in Years 3 and 4. Pupils with SEN are well supported and IEPs are carefully followed. This ensures good progress in their writing skills.

90. Pupils' attitudes to literacy lessons are very good in both key stages. Teachers manage pupils' behaviour subtly and encourage positive working habits and good attitudes. Even the youngest pupils in Key Stage 1 can concentrate for designated periods. Pupils throughout the school join in whole-class reading and work independently when the teacher is with a specific group.
91. Overall, teaching is good in both key stages and literacy skills are well taught in the literacy hour and other subjects. The national literacy strategy has been fully adopted into practice and is making a positive impact on raising standards, which show a steady upward trend. Successful lessons are well planned, proceed at a good pace and cater for all groups of pupils. Good teaching is characterised by good questioning techniques, plenty of opportunity for pupils to participate and effective modelling of strategies, particularly for reading. Where lessons are less successful, the plenary is not used effectively to revisit learning objectives, assess pupil progress or consolidate learning. The lack of a planned approach to short-term assessment means that information on pupil progress cannot be used to inform future planning.
92. The management of literacy in the school is good. The subject leader is knowledgeable and ensures that staff take part in national training to improve teaching. Curricular targets have been identified to raise standards. There is an up-to-date policy and a scheme of work that supports teaching of the national literacy strategy. The subject leader collects teachers' planning, but formal feedback is not given to teachers and the potential this has for improvements is missed. Insufficient opportunity has been given to monitor teaching so specific advice on how to improve has been lacking.
93. Good use is made of additional adults and good quality support is given to pupils with SEN. The library is used to motivate pupils and has the potential to provide curriculum enrichment for all groups.

MATHEMATICS

94. Standards in mathematics are in line with the national averages. Achievement at Key Stage 1 is sound and at Key Stage 2 is good due to good teaching. A satisfactory improvement in standards has been made since the previous inspection. Challenging targets have been set for 2002 and the school is well on track to meet these.
95. In the summer 2001 national tests for Key Stage 1, the percentage of pupils reaching the expected level was well below national average and at Key Stage 2 was below the national average. When compared with similar schools, performance at Key Stage 1 was below average but at Key Stage 2 was well above average. The percentage of pupils achieving the higher grade at Key Stage 2 increased considerably this year and at both key stages girls do better than boys. Included in this analysis is the performance of pupils from the specialist SEN units in the school. These pupils make good progress in mathematics. Taking this into account, the test results indicate good levels of achievement overall.
96. The pupils currently in the infant department make satisfactory progress and attain average standards by the time that they are seven. Pupils' progress in the junior department is good. Attainment by eleven-year-olds is in line with the national average and there are clear indications that this will improve. This improvement is reflected in the fact that there are now a number of boys who are achieving above national expectation. Pupils are allocated to different attainment groups for teaching purposes. The "setting" arrangements across the school are beginning to have a positive effect. Pupils are achieving appropriately in relation to their prior learning overall, although occasionally some higher attaining boys in Years 2 and 6 do less well than they could in lessons because the work set is too easy. Pupils with SEN make good progress against their targets.
97. By the end of Year 2, the majority of pupils are achieving expected levels. Most can count reliably to 100 in 1s, 5s, and 10s and are beginning to recognise patterns such as odd and even. They can add and subtract to 20, sometimes using money in this context. However, there are few opportunities for pupils to choose the right approach and use it to solve problems. Higher attaining pupils have a good understanding of place value and know what each digit in a two digit number represents, including zero. Overall, their mental calculation is sound. Higher attaining pupils usually work quickly and accurately. For example, a Year 2 boy was able to easily describe and extend a number sequence, counting on in 10's from a given two-digit number. Opportunities are sometimes missed for pupils to explain or discuss their mental calculation methods. Knowledge and understanding in shape and measures is sound. Pupils understand the reasons for collecting data and can represent findings in bar graphs.

