

# INSPECTION REPORT

## **MARINE PARK JUNIOR INFANT AND NURSERY SCHOOL**

South Shields

LEA area: South Tyneside

Unique reference number: 108675

Head teacher: Mrs C Inkster

Reporting inspector: Mr T Elston  
20704

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> December 2001

Inspection number: 193738

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Hatfield Square Woodbine Estate South Shields Tyne and Wear
Postcode:	NE33 2RD
Telephone number:	0191 4554513
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Graham OBE
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20704	Terry Elston	Registered inspector	Science	What sort of school is it?
			Information and communication technology	The school's results and pupils' achievements.
			Design and technology	How well are pupils taught?
			Physical education	How well is the school led and managed?
			Equal opportunities	What should the school do to improve further?
			English as an additional language	
14083	A Anderson	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
27477	J Mitchell	Team inspector	Provision for children in the Foundation Stage	How good are the curricular and other opportunities offered to pupils?
			Mathematics	
			Art and design	
			Music	
18819	J Atkinson	Team inspector	Special educational needs	
			English	
			Geography	
			History	
			Religious education	

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

Marine Park Junior Infant and nursery is smaller than most schools, with 159 full time pupils on roll, and 27 children who attend the nursery part time. There are roughly equal numbers of boys and girls. The school is situated in an area of social deprivation that is the subject of a Regeneration Programme. There are 56 per cent of full-time pupils eligible for free school meals, which is well above the national average. Around one third of the pupils are on the register for special educational needs, which is more than normally found. No pupils have a statement of special educational needs, which is below average. More than 41 per cent of pupils are from ethnic minority backgrounds, mostly Bangladeshi, and 38 per cent have English as an additional language; these figures are much higher than in most schools. A small number of pupils are refugees, mainly from Iraq. When pupils enter the school, their skills are well below those levels found nationally. During the last school year 38 pupils entered the school other than at the usual time of first admission and 30 left it at times which were not those of the normal leaving or transfer for most pupils. This degree of mobility is much higher than normally found.

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

Marine Park is a very good school that serves this diverse community very well. The high quality of the leadership and good teaching ensure that pupils attain above average standards in the national tests by Year 6. Pupils enjoy school and behave very well. The funds are managed well, and the school provides good value for money.

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

- Pupils make good progress, and their scores in the national tests in 2001 for 11 year olds were above the national average in English and mathematics.
- The head teacher leads very well, with a clear idea of how to raise standards of teaching and learning.
- Pupils' behaviour and attitudes are very good, and have a very positive impact on their learning.
- The support for pupils with English as an additional language by class teachers and specialist staff is very good, and they make very good progress as a result.
- The school's assessment procedures are very good, and used well to raise pupils' standards in English, mathematics and science.
- A wide range of extracurricular activities does much to enrich the curriculum.

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

- The standards attained by girls are significantly lower than those of boys.
- Unsatisfactory levels of attendance and punctuality affect the progress of the pupils involved.
- The children in the reception class have no outdoor play area of their own, and this restricts their physical development.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made very good improvement since the last inspection in April 1997, and has resolved the main issues very effectively. Extra resources and skilled teaching have led to considerable improvements in pupils' standards in information and communication technology (ICT), and these are now above average by Year 6. The specialist teaching of music has improved standards significantly, and they are now as expected for pupils of this age. The curriculum for the young children in the nursery and reception classes is now good, and prepares them very well for work in Year 1. The

school has worked hard to develop its assessment procedures; these are now very good, and helping to raise standards in the national tests. Provision for pupils with special educational needs and English as an additional language is much improved, and the progress of these pupils is now very good. The quality of teaching has improved significantly due to the very good support from the head teacher and senior staff. In addition to ICT and music, pupils' standards are higher than at the time of the previous inspection in English, mathematics and design and technology. Levels of attendance have shown little improvement, and teachers are still inconsistent in the way they mark registers. In view of the many strengths in this school, it is well placed to improve further.

## STANDARDS

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

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

Key	
highest 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils make good progress, overall, to attain these standards, and very good progress in Years 3 to 6. They do particularly well when compared with pupils from similar types of school, and in English were in the top five per cent of these schools. Although the school has worked hard to raise standards attained by girls, they continue to do less well than boys in all three subjects in the national tests. The upward trend in the school's results is higher than that found nationally. The school's targets for this year were challenging, but they exceeded them easily in both English and mathematics. The results in the Year 2 national tests showed that pupils' reading was very low compared with pupils nationally, and in the lowest five per cent of all schools. Their scores were well below average in writing and mathematics. Compared with similar schools, Year 2 pupils' scores were well below average in reading, below average in writing and average in mathematics. While low, these scores represent good progress from pupils' poor standards on entry to the school, particularly when taking into account the number of these pupils who entered the school with very little English. Standards of work in the current Year 2 are higher than in the latest tests, and are below average in all aspects of English, mathematics and science, and average in all other subjects. In their work, the current Year 6 pupils achieve above average standards in ICT and design and technology, and average standards in English, mathematics, science, art and design, music, geography, history, physical education and religious education. The lower standards in English and mathematics compared with the latest national tests reflect the high proportion of pupils with special educational needs in the current Year 6. Children in the nursery and reception classes make good progress but, by the time they complete the Foundation Stage, they still have not reached the standards that are expected for children of similar age in any areas of learning apart from in their creative and physical development.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are very proud of their school, enjoy their work, and delight in their successes.
Behaviour, in and out of classrooms	Very good, both in class and outside in the playground. Pupils listen very carefully to their teacher, and this is an important reason for their good progress.
Personal development and relationships	Pupils' personal development is very good. They are keen to take responsibility, work independently when required and are quick to show initiative. Relationships are very good between all members of the school community, and have a significant impact on the quality of teaching, pupils' behaviour and the progress they make.
Attendance	Unsatisfactory. Some pupils are taken for extended holidays in term time, and the attendance rate is significantly below that found nationally. In addition, many pupils are late for school, and miss the important start to the day. These factors affect the progress of the pupils involved.

Pupils' very good attitudes to learning and enthusiasm for school have a very positive effect on their progress, and mean that pupils and staff enjoy their work.

## TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school. The consistently good quality of teaching in the Foundation Stage ensures that children settle quickly into school life, and make a good start in their early learning. The development of children's language has a high priority in both of these classes, and this helps them grow in confidence. In Years 1 and 2, teachers are well prepared and confident teaching all subjects. Their very clear and high expectations of pupils' behaviour help lessons move at a brisk pace, and pupils learn quickly as a result. The teaching of reading, language and number work is good in these classes, and helps pupils make good progress in these important basic skills. In Years 3 to 6, the pace of lessons quickens as pupils' language skills improve, and this explains their more rapid progress in these classes. Teachers' expectations of what pupils should achieve are high, and this makes them produce their best work. The consistently good quality of literacy and numeracy lessons ensures that, by Year 6, pupils read fluently and are confident with number. Looking at the other subjects, the quality of teaching is good in ICT, science, music and religious education and satisfactory in history, geography and art and design. No design and technology lessons were observed, but on the evidence of their work and good progress the quality of teaching is good. Pupils with special educational needs benefit from skilled teaching, which helps them make very good progress in their reading and number work. The teaching of pupils with English as an additional language, by specialist teachers and class teachers, is very good; it enables pupils to develop a good use and understanding of English, and ensures that they take a full part in all school activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is well organised, and gives pupils a rich variety of experiences, whilst focusing appropriately on the tasks necessary to develop their literacy and numeracy skills. There is a very good range of activities after school to enrich the curriculum.
Provision for pupils with special educational needs	This is very good. Pupils have clear targets set for them, and their very good progress is monitored carefully.
Provision for pupils with English as an additional language	Very good by all members of the school's staff, and supports pupils' learning of English very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. The provision for the moral, social and cultural development of pupils is very good. Provision for their spiritual development is good. All pupils work well together and value each other.
How well the school cares for its pupils	The school cares for its pupils very well. Their progress and personal development are monitored to a high standard; this helps teachers provide very good support for pupils' academic and social development.

The well-planned curriculum has a good impact on the standards of teaching and learning. While the school works hard to involve parents, and informs them well about the curriculum and their child's progress, few help in school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. Effective leadership from the head teacher inspires pupils and staff to aim for high standards in their work. Good support from the deputy and subject co-ordinators who have a strong commitment to succeed and work well as a team.
How well the governors fulfil their responsibilities	They do this well. Governors take a keen interest in the school, and have a good understanding of its strengths and weaknesses. They support the head teacher well, and all statutory requirements are met.
The school's evaluation of its performance	Very good. Pupils' results in the national tests are examined carefully to see where improvements can be made. The quality of teaching and learning is monitored systematically, and teachers benefit from good guidance as to how they can improve.
The strategic use of resources	Good. Specific grants are used well to, for example, support the learning of pupils with English as an additional language. The school's development plan is clear about its targets, and how much they will

	cost.
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The school has satisfactory procedures for obtaining the best value from its spending. The school is well staffed. The school makes very good use of specialist teaching of art and design, music and ICT to raise standards in these subjects. The accommodation is satisfactory, although children in the reception class have no play area of their own. The school has an adequate supply of resources to support pupils' learning.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The very good progress their children make.</li> <li>• The high quality of the relationships in the school.</li> <li>• The good amount of information the school provides about the curriculum and their child's progress.</li> <li>• The very good leadership by the head teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• A few feel that the school does not work closely enough with them.</li> </ul>

The parents' response to the questionnaire was very favourable, and the inspection team agrees with parents' positive views. The school does, in fact, try hard to work closely with parents, and keep them well informed about their child's progress.

