

ERRATUM SLIP

SCHOOL NAME: CESTRIA PRIMARY SCHOOL

URN: 114012

INSPECTION DATES: 8 - 11 OCTOBER 2001

The following amendments have been made to the above school inspection report.
Please note:-

1. The erroneous insertion of the mathematics paragraph in the section about how well the school cares for its pupils – **paragraph 44 should be removed and replaced as new paragraph 83** – all subsequent paragraphs to be renumbered.
2. The percentage of good teaching observed in the inspection was **48%** and not the incorrectly recorded figure of 47% (part C of the report).
3. Previous paragraph 90, in the science section, the sentence that begins 'The trend of improvement in Key Stage Two' should be replaced by the following words: **'The trend of improvement in Key Stage Two fell below the national picture in 1997, but has followed the national trend of improvement closely since then.'**
4. The summary box of the report for Special Education Needs should be replaced by the following words: **'Good overall, there is an appropriate amount of support and resources for these pupils. These are well used and well focused on their needs. As a result pupils with Special Educational Needs make at least satisfactory and often good progress to meet the targets set for them'**.
5. The first sentence of the previous paragraph 54 of the main report should be amended to read: **'Throughout the school pupils with Special Educational Needs make generally good progress at meeting their targets, for example in English, science and ICT and in improving their behaviour and social and personal development'**.

Apologies for the inconvenience caused.

INSPECTION REPORT

CESTRIA PRIMARY SCHOOL

Chester le Street

LEA area: Co Durham

Unique reference number: 114012

Headteacher: Mr P Thompson

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 8 - 11 October 2001

Inspection number: 194262

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: 4 to 11

Gender of pupils: Mixed

School address: Church Chare
Chester le Street
County Durham
Postcode: DH3 3PZ

Telephone number: 0191 3882483

Fax number: 0191 3890933

Appropriate authority: The governing body

Name of chair of governors: Carol Walklate

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	P Mathias	Registered inspector	English Physical education Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed?
10965	P Edwards	Lay inspector		Pupils' attitudes, values and personal development How does the school work in partnership with parents?
20815	P English	Team inspector	Geography History Religious education	How good are the curriculum and other opportunities offered to pupils?
20752	J Collings	Team inspector	Science Information and communication technology	How well are pupils taught?
17763	J Foster	Team inspector	Mathematics Music Special educational needs	How well does the school care for its pupils?
12900	L Short	Team inspector	Art and design Design and technology Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 434 pupils on roll the school is of above average size. It caters for boys and girls between the ages of four and 11. The youngest children attend the reception classes on a full-time basis. Few pupils join or leave the school other than at the usual times of entry and transfer to secondary education. Children's attainment on entry to the reception class is generally above that typically found amongst children of this age. By Year 1 nearly all are ready to begin the National Curriculum.

Overall there are 62 pupils who are considered to have some degree of special educational needs which is below the national average. This includes 17 pupils who are between Stages 3 and 5 of the Code of Practice. Their needs relate to a wide range of difficulties. This figure is broadly in line with the national average.

Most pupils come from homes where there is a spread of social and economic advantage. About 8.1 per cent of pupils are known to be eligible for free school meals which is broadly in line with the national average. The percentage of pupils speaking English as an additional language is low.

HOW GOOD THE SCHOOL IS

Cestria is a successful school. The school has made steady progress since its last inspection in April 1997. It is well placed to improve further.

The quality of teaching is good in the reception class and satisfactory in Key Stage 1 and Key Stage 2 with some strong features. The headteacher, staff and governors work closely together. There is a good, long-term sense of direction for the school. In the National Curriculum assessments for seven year olds in 2000, standards were above average in reading and mathematics and average in writing when compared to schools nationally. When compared to schools considered broadly similar, results were above average in reading and average in writing and mathematics. The results of 11 year olds in 2000 were above average in English and mathematics, and in science were well above average, when compared to schools nationally. There is evidence to suggest that standards in the 2001 tests for 11 year olds have remained high. Results in comparison to schools considered broadly similar were above average in English and well above these schools in mathematics and science. Currently standards observed during inspection in English are above average at the end of Key Stage 1 and Key Stage 2. Standards in mathematics are average. Standards in science are above average. At the end of Key Stage 1 standards are above the expected levels in art and physical education. In design and technology, history, geography, music and religious education standards are at expected levels. In information and communication technology standards are below those expected. At the end of Key Stage 2 standards of attainment in art are above expected levels. In design and technology, history, geography, music, physical education and religious education standards are at expected levels. In information and communication technology standards at the end of Key Stage 2 are below expected levels. Since the last inspection standards have improved in music and in the writing aspect of English at Key Stage 2, but remain broadly the same in other subjects except in mathematics and information and communication technology where standards observed have fallen in both key stages. The school provides satisfactory value for money.

What the school does well

- Standards of teaching and provision for children in the reception class are high.
- Standards in writing at the end of Key Stage 2 are well above average and pupils present their work neatly. Pupils with special educational needs make good progress.
- Standards in national tests in English, mathematics and science at the end of Key Stage 2 are high.
- Pupils' personal development and the quality of relationships between pupils and between pupils and teachers are good.
- There are very good opportunities (for example through the school council) for pupils to develop responsibility.
- Procedures for monitoring and supporting pupils' progress are thorough.
- Parents play an active role in the life of the school and rightly have positive views of it.
- The governing body is actively involved in the process of making long-term decisions and there is an effective working relationship between the governing body and the senior management team of the school.

What could be improved

- When planning the curriculum too much time is set aside for English and mathematics at the expense of other subjects.
- The organisation of daily timetables does not allow for the best use of the time available.
- Medium-term plans for some subjects are unsatisfactory and do not indicate clearly the key skills and understanding to be taught in each year group. They do not provide a systematically planned route for pupils to build upon what they already know and can do in each subject.
- Opportunities in lessons and in collective acts of worship to emphasise the importance of the spiritual dimension of life are missed.
- Standards in information and communication technology are below those expected nationally. Currently some good progress has been made to alter this.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in April 1997, standards achieved by pupils were very good, the quality of education provided by the school and its management and efficiency were good and the school's climate for learning was very good. Since then the school has been successful in addressing the key issues for action, in particular with raising standards in music, involving the governing body more in long-term decision making about finance and educational developments, and in improving aspects of provision for the youngest children in the school. Registration procedures and collective acts of worship have also improved. Standards in music are higher now and are at the levels expected at the end of both key stages; the governing body is now properly involved in long-term decision making; provision for children in the reception class is very good; appropriate procedures for registration are followed meticulously; and there is now a daily act of collective worship which meets the legal requirements for all pupils. However, there is still some way to go in providing pupils in both assemblies and lessons with the opportunity to experience a greater understanding of the spiritual dimension of life.