98. The majority of pupils at the end of Key Stage 2 achieve average standards, and a minority of boys achieves more highly. Much of the work completed by the current Year 6 top set is linked to addition, subtraction, multiplication and division. There are limited opportunities for pupils to solve problems using this knowledge. They confidently complete calculations with two and three-digit numbers using standard layout. These pupils have very good understanding of the links between fractions, decimals and percentages. They can quickly and accurately find simple percentages of small whole numbers. Pupils in lower Key Stage 2, Year 5 and the lower Year 6 set have access to a broader range of mathematics. They have satisfactory knowledge of two and three-dimensional shapes and their properties. Their knowledge of time is good and they can convert analogue to digital and 24-hour clock time. They can understand and use angle measures in degrees and identify, estimate and order acute and obtuse angles.
99. Pupils throughout the key stage apply their mathematical skills successfully in ICT. Year 4 higher attaining pupils can devise a sequence of instructions to move a floor robot along a path. All pupils reinforce, practise and develop their data-handling knowledge in ICT.
100. The overall quality of teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good, with many examples of very good practice. The successful implementation of the national numeracy strategy is having a positive impact on the quality of teaching. The mathematics framework is used effectively in medium and short-term planning and teachers identify precisely what they want pupils to learn. Lessons have a clear structure and pupils are kept working together for significant periods of time. As a result, pupils enjoy lessons, work hard and are very keen to do well. Mental and oral sessions are well planned. For example, in a top Year 4 set, the teacher used effective questioning and practical demonstrations to enable all pupils to extend their knowledge of place value. A good range of teaching approaches is used when working directly with the whole class. In the best lessons, teachers give clear explanations, involve pupils appropriately and use a variety of activities to engage and interest pupils. In a lesson with Year 6 pupils, very good direct teaching, explaining and showing the properties of triangles led to pupils quickly understanding the main ideas. However, sometimes explanations to the main activity are unclear or too long and pupils become restless. Teachers always plan for a plenary session but too often this is used to review and consolidate what has been learned. Overall, the quality of day-to-day assessment is satisfactory. Teachers effectively praise and encourage pupils but marking does not always help them to improve their work. Tasks are usually carefully matched to different levels of ability of pupils, but sometimes activities for higher attaining pupils consolidate rather than extend understanding. This prevents some from achieving standards that would be considered well above those expected.
101. The co-ordination of mathematics throughout the school is satisfactory. A thorough and conscientious approach is taken to all tasks. Teachers' planning is monitored and an analysis of the end of Key Stage 2 results has been made. However, the outcomes from this have not yet been used to consider curriculum changes. The co-ordinator informally supports colleagues well and has managed a range of staff training throughout the school. However, the monitoring programme lacks direction, structure and focus and consequently the co-ordinator is less well informed about the strengths and weaknesses within the subject.

SCIENCE

102. Standards of attainment seen during the inspection are in line with those expected nationally by the end of both key stages as they were at the time of the previous inspection. Achievement is good overall and is best in classes in Years 3, 4 and 6. Pupils in Year 6 are well prepared for the national tests and this is reflected in improved results over recent years. In the 2001 national assessments for Year 6 pupils, the school attained standards above the national average and well above those achieved in similar schools. Attainment in the 2001 teacher assessments for Year 2 pupils was well below the national average and that of similar schools. The percentage of pupils attaining the higher levels at the end of Key Stage 2 was well above that in similar schools. The revised scheme of work is providing a more balanced curriculum than at the time of the last inspection and has contributed to the improvement in standards.
103. By the end of Year 2, pupils in infant classes have a sound knowledge of living things and recognise that plants and animals need nutrients and certain conditions to thrive. They identify simple characteristics that distinguish different plants and animals from one another and conduct simple investigations on issues such as "Healthy Foods". For example, high attaining pupils are beginning to develop simple classifications. In one study they accurately classified foods in terms of; fats, carbohydrates, vitamins, minerals and proteins. When undertaking such work, pupils occasionally make use of ICT to present their findings in simple reports that include graphs and pictures, such as when conducting a survey of favourite foods and producing menus illustrating healthy diets.
104. By the end of Key Stage 2, pupils cover a satisfactory range of topics and work in their books showed sound knowledge of filtration and electrical circuits, investigations into reversible and irreversible changes in materials, the study of life and living processes, and earth and space. The younger pupils in Years 3 and 4 were beginning a new topic on the earth, moon and sun. They began by sharing what they thought to be true. Some of their ideas were accurate, for example, "the Great Wall of China can be seen from space", and some needed clarification, "the moon comes out to help us on our way". Such a lesson provided a very good basis for future learning and pupils in these classes are making very good progress. Pupils in the junior resource base do not reach the expected national levels of attainment but nevertheless they make good progress. They too were studying the Years 3 and 4 topic and demonstrated an understanding of the basic characteristics of the earth, sun and moon. However, better access to a wider range of computer technology would help pupils develop their enquiry and reporting skills. Pupils in the Year 6 class demonstrated a higher level of sophistication in their thinking. They quickly drew up a classification table to distinguish vertebrates from invertebrates and demonstrated a good general knowledge about plants and animals, often using scientific vocabulary in their explanations.
105. In both key stages, pupils have good attitudes to work. In whole-class discussions they are enthusiastic and usually eager to answer questions or participate in discussion. Most concentrate on their tasks, at times on their own or with a partner, and this contributes to their progress in lessons.