## **PART B: COMMENTARY**

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

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

1 Over the last three years, Year 6 pupils' standards in the national assessment tests in English and mathematics have shown a very good level of improvement, and at a rate higher than the national trend. This has taken their scores from below the national average in 1999 to above average in 2001. These improvements are the result of the school's very good analysis of pupils' performance in the tests, and its effective measures to develop pupils' numeracy and literacy skills where they were found to be weak. An important feature of pupils' test results is the good achievement of higher attaining pupils, and in both English and mathematics almost one third of pupils attained the higher levels in 2001; this is significantly higher than the proportion found nationally. The school does exceptionally well when compared with similar schools, with the 2001 results being well above average in mathematics and in the top five per cent in English. Girls, however, continue to perform less well than boys, despite efforts by the school to target groups of girls, provide extra teaching of basic skills, and work with parents to raise their expectations of what girls should achieve. In science, pupils' results have remained constant and, although well above those of similar schools, are still below the national average. Many pupils struggled with the language of science in 2001 tests, and that is why few attained the higher levels compared with pupils nationally.

2 The national test results for Year 2 pupils in 2001 showed that, despite their good progress, pupils' overall scores were well below the national average. The impact of pupils' language difficulties at this early stage are clear when comparing their scores in mathematics, where they were average compared with similar schools, with reading, where they were well below average.

3 The standards attained by the current Year 2 pupils are below average in all aspects of English, mathematics, including numeracy and science. Standards are average in art and design, design and technology, geography, history, ICT, religious education and physical education.

4 In the current Year 6, pupils' standards are average in all aspects of English, mathematics, including numeracy, and science. The lower standards in English and mathematics compared with the latest national tests reflect the high proportion of pupils with special educational needs in this class who are, nevertheless, on course to attain in line with national standards by the end of the year. Year 6 pupils' standards in science are average, and are better than those in the latest national tests because the school has worked hard to improve pupils' scientific language; this means that pupils understand questions much better, and are able to use their sound scientific knowledge more effectively. Pupils' standards are above average in design and technology. In ICT, which was a weak area in the school's previous inspection, pupils attain above average standards, and produce work of high quality when combining text, graphics and sound to make a multi-media presentation. Standards are average in art and design, geography, history, music and physical education. In religious education, pupils' work is in line with the expectations of the locally agreed syllabus. Pupils' standards by Year 6 are higher than those reported in the school's previous inspection in ICT, writing and music and similar in all other subjects.

5 Pupils achieve well at this school given their starting point. An analysis of children's skills on entry shows that their attainment is well below that which is expected for this age. Many children have very poor personal and social skills as well as limited language and mathematical development. In particular, children from the ethnic minority population, which represent a half of the current nursery class, have very little or no knowledge of English. They make good progress through both the nursery

and reception classes but by the time they complete the Foundation Stage they are still well below the standards that are expected for children of similar age in all areas except creative and physical development. Pupils make good progress in Years 1 and 2, but their weak English language skills are still holding them back. In Years 3 to 6, pupils' attainment rises significantly as their language improves, and the vast majority achieve very well to attain national standards by Year 6 in all subjects. Pupils with English as an additional language make very good progress because of the very effective support they receive, and nearly all attain at least national standards in the national tests by Year 6. Pupils with special educational needs also make very good progress. They benefit from well structured support which is focused carefully on their individual needs, and, as a result, all attain, or come close to, national standards by the time they leave in English and mathematics.

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

6 Pupils' attitudes to the school, their behaviour and the relationships within the school are very good, and the result of the school's very good spiritual, moral, social and cultural provision. The teaching and non-teaching staff, and the pupils themselves, have very high expectations of the standards of behaviour that are acceptable in the school. The vast majority of parents believe that behaviour in the school is good, and that the school is helping their children become mature and responsible.

7 Pupils are enthusiastic and clearly enjoy coming to school. Nearly all parents agree that their children like school. Most pupils are keen to start in the mornings and quickly settle down in their classrooms. They demonstrate very positive attitudes to their work. They are confident, motivated, enthusiastic and eager to learn. They quickly settle down diligently in lessons and stay on task, listen carefully to their teachers, willingly ask and answer questions, and freely offer their own ideas and opinions. They maintain high levels of concentration, and are proud of the work they complete. Pupils are interested and fully involved in their lessons and the wide variety of extra-curricular activities that the school provides.

8 Standards of behaviour are consistently very good. Pupils behave very well and act in a mature and responsible manner at all times. Behaviour in the classrooms is consistently very good because that is what is expected. This has a very positive impact on the academic standards achieved. Pupils move around the school in a quiet and orderly manner, and their behaviour at breaks and lunchtime is very good. There were no signs of any bullying or isolation of individual pupils. Pupils work and play in an environment that is entirely free from oppressive behaviour. There were three fixed term exclusions in the year prior to the inspection but these were part of planned behaviour programmes aimed at improving the behaviour of the individuals concerned. There have been no exclusions in the current academic year to date.

9 Relationships in the school are very good. Pupils relate very well to their teachers, to other adults whom they come into contact with and also to one another. They are very polite, courteous and welcoming to visitors. Pupils of all ages work very well together in the classrooms. They collaborate well, share resources, take turns and listen to each other. Most pupils show respect for their teachers, each other and the environment. Pupils with special educational needs are fully included in all activities and this has a positive effect on their self-esteem and determination to work hard in lessons. During assemblies pupils show appropriate respect for the occasion, willingly join in hymn singing and bow their heads reverently during prayers.

10 Pupils' personal development is very good. They are learning a very good range of social skills that are helping them to develop into well-rounded individuals. Pupils are keen to support charities by fund raising, and are learning to be aware of others less fortunate than themselves. They

take part in a wide range of visits into the community, including a residential experience for the older children. Pupils respond very well to the opportunities for taking responsibility for their own work in the classrooms. In many lessons observed, they worked independently and took the initiative for their own learning. Pupils are able to contribute ideas and suggestions for the running of the school through the School Council. Where opportunities for taking on formal responsibilities around the school are offered, for example, the 'Pupil Anti-bullying Committee', pupils respond in an extremely mature and sensible manner.

11 The high standards of behaviour and pupils' very positive attitudes are strengths of the school, and have a positive impact on pupils' learning and attainment.

12 Levels of attendance are well below the national average. However, there is no recorded unauthorised absence. Absences are mostly due to circumstance beyond the school's control as when, for example, some parents withdraw their children from school for extended annual holidays overseas during term time. A high number of pupils are regularly late for school and their late arrival disrupts the start of the day for others. Absence and lateness have a negative impact on the academic progress of those pupils involved.

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

13 The quality of teaching and learning is good, and an important reason why pupils do so well at this school. This represents a good improvement from that seen in the school's previous inspection, when there were serious weaknesses in the teaching in the nursery and reception classes, and one fifth of lessons throughout the school were unsatisfactory. In this inspection, only one lesson was unsatisfactory, and the quality of teaching in the Foundation Stage was consistently good. More rigorous monitoring of teaching throughout the school by senior staff, and better planning of the curriculum and individual lessons in the Foundation Stage, account for these improvements. Specific improvements in the teaching of mathematics, ICT and music have raised standards significantly in these subjects. In mathematics, the numeracy hour is now implemented well; teachers are skilled at teaching the three part lesson which gives pupils the required basic skills and opportunities to use them in practical tasks. The well planned summing up sessions evaluate learning well. Continued improvement in Year 6 pupils' national test results show how well this strategy is working. In ICT and music, the use of specialist teachers to take several year groups works very well, and ensures that pupils learn important skills in a consistent way.

14 In the nursery and reception classes, the teachers and support staff work very well as a team and create a warm and secure environment for children to start their education. Both classes are organised efficiently and managed well. The teaching of all areas of learning is good, which is why the children make such good progress in this early stage of their education. The school works very hard to build up positive relationships with parents and provides very good support for parents who speak little English. Teachers have high expectations of children's behaviour, and they soon learn the rules. All staff have a warm, welcoming approach, which settles children well. It encourages them to do their best, to be confident attempting new learning and keeps them well motivated. Many lessons are taught at a brisk pace and children are progressively and systematically challenged. Teachers' planning is full and detailed, and shows how all activities are related to work within the recommended areas of learning. A further strength of teaching is the good relationship evident between teachers and learning support assistants which helps children learn quickly in a very supportive atmosphere.

15 In Years 1 and 2, the quality of teaching and learning is good. Teachers show a secure knowledge of the subjects they teach, and all make lessons interesting so that pupils enjoy learning.

This was illustrated well in a Year 1 science lesson, when the teacher had pupils experimenting with different materials to see which would hold water. They had the opportunity of pouring water into plastic and paper bags, and showed great delight when the paper bag let water through. This was an enjoyable experience that taught pupils valuable skills very effectively. Teachers' direct teaching works well, and promotes pupils' learning of new skills effectively. Teachers use the summing up session at the end of lessons well to consolidate pupils' learning and assess their progress.

16 In Years 1 and 2, the quality of teaching and learning in English and mathematics is good. Literacy and numeracy lessons have a good structure, ensuring that pupils gain a secure grasp of basic reading and number skills. The quality of teaching is good in science, history, geography and ICT and satisfactory in art and design, physical education and religious education. No lessons were seen in design and technology or music in these years, but the planning and pupils' skills show that teachers provide an appropriate range of suitable activities.

17 In the Years 3 to 6, the quality of teaching and learning is good. Lessons are always well planned, and give pupils a good mix of direct teaching to provide them with new skills, challenging activities which stretch all groups of pupils and time at the end for the teacher to assess pupils' progress. Teachers manage pupils' behaviour very well, and this ensures that the best use is made of time in lessons.