Standards in music have improved since the time of the last inspection and they are now at expected levels. The same is true in the writing aspect of English at the end of Key Stage 2 where standards are well above average. In all other subjects, standards are much the same as at the time of the last inspection. An exception to this is in information and communication technology where standards, which were previously at expected levels, are now below.

Overall the quality of teaching is sound with generally good teaching in the reception class. No lessons were observed where teaching was unsatisfactory. This is an improvement on the school's performance at the last inspection.

The leadership and management of the school remains a strong feature and the governing body is now an effective 'critical friend' of the school. A key element is the strong commitment of staff to work together as a team. The school is well placed to improve further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	B	B	well above average A above average B average C below average D well below average E
Mathematics	B	B	B	A	
Science	A	B	A	A	

This table shows that standards in the tests in the last three years have generally been above the national average. When compared to schools, which are broadly similar, the 2000 results in mathematics and science are well above average. Children enter the reception class with above average levels of basic skills. In English standards are above average. Standards observed in English at the end of Key Stage 2 are above average and well above average in writing. In science, at the end of Key Stage 2, standards are above average. In mathematics standards observed at the end of Key Stage 2 are average at this early point in the year. In art standards are above those expected. In all other subjects except in information and communication technology standards are at expected levels. In information and communication technology standards are below the levels expected of 11 year olds.

Standards in literacy and numeracy reflect the same pattern as in English and mathematics. The pattern of improvement in standards at the end of Key Stage 2 between 1996 and 2000 is erratic and in English, mathematics and science standards have improved from a low point in 1998. Overall the trend of improvement is broadly in line with the national trend. The school is on course to meet the targets it is setting for itself.

In the most recent assessments in 2001 there is evidence to suggest that standards in the tests have remained high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - pupils are enthusiastic and are interested in their lessons.

Behaviour, in and out of classrooms	Good - pupils are well behaved in classes and in the playground.
Personal development and relationships	Good - pupils are willing to take responsibility for their own learning. Relationships between teachers and pupils are very good. There is a strong commitment to the care and welfare of the pupils.
Attendance	Good - procedures for monitoring attendance are thorough.

TEACHING AND LEARNING

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

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

The standard of teaching is satisfactory overall with some good features in Key Stage 1 and Key Stage 2, and good in the reception classes, with no unsatisfactory teaching. The teaching of English is good and teachers have a good understanding of the National Literacy Strategy. Teaching in mathematics is satisfactory and teachers generally plan carefully to meet the objectives of the National Numeracy Strategy. Teaching and support for pupils with special educational needs are good and these pupils, as well as those pupils who have English as an additional language are helped successfully to play a full part in their lessons.

Particular strengths in the teaching are that challenging work is well matched to different abilities of pupils; good emphasis is placed effectively on neat handwriting and careful presentation; very good relationships exist between teachers and pupils and work is carefully assessed. In lessons where there are some weaknesses, work is not carefully designed to encourage pupils to plan and work things out for themselves. Some pupils are not sufficiently extended because the lessons are overlong and pupils lose interest. In information and communication technology some teachers lack confidence and knowledge of the subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with some strengths in the reception class and some weaknesses in Key Stage 1 and Key Stage 2. As a result time is not well allocated to all subjects or always used efficiently. In some subjects teachers lack clear schemes of work based on what pupils already know and can do to support medium-term plans.
Provision for pupils with special educational needs	Satisfactory - pupils have equal access and good opportunities to take part in the whole curriculum. Individual education plans contain clear specific and achievable targets.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Opportunities through the school council for pupils to understand the democratic process and to act responsibly are very good. Moral and social development are good. Provision for cultural development is satisfactory. Spiritual development is unsatisfactory because it is not carefully planned for in classes or in collective acts of worship.
How well the school cares for its pupils	This is a strength of the school, and procedures for monitoring personal development and giving support to pupils are good. There are sound procedures for child protection and pupils' welfare. Procedures for monitoring attendance and pupils' academic progress are good. The school works closely with parents. Links between home and school are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and staff work closely together and have a good long-term vision for the school. Co-ordinators provide a positive lead to their subjects and are actively involved in judging the success of teaching and learning.
How well the governors fulfil their responsibilities	Governors are well informed and effectively involved in the life of the school. They play a full part in making long-term decisions about financial and educational issues. Their role as a critical friend of the school is well established.
The school's evaluation of its performance	School performance in national assessments is carefully analysed. Governors and staff plan carefully to achieve best value but lack a rigorous formal framework against which to review the success of their decisions.
The strategic use of resources	Resources and accommodation are generally adequate and in the case of information and communication technology they are now good. The school is an attractive environment. However, the hall cannot be used to its full potential for physical education because the storage of a large number of tables and chairs in it limits space and access to gymnastic equipment. The school uses grants and additional funds well and has well advanced plans to reduce its large carry forward by completing a range of appropriate initiatives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> • The teaching is good. • Pupils make good progress. • Expectations are high. • The school is very approachable. • There is good leadership and management. 	<ul style="list-style-type: none"> • Some parents would like to see a wider range of activities outside lessons.
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In response to the 438 questionnaires sent out 247 were returned which is a high return rate. The evidence of the inspection confirms the parents' positive views of the school. They particularly value the fact that their children like going to school and the high expectations the school holds for their children. They are happy with the progress their children make and in the way that the school is led and managed. A meeting was held with 20 parents present, who expressed positive views of the school. Those present felt that the school had improved considerably particularly in its links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards within the school are average at the end of both key stages. During the inspection there was no significant variation between the performance of boys and girls at the end of either key stage. However, girls' performance in English, mathematics and science was higher than boys at the end of Key Stage 2 tests last year. There is evidence to suggest that in 2001 boys out performed girls in mathematics and science. In English girls out performed boys.
2. In the 2000 national assessments at the end of Key Stage 1, standards were above average in reading and mathematics and average in writing. When compared to schools considered broadly similar the picture is the same in reading and writing. In mathematics standards are typical of these similar schools. Since 1996 standards in reading in the national assessments for seven year olds are not as high as they were but remain above the national average. In writing standards were above average in 1996 then fell in 1999 to just above average. In 2000 standards in writing were just above average. In mathematics over the same period, standards were above the national average in 1996. In the 2000 assessments they were above average. Standards in mathematics at the end of Key Stage 1 have not improved at the same rate as most schools.
3. In the 2000 national assessments at the end of Key Stage 2 standards in English and mathematics were above average and in science standards were well above average. In comparison to schools considered broadly similar the picture is above average in English and well above average in mathematics and science. When these results are compared with these pupils' performance in the end of Key Stage 1 performance is generally below in English and at expected level in mathematics. In science it is above expected levels.
4. The pattern of improvement in standards at the end of Key Stage 2 between 1996 and 2000 is erratic. Overall the trend of improvement at the end of Key Stage 2 in this period is broadly in line with the national trend. In the most recent assessments in 2001 for 11 year olds there is evidence to suggest that standards have remained high.
5. Children enter the reception class with differing levels of basic skills but in general they have above average attainment on entry. They make good progress in all the areas of learning and are well on their way to completing the stepping stones to the Early Learning Goals for children of this age.
6. Standards in English at the end of Key Stage 1 and Key Stage 2 in speaking and listening are above average. Standards in writing at the end of Key Stage 1 are above average. At the end of Key Stage 2 writing standards are well above average. This is very much the same as at the time of the last inspection except in writing at the end of Key Stage 2 where standards have improved.
7. At the end of Key Stage 1 pupils speak confidently and listen carefully. They respect each other's views and put forward their ideas freely. At the end of Key Stage 2 pupils speak and listen keenly to their teachers and to each other. In reading, pupils in Key Stage 1 have a good understanding of the parts of a book and are able to use reference books to find out information quickly and efficiently. Within Key Stage 2