106. Pupils' achievement in science is good and sometimes very good; they have good work habits. Teachers use the guidance given about planning and resources by the co-ordinator to good effect. The science curriculum is enriched by performance by theatre companies, visits to museums and links with industry. Each of these impacts upon pupils' learning. For example, during National Science Week, a governor who is a "neighbourhood engineer" taught pupils from all classes on a range of topics including sound, forces, springs and magnets. A theatre company performance helped pupils investigate topics about light, shadows and the weather.
107. Teaching throughout the school is good overall. It is very good in Year 4 classes. Lessons are well planned and prepared. Teachers use good methods, such as "brainstorming" and "collective learning", to ensure that they build upon previous learning. The way in which they question pupils and explain new concepts often generates an enthusiastic response. Teachers check and develop understanding with a clear sense of purpose by working with small groups or individuals to ensure that all make good progress. Pupils are well managed so that lessons run to plan and a good work ethic is maintained. In the junior support base all staff use their specialist knowledge well to ensure that pupils remain on task and make good progress.
108. The science curriculum has improved since the last inspection because the two-year programme has been revised to ensure that topics are not repeated where pupils remain with the same teacher for more than one year. Teachers plan from a detailed scheme of work that outlines subject content and scientific skills to be taught. There is now a more suitable range of resources, though pupils are still unable to fully develop enquiry skills because of the lack of suitable control and sensing technology.
109. The leadership and management of the subject are good. The co-ordinator has had a positive influence in improving science provision in the school. For example, the organisation of Science Week had a good impact upon pupils' learning. She has begun to implement a programme of monitoring provision and standards, though this area of her work needs to be further developed so that the impact of the new curriculum can be evaluated from first-hand evidence. Progress has been slow because time planned for monitoring lessons has often been redirected to addressing national and local initiatives. Resources are very well audited and organised for effective teaching but there is a need for further investment in ICT to support the subject. For example, the use of applications such as video, animation and web sites would enhance the quality of learning of topics such as "earth, sun and moon".

ART AND DESIGN

110. Standards in art and design are in line with national expectation for Key Stages 1 and 2. These standards are the same as those reported in the last inspection. All pupils, including those with SEN, make satisfactory progress in developing knowledge, skills and understanding due to a well-organised curriculum and sound teaching.
111. Although a limited number of art lessons were observed during the inspection, the attractive displays show how pupils' work is valued and a portfolio of pupils' work provided evidence of standards. The recently introduced school "art gallery" is further reinforcing pupils' self-esteem and confidence in art.
112. At Key Stage 1 pupils are given experience of a range of media which includes painting, drawing, printing, textiles and modelling. They are adept at using ICT to produce interesting pictures. They have mixed colours to produce some attractive autumn pictures. They use pictures and photographs to inspire pictures of seascapes in a variety of materials. In this work, pupils have used the inspiration to create their own picture. Representational and observational drawing and painting is lively and imaginative.
113. Pupils in Key Stage 2 are using increasing detail and accuracy in representing objects. Their artwork on ancient Greece shows the pupils' increasing ability to produce work in small detail. They can transfer their skills to creating detailed representations of ancient Greece designs in ICT. Observational drawing is a strong feature. Pupils have produced some quality observational drawings of the local boats and tractors. Many pupils show a good understanding of shading to highlight and give depth to a picture.
114. Overall, the quality of teaching observed during the inspection was sound. Planning is thorough and the effective way art is integrated into other subjects contributes to pupils' learning. In art lessons, teachers focus well on art skills. In one Year 6 lesson, pupils were attempting to draw three-dimensional containers, experimenting with line, shape, form and perspective. A discussion on how to create the effect of depth was illuminating and demonstrated pupils' confidence in sharing their ideas. Pupils learn effectively because they listen and follow instructions carefully. Expectations for good behaviour and co-operation are high. Consequently, pupils share materials and ideas eagerly and evaluate their own and other people's work. They are careful to include things that they like as well as aspects that they feel could be improved.
115. Overall, pupils make sound progress. Pupils with SEN learn effectively because teachers ensure they understand the tasks and encourage them to work independently to improve their skills. Sketchbooks have recently been introduced to provide more evidence of pupils' progress.
116. Working with outside partners is proving to be beneficial. The school has worked with an artist-in-residence and at present, through EAZ funding on a pre-school project. The art co-ordinator and an artist are working with pre-school children to develop skills and encourage parents and children to learn together.