18 The teaching of English and mathematics is good in these classes, and accounts for pupils' above average scores in the national tests. The teaching of literacy is good, and teachers provide lots of practice for pupils to read challenging texts, write interesting stories and develop their speaking and listening skills. Teachers' expectations of pupils' writing are generally high, and structured lessons are effective at developing pupils' imaginative use of words. In subjects such as history and religious education, however, teachers do not always insist that pupils produce writing of a sufficiently high quality. The quality of teaching and learning of numeracy is good. Teachers develop pupils' quick grasp of number effectively by using interesting games and techniques and then challenge them to use their new skills in exciting practical work. This works very well, and enables pupils to enjoy mathematics, and learn new skills quickly.

19 The quality of teaching is very good in ICT and music, good in science, art and design, history, geography and satisfactory in physical education and religious education. As in Years 1 and 2, no design and technology lessons were seen, but the standard of pupils' work shows that the quality of teaching is satisfactory.

20 The teaching of pupils with special educational needs is very good, and explains why they make such rapid progress. Pupils receive very good support from very committed, experienced and qualified assistants and teachers. They work closely together to plan for pupils' individual needs, have very good relationships with pupils and monitor their progress carefully.

21 Pupils with English as an additional language do very well at this school because the support for them is very good. Specialist support teachers and all class teachers ensure that these pupils have every opportunity to understand what is said to them. Starting in the nursery, all staff work hard to develop pupils' spoken English, and by Year 6 nearly all of these pupils attain national standards in reading, writing, speaking and listening.

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

22 Since the last inspection the school has made good improvements in the curriculum for the Foundation Stage. The quality and range of learning opportunities for the children in the nursery are now good. However, the absence of an outdoor area for the reception children means that it is impossible to provide all the experiences that these children need. Good improvements have been made in the curriculum for music and ICT. This improvement has been partly brought about by the improvement in resources for both subjects, and specialist teaching. All subjects now have suitable policies and schemes of work based on national recommendations. The statutory requirements of the National Curriculum are met. The school makes very good provision for pupils with English as an additional language. The bilingual support is invaluable in enabling pupils to settle quickly into school and this support is extended to parents. The ethos of the school ensures that everyone is valued and there is equal access to all parts of the curriculum.

23 The National Strategy for the teaching of numeracy has been introduced successfully, and is having a positive impact on the raising of standards. The good mental mathematics session within the numeracy lesson has resulted in a marked improvement in pupils' knowledge and use of number. The Literacy Strategy has been equally effective in raising the standards in English.

24 The school provides a very good range of extra-curricular activities. All junior pupils have the opportunity to learn to play a range of games and the school enters teams in local tournaments with success. All pupils learn the recorder from Year 4, and there is the opportunity to learn both violin and cello. The school takes part in the local annual dance festival where pupils across the whole school do their own choreography for dances and design their own costumes. Numerous outside visits enhance the curriculum, from the reception children visiting the local supermarket, to residential visits for the older pupils. The school therefore uses resources available in the local environment to the full. Representatives from the police and fire service visit regularly. Local artists come to work with pupils for special projects. For example, a stained glass screen was produced as a Millennium project. Theatre groups visit and perform plays on various themes such as bullying.

25 The curricular provision for pupils with special educational needs is very good. The school's policy and practice fully embraces the principles of the Code of Practice. This strongly illustrates the school's concern for and commitment to the individual needs of pupils. Pupils with special educational needs have very good access to the curriculum and to all other opportunities provided, and this means that all pupils are fully included in the life of the school. The school's provision is a combination of withdrawal for individual and group support by nursery nurses, learning support assistants, support teachers and appropriately planned work by class teachers. The identification, assessment and review process is well established, and effective use is made of external expertise from, for example, speech and language therapists. All pupils with special educational needs have individual targets set for them. Class teachers, with the collaboration of the special needs support teacher, write detailed plans which set out specific goals that clearly identify what pupils need to learn and when.

26 The school's very good emphasis on the development of pupils' personal development is reflected in their ability to work collaboratively with minimal supervision and in the mature and confident demeanour of older pupils. Pupils are taught to respect other people's opinions, values and beliefs and give credit to the achievement of others; this is seen particularly in assembly, where there is a regular celebration of pupils' successes and sharing of interests. Pupils are given a good range of independent research tasks linked to their topics in history and geography, and encouraged to share their information willingly with other members of the class.

27 The school's provision for the personal, spiritual, moral, social and cultural development of its pupils is very good. The provision makes a significant contribution to promoting an atmosphere in the school where all pupils are made to feel valued and a full part of the school community. This is most evident in the way the new pupils, including refugees, are quickly involved in activities and helped to



settle in to the life and routines of the school. Pupils receive many opportunities that lead them to become sensitive and considerate young people with a good understanding of how they can contribute to their local community and other communities further afield.

28 Provision for pupils' spiritual development is good, and is promoted well through carefully planned daily assemblies, religious education lessons and through other curriculum areas such as history, science and music. In assemblies, pupils are encouraged to consider how and why attitudes are developed and how it is important not to judge people because they look different. They are made aware of the plight of people from other communities who experience poverty and take action to reduce its effect; for example by raising money for the Save the Children Fund. Throughout the school there is a keen sense of community which actively supports regular reflection on issues that impinge upon the pupils' lives. Pupils are provided with many good opportunities to examine their own and other's faiths and beliefs as they learn about Christianity and other world religions, such as Judaism and Islam. Poems and prayers on display reflect the good provision made by teachers to provoke sensitive responses to traumatic issues; for example, the recent tragedy in New York. Spiritual development is well supported by the contribution of visitors, such as the local vicar and Imam, and visits, such as to the Mosque and Churches nearby.

29 The provision for pupils' moral development is very good. The school's behaviour policy encourages respect, consideration and tolerance and is rooted in and supported by the very good quality of the relationships between adults and pupils. The staff provide very good role models. They consistently place a strong emphasis on personal responsibilities and take advantage of all opportunities to make pupils aware of the differences between right and wrong. Adults reinforce good behaviour through the effective use of rewards and consequences. Pupils are involved in the making of school and classroom rules and clearly follow them by demonstrating very good standards of personal behaviour, honesty and courtesy. Lessons play a significant part in promoting moral values by teaching the importance of listening to others, abiding by rules, playing fairly and taking responsible decisions. A major outcome of this is that pupils have a heightened sense of fairness and justice.

30 The provision for pupils' social development is very good. Teachers provide many opportunities for pupils to work collaboratively and co-operatively and to develop independent research skills. The school is very successful in promoting pupils' enthusiasm for learning and widening their personal interests. The school's ethos encourages pupils to take positions of responsibility, and this promotes their independence. There is a very good range of activities to enhance pupils' social development. They have attended pantomimes, participated in a local dance festival, represented the school in sporting fixtures and visited an outdoor residential centre where team building and adventurous pursuits are undertaken. There are many opportunities to strengthen the positive links between older and younger pupils. There are also useful links with other schools, and pupils have, for example, visited other schools for literacy, science, information and communication technology and design and technology. These good links also ensure pupils' smooth move on to their next stage of education.

31 The provision for pupils' cultural development is very good. It is promoted through a wide range of visits that are well planned to support many subjects of the curriculum. Aspects of pupils' knowledge and understanding are developed through music, art and design, and drama activities. These activities provide opportunities for pupils to learn about many different cultures as well as the local culture; for example theatre groups have performed in school and artists have worked with staff and pupils on specific projects. In religious education pupils learn about other faiths such as Judaism and Islam. The school organises celebrations for harvest, Easter, Christmas and Eid.

32 Contributions from the community are very good. Pupils are regularly taken to visit local industrial and commercial organisations and strong links have been established. There is a very good range of appropriate visitors who come into school and contribute to the pupils' academic and personal progress. These include theatre groups, artists, community police, the fire brigade and members of religious organisations. The school is fully involved in the Partnership in Education numeracy project, which is proving to be of great benefit to children and their parents.

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

33 The school makes very good provision for the health, safety and welfare of its pupils. This starts in the nursery and is sustained throughout the school. The head teacher provides very good leadership in this aspect. All members of staff place a very high priority on pastoral care, are very approachable and supportive. The support staff are dedicated, caring, committed and provide very good help for both teachers and pupils. All staff have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently. Very good provision is made for medical and first aid requirements, and arrangements for dealing with routine matters such as minor injuries are very good. Conscientious teachers, who are alert and vigilant, supervise pupils very well at breaks. Experienced and efficient midday supervisors undertake lunchtime supervision, and their standard of care is very high.

34 The school makes very good use of relevant external support agencies and its learning support staff. Teaching assistants are deployed effectively and are used very well to support individuals and groups of pupils. They provide very good support for pupils with special educational needs, and those pupils who have English as an additional language, which has a positive impact on their attainment and progress. Effective child protection procedures are securely in place, and there is a very good awareness of them throughout the school. There are very good procedures for health and safety. These are well known by all staff who consistently demonstrate safe practice in lessons. The governing body and the head teacher take their health and safety responsibilities very seriously and all the required safety inspections and checks, including risk assessments, are regularly carried out and properly recorded.

35 The school has very effective procedures in place for promoting and monitoring discipline and good behaviour. The very positive behaviour policy is well supported by anti-bullying and anti-racist policies. All staff have very high expectations of behaviour and discipline is administered consistently and very well. This has a positive impact on the very high standards of behaviour that are maintained throughout the school. There is a wide range of incentives and rewards, and good behaviour is publicly rewarded in the weekly celebration assemblies. The school is aware that attendance is well below the national average, and statistical analysis of the reasons for absence has been conscientiously carried out. The school actively promotes good attendance and punctuality but does not always give this aspect the priority that it needs to solve its problems. There is a lack of urgency in completing registers in the mornings and current practice does not easily identify the reasons for individual absences. Lateness is only recorded when a member of staff is available to do it, and the systems lack rigour and consistency.