pupils generally read with expression and talk confidently about their favourite stories and authors. The majority of pupils like books and read well.

8. Standards of writing are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. This reflects the care and thought given to the introduction of the literacy initiative and to the innovative ways that these skills are taught. Standards in handwriting are high throughout the school and pupils of all ages take particular care to present their work neatly.
9. In mathematics, standards observed at this early time in the year are average at the end of both key stages. This is below the picture at the time of the last inspection.
10. By the year in which pupils are seven, most are able to add and subtract numbers up to 20 mentally and understand the place value of numbers up to 100. They are developing an understanding of odd and even numbers and are developing measuring skills.
11. By the year in which pupils are 11, most have a good understanding and knowledge of basic computation, know their multiplication tables up to ten, can convert percentages to fractions and use and explain their mental strategies well. In the areas of mathematics dealing with shape, space and measures, they construct common two-dimensional shapes and identify various forms of symmetry. They interpret data and use a range of graphs, including line graphs to display it and can make good estimates when predicting.
12. In science standards are above average at the end of both key stages. This is also the same as at the time of the last inspection. Year 2 pupils study energy, identify sources of food, for example, eggs from chickens, meat from cattle, study life cycles, and name the parts of a flowering plant. They understand that some materials can be changed through applying twisting, pushing, pulling and stretching forces and others cannot. With support, they record their results of investigations into twisting, pushing, pulling and stretching materials in tables and then draw deductions from them.
13. Year 6 pupils study the main characteristics of the different classes of organisms, the process of plants making their own food through photosynthesis and the importance of decomposers and symbiosis in the cycle of material in the environment. They carry out a good range of investigations to support their work in all parts of the science curriculum, for example, finding which footwear had the greatest grip by finding the greatest angle of slope the 'shoe' would stay on before slipping.
14. Standards in art are above those expected at the end of both key stages. In physical education standards are above those expected at the end of Key Stage 1 and in line with those expected at the end of Key Stage 2.
15. In design and technology, history, geography and mathematics standards are in line with those expected at both key stages. Standards in religious education are in line with those expected and set out in the locally agreed syllabus.
16. In information and communication technology standards are below those expected. The school has recognised this as a priority. To this end a new computer suite has been installed and this is already helping the school to raise standards in this subject. From a lower than expected base pupils are now making good progress. Since the time of the last inspection progress in raising standards has been good in music and satisfactory in design and technology, history, geography, art, physical education and religious education. In information and communication technology standards have fallen.

17. Pupils with special educational needs make good progress against the targets set for them in their individual education plans. These are carefully organised to provide appropriate support. The school is on the way to meeting its targets for improvement.

Pupils' attitudes, values and personal development

18. Since the time of the last inspection pupils have maintained their commitment to learning and constructive relationships and positive behaviour remains at a high level. Pupils enjoy being part of an orderly and pleasant community. This contributes positively to their learning.
19. Pupils concentrate well and are interested in the activities provided. Pupils are eager to share their ideas with each other as observed in a Year 4 citizenship lesson where candidates for the school council were delivering their election addresses to other class members.
20. Behaviour in class and communal areas of the school is good. Pupils are courteous and treat staff, parents and visitors politely. They understand and have a clear moral code. They show care for one another, belongings and school property. No incidents of bullying were seen during the inspection.
21. Relationships between all members of the school community are very good. The majority of pupils know that all adults want what is best for them. This has a positive impact on the way pupils treat other people. They respect and value each other's contributions in class discussion, for example, in a Year 2 religious education lesson where pupils and their teacher were sharing each other's special objects and memories. They willingly accept responsibilities when given the opportunity and enjoy helping with the routines of class and school, such as acting as litter pickers, library monitors and classroom helpers demonstrating a growing maturity. The ability of pupils to use their initiative and take responsibility for their own learning is good overall, for example, in the making of games for other pupils to enjoy and the organising of a 'games day' each summer. Additionally, citizenship lessons where pupils are preparing for an election to the school council provide very good examples of the democratic process in practice.
22. Attendance at 96.3 per cent for the last reporting year was well above the national average. Most pupils are punctual allowing lessons to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is satisfactory with some good features in Key Stage 1 and Key Stage 2 and good in the reception classes. This is an improved picture since the time of the last inspection. In the school 100 per cent of teaching is satisfactory or better. In 46 per cent of lessons teaching is satisfactory. In 47 per cent of lessons teaching is good. In five per cent of lessons teaching is very good and in one per cent of lessons teaching is excellent. In the reception classes, three quarters of the teaching seen was good or very good. Within Key Stage 1, 53 per cent of teaching was good or very good. Within Key Stage 2, 48 per cent was good or very good. Within Key Stage 1 a very small number of lessons were excellent.
24. In all lessons the teaching of literacy is at least satisfactory and often good. Teachers have a sound understanding of the National Literacy and Numeracy Strategies and lessons in these subjects are carefully planned to meet the framework for these initiatives. A particularly strong feature is the emphasis given to the teaching of the skills of handwriting from an early age and in insisting that pupils take care when