117. The art co-ordinator has a wealth of ideas that she would like to develop but the impact of other national initiatives has reduced the influence of art across the curriculum. The art policy is detailed and nationally approved guidelines are incorporated within the school scheme of work. The management role of the co-ordinator within the school is under-developed. At present, there is no monitoring system in place. Individual class portfolios need to be modified to provide reference points against which other work can be assessed, standardised and moderated. Resources are satisfactory; the art co-ordinator has a small budget each year that mainly buys consumable stock. There is a limited range of artefacts in school, such as examples of paintings.

DESIGN AND TECHNOLOGY

118. Standards in DT are in line with national expectations at the end of each key stage. There is some good work in all the key stages. These standards are the same as reported in the last inspection. All pupils, including those with SEN, make progress that is at least satisfactory.
119. Pupils in Key Stage 1 build soundly upon the experiences gained in the Foundation Stage. They learn to cut, stick and colour using a wide range of materials, including soft and rigid materials. They create detailed design sheets with labels and diagrams. They are able to follow instructions from books to make a good finger puppet and evaluate their work, making appropriate modifications. Pupils are aware of hygiene in food technology and know a range of techniques of food preparation. They can chop and measure ingredients and mix them together.
120. Pupils make sound progress in recording the designing and evaluation of their work. In Key Stage 2, designs for purses are annotated with details of the process and an evaluation of how they could be improved. When investigating “pop-up” books, pupils confidently evaluate the mechanisms used to create the moving parts.
121. Teaching is good; effective planning and good preparation of resources allows pupils to quickly and effectively tackle appropriate tasks. Teachers use good questioning that promotes thinking skills. Management of pupils’ behaviour is good and enables Key Stage 2 pupils to work co-operatively, sharing and discussing ideas and coming to conclusions.
122. The school has adopted nationally approved guidelines for its scheme of work. This provides a good structure for activities throughout the school. The management role of the DT co-ordinator needs to be further refined. At present there is no monitoring system in place and examples of pupils’ work are not assessed, standardised or used for curriculum evaluation. Resources are satisfactory. However, the school makes good use of outside visitors, such as neighbourhood engineers and museum staff to support pupils’ learning.

GEOGRAPHY

123. Standards in geography at the end of Key Stage 1 and Key Stage 2 are in line with the national average. The achievement of pupils is satisfactory overall. There are some weaknesses in the progress that pupils make because of some inadequacies in the planning of the geography curriculum.

124. The school has organised the geography curriculum in such a way that pupils often spend one term, and sometimes up to two terms at a time, without any or with very little study of the subject. During the inspection, it was not possible to observe any teaching. The school provided for scrutiny some samples of work across age groups, taken from previous years. These showed average standards.
125. Pupils in Key Stage 1 had visited a nearby beach, satisfactorily identifying some features of a seaside settlement. They had also drawn sketches of local buildings and a map that are typical of their age group. The work that pupils had done to compare Brotton with an imaginary village in western Scotland had good features. Most work was presented well. Weaknesses in achievement come about because pupils in Year 1 sometimes do the same work in Year 2. Pupils make limited progress in this aspect other than in the neatness of their work.
126. Pupils in Key Stage 2 showed good skills in drawing graphs, for instance of traffic surveys and in block and line graphs of rainfall and temperatures. Their work was presented well. Land use surveys, sketches and maps were of sound quality and well presented. Pupils had achieved satisfactorily in their study of rivers, complementing this well with work about flowers of Teesdale. Overall, the samples of work showed sound progress in range of content and depth of study. A weakness in Key Stage 2 was the development of enquiry skills. Pupils studied contrasting localities in insufficient depth, working on limited textbook information and worksheets. This approach makes it difficult for pupils to develop understanding of similarities and differences between localities, especially in less developed countries, and to build on enquiry work in Key Stage 1.
127. Although it was not possible to observe teaching directly, information from the work provided for scrutiny enables some judgements to be made. Teachers ensure pupils present their work well and make use of a number of sound methods. For example, they provide frameworks for pupils to work with, often through worksheets. Pupils receive regular praise for their work, but would benefit from better quality marking which focuses on how pupils can improve their skills. During the inspection, there was very little evidence of geography in school displays.
128. Pupils show in their work that they have at least satisfactory attitudes to geography. Work is neat and completed, indicating some pride in what they do. For instance, one pupil had worked hard to reproduce good quality drawings of different flowers seen in the valley of the River Tees.
129. There are aspects of geography, indicated above, where pupils could do better, but the curriculum is not organised to enable this. Enquiry skills are not developed systematically. The school has rightly tried to make use of the schemes of work sections designed by the Qualifications and Curriculum Authority (QCA). However, insufficient thought has been given to when they are best studied, resulting in pupils tackling topics that are set at the wrong level and do not build upon previous work. Some of the schemes of work have been partly developed through the schools' medium-term planning. However, there are gaps. For instance, no plans are available for Years 3 and 4. In the best cases, the work has been properly considered and adapted for the pupils of this school, such as a unit of work planned for the infant assessment class.