36 The school has significantly improved its assessment and monitoring of pupils' academic performance since the last inspection, and they are now very good. The school now rigorously analyses the results of previous national tests and uses this information well to identify areas of the curriculum that need further support, development, training and resources. For example, the initiatives for improving pupils' literacy and numeracy skills are systematic, appropriate and effective. The school implements very good procedures to assess and track the performance of pupils in English, mathematics and science. Teachers assess the standards of attainment that pupils achieve at the end

of each year and set specific targets for the following year. They are assisted in this process by having examples of the different levels of work that pupils achieve. These systems work well, and mean that assessments of pupils' attainment are accurate and helpful to teachers when planning what pupils need to do next. Teachers evaluate their lessons thoroughly and make very effective use of their assessments when planning the activities to meet the full range of abilities in their classes. This good practice means that the learning needs of all groups within the class are well met, and teachers have the information to focus on areas of pupils' weaknesses. This means that standards in the key skills of literacy and numeracy are rising, and pupils are fully included in all learning activities. Pupils' personal development is very carefully monitored through the school's programmes of personal, social and health education. The very good relationships enable staff to carry out their caring roles with skill and professionalism. This leads adults to have a clear understanding of pupils' personal needs and they are able to help pupils to develop into confident and independent young people.

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

37 Despite the school's best efforts, relationships between the school and parents are barely satisfactory. The school enjoys the active support of very few parents, and has difficulty in recruiting parents to help in the classrooms and accompany the children on out of school trips. Not many parents are fully involved in their children's work in school and at home. For example, very few parents attended the autumn term consultation evenings or the curriculum information meetings. There are a few committed parents who want to be involved in their children's education, for example, by attending the weekly Partnership in Education numeracy project sessions. There is no parent/teacher association, and no fund raising for the school. Although there is a lack of active support for the school, most parents responding to the questionnaire sent out before the inspection expressed a very high level of satisfaction with almost all aspects of the school. The vast majority of parents agree that the school is well led and managed, and feel comfortable about approaching the school with problems or complaints. Some parents disagreed that the school works closely with them. Inspection evidence did not support these parents' views but rather the contrary that parents tended not to work closely with the school.

38 Communication between the school and home is very good. The school sends out regular newsletters and frequent letters about specific events and activities. These are often translated into the relevant community languages. The school publishes a comprehensive and informative prospectus. The governors hold an annual meeting with parents and publish an annual report. Between them, the prospectus and the annual report contain all the current statutory required information. A few parents disagreed that they were kept well informed about how their children are getting on. Inspection evidence did not support these parents' views. Parents are given an informative progress report and offered the opportunity to attend appropriate consultation meetings to discuss their children's work and progress with their teachers. Reports clearly indicate what pupils can and cannot do, the progress they are making and areas for improvement. The head teacher and her staff are very approachable and make themselves available to meet parents at the start and end of each school day. There are ample opportunities for parents to ask about their children's progress or seek further curriculum information on an informal basis.

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

39 The school's leadership and management are very good, and are important features in the improvement in standards of teaching and learning since the previous inspection.

40 The head teacher provides very good leadership, and gives strong direction to the school's future development. The head teacher's vision is for all pupils to encounter success, and she has

achieved this by creating an ethos in the school where all pupils' strengths are celebrated. The head teacher is very good at looking critically at different aspects of the school to see how things could be done better, and this is one reason why the school keeps improving. Rigorous monitoring of pupils' standards, including those attained by different ethnic groups, has led to continual improvement in the school's results in the national tests.

41 A key aim of the leadership has been to raise standards of work and behaviour, and the head teacher has given a strong lead on both accounts. She works closely with staff to analyse pupils' standards by organising whole-school sessions to look at pupils' books. This works very well, and, for example, gave staff many ideas recently about how to improve pupils' writing. The head teacher has introduced a very good system for analysing pupils' test results, with teachers working in pairs to identify areas of strength and weakness, and then see what training or changes to the curriculum planning are necessary to raise standards. This was particularly effective in mathematics, when teachers saw that pupils were struggling with data-handling and problem solving and organised three staff training sessions. The impact of this very good practice was soon evident as pupils' skills in these areas improved significantly. Improvements in the standards achieved by girls, however, are happening slowly. While the school has identified the problem, and provided some extra teaching focused on groups of girls, they continue to under-achieve because parents' expectations of them are often too low.

42 The leadership's response to the main issues arising from the last report has been very good. The action plan was detailed, and progress towards its targets was monitored very carefully by the governing body, head teacher and staff. Improvements in ICT have been very good; extra resources and a computer suite, together with specialist teaching by the ICT co-ordinator, have made a big difference in pupils' standards, which have improved from below average by Year 6 in 1997 to above average in 2001. Weaknesses in the monitoring of teaching identified in the previous inspection have been addressed very well. The head teacher, working in close partnership with subject co-ordinators, monitors teaching very effectively. Co-ordinators monitor the teaching in their role as subject specialists, and the head teacher provides an overall view of, for example, the pace of lessons, or how well different groups of pupils are progressing.

43 The deputy head teacher makes a good contribution to the leadership and management of the school, working closely with the head teacher, and sharing a common purpose. Her monitoring of teaching and curricular provision gives her a good overview of the school, and has helped improve the quality of both. The deputy's teaching of groups of pupils keeps her in touch with pupils' standards, and enhances the provision for pupils with special educational needs.

44 Although none of the teaching staff apart from the deputy head teacher is a part of the senior management team, the delegation of responsibilities to subject co-ordinators is appropriate, and they give good support to teachers. They monitor standards effectively by scrutinising teachers' planning and pupils' work. Co-ordinators for literacy and numeracy have monitored the introduction of their respective National Strategies, and this has helped the school make a good start with these initiatives. The co-ordinator for pupils with special educational needs supports teachers and pupils very well, both in the planning of work and in the teaching of basic skills.

45 The governors, very well led by the knowledgeable chairman, are enthusiastic, and provide good support to the staff. They are fully aware of the school's strengths and weaknesses, and visit the school often to monitor their areas of responsibility. Governors are keen to raise pupils' standards, and analyse the national assessment tests to see which subjects are priorities for further development. They take a keen interest in the progress of the school's good improvement plan, but are not sufficiently involved in the setting of its targets.

46 The governors' finance committee works hard to keep the school's funds in good order. Its members analyse spending carefully, and are keen to achieve the best value for the school's money by comparing different sources for their purchases. This policy, for example, helped equip the school with a good range of computers at the best price, and ensure that all classrooms have access to the Internet.

47 The governors, head teacher and staff are supported well by the school's clerical assistant, who keeps good records of expenditure, and keeps them well informed of the progress of the budget.

48 The school uses its funds well to support pupils with English as an additional language. Specialist teachers and bilingual assistants provide very good support for these pupils, and work closely with class teachers. This provision is important with so many pupils with English as an additional language, and enables them to be included in all school activities and make good progress.

49 The school's teaching staff is a good mix of youth and experience who work well together as a team, supporting one another well. The skills of individual staff are used well, particularly in ICT, art and design, and music, and this policy has a good impact on pupils' standards. The school ensures that new staff are informed well of the school's procedures, and supported effectively by a mentor. There is, however, no specific induction policy, and this denies the school a consistent approach to meeting the needs of new staff.

50 The school's accommodation is adequate to support the teaching of the curriculum. The classrooms are bright, and the library is a good place for pupils to browse, and enjoy reading books. Outside, the playground is large and attractive, and the field provides a good surface for games. There is, however, no separate play area for children in the reception class. This is unsatisfactory, and limits the degree to which staff can extend activities that start in the classroom to an outside area. The computer suite is a very good feature of the accommodation, which has a very good impact on pupils' standards in ICT.

51 The school's provision of resources is satisfactory overall. At the time of the school's last OFSTED inspection, there were shortages in ICT and music. The resources in these subjects are now good, and have raised standards significantly. Resources in all other subjects are satisfactory.

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

52 In order to continue the school's improvement, and raise standards further, the governing body, head teacher and staff should:

- (1) introduce more effective ways to raise standards achieved by girls in the national tests; (paragraphs 1, 41, 73, 80, 86)
- (2) improve rates of attendance and punctuality by:
  - working with parents to get them to bring their children to school on time,
  - encouraging parents not to take children on holidays in term time, and
  - introducing more rigour in the monitoring of attendance and punctuality including the accurate and prompt marking of registers; (paragraph 12)
- (3) ensure that children in the reception class have an easily accessible play area of their own. (paragraphs 22, 50, 54, 70)

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Encourage more parents to become involved in the life of the school (paragraph 37)
- Extend the senior management team to include another representative of the teaching staff (paragraph 44)
- Produce an induction policy for new staff. (paragraph 49)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	7

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	18	14	1	0	0
Percentage	0	25	41	32	2	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 two percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13.5	159
Number of full-time pupils known to be eligible for free school meals	0	90

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	63

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	38

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	30

### *Attendance*

#### **Authorised absence**

	%
School data	6.8

#### **Unauthorised absence**

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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	6	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	8	9	9
	Total	8	11	15
Percentage of pupils at NC level 2 or above	School	47% (87%)	65% (87%)	88% (80%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	8	8	8
	Total	10	10	12
Percentage of pupils at NC level 2 or above	School	59% (87%)	59% (80%)	71% (87%)
	National	85% (84%)	89% (88%)	89% (88%)

Percentages in brackets refer to the year before the latest reporting year.  
Where the number of boys or girls is 10 or less figures omitted.