presenting their work. As a result standards in this area are high throughout the school.

25. Pupils with special educational needs are well taught in lessons by both teachers and support staff. Careful monitoring enables teachers to match activities and the level of support accurately to their needs. Effective support by classroom assistants enables these pupils to make good progress, for example in information and communication technology where pupils with special educational needs are helped to correct areas and find letters on the keyboard. In literacy they are encouraged to try hard and complete work in line with other pupils in the class. Pupils for whom English is an additional language are well supported and encouraged to contribute to lessons and they make good progress.
26. Across the school where teaching is good in both key stages the teachers ask challenging questions which encourage pupils to think carefully about what they have learnt previously and to apply that knowledge to a different situation; for example in Year 6 when comparing the contents of a 'dead sailor's pocket' with that of a 'teacher's pocket'. Pupils are systematically taught the sounds which letters make and as a result, for example in a Year 6 lesson they quickly recognise rhyming words and find others for themselves easily. Teachers have good subject knowledge and show this in the careful way they demonstrate what is expected of their pupils, for example in physical education. As a result pupils try hard to emulate the examples given. Relationships between the teachers and their pupils are very positive and purposeful. Pupils are well aware of the high expectations set for them and they respond positively to encouragement. They speak confidently and politely to adults knowing that their contributions are valued. In the best lessons teachers plan carefully so that they know exactly what they wish to teach in the time available and what pupils are expected to have learnt by the end of the lesson. They systematically check whether their objectives have been reached.
27. Where teaching is satisfactory but has some weaknesses, the pace of learning is too slow because too much time is spent unnecessarily going over old work, which pupils already know and can do. Opportunities are missed to encourage pupils to solve problems for themselves and to apply the skills they have just learnt in a different context. Some teachers lack confidence in teaching the subjects, for example, in information and communication technology because their own knowledge of the subject is insecure. Some lessons are overlong and pupils become bored.
28. The quality of marking is consistently positive and teachers regularly access pupils' achievements particularly in English, mathematics and science. Good use is made of national tests and other formal assessments to judge if the progress pupils make is appropriate for them in these subjects. Assessments arrangements in other subjects are not so well developed and teachers generally rely on questioning in the lesson alone to identify what pupils know and can do. This information is not always used systematically to plan future work.
29. Homework is regularly set to build on what pupils have already learnt in school in English and mathematics and there are regular opportunities for all pupils to take books home to read. The home/school organiser is a helpful device so that parents and pupils are well aware of what is expected of them. The setting of homework in other subjects is less systematically organised and is dependent upon the decisions of individual teachers. In the best examples pupils are given good opportunities to find things out for themselves, for example by visiting the local library or by using the Internet or CD-ROMs at home.

30. Pupils are eager to learn and try hard, often taking a real pride in doing their best. They have very constructive relationships with their teachers, for example in a music lesson in Year 5 where pupils and their teacher became fully involved in singing their local songs such as 'The Blaydon Races' with gusto and when in a Year 6 lesson pupils learnt how to organise and chair a meeting as part of the process of electing representatives to the school council.

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

31. The curricular provision for children in the reception class is very good. This indicates an improvement in the provision for these children in reception classes since the previous inspection. For pupils in infant and junior classes the curricular provision is satisfactory overall. This broadly reflects the findings of the previous inspection. The school's positive ethos demonstrates well the commitment to ensuring all pupils have equal opportunity to access a broad curriculum and all aspects of school life. This supports pupils' intellectual, physical and personal development and prepares them well for the transition to subsequent stages of education.
32. The clear policy directing the work within the reception class demonstrates the importance the school places on developing positive attitudes to learning. The curriculum follows national advice and provides a structured range of purposeful, practical learning experiences in all the recommended areas of learning for children of this age. Particular improvement has been made in the provision for physical and creative development since the previous inspection. This quality of provision makes a significantly positive contribution to the progress these children make towards the nationally agreed Early Learning Goals and ensures a smooth transition to the work of the National Curriculum at the time best suited to each child.
33. The interesting range of displayed work throughout the school demonstrates the expected breadth of curriculum opportunities offered to pupils. An appropriate range of policies ensures that statutory requirements are met for each of the National Curriculum subjects and to meet the requirements of the locally agreed syllabus. The good links with a nearby community school provides opportunities for older pupils to be introduced to conversational French. Provision for music has been improved since the last inspection through the development of an appropriate policy. Effective provision is made for pupils' personal, social and health education within which sex education and the raising of awareness of the misuse of drugs are suitably provided for. These policies ensure that support for pupils' personal development permeates the life and work of the school and most pupils make good progress.
34. Overall the organisation of the curriculum has some strengths but also weaknesses. The available teaching time each day is in line with recommendations for pupils in each key stage. In setting the allocations of teaching time for each subject the importance the school places on the development of literacy skills is very clearly demonstrated. Overall, the agreed times given for other subjects is similar to those found in many schools except for music which is below. However, in practice, the planning of timetables does not always ensure that the best use is made if available teaching time. For example, the already generous allocation for English is often exceeded significantly and this limits the time available for other subjects and impacts on the standards pupils achieve in them. For example, in Key Stage 1 classes the arrangements for assembly leave a short period prior to going home and this is not always well used.