130. Not enough progress has been made in planning the geography scheme since the last inspection. Standards were average then and remain so, but the importance of building skills development into the rolling programme has not been moved on sufficiently. The role of the co-ordinator has not been developed in geography. A co-ordinator has been recently appointed but, as yet, a clear system for monitoring standards, teaching and the curriculum is lacking.

HISTORY

131. Standards of attainment in history are in line with national expectations at the end of Years 2 and 6. Overall, achievement is satisfactory, partly because of the growing use of units of work which have been taken from national guidance by QCA and the varied and interesting practical activities provided by teachers, including visits to historic sites.
132. The history curriculum is organised into half-termly units of work and arranged on a cycle so to avoid repetition for pupils in mixed-age classes. During the inspection week, no units were scheduled for teaching. However, the history co-ordinator has begun to keep a portfolio of pupils' work from each year group. This was scrutinised along with samples from current classes. Teachers' planning added to the information available. The samples of work indicated that standards are average in both key stages.
133. Pupils in Key Stage 1 have opportunities to study a good balance of history topics taken from a number of periods such as the Stuarts and the Victorians, and a number of themes such as "Homes long ago". They are learning to understand history by using different historical sources such as stories, pictures and artefacts. Their work shows a developing appreciation of change and chronology. They communicate their findings in different ways, though there is little evidence of developed written responses.
134. Pupils have a good experience of history at Key Stage 2 through the use of a variety of written and pictorial sources in the classroom, practical activities such as making replica pottery, and visits such as to Eden Camp. Classes of pupils in Years 3 and 4 produce some good biographical writing about the wives of Henry VIII. In Year 6, pupils show they have a sound knowledge of cultural and religious life about the recent topic studied on the ancient Greeks. They can use familiar historical conventions such as BC and AD to show their understanding of chronology. Written work is of a sound standard though sometimes pupils copy notes and information rather than create their own.
135. No lessons were available for observation during the inspection, so it is possible to make only limited comments on the quality of teaching using other evidence. Pupils' work shows that teachers' planning is satisfactory covering the required range of skills and historical understanding. Teachers have at least sound expectations for the neatness, care and detail of pupils' responses to activities. Marking is done conscientiously, sometimes providing advice on how to improve.
136. The scheme of work shows improvement compared to the last inspection. However, gaps of two terms between when some units of work are studied at both Key Stages 1 and 2 are too long to enable teachers to build good progression in knowledge and skills. Also, the coverage of some units of work indicated by the range of activities in

pupils' books, does not match what is expected in the school's medium term plans. Monitoring of the curriculum is at an early stage of development.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards in ICT at the end of Key Stage 1 and Key Stage 2 are in line with national expectations. The school has worked hard and to good effect to develop the subject and pupils' achievement is good. Since the previous inspection it has become a "Hotspot" school for ICT within the EAZ. Standards have much improved. Teachers are much more knowledgeable and confident with ICT. The acquisition of a new computer suite now allows all pupils much improved access to new technology. There is a well-planned curriculum to support the systematic teaching of skills.
138. By the end of Key Stage 1, pupils reach national expectations. They are confident in using the mouse, are familiar with the keyboard, and can log onto and off the school's computer network. Pupils of all levels of attainment, including those with SEN, make good progress in their learning and develop confidence, particularly in using a computer for text work and graphics. By the end of the key stage, pupils are familiar with a good range of applications such as "Colour Magic" and "My World Science" to support their work in literacy and science. As in the previous inspection, they have limited experience of control technology. However, teachers are using recently purchased devices such as "Romer" to develop pupils' understanding of ICT in their daily lives.
139. By the end of Key Stage 2, most pupils have developed competent skills in word processing, data handling and graphics. Some higher attaining pupils in Year 6 use sophisticated applications such as "Powerpoint" to present well-known stories such as Robin Hood and Snow White. They make effective use of graphics, simple animation and sound effects, to inform and entertain their audiences. In science, literacy and history, pupils make interesting use of text and graphics to improve the presentation of their work. For a project on "Healthy Foods", pupils designed posters, compiled graphs and wrote scientific journals for display in the classroom. Although the standard of work seen in Key Stage 2 is improving, pupils still have limited experience of using control technology. However, in lessons observed in Years 3 and 4 where pupils used the Romer, pupils' achievement was very good. Pupils' achievement in such lessons is a clear indication that where there is access to appropriate technology, attainment in all aspects of ICT is in line with national expectations.
140. Pupils' attitudes towards the subject are very good in most classes. Pupils of all ages collaborate well and are helpful to each other. Whilst working in pairs and small groups, they share ideas and show confidence and independence. They take good care of software and hardware and can be trusted to work independently in pairs. Behaviour in classes, and especially in the computer suite is good and often very good. There, pupils listen carefully, and watch while teachers demonstrate on the "interactive" board the skills that they are to learn. Such behaviour makes a significant contribution to their good achievement in lessons.