### 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	17	8	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	-	-	-
	Total	20	19	23
Percentage of pupils at NC level 4 or above	School	87% (73%)	79% (73%)	96% (87%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	-	-	-
	Total	16	19	19
Percentage of pupils	School	64% (67%)	76% (73%)	76% (87%)



at NC level 4 or above	National	72% (70%)	74% (72%)	82% (79%)
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Percentages in brackets refer to the year before the latest reporting year.  
Where the numbers of boys or girls is 10 or less figures are omitted.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	4
Bangladeshi	34
Chinese	0
White	89
Any other minority ethnic group	7

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)	11.6
Number of pupils per qualified teacher	17.7
Average class size	22.7

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

Total number of education support staff	3
Total aggregate hours worked per week	63

##### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.8
Number of pupils per qualified teacher	27

Total number of education support staff	2
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#### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

#### **Financial information**

Financial year	2000-2001
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	£
Total income	476,834
Total expenditure	449,768
Expenditure per pupil	2,677
Balance brought forward from previous year	14,967
Balance carried forward to next year	42,033

Total aggregate hours worked per week	57
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Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

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.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	174
Number of questionnaires returned	77

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	52	45	1	0	1
Behaviour in the school is good.	55	40	4	0	1
My child gets the right amount of work to do at home.	38	51	9	0	1
The teaching is good.	62	35	1	0	1
I am kept well informed about how my child is getting on.	53	39	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	1	3	1
The school expects my child to work hard and achieve his or her best.	62	34	3	0	1
The school works closely with parents.	52	32	15	1	0
The school is well led and managed.	55	35	5	0	5
The school is helping my child become mature and responsible.	51	42	1	0	5
The school provides an interesting range of activities outside lessons.	40	42	8	1	9

## **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**

53 The provision made for children in the Foundation Stage is good both in the nursery and the reception class. The school operates an admissions policy for children to start in the nursery in the September term following their third birthday. The 27 children in the nursery attend part time in the afternoons. Children move into the reception class the following September. An analysis of the school's initial assessments confirms that the attainment on entry to the nursery is well below that which is expected for children of this age. Many children have very poor personal and social skills as well as limited language and mathematical development. In particular, children from the ethnic minority population have very little or no knowledge of English. They make good progress through both the nursery and reception classes but, by the time they complete the reception year, their overall standards are still well below those that are expected for children of similar age.

54 Planning in both the nursery and reception class is good and meets the needs of all children including those with special educational needs and those with English as an additional language. Shared planning between the nursery and reception staff ensures that there is a unified approach and the move from the nursery into reception is smooth. The curriculum provides experiences that are based firmly in the nationally identified goals for learning. However, the reception class has no separate outside area so that it is not possible to teach the complete curriculum. This affects their progress not only in physical development and their understanding of space but also in other areas because they do not have the experience of responding to stimuli such as sun and shadows, birds and insects.

55 The teachers and support staff work very well as a team and create a warm and secure environment for children to start their education. Both classes are organised efficiently and managed well. The teaching of all areas of the curriculum is good and often very good which is why the children make good progress in this early stage of their education. The school works very hard to build up positive relationships with parents and provides very good support for parents who speak little English. The school offers visits for children and parents before they start the nursery, although frequently these are not taken up by the parents. Once the children start the nursery, both children and adults are greeted personally when they arrive.

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

56 When children start the nursery, many lack any level of independence and appear lost and bewildered. Through the strong supportive environment in the nursery children make rapid progress so that when they enter the reception class they are able to make good progress in their other areas of learning. Progress in personal, emotional and social skills continues through the reception class so that many meet the expectations of children of a similar age by the time they enter Year 1. This progress is achieved through close liaison between the nursery and reception staff. Routines that are set up in the nursery are continued into the reception. As new routines are set up, for example for physical education, these give the children security and confidence. For example, a session in the hall on large apparatus was very successful, as children had a good knowledge of how lessons were organised. As a result their behaviour was very good, they tried hard, showed confidence, and made good progress.

57 Children develop an enthusiasm to learn. They soon start to develop their independence and, after a relatively short time in the nursery, they begin to choose activities with adult help. Although the organisation of these sessions and talking about these choices provide good opportunities for speaking and listening, especially for the children for whom English is an additional language, it also takes time. If this is preceded by a whole class session on the carpet it results in children having to sit for too long a period. Few children concentrate for long periods, and they often need an adult's support to complete activities. Some children are still very dependent on the teacher to tell them how well they have done.

58 Adults provide good role models in their caring relationships with children and with each other. They make good use of praise to encourage children to try hard, to raise their self-esteem and promote their confidence in learning. The early years team provide good opportunities for children to play together through a range of activities. Children's personal and social skills are developed in a calm, ordered atmosphere of mutual respect. Children develop positive attitudes and good working routines from the time they start nursery.

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

59 Throughout both classes, children are introduced to the joy of stories and staff take every opportunity to talk to them. This means that they make good progress in language and literacy, even though their standards are still well below average by the time they leave the reception class. The bilingual support in both classes is invaluable, and means that children are always included in lessons because they have things explained in their own language if the need arises.

60 In the nursery, stories are read in small groups which allows the children to participate more fully in talking about the story. Despite the small groups and the continual emphasis on talking and listening most of the conversation is initiated and dominated by adults. Children respond to simple direct questions in a very limited way. Children playing together rarely talk. For example two boys building a garage with large bricks did not talk to each other and there was little response to questions. Children learn early writing skills in structured activities, which ensures, for example, that they quickly learn how to grip a pencil and crayon. Further free choice activities allow children to practice these skills.

61 In both the nursery and reception classes role-play areas provide the children with good opportunities to develop and practice their language skills. However, in the nursery where children can play in the café, many of them play on their own, with little conversation between them. In the reception class children play in the post office but, once again, this is usually playing alongside other children rather than with them.

62 Progression in learning to write is developed effectively in the reception class. In a very good literacy session in the reception class the children enthusiastically 'helped' and corrected the teacher writing a sentence on the board. They were quick to notice that she had not left spaces between the first three words that she had written. They showed her where to start writing, and showed her what to do when the space ran out at the end of the line. A few children helped out with initial letters. Children were actively involved in this whole class session and then a good balance of individual tasks in adult lead groups followed. Children who have English as an additional language make very good progress in learning the language because of the intensive support they receive.

### **Mathematical development**

63 In the nursery, children are introduced to counting and numbers through a range of well-chosen informal activities, and this is continued into the reception class together with planned numeracy sessions. Children's interest is stimulated, and this results in very good progress through the Foundation Stage. Even so, children's mathematical skills are still well below average when they enter Year 1.

64 Counting skills are regularly practised in both nursery and reception classes by counting rhymes and in counting children present in the whole class or in small groups. In the reception class, children clap and jump while counting up to 25, the number of children that are at school that day. Although very few can match their jumps or claps with their counting, they gain valuable knowledge of number names. A song, 'Five friendly shepherds sitting on a hill' (based on ten green bottles) excited the children. Five children were chosen, each child having an instrument which was played to support the counting of the correct number of shepherds as one by one they left to go to Bethlehem. As this song was repeated daily, all children had a turn and the knowledge of decreasing numbers was continually reinforced in a way that was both successful and fun.

65 The Numeracy Strategy is used well, and whole class sessions kept to a length where children are able to concentrate. The practical activities that follow reinforce the concepts learnt but many children only succeed in these activities when an adult supports them.

66 Children have plenty of opportunities for water and sand play in both the nursery and the reception class, but their learning of quantity and size is limited, as they require constant adult support to develop their experiences.

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

67 Throughout children's time in the nursery and reception classes they have a range of experiences that helps them to learn about the world, and their progress is good. However, by the time they leave the reception class their knowledge, understanding and curiosity about the world are well below the levels expected for children of this age.

68 Children in the Nursery explore different materials and textures, such as soft dough and dry sand, with very basic skills. They use scissors to cut and select shiny materials, but their pictures show a poor understanding of the task. On the computer, children use the mouse successfully to move icons and 'dress teddy'.

69 In a very well organised lesson in the reception class children explored the effect of mixing different colours of paint together. They were delighted to paint each other's hands different colours, which were then rubbed together. They were intrigued to discover the change in colour as they parted their hands. However after mixing red and white to produce pink, they were not able to predict what would happen to blue and white. By using the adult support available very effectively, all children were able to do this activity at the same time so the surprise of the result was not spoiled by seeing someone else's result first!

### **Physical development**

70 By the end of the reception year children have developed satisfactory physical skills for their age. They find spaces easily in the hall and are confident in their movements when moving along benches and jumping off stools. However, their opportunities for outside activities are limited as they have no outside area for daily sessions to develop skills with small apparatus such as balls, or for

practise in controlling their bodies by skipping, hopping, and jumping. Apart from occasional visits to the nursery, they do not have the chance to use large outdoor equipment or wheeled toys.

71 Adults provide many opportunities for children to build with construction kits, to explore materials including sand and water and to manipulate jig-saws. Most children hold pencils correctly and use them for writing drawing and colouring although the amount of control they have is variable.

### **Creative development**

72 The quality of teaching is good in this area. Children are provided with good opportunities to develop creatively throughout both the nursery and reception classes. They enjoy these activities and make good progress so that, by the end of the Foundation Stage, they attain levels of understanding and skill that are appropriate for their age. In their art work, children are well supported in learning how to use paint to produce pictures of themselves and a few do this without adult support. Children are given access to a range of musical instruments, which they use well to accompany songs.