35. The school effectively uses the National Literacy and Numeracy Strategies as whole-school schemes of work. There is a framework of topics to be taught each term, which is used to help teachers in each year group develop medium term plans. Generally teachers use these well to make links between different subjects. The medium-term plans for most subjects have recently been reviewed and those for art and religious education are currently being completed. The development of information technology has been unsatisfactory but with the revised planning for information technology about to be introduced, the school is well placed and is beginning to make improvement in this area. Teachers have usefully adapted some units of work from national guidance documents to help in planning work for their year groups. However, not all subject plans indicate the key skills to be taught in each year group or provide a systematically organised route for pupils to build upon what they already know and can do.
36. The curriculum is enhanced by the provision of an appropriate range of extra-curricular activities. Over the year pupils have opportunity to enjoy a range of sports and athletics activities and competition. Pupils have opportunity to join with others to sing in the school choir. The school effectively uses opportunities to support pupils' learning through field trips within the local environment, residential visits and through visits to historical sites such as Bede's World at Jarrow, Fulling Mill and Raby Castle. Pupils are able to meet with visitors such as a 'Tudor merchant's wife' and 'Theatre in Education Company'. The work of members of the local authority peripatetic music service makes a significant contribution to the attainment of pupils who use this service. This was well illustrated by the contribution pupils learning to play a stringed instrument made to an assembly during the inspection. A useful homework policy is in place and used effectively.
37. Good links are made with local nurseries. Liaison is particularly good with the nearby community school and other local primary schools. Good relationships are developed through joint activities in mathematics, information technology, science, physical education and foreign languages. These activities begin well before pupils transfer so that the transition to the next phase of education is well supported. The links with the local community are satisfactory. For example, pupils enjoy working with the Grass Roots group and Sunderland Football Club which provide coaching. Other local businesses support the school through the activities of the parent-teacher association.
38. Overall, satisfactory provision is made for the personal development of pupils which includes their spiritual, moral, social and cultural development. There are particular strengths and some areas that are underdeveloped.
39. The provision for pupils' spiritual development is unsatisfactory. In response to the previous inspection the provision of a daily act of collective worship for all pupils has been improved so that it now meets legal requirements. However, there is insufficient emphasis on the special nature of these times when the school community comes together. Time for contemplation or prayers is often very short. Teachers unfailingly acknowledge pupils' contributions to class discussions and this promotes their self-esteem. However, in classes, time for quiet reflection on what is heard or seen is too often overlooked. There is no specific guidance that explains how spiritual development is to be supported as pupils move through the school. Neither is there sufficient guidance on strategies to promote spiritual development in acts of collective worship and in subjects across the curriculum.
40. Good provision is made for fostering both moral and social development. This matches the positive views of the parents and the judgements expressed in the previous report. The whole-school policy on behaviour ensures that rules are

practicable, rewards and sanctions are appropriate and that teaching and support staff have a consistent approach and equally high expectations. Throughout the school pupils learn to recognise the difference between right and wrong and the qualities of fairness and honesty. This is achieved through direct teaching in personal and social education lessons, through themes in assemblies, by the personal example of all the adults who work with them and in discussions as issues arise. All pupils are encouraged to consider the consequences of their actions on themselves and others. Adults unfailingly acknowledge positive behaviour and unacceptable behaviour is handled calmly and effectively. The school supports the social development of pupils well. Teachers and their assistants set good examples. All staff show considerable respect for pupils, raising their self-esteem and confidence in all areas of school life and pupils respond well to this. Throughout the school pupils help with class and school routines such as register monitors or setting up the hall for assembly. An understanding of the special responsibility associated with representing the school is promoted well through educational visits and meeting with visitors. The opportunities for older pupils to experience residential visits make a major contribution to their personal development. The school council makes a significant contribution to the understanding of the responsibilities pupils have as members of a community, so that they become familiar with the roles played in elections and the responsibilities of decision making. Older pupils readily take up opportunities to use their initiative in devising and organising fund-raising activities.

41. The school's provision for cultural development is satisfactory overall. Through subjects such as art, music, English, religious education and history pupils' knowledge of their own culture is suitably fostered. For example, pupils experience traditional and modern stories and poetry and they learn about the lives of people of different times in history such as the life of a monk at the time of the Venerable Bede or a poor Victorian child. Through religious education they learn about the Christian influence that permeates British heritage. Pupils' knowledge of the traditions, values and beliefs of members of other faiths is developed in religious education and occasions such as the visit of a Buddhist storyteller. However, insufficient emphasis in classes is placed on the multicultural nature of modern society through studies for example, of non-European art, literature and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. At the time of the previous inspection, assessment was judged to be effective. The school, has a very competent co-ordinator who has worked hard to further improve existing procedures. Pupils' attainments are assessed regularly through national and other standardised tests. These results are recorded and carefully analysed to identify improvement and areas for development. The school plans to further develop target setting arrangements, making sure the targets set are regularly reviewed and revised upwards, therefore raising both teachers' and pupils' expectations. Assessments are regularly made by staff of pupils' attainment against key skills and objectives in all core subjects, and these are used well to record pupils' progress. There are also plans to develop similar assessment records for other subjects. The use of day-to-day assessment to guide daily curricular planning, whilst satisfactory is a weaker element of assessment in the school. Procedures are good but not all teachers are using the information they have to raise the attainment of higher attaining pupils in daily lessons. Marking though generally positive, is not always used consistently to set short-term targets for pupils which assist the continual assessment process. At the time of the last inspection all marking was seen to provide meaningful feedback. There are currently good opportunities for pupils to judge their own progress. There are effective assessment procedures in place to identify pupils with special educational needs, which are fully addressed by staff.