141. The quality of teaching is good overall and, in the lessons observed in Years 3 and 4, it was very good. Teachers' knowledge and understanding of ICT and their skill in handling equipment have improved considerably since the last inspection. All staff have received fully accredited training in ICT and some teachers are attending graduate certificate and diploma courses. They plan lessons carefully. In the best lessons, they make use of interactive technology, such as "Smart Boards" to maintain pupils' interest, keep them on task and provide them with opportunities to contribute to whole-class demonstrations. Teachers have high expectations of behaviour and pupils' attainment. They deploy support staff effectively, manage pupils very well and make good use of the time available. All this combines to motivate pupils. This is evident from the way pupils work hard and enthusiastically and contributes to the progress they make in lessons.
142. The leadership and management of the subject are good. Since the previous inspection, pupils have better access to up-to-date technology, the policy and scheme of work are now complete and teachers are much clearer about the skills that pupils are to develop across the school. Under the direction of the knowledgeable and enthusiastic co-ordinator, the whole staff is working hard and their commitment to high attainment is improving standards. There is a system of assessment in place, but the co-ordinator is aware of the need to improve it further. For example, though the co-ordinator has collated samples of pupils' work, standards need to be moderated. The co-ordinator monitors curriculum plans but insufficient time is given to monitoring how it is delivered and therefore the full impact of the curriculum for ICT is not being effectively evaluated. The computer suite is very well managed and the introduction of the new, interactive resource is already having a positive impact upon the quality of teaching.

MUSIC

143. Pupils' attainment in music is in line with expectations for their age at the end of both key stages and progress is satisfactory. Observations of lessons, singing in assemblies and evaluation of evidence provided by the school in the form of a portfolio, show that standards in music are similar to those observed during the last inspection.
144. Although there were no opportunities to observe teaching of music in Key Stage 1, evaluation of planning indicates that by the end of Year 2 pupils have had the opportunity to use a variety of everyday objects and instruments to generate sounds. There are good cross-curricular links. Pupils in Year 1 make yoghurt pot shakers as part of their science topic "sound" and use these to make music. This supports their growing understanding that music can be made in different ways. The youngest pupils begin to learn how to appraise music and record their observations in picture form. All pupils in Key Stage 1 have opportunities to sing hymns together. They do so with enjoyment and enthusiasm. Most know the words and those who do not listen carefully and concentrate.

145. Most pupils in Key Stage 2 sing well in unison during assembly. They demonstrate control and rhythmical accuracy. Their diction is clear and they sing tunefully with enthusiasm and enjoyment. Pupils in Years 5 and 6 can successfully sing a three part round of "Frere Jacques" and "London's Burning". Pupils from the junior support base are fully integrated for musical activities with Year 5 pupils. All the pupils have opportunities to practise clapping rhythmic patterns displayed on a chart. They show that they can keep a steady rhythm of four beats. Higher attaining pupils can recognise crotchet, quaver, minim and bar lines. Pupils from the SEN support base are fully supported by an additional adult and make a good effort to participate. Some pupils have access to a range of musical instruments including triangles, maracas, shakers and castanets. Although there are insufficient instruments for each child this is quickly resolved by the teacher and pupils with instruments concentrate and try hard, whilst those without sit patiently listening. Photographic evidence shows that children have the opportunity to work regularly with outside musicians using a range of instruments including the violin.
146. There was no opportunity to see any direct teaching of music in Key Stage 1. Observations in Key Stage 2 show that planning for musical activities is satisfactory. Learning objectives are identified and show how work is built upon; extension activities are also highlighted. In the observed lessons, the teacher worked hard to motivate and interest pupils. The introduction to the lesson demonstrated good subject knowledge. Effective modelling encouraged pupils to sing and their enthusiasm to participate showed their obvious enjoyment in the lesson. The teacher managed the behaviour of large groups of pupils effectively and the children made satisfactory progress.
147. The music lessons provided by the school are enriched and supported by a wide range of additional musical activities. Pupils have the opportunity to participate in regular music workshops. The peripatetic music service delivers additional lessons in both string and keyboard instruments. Recorder clubs, school musical productions and musical special events also support the delivery of the music curriculum. The school is meeting statutory requirements.
148. A new co-ordinator is in post. She is enthusiastic and has completed a recent evaluation of progress in music as part of the school development planning process. Areas for future development have been identified. She has produced an up-to-date policy and has ensured that the scheme of work used is appropriate to the school's needs. The co-ordinator is continuing to improve music resource provision in the school and has already identified relevant resources needed by each teacher to support the delivery of the scheme of work. The co-ordinator has recognised the need to develop the use of ICT within the music curriculum. This is an area currently underdeveloped within the school. In an effort to monitor the quality of teaching and learning the co-ordinator has recently introduced the concept of tape recording lessons. This is in the very early stages of development. Co-ordination of the subject shows satisfactory progress.