### **ENGLISH**

73 By Year 6, pupils' standards in English are in line with that expected for 11 year olds nationally. Standards in Year 2 are below what is expected for seven year olds. This still represents very good achievement because many pupils enter school with limited language development and a significant number of them have no English at all. Girls, however, achieve lower standards than boys in all aspects of English despite efforts by the school to provide them with additional work and raise parents' expectations of them. Pupils with special educational needs make very good progress because of the skilled and enthusiastic additional support in classrooms and when withdrawn for specific teaching. These pupils have detailed individual plans, and teachers and support assistants are fully aware of the pupils' targets when working in small groups on structured learning programmes. Pupils who have English as an additional language also make very good progress because of the very effective support provide by skilled teachers and assistants; as a result, these pupils, who include refugees, are fully involved in all aspects of the English curriculum.

74 Since the last inspection there has been consistent improvement in the standards achieved. Standards are high because the National Literacy Strategy has been very successfully implemented. In addition, the very good assessment procedures enable teachers to track pupils' progress, and set targets to enable them to reach the next level of attainment.

75 By Year 6 pupils' attainment in speaking and listening is at the level expected for their age, which represents very good progress from when they enter school. In all classes, pupils are willing to express their opinions and many do so confidently and clearly. They listen carefully to their teachers, and to each other, and contribute maturely to group and class discussions. In the literacy hour, pupils listen intently to stories, poems and instructional texts. They are very keen to ask and answer questions and are enthusiastic about contributing their own ideas. In Years 1 and 2, many opportunities are provided for skills to be developed; for example, Year 1 pupils were very keen to talk about the events of the weekend, prompted by careful questioning by the teacher. In Year 3 to 6, pupils' skills are developed further and they respond well to the planned opportunities for expressing opinions, as was illustrated when Year 4 pupils speculated about the newspaper headline based upon a text that they read. These skills are further enhanced when there are opportunities for pupils to express their personal feeling; as was shown when Year 6 pupils spoke of the their own experiences of danger and how they compared to a character in a book they are reading. Teachers make good use of drama in English and other subjects to extend pupils' speaking and listening skills, and this is helpful in increasing pupils' confidence.

76 By the end of Year 2, the standard of reading is below that expected of seven year olds. However, all groups of pupils make good progress. They develop a real enjoyment of reading, and strive to improve their reading skills under the close attention of their teachers. The higher attaining pupils demonstrate a good degree of fluency, expression and understanding when reading. The school has very good procedures for monitoring pupils' progress, and there are excellent links between home and school in Year 2 which help parents and teachers to see what gains are being made. Teachers have a record of the books that pupils read, and pupils are heard reading regularly at home and at school. When reading, pupils use picture and other clues appropriately, build a reasonable vocabulary of known words and use their understanding of letter sounds to attempt unknown words. By Year 6, the progress in pupils' standard of reading is good, and the majority of pupils have a reading age in line with that expected of 11 year olds. Pupils read confidently from a range of fiction and non-fiction books. By Year 6 many pupils are independent readers. They read for pleasure, talk easily about who is their favourite author and review books critically taking account of aspects such as character and plot.

77 Attainment in writing is below the national expectation by Year 2 but, by Year 6, matches that which is expected at the age of 11. In Years 1 and 2 progress is good, with teachers giving lots of attention to handwriting, punctuation and spelling. By Year 2, pupils' writing shows a clear sequence and many use adjectives well to illustrate their work. They re-tell the fairy tale Cinderella accurately, and are imaginative in their ideas and use of words. Pupils are secure in their construction of sentences, and have extensive practise in the structuring of stories. They write for a good range of purposes, and teachers use topic work to provide opportunities for extended writing; for example Year 2 pupils write picture story books about 'How to make a Woolly Jumper' in science. In Years 3 to 6 progress is good and, for pupils with English as an additional language, very good. Pupils make good use of dictionaries to support their spelling. By Year 6, most pupils plan and redraft written work including stories, drama scripts, narrative, poetry and letters. Many write poems that are sensitive in content and good in structure. Pupils write in a range of styles, pay good attention to punctuation and employ specific techniques such as the use of similes and alliteration. For example Year 5 pupils wrote exciting play scripts with good use of dialogue, and clear stage directions. Teachers do, however, miss some opportunities to develop pupils' literacy skills further, particularly in history and religious education where some written work is of a poor standard. Some ICT lessons support pupils' work in English very well, especially when they redraft stories and use texts to correct punctuation.

78 The quality of teaching and learning is good throughout the school. In the best lessons teachers have a secure subject knowledge, teach with enthusiasm and confidence and maintain a brisk pace throughout the literacy hour. This leads to pupils having positive attitudes towards their work and having an obvious enthusiasm for English. Teachers prepare lessons very thoroughly, and use imaginative resources to capture pupils' interests and motivate them to concentrate for a sustained period. As a result, pupils show interest in their lessons, behave very well and respond enthusiastically. The very good relationships in all classes give pupils the confidence to participate willingly in discussions. Teachers have high expectations of both behaviour and learning, give supportive feedback and set clear targets for pupils to help them make progress. Many pupils are able to work both independently and collaboratively, and this helps pupils from diverse backgrounds to develop very good relationships with each other.

79 The subject co-ordinator provides good leadership and management, has a thorough overview of the subject and has established clear priorities for its future development. There are good formal procedures for monitoring and evaluating the teaching of English and literacy throughout the school which are helping to raise standards.

## **MATHEMATICS**



80 Pupils make very good progress as they move through the school so that by the time they leave their achievement is in line with standards achieved nationally. This is very good improvement since the 1997 inspection. Pupils' standards at the age of seven are below those expected nationally, but they have made good progress to achieve these levels. Consistently good teaching throughout the school and the nurturing of pupils' success and desire to succeed have contributed to achieving this progress. Pupils with special educational needs are well supported in lessons, and achieve standards that are in line with their abilities. Pupils with English as an additional language are particularly well supported, especially in the early stages of learning the language, and they make very good progress so that nearly all attain national standards by Year 6. Girls achieve lower standards than boys, overall, and this reflects some parents' low expectations of girls' attainment.

81 The teaching in Years 3 to 6 is consistently good. Teachers focus clearly and precisely on what they want their pupils to learn and share these expectations with the pupils at the beginning of each lesson. This works well, and means that at the end of the lesson pupils know precisely how much progress they have made. Teachers' expectations of behaviour are high, and pupils respond very well by working hard and concentrating for long periods.

82 The mental arithmetic part of the numeracy lesson is well developed and, as pupils move through the school, teachers place considerable emphasis on pupils giving a quick response to mental calculations. This not only improves pupils' performance in tests, but builds up considerable confidence which helps them to make progress. In a good lesson in Year 6, pupils were developing mental strategies to add several numbers together. The teacher successfully built on pupils' contributions, and they responded eagerly to this recognition of their skill. They were keen to explore the numbers further, even though resulting strategies became more and more complex. In another good lesson in Year 5, pupils were highly motivated by measuring and weighing parcels wrapped up in Christmas wrapping paper. Because they were interested in the task they successfully applied their knowledge about measuring and selected the most appropriate units for each task.

83 Teachers use computers well to raise pupils' standards in mathematics. This was seen to very good effect when pupils collected data on weather in different countries, and compiled tables of their results. In other subjects, notably science and design and technology, teachers are careful to include many activities to develop pupils' numeracy skills further.

84 The teaching in Years 1 and 2 is good and pupils build a firm foundation of number. However, many pupils still have limited language skills and this affects their progress. Mental and oral sessions provide good opportunities for pupils to practise their counting skills by counting forwards and backwards in 'ones', 'twos' and 'fives'. In a lively session in Year 2, pupils used actions as they counted to 100 in 'tens' and 'fives'. This added enjoyment to the practice and reinforced their learning. In a Year 1 lesson the pupils' mental calculations were supported by the writing of 'answers' on their white boards before the teacher asked them questions. The pupils then circled what they thought was the correct answer. This was successful and resulted in most pupils achieving correct answers to all the questions.

85 The co-ordinator provides good leadership, supporting teachers effectively by systematic monitoring and providing good guidance on the implementation of the numeracy hour. The co-ordinator's good analysis of pupils' results in the national tests, and subsequent work to address weaknesses in, for example, data handling are helping to raise standards in mathematics. Assessment procedures are good, and used well by teachers to set targets for pupils.

## **SCIENCE**

86 Pupils make good progress in science, and standards found in this inspection are in line with national expectations by Year 6. The school has raised standards since the 2001 national tests by using a thorough analysis of pupils' results to identify their weaknesses, and provide a greater focus on the language of science. This has helped pupils to show their sound scientific understanding in their written work. Pupils with special educational needs achieve well, and all attain, or come close to, national standards by the time they leave. Pupils with English as an additional language make very good progress because they are supported well in lessons; of the seven Year 6 pupils with English as an additional language, all but one attained the national standard in the national tests in 2001, and four attained the higher levels. Girls achieve lower standards than boys, overall, particularly in experimental work.

87 By Year 6, pupils have a reasonable knowledge of how living things reproduce and feed. Their writing is clear and scientifically accurate, but their diagrams of plants and organs of the body are sometimes careless, and are not always appropriately labelled. Pupils are good at classifying animals, and their work on food chains shows a clear understanding of how predators feed on prey. In their work on materials, pupils conduct good experiments to show how materials dissolve, and how substances change when heated. They have a sound knowledge of how forces act on objects, and of the potential dangers of electricity. Pupils' experimental work is methodical, and many produce accurate predictions of the results. A few higher attaining pupils organise their own experiments, and achieve suitably high standards.