43. The staff work hard to provide a caring environment. Pupils are treated with respect and valued as individuals. The personal development of pupils is closely monitored both on an informal basis by teachers and more formally using individual records. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievement. This gives pupils confidence in their own ability and encourages them to respond positively to new challenges.
44. By the year in which pupils are seven, most are able to add and subtract numbers up to 20 mentally and understand the place value of numbers up to 100. They are developing an understanding of odd and even numbers and are developing measuring skills.
45. Procedures promoting good behaviour are used consistently and effectively by staff. There are few incidents of bullying but staff deal promptly with any reported. These procedures are well supported by the home-school agreement and the school policy on teachers and children working together.
46. Arrangements for monitoring attendance are good. Registers are called at the beginning of each session and all absence is carefully followed up. The education welfare officer works closely with the staff and visits the school fortnightly.
47. The procedures for child protection comply with those of the area child protection committee and staff are fully aware of them. During the last reporting year training in child protection has been undertaken by all the teachers.
48. Pupils' health, safety and general well being are effectively looked after. Lessons in sex education, drug awareness and healthy eating form part of the school's personal, social and health education programme which is well supported by outside agencies such as the dental hygienist and the school nurse. Effective procedures are followed regarding accidents and first aid. Parents are informed promptly of any accident involving their child and of any treatment given. There is a detailed health and safety policy, agreed by the governing body, and a formal risk assessment is to be undertaken this term.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has maintained its effective partnership with parents who are supportive and make a significant contribution to school life. This has a positive effect on pupils' learning at school. The vast majority of parents indicate that they are pleased with what the school provides and achieves.
50. The quality of information for parents provided by the school is good and regular newsletters keep parents well informed about developments. The school prospectus is detailed and is currently being reviewed to include curriculum information for children in the youngest stage of their education. Pupils' annual progress reports are informative and contain information on teaching areas covered, the progress made and targets for improvement. Interim reports and parent-teacher consultation meetings are providing useful information for parents on the progress of their children. Parents are happy with the information they receive and feel that staff are approachable if they have any concerns.
51. Levels of involvement of parents in the life of the school are good. All parents are encouraged to be directly involved in school and a regular reliable number respond. For instance they help with reading, in art classes and on school trips. Staff are appreciative of this assistance. The majority of parents are happy with the amount of homework their children receive. Pupils' personal organisers are well used by pupils,

teachers and parents for the transfer of information. The parent-teacher association organises fund-raising and social events, which are well supported by parents and the community, enabling considerable funds to be raised to support the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The quality of leadership of the school is good and parents who returned the questionnaire agreed with this. This is much the same picture as at the time of the last inspection. The school has made sound progress in addressing the shortcomings indicated in the last inspection report. For example, standards of attainment in music have improved and are now at expected levels. The governing body is properly involved from an early stage in making long-term decisions about financial and educational matters. The provision for children in the reception class is now good and is a major strength of the school. Registration is now completed promptly at the beginning of morning and afternoon sessions. A daily act of collective worship takes place for all pupils. However, whilst it meets the basic requirements of an act of collective worship, opportunities are missed during these occasions to develop a strong sense of spirituality and reflection.
53. The school functions smoothly and day-to-day administration is effective. Staff are committed to providing a good education for all pupils. There is a positive atmosphere for learning where individual pupils are made to feel secure and where their efforts are recognised and valued. The school is well placed to improve further.
54. Throughout the school, pupils with special educational needs make satisfactory progress in meeting their targets in English, mathematics, behaviour and social and personal development. This area is well managed.
55. The headteacher and deputy headteacher work closely and have a clear long-term vision for the school. This was the case at the time of the last inspection and remains so and there are good systems in place to ensure that the school's performance is carefully monitored and supported by the senior management and co-ordinators. For example, both headteacher and deputy headteacher visit classes on a formal basis to look at the effectiveness of teaching and learning. Careful analysis is made of a wide range of information from national assessments and other tests to judge the effectiveness of the school. Currently the school is considering the relative strengths of a number of information systems to speed this process up before obtaining one to use in the future.
56. Generally curriculum co-ordinators, and particularly those for literacy and numeracy, have good opportunities to look at the quality of teaching and learning going on in classes in their subjects and to give good support to teachers in the implementation of agreed schemes and policies. They have a positive impact on what is taught. They manage the budgets agreed for their subjects carefully.
57. The governing body is effectively involved in the life of the school and discharges its responsibilities well. This is a significant improvement from the time of the last inspection when governors were over-reliant upon the senior management team for guidance when making long term decisions. They now play their full part in putting together the school management plan and in deciding priorities. For example, the finance committee is properly involved in assessing the long-term needs of the school and in reducing the large carry forward of 13 per cent, by ear-marking significant sums for larger projects such as the creation of a new information and communication technology suite and for building refurbishment. Plans for both are well advanced and in the case of expenditure on the information and communication technology, nearly complete. Governors have a good general understanding of what

their spending decisions are intended to achieve but lack a formal framework against which to judge the success of the decisions they make. Notwithstanding this, governors and staff have a good sense of value for money when making their spending decisions.

58. There are an appropriate number of teachers and support assistants to match the needs of the curriculum. Procedures for the induction of newly qualified and newly appointed staff are sound and the school has in place the necessary arrangements for professional development.
59. Resources are adequate in number and of a good quality. Generally accommodation is adequate and provides an attractive environment in which to work and play. An exception to this is in the hall where the lack of proper storage facilities for the dining chairs and tables means that these limit the space available for pupils to use in their lessons. Also, portable gymnastic equipment is not readily accessible to pupils and the fixed apparatus cannot be brought out because its space is taken up by stacked chairs and tables.
60. Pupils enter the school with levels of basic skills which are above average. By the time they leave at the age of 11, pupils achieve above average standards in English, science and art. In the other subjects of the curriculum they achieve standards which are at about expected levels. An exception to this is in information and communication technology where standards are currently below but are now beginning to rise to the expected standard. Pupils generally make satisfactory progress. Taking the overall sound quality of teaching, the positive way the school is managed and the standards reached from an above average starting point, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should:
 - (1) Review the curriculum so that a) the allocation of time for all subjects is in line with that recommended nationally, b) the daily teaching timetables for lessons ensure that teaching time is used effectively and c) medium-term curriculum plans indicate the key skills and understandings to be taught to each year group and enable pupils to build systematically upon what they already know and can do in each subject. (paragraphs 27, 34 and 35)
 - (2) Raise standards in information and communication technology, which the school is beginning to address. (paragraphs 16, 27, 35 and 60)
 - (3) Provide planned opportunities in lessons and in collective acts of worship for pupils to experience a greater understanding of the spiritual dimension of life. (paragraph 39)