PHYSICAL EDUCATION

149. Standards are in line with the national expectations at the end of Key Stages 1 and 2. Overall, pupils make sound progress in PE throughout the school. In the lessons observed, achievement was satisfactory. However, older pupils have access to a wide range of extracurricular sporting activities and this has a positive impact on the progress that they make. Consequently, achievement in Years 5 and 6 is good.

150. At Key Stage 1, the majority of pupils uses space well and make good progress i methods of travelling. Many pupils are able to skip, although a minority of less able pupils are unable to coördinate this movement. Higher attaining pupils are able to produce good, broad shapes when jumping, although other pupils do not stretch as much. They can transfer their floor work of moving in large and small shapes onto large apparatus. However, many pupils lack confidence and find it difficult to produce wide shapes when well off the ground. Higher attaining pupils confidently try turning movements and combine these into a sequence.
151. At the end of Key Stage 2, pupils understand the importance of a warmup and why exercise is good for fitness, health and wellbeing. Lower Key Stage 2 pupils are able to develop dance in response to music. They demonstrate sound control of their bodies and can work in groups of three to successfully create a dance phrase which interprets the theme. Year 6 pupils have developed good skills of throwing and catching. Many pupils, who also attend extra-curricular clubs such as netball, basketball, athletics and football, demonstrate skills of precision, control and fluency. They can evaluate their own work and the work of others to improve performance. These pupils are able to use and adapt rules, strategies and tactics in team games. Pupils in both key stages handle apparatus sensibly and safely.
152. The quality of teaching is good overall. Good use is made of praise and encouragement and all teachers have very good relationships with the pupils. Lessons, particularly at Key Stage 2, consist of good quality warmup sessions. Teachers provide clear explanations and demonstrations to ensure that pupils learn new movements and skills. Pupils participate enthusiastically in lessons. For example, in a Year 6 class, pupils were disappointed when the lesson finished and pleaded for one more game. Older pupils work in a purposeful, productive environment, where high standards of behaviour and achievement are expected. Pupils from the junior support base visit neighbouring Kilton Thorpe Special School for their PE. They make excellent progress in gymnastics because of the high levels of support and the very effective organisation. All pupils thoroughly enjoy the lesson, achieving not only good gymnastics skills but also high levels of self-esteem and confidence.
153. There is a temporary coördinator for PE, due to staff illness. She has worked hard in a very short time to become knowledgeable. The school is participating in a new LEA sports initiative. This will help to further develop teachers' good subject knowledge and build upon pupils' good skills at Key Stage 2.

RELIGIOUS EDUCATION

154. The pupils at the end of Key Stage 1 achieve average standards and the pupils at the end of Key Stage 2 achieve above average standards in relation to expectations in the locally Agreed Syllabus for RE. Standards throughout the school have been maintained since the last inspection. The staff have adapted to the requirements of the revised syllabus very well and this helps the pupils, particularly in Years 5 and 6 to use their literacy skills to express their knowledge and understanding in a fluent way.
155. By the age of seven, the pupils know what a church is and many of them understand the range of activities that take place in churches, for example, marriages and Christenings. Many pupils have explored the meaning of the Baptismal Candle.

They record these activities as happy family events. More able pupils know about the Ten Commandments and can retell the story of David and Goliath.