88 Pupils enter Year 1 with a weak knowledge and understanding of the world, and make good progress by Year 2. While their standards are below average, the good curriculum and quality of teaching ensure that pupils develop a clear understanding of scientific concepts, but their weak language skills lower their overall attainment. They identify the major organs of the body, and recognise the importance of eating healthy foods. Their experimental work on materials, and how natural and non-natural materials are used to construct buildings, is of an average standard, as is their construction of simple electrical circuits.

89 In Years 1 and 2, the quality of teaching and learning is good. Teachers are confident in their knowledge and understanding of the subject, and make lessons interesting by providing good opportunities for pupils to conduct their own experiments. This helps pupils to enjoy science, as was evident by the excitement caused when Year 2 pupils were asked to observe changes in common materials when they had been in a freezer. They had made reasonably accurate predictions of how materials might change, and made good progress as they examined pieces of bread, plastic and fruit with great interest before making a table of the results. The teacher made very good use of assessment by revisiting work that pupils had struggled with in the previous lesson, and their knowledge was much more secure this time. Teachers emphasise the importance of recording carefully, and this provides a good structure to pupils' learning.

90 In Years 3 to 6, the quality of teaching and learning is good. Teachers develop pupils' knowledge and understanding systematically by building well on their previous learning. This helps pupils move on from simple work on plants in Year 3, for example, to the life cycle of plants in Year 5, and how they disperse seeds. Teachers' very good control of classes, and high expectations of behaviour, mean that the pace of pupils' learning is brisk. Teachers prepare their lessons very well, and prepare work to meet the needs of all groups of pupil. This helps pupils with special educational needs and English as an additional language to have full access to the science curriculum, whilst challenging higher attaining groups. Relationships between pupils and teachers are very good, and there is an air of "young scientists" about some of the older classes, with all showing a good deal of interest, knowledge and partnership with the teacher in the investigations.

91 The subject is well managed, with the co-ordinator providing a good focus on improvement by working closely with teachers and monitoring their work effectively. The curriculum is planned well, and the school makes effective use of the nationally recommended scheme of work. A good initiative that is helping to raise standards is the school's involvement with a group of local schools in a project aimed at higher attaining pupils. These pupils are set challenging tasks, which develop their scientific thinking and enable them to attain high standards, particularly in their experimental work.

## **ART AND DESIGN**

92 Pupils enjoy working with a variety of media as they progress through the school, and their attainment is in line with that expected of pupils by Years 2 and 6.

93 Art and design has a firm place in the curriculum and is valued by both teachers and pupils. The quality of teaching is satisfactory, overall, and good in Years 4, 5 and 6 where pupils receive specialist teaching from the co-ordinator. This works well, because the co-ordinator has good skills, and ensures consistently good teaching and learning in these three classes. Since the last inspection the school has developed a good scheme of work that is based on national guidelines, and this, together with a locally produced scheme, ensures a continuity of learning from class to class. For example, pupils in Year 3 experimented with printing techniques using both potato prints and printing blocks, while pupils in Year 4 planned their designs on grids. The older pupils produced repeating patterns using two print blocks and two colours and successfully created more complicated designs.

94 In a Year 1 lesson pupils studied patterns that they had created using a tie and dye technique. The teacher suitably built on this knowledge of pattern to help pupils look at patterns on a variety of printed materials and copy part of the design on to paper using pastels. The good support, especially to pupils who were in the early stage of learning English, ensured that all pupils, including those with special educational needs made sound progress.

95 Teachers plan carefully to ensure that art and design is used effectively to support learning in other subjects such as history and geography. Pupils in Year 4 used clay to make African masks, while Year 6 took inspiration from the Orient to paint their faces and reproduce the oriental style of dress.

96 In Year 5, pupils made good progress when they researched the work of Clarice Cliff using the Internet before creating their own designs in two and three-dimensions. Year 2 pupils successfully used books to investigate paintings and drawings of different faces before painting their own self-portraits.

97 The school seeks out and makes good use of opportunities to work with local artists. Year 5 pupils (now in Year 6) had the chance to work on a millennium project to create a stained glass screen with 11 other primary schools. Following design work for 'past', 'present' and 'future' panels, these were made by the artist and the finished screen proudly stands in the main corridor of the school. The co-ordinator manages the subject well, sets a good example by her own teaching and supports teachers effectively in their planning.

## **DESIGN AND TECHNOLOGY**

98 It was not possible to observe any lessons during the inspection, and judgements are based on teachers' planning, displays of pupils' work, photographs and discussions. This evidence shows that standards are average in Year 2 and above average by the end of Year 6. Pupils achieve well in design and technology, including those who have special needs and English as an additional language.

99 By Year 2, pupils work carefully and join a range of materials with reasonable skill. Their simple designs are accurate, and helpful when it comes to making their models. Pupils use construction kits confidently, and make good models of vehicles from cartons collected for the purpose. They have a good understanding of how to construct winding mechanisms, as was illustrated when they made one to help Incy Wincy Spider climb up his web.

100 By Year 6, pupils' designs are comprehensive, and show clearly how the model will be constructed stage by stage. Their models are sturdy, and show that pupils have thought carefully about how axels will work and joints will operate. Their work in a local secondary school is of a high standard, particularly when using computer-design packages to plan their pencil-holders and transferring the data to a cutting machine. This is work normally tackled by Year 9 pupils. They use powered tools competently and safely to produce models that are finished to a high standard.

101 The analysis of pupils' work shows that the quality of teaching is good throughout the school. Teachers provide a full coverage of the National Curriculum, and give pupils a wide range of interesting challenges. Year 3 pupils, for example, disassembled packaged articles to see how they were made before constructing nets of their own. Their designs for their own packages showed good attention to detail, and important aspects were accurately labelled. This mathematical theme was continued in Year 5 as pupils made geometric models that were constructed to a high standard.

102 The subject is well led by a knowledgeable co-ordinator who has had responsibility for design and technology for one year. Her immediate priority was to improve the range of resources, and this has helped teachers provide an interesting range of tasks for pupils. The scheme of work is based upon national guidelines, and this works well, giving teachers the necessary guidance to cover the whole curriculum.

## **GEOGRAPHY**

103 Pupils in Years 2 and 6 are working at levels that are expected for their ages and make good progress. Pupils in Year 1 are able to plan a route to school and compile a simple graph to show the different ways that members of the class travel to school. Year 2 pupils achieve well as they identify the different buildings in the community, and their functions in serving the needs of the local residents. A further strength is the pupils' understanding of the locality. For example, in Year 1 pupils have a good knowledge of the different types of transport that make up the local traffic, and Year 5 pupils make good comparisons of the amenities and other features of their town with a nearby village. Year 6 pupils have a secure knowledge of the water cycle and river systems. They confidently explain the terms 'tributary' and 'meander' and know how sand and mud banks are formed. This knowledge and understanding is well developed through the visit to the River Tyne to see these features and assess their impact on the environment. Year 3 pupils have a sound knowledge of different climates in different countries around the world, and use the diversity of experiences that other pupils have to help their understanding; for example when a pupil describes their holiday to Bangladesh. Pupils in Year 6 develop their numeracy and ICT skills very well through their successful involvement with a project sponsored by an oil company. This good series of tasks enabled them to record five days of local weather and send it by e-mail to the project web site. Pupils' attainment was extended further when the project manager replied and asked pupils to calculate the mean, mode and median of temperatures in the United Kingdom and compare it to the figures relating to a school in India.

104 The quality of teaching and learning is good throughout the school. Lessons are well prepared and planned so that pupils learn good basic geographical skills and have the opportunity to develop them further in groups. The teachers are knowledgeable about the topics, maintain a brisk

pace and question the pupils skilfully to assess their learning. Consequently pupils listen attentively, respond enthusiastically and are eager to contribute to discussions. Teachers make very effective use of visits to stimulate the pupils' interest and, as a result, pupils are motivated to search for information about the topics and make good use of the Internet.

105 The co-ordinator provides good leadership by monitoring teachers' planning and pupils' standards of work across the school. The geography curriculum is well planned by adapting national guidelines to the particular needs of the school, and this represents good progress since the last inspection. This ensures that activities are planned in an appropriate sequence to build upon pupils' previous experiences and skills. Assessment is good, and helps teachers to plan the next stage of the pupils' learning.

## **HISTORY**

106 By the ages of seven and 11 pupils are working at a level that is expected for their age and make good progress. By Year 2 pupils understand the difference between past and present and old and new. They have a good knowledge of famous events and people from the past; for example, Year 2 pupils know the causes of the Great Fire of London, where it began and why it spread so quickly. They identify famous people that lived in London at that time and now. By Year 6, pupils are knowledgeable about the periods in the past that they have studied and, for example, are able to explain the main causes of World War II and identify how and why minority groups suffered from persecution. Pupils have a good awareness of how sources of evidence can inform them of the past; for example, Year 4 pupils are able to examine an inventory of a house in Tudor times and assess whether rich or poor people were likely to be living there. Pupils are good at organising, evaluating and presenting information derived from historical sources, as was illustrated when Year 5 pupils researched Ancient Greece and saw how its system of government is relevant to that of today's government. Good features of the history curriculum are the development of historical language, particularly for those pupils with English as an additional language. However pupils' writing skills are not sufficiently developed and the opportunities for extended writing are limited.

107 The quality of teaching and learning is mainly good because teachers plan and prepare lessons well, make effective use of resources and guide pupils towards further research. These strengths ensure that pupils learn basic historical skills systematically, and discover how to find out more for themselves. In the best lessons teachers place an emphasis on looking for evidence to justify opinions and written statements. As a result pupils are well motivated, listen attentively and participate enthusiastically in discussions. This helps their confidence in speaking and increases their vocabulary. Where a minority of teaching has shortcomings, tasks do not always challenge the higher attaining pupils and they lose concentration.