MINOR KEY ISSUES

- (1) Review procedures for establishing best value from spending decisions. (paragraph 57)
- (2) Review the use of space and resources for physical education in the hall. (paragraphs 59 and 130)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

94

Number of discussions with staff, governors, other adults and pupils

46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	44	45	0	0	0
Percentage	1	5	47	46	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	434
Number of full-time pupils known to be eligible for free school meals	n/a	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	6
Number of pupils on the school's special educational needs register	n/a	62

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	29	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	25
	Girls	27	27	28
	Total	52	52	53
Percentage of pupils at NC level 2 or above	School	95 (91)	95 (82)	96 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	26
	Girls	27	26	28
	Total	51	50	54
Percentage of pupils at NC level 2 or above	School	93 (89)	91 (89)	98 (92)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	36	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	23	27
	Girls	31	29	32
	Total	52	52	59
Percentage of pupils at NC level 4 or above	School	81 (81)	81 (75)	92 (83)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	26
	Girls	30	28	31
	Total	51	50	57
Percentage of pupils at NC level 4 or above	School	80 (72)	78 (77)	89 (81)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	5
White	367
Any other minority ethnic group	3

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)	17.1
Number of pupils per qualified teacher	25.4
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	3.9
Total aggregate hours worked per week	14.0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-20001
	£
Total income	735,136
Total expenditure	693,635
Expenditure per pupil	1,586
Balance brought forward from previous year	54,770
Balance carried forward to next year	96,271

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	438
Number of questionnaires returned	247

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	0	1
My child is making good progress in school.	55	37	3	0	5
Behaviour in the school is good.	45	48	1	0	6
My child gets the right amount of work to do at home.	33	49	11	1	7
The teaching is good.	56	36	4	0	4
I am kept well informed about how my child is getting on.	34	48	13	2	4
I would feel comfortable about approaching the school with questions or a problem.	61	32	4	2	2
The school expects my child to work hard and achieve his or her best.	63	34	1	0	2
The school works closely with parents.	34	51	11	2	2
The school is well led and managed.	57	35	4	1	2
The school is helping my child become mature and responsible.	49	44	2	1	4
The school provides an interesting range of activities outside lessons.	26	45	17	4	9

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

AREAS OF LEARNING FOR CHILDREN IN THE RECEPTION CLASS

62. Pupils are admitted to the reception class in September of the year in which they are five. Although there is a wide spread of attainment, baseline assessment shows the attainment of many children to be above average on entry to the reception class. There was a positive report on under-fives' provision in the previous inspection, with the exception of the provision for physical development. The school has addressed this shortfall and the provision for this area of learning in the reception class curriculum is now very good.
63. The two reception classes are each staffed by a teacher, and a nursery nurse works with the children from both classes, usually in the 'Sunshine Room' or with outdoor play promoting physical development. The classrooms are very well organised and both provide the full range of practical activities expected for children of this age. The reception classes share the 'Sunshine Room', which was established in response to the weakness identified in the provision for physical development in the last inspection. This room, and the outdoor play area, are well used to enhance the amount of adult interaction with children in work and play in developing their motor skills for movement and co-ordination. The hall is used for physical education lessons.
64. The quality of teaching for children in the reception classes is good in all areas of learning. Some very good teaching was observed. Baseline assessment is carried out on entry into the reception class with ongoing literacy and numeracy assessment during the reception year. The staff effectively use assessment information to plan suitable work for the children so that continuity and progression in the reception classes is good, with the reception curriculum linked to the National Curriculum as appropriate. The good monitoring of children's progress ensures that any child with special educational needs is identified early and action is taken to support them in their learning. All of the staff are involved in planning activities and show good understanding of how young children learn. The work of classroom assistants makes a significant contribution to support children's learning, particularly in physical development. The scrutiny of planning documents and inspection observations show good coverage of all aspects of the national Early Learning Goals for this age group.

Personal, social and emotional development

65. Progress in personal, social and emotional development is good and most children are likely to achieve the goals expected of them by the end of the reception year. Children settle quickly and happily and have a positive attitude to learning. Their good response to learning is shown by very good behaviour and their ability to complete set work and make choices from the range of activities on offer. The quality of teaching in this area of learning is very good. The purposeful teaching and constant reinforcement of classroom routines and appropriate behaviour ensures all children become confident, develop independence and behave well. They know what to do on entering the classroom and are able to settle quickly to work or to select from the choice of activities on offer. Teachers have high expectations of pupils' ability to make independent choices in activities and have organised resources to support this. The trays, in which the equipment is stored, are labelled in a way that helps children to see what is available so they can select and put equipment away themselves. There are good relationships between adults and children. The children work and play together, taking turns and sharing, for example in the home corner, and there is a

very good balance of teacher-directed tasks and independently chosen activities. The children show self-reliance as they move confidently from directed tasks to their own chosen activities. The children speak confidently to adults and respond openly to questions from their teachers.

Communication, language and literacy

66. Children enter school with above average communication, language and literacy skills. The children are able to listen to each other in smaller groups as they work on tasks such as number work, and when talking to the full class at the end of lessons about the work they have been doing. Staff place emphasis on developing children's speaking, listening and literacy skills in all the work done which results in children making good progress. The quality of teaching in this area of learning is consistently good with some examples of very good teaching. The teachers' planning of a very good range of activities, calm relationship with the children, the preparation and use of interesting resources, all motivate the children and help them to concentrate. The children are encouraged both to talk and to listen to others which extends their speaking and listening skills. The best teaching is observed where the teacher gives the children very positive feedback, which gives them more confidence to join activities such as identifying objects beginning with different sounds.
67. Most children know the words to rhymes and join in repeating phrases in stories such as in the story of 'The Three Pigs'. They can recall the story and express opinions about it. The children enjoy story-time, are engrossed as the story is read, and when choosing to read alone in the book corner 'tell' stories using the illustrations. They make good progress in their reading and writing skills and can recognise many letter shapes and sounds. They identify letters and match objects to the initial sound. Children can write their names and copy simple words. By learning how to hold a pencil correctly they gain confidence in the very early stages of writing and make a secure start in forming letters correctly. Children make good progress and most attain all the national expectations in communication, language and literacy for their age, with a significant number attaining beyond this.