156. By the end of Key Stage 2, they have considered how belief in key figures from religious traditions, such as Christianity, Judaism and Islam, affects living. The teaching of values and attitudes is closely linked to the teaching of RE. Older, more able pupils are able to reflect in a knowledgeable way on major world faiths and show an understanding of, and respect for, the belief of others. Their knowledge about Christianity is good. Pupils in Year 6 can talk about the Bible and retell stories from the Old Testament and the New Testament. They fully understand the life and work of St. Paul and the effect he had on those he met.
157. Two RE lessons were observed during the inspection. In both cases the pupils responded positively to the teaching. In a Year 5 class, pupils' very good behaviour and attitudes helped them to make good progress. The teacher had good subject knowledge and this contributed towards some difficult concepts, for example the conversion of Paul. Good use is made of pupils' writing skills and more able pupils are able to write good accounts of the life of key figures from Christianity.
158. The local rector makes a valuable contribution to the teaching of RE. Good links exist with St. Margaret's Church, which enables all pupils to understand the main features of church plans and the range of activities that take place in churches. Pupils have joined in Christingle activities and have made a pilgrimage to Whitby Abbey. These good links contribute to the good progress that pupils make, particularly at Key Stage 2.
159. Sound progress overall has been made since the last inspection. Improvements to the curriculum and resources are generally good. However, the considerable emphasis given to the teaching of Christianity detracts from the teaching of Judaism and Islam. There are no visitors from other faiths to school and, as yet, pupils do not visit a synagogue or mosque. The subject leader clearly recognises the need for staff training in other faiths to develop teacher confidence and also to extend the use of ICT.

INFANT ASSESSMENT CLASS AND JUNIOR SUPPORT BASE

160. The school has two units for pupils with SEN. The high quality of provision for these pupils is a strength of the school. The infant assessment class supports ten fulltime places for pupils whose needs have to be assessed in detail prior to statements being initiated. The junior support base, for pupils in Key Stage 2, supports 15 fulltime pupils with statements. Pupils have a wide range of learning difficulties.
161. Staffing in each unit is appropriate and includes a qualified teacher and two teaching assistants. This is an increase of one fulltime teaching assistant since the last inspection. Some parttime support is provided for pupils with statements.
162. A strength, in both units, is that all adults are highly committed and their team work is excellent. They have established a caring, supportive and emotionally secure environment in which pupils thrive and make good progress. A very strong feature of provision in both units is the high level of emphasis on social and personal development that enables the pupils to work together cooperatively and manage successes and disappointments.

163. Pupils make at least good progress at both key stages in all subjects. Whilst ensuring pupils are taught all subjects of the National Curriculum, there is an appropriate emphasis on literacy and numeracy skills. Progress in personal and social development is very good. In PE, progress is excellent due to very detailed planning and challenging physical activities. All pupils are encouraged to be involved and remain on task all of the time.
164. The quality of teaching in both units is good or better. It is very good in some lessons where expectations are very high and the work very accurately matches the pupils' needs. This is particularly evident in PE and literacy lessons. In the infant assessment class, the very good teaching is characterised by the range and differentiation of the activities to keep pupils motivated, excellent support for pupils from all of the staff and very good questioning and use of praise. An excellent PE lesson was observed with the junior support base and pupils from the nearby special school. In this very structured, highly organised lesson, praise was used effectively to promote pupils' confidence and self-esteem and all staff were fully involved in helping pupils to make very good progress.
165. All staff are excellent role models for their pupils. They have a very detailed knowledge of the pupils' specific learning difficulties and use it to support each other in planning and preparing work. They demonstrate a good work ethic and expect pupils to develop the same. Staff are very good at managing learning situations and are sensitive when handling any problems. They have developed a consistent approach to managing and supporting pupils and know when to give support and when to allow independent working.
166. The accommodation is good. Both units have their own classrooms and have access to main school facilities for activities such as PE, music and ICT. Resources in the infant assessment class are very good and readily accessible for pupils and staff. The outside learning environment, shared with the nursery and reception class, is unsatisfactory, but the school has highlighted this as an area for development. Resources in the junior support base are good and are improving as the newly appointed teacher is highlighting areas that need addressing, such as non-fiction books. Each classroom has a computer that the pupils regularly use to increase their skills.
167. All staff have a strong commitment to the integration of pupils from the units into school and vice versa. The staff in the units appreciate the strong support from those in school. This integrated approach is a strength of the school. The adults from the units share their specialist knowledge with the staff in the main school. The whole school SENCO is the infant assessment class teacher. She assesses pupils within the mainstream school and provides advice to their teachers and helps in the writing of their IEPs.
168. Very good links are established with the local special school. Links with the secondary schools and schools from which the pupils come are also good. Staff work successfully with colleagues from other professional bodies such as psychologists, physiotherapists and speech therapists. They have very good links with the parents of the pupils. The pupils receive good quality education and support because the staff work very hard to ensure this happens.