108 The co-ordinator provides good leadership by monitoring teachers' planning and pupils' standards of achievement across the school. The school has improved the history curriculum since the previous inspection by adapting national guidelines to the particular needs of the school. This works well, and ensures that activities are planned in an appropriate sequence to build upon pupils' previous experiences and skills. Assessment is good and helps teachers to plan the next stage of the pupils' learning. There is an adequate range of resources to support teaching. Very good use is made of the local area and visits to places of interest to develop pupils' understanding and extend their knowledge.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109 The attainment of pupils by the end of Year 6 is above average, and significantly better than the below average standards reported in the previous inspection. Since then, the school has improved

the supply of computers to match the level found nationally, and introduced specialist teaching of ICT. By Year 6, pupils have good skills in using word processing programs, and use them well to prepare and edit their work completed in literacy lessons. They use data handling programs well to produce pie graphs of their mathematical investigations, and use modelling programs effectively to make plans of their classroom in geography. In science, pupils use computers skilfully to produce very good 'tree diagrams' to classify animals. Pupils' use of the Internet is well developed, and this has a good impact on their standards in other subjects. Their research work on Shakespeare's Macbeth, for example, gives them a wider knowledge of the text, and their historical understanding is enhanced by good searches into how children were evacuated in the Second World War. Pupils' work on presentation programs is a real strength; they combine text and graphics very well to make a series of electronic pages, and extend this work well by adding CD tracks that are triggered automatically. The school makes very good use of the resources at a local secondary school to develop pupils' understanding of how to control and monitor devices. This works very well, and enables pupils to work confidently with LOGO, for example, and to control models of traffic lights.

110 By the end of Year 2, pupils' attainment is average for their age. They communicate their ideas clearly on a computer, combining text and pictures and printing their work independently. They work systematically, although slowly, on the keyboard and mouse, and are confident editing their text and changing fonts. Pupils frame questions with good skill to negotiate simple adventure simulations, and are starting to understand that inappropriate questions yield inappropriate results.

111 Pupils achieve very well in information and communication technology. The regular practice they have in many lessons, and good planning of tasks for pupils of all abilities, ensure that they make very good progress. Pupils with special educational needs and pupils with English as an additional language make good progress in their information and communication technology skills, and make effective use of word processing programs to improve their reading and writing standards.

112 The quality of teaching and learning has improved significantly since the last inspection, and is now good in Years 1 and 2, and very good in Years 3 to 6. The computer suite is having a very good impact on the quality of teaching and learning because it gives pupils an immediate opportunity to put in practice the skills they learn in the classroom. In Years 1 and 2, the teachers' clear explanations give pupils the necessary skills, whilst their willingness, when appropriate, to allow pupils to work on their own develops their independence. Nearly all lessons in Years 3 to 6 are taken by the subject co-ordinator, whose very good skills and great enthusiasm are responsible for pupils' very good progress. His demonstrations, using a large screen that all pupils can see, are clear, and give pupils a good chance of success when they try themselves in the computer suite. His expectations are high, and this extends higher attaining pupils well by requiring them to try more adventurous tasks, and by asking them to reflect critically on their presentations.

113 The co-ordinator provides very good leadership. His monitoring of standards of teaching and learning has driven up standards, and given all teachers the confidence to use computers in all areas of the curriculum. The school has a very good scheme of work, based on national guidelines, which provides useful advice on how to use information technology to support work in other subjects. Pupils' work is assessed regularly, and matches their attainment accurately against that expected of pupils nationally. The timetabling of specific ICT lessons works well, and ensures that all pupils have regular and demanding work on computers. The employment of a technician is a good initiative by the school, and ensures that computers are maintained and prepared for use.

## **MUSIC**

114 The school has made considerable progress since the last inspection so that attainment is now in line with expectations when pupils leave the school. The appointment of a specialist music teacher and the upgrading of resources, especially percussion instruments, have brought about this improvement. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6 where all lessons are taught by the specialist teacher. Teachers are very well supported and have a comprehensive scheme to follow. Pupils therefore enjoy music and make steady progress through the school. Pupils with special educational needs and English as an additional language make good progress, and take a full part in all musical activities.

115 Music is used at assemblies to act as a focus as pupils lead in and out, and the music is identified for the pupils so that pupils become familiar with famous composers. Hymn singing features in daily assemblies, and the pupils sing in tune and with enjoyment.

116 In Years 3 to 6 the specialist teacher's enthusiasm builds pupils' confidence so that they are willing to offer to perform on their own. In a very good lesson in Year 5, a simple line of melody was used as a thread through the whole lesson. It was developed through singing, first in individual groups then building into two and then three part rounds. This was followed by a session on recorders and finally pupils worked in groups to build their own ensemble with recorders and percussion instruments. The confidence and skills that emerged resulted in pupils playing their good compositions to the rest of the class. These were recorded by the teacher and played back immediately so that everyone could give valuations and make suggestions for improvement. The teacher's energy and enthusiasm for music is passed on to the pupils so that they take their music seriously and work hard with dedication and enjoyment. The subject is well supported by pupils taking part in Music festivals outside school and very good extra-curricular opportunities for pupils to learn how to play instruments.

## **PHYSICAL EDUCATION**

117 By the end of Years 2 and 6, pupils' work in physical education is average for their age, and of a similar standard to that reported in the last inspection. Pupils make satisfactory progress, and those with special educational needs do well to achieve as competently as others in the group.

118 By Year 6, pupils' games skills are above average. They have a good understanding of why they need to warm up before exercise, and name the correct muscle groups that are being stretched. Pupils make careful observations of others, and improve their own performance as a result. They play competitive games against other schools with considerable success, particularly in football, cricket and rounders. Pupils' skills in gymnastics are at the level expected for their age. They use apparatus with reasonable skill, and jump, roll and land confidently. Pupils' dance skills are average, and most combine a series of moves effectively. Their mobility, however, is sometimes hampered by inappropriate footwear, and teachers have to work hard to get them to land softly with over-sized trainers. Most pupils swim to the expected standard by the time they leave.

119 Year 2 pupils combine running, jumping and walking movements into suitable sequences with appropriate levels of co-ordination for their age. Pupils are aware of the effects of exercise on their heart and lungs and understand why they warm up before vigorous exercise. Pupils' dance skills are above average, as was illustrated when they linked complex moves together to move around the floor acting as sea creatures.

120 The quality of teaching is satisfactory, and pupils make steady progress. Teachers plan lessons well to give pupils a good range of stimulating and safe experiences. These ensure that pupils of all abilities are able to develop a wide range of skills. Teachers warm pupils up carefully, and demonstrate skills reasonably well, using higher attaining pupils effectively to illustrate their points. This has a positive effect on pupils' learning as they are able to refine their movements and improve

their performance. Teachers have a sound focus on the systematic development of basic skills, and this ensures, for example, that pupils learn the correct way to jump, throw, and catch. Teachers manage classes well, with high expectations of pupils' behaviour, and this makes the best use of the time available.

121 The newly appointed co-ordinator shows a keen interest in the subject. The school has a good scheme of work, and the curriculum includes suitable opportunities for all aspects of physical education. There is a good supply of resources, with the school making good use of different grants to give pupils equipment to play table tennis, basketball and football. The football team is very active, and the skills of one of the teachers, who is a qualified coach, are important reasons for the team's successes.

## **RELIGIOUS EDUCATION**

122 By the ages of seven and 11 pupils are working at a level that is broadly in line with the expectations of the locally agreed syllabus and make satisfactory progress. Pupils have a thorough understanding of a range of faiths including Hinduism, Islam, Christianity and Judaism.

123 Pupils in Years 1 and 2 develop a reasonable knowledge of Christianity and Bible stories. They sequence a set of pictures to tell the story of the Good Samaritan, and are well aware that their own behaviour should demonstrate that actions are more important than words. They know the main similarities and differences between the celebrations of religions. For example, they know that Hindus celebrate Diwali, Jews celebrate Hanukkah and Christians celebrate Christmas, but appreciate that each celebration is special to some of the pupils in the school.

124 Pupils in Years 3 to 6 develop a sound understanding of religious values and beliefs by listening to parables and investigating the special books of different religions; for example Year 5 pupils know that the Qu'ran is the sacred book of Islam and Year 3 pupils investigate the different Christmas traditions of different countries. Year 6 pupils have a good knowledge of the different places of worship and know the differences and similarities between mosques and churches. This knowledge is extended well by visiting the local mosque and churches, and inviting the Imam to lead an Eid celebration at the school. There are good opportunities for pupils to develop their speaking and listening but insufficient opportunities for writing skills are provided. As a result pupils miss the possibilities to extend and improve their limited writing skills.

125 The quality of teaching and learning is satisfactory. Lessons are well planned and prepared and pay good attention to the objectives as set out in the syllabus used by the local authority's schools. Teachers use the diversity of the pupils' experiences well to make lessons interesting and motivate the pupils. As a result, pupils are attentive, have positive attitudes and are keen to participate in lessons. Teachers question pupils thoughtfully and sensitively about the similarities and differences between Christianity and other world religions. This leads to pupils recognising and respecting individual differences. Older pupils offer their own personal feelings and opinions, ask sensible questions and relate the issues raised to their own lives and experiences. Younger pupils share their feelings in a kind manner and are interested in caring for others.

126 Religious education is well organised, led and managed. This is reflected in the improvement in the long term planning since the previous inspection which now ensures that the school meets the requirements of the syllabus. Resources are satisfactory, and enhanced by the objects which help pupils to gain a better understanding of the special features of different religions.