Mathematical development

68. Children's learning in mathematics is good in the reception class. The balance of teacher directed tasks and the very good range of mathematical activities to choose from results in good progress. The quality of teaching is good. Teachers try to ensure that the lessons are enjoyable so that the children are motivated, for example when singing a number rhyme about 'Five Currant Buns' the children take turns to be the buns, shopkeeper or customer. The children can count to ten and beyond, understand that the order of numbers is important and can reorder the number line when the numbers are out of order. They count and match the numbers' symbols to the correct number of objects. Children learn the language of mathematics such as 'round', 'circle', 'square' and 'rectangle', 'short' and 'long' as they choose and name shapes when decorating a hat for a toy bear or draw shapes on the computer. The children name simple flat shapes and learn some of their properties such as a triangle having three sides and a rectangle having four sides. Children are given a very good range of mathematical activities to choose from and these reinforce the work done with the teacher, and also encourage the children to enjoy and develop positive attitudes to mathematics work. Examples of activities include playing number games, number songs and rhymes, and completing number jigsaws. There are also many incidental opportunities for the children to learn, for example when playing in the water and sand they learn about concepts of capacity and volume, and begin to understand what full and empty mean. Many children achieve beyond the nationally expected level by the end of the reception year.

Knowledge and understanding of the world

69. By the time they leave the reception class most children are likely to achieve the level expected in knowledge and understanding of the world. Very good organisation and questioning extends children's thinking and involvement in this area of learning. Children recreate situations in their role play and build with blocks to form features from a story with a cave, stepping stones and trees. They learn to name tools in the workshop area, explore how to use the tools and where to store them correctly.
70. The children show understanding of families and past and present by looking at photographs and talking about them. They understand the terms 'oldest' and 'youngest', for example, one child stated "I'm the youngest in my house and my dad is the oldest because he is older than my mam". There are many opportunities for children to build models with a good range of construction sets and learn to cut and stick using scissors and glue. Children are given the opportunity to use the computer and they know how to use the mouse to click and drag to move objects on the screen, and also how to select colours when drawing pictures. The children are involved in a balance of teacher-led and child-initiated activities. The quality of teaching is good although there is not always appropriate adult intervention in the children's own chosen activities to ensure that they are making progress in all areas.

Physical development

71. Children develop their physical skills in the classrooms and in the 'Sunshine Room' as well as during outdoor play where there is a very good range of resources for climbing, balancing, throwing, catching as well as wheeled equipment. The reception classes have physical education lessons in the hall and also have regular planned indoor and outdoor play opportunities to develop their physical skills. Teaching is good and the children make good progress in physical development. This is an improvement since the last inspection when the provision for physical development was a key issue for improvement. There are physical education lessons in the hall, to help children develop an awareness of space and different types of movement. Children observed showed good awareness of space as they move around the hall. They also learn about the effects of exercise on the body. All children, including those with special educational needs, are well supported so that they make good progress. There are many opportunities to develop fine motor skills through the use of paintbrushes, pencils, scissors and pegboards, as well as by joining together pieces when making jigsaws and models. By the end of the reception year most children are likely to exceed the national expectation in this area of learning.

Creative development

72. Most children make good progress in creative development and are likely to attain the national expectation by the end of the reception class. The quality of teaching is good. There is a good range of creative activities planned to promote this area of learning. Children have many opportunities to paint, draw, and make collages using different textures and colours and know a range of colours and can sort and match by colour. They mould using dough and make three-dimensional models with recycled materials and construction sets. The reception classrooms are arranged to incorporate a role-play area and this is well used by the children. Children learn a variety of songs and sing enthusiastically, as they learn the words and tunes. They have opportunities to listen to music and to play percussion instruments, investigating the different sounds they can make.
73. Booklets with very good information on the reception class are given to parents and there is a very good induction process in to school. However the information does not

yet include the most recent information about the reception class curriculum and the Early Learning Goals and six areas of learning and this needs updating. Parents are well informed of their child's progress and given information on how to help them at home, particularly with reading. Some parents help in the classrooms and support the children in their learning.

ENGLISH

74. Standards in English are above average at the end of Key Stage 1 and Key Stage 2. This is the same picture as at the time of the last inspection. In the 2000 national tests at the end of Key Stage 1, results in reading were above the national average and in writing they were average. When compared to schools considered broadly similar, these results were above the average in reading and average in writing. In 2000 Key Stage 2 national tests for 11 year olds, standards in English were above average, both when compared with schools nationally and in comparison to similar schools. However, when the performance of these pupils is compared to their prior attainment at the end of Key Stage 1 assessments, these results are below those expected. Since 1996 standards in reading in the national assessments for seven year olds have fallen but remain above the national average. In writing standards were above average in 1996 and improved in 1997 and 1998. In 1999 standards dipped to just above average. In recent years the trend of improvement has broadly matched that of schools nationally. Trends in the English tests at the end of Key Stage 2 since 1996 have been erratic. In 1996 standards were average. In 1997 they rose to above average, fell back to average in 1998 and improved in 1999. Overall the rate of improvement is in line with the national picture. There is evidence to suggest that in the most recent end of key stage tests results were high.
75. Pupils enter the school in the reception class with above average levels of skills in language and literacy. The school has carefully and systematically introduced the National Literacy Strategy and this with other initiatives relating to writing and handwriting have been effective in raising standards in lessons. Throughout the school the literacy hour is purposeful and well planned.
76. Standards in speaking and listening at the end of Key Stage 1 and Key Stage 2 are above average. There are good opportunities both within the literacy hour and in other lessons for pupils to speak and listen. Pupils are successfully encouraged to feel that their views are valued, for example, when younger pupils in Key Stage 1 discuss what they will buy for 'Preston' and when older pupils in Key Stage 2 discuss humorously "Ten things you would find in a teacher's pocket". As a result pupils within both key stages are able to talk and listen carefully. They ask questions of each other and are attentive to the views of others.
77. In reading standards are above average at the end of both key stages. Nearly all pupils in Year 6 read confidently and expressively. They have a good knowledge of some famous authors and, for example, read the 'Harry Potter' stories avidly. They have a secure understanding of how to use reference books and are also able to obtain information from CD-ROMs and the Internet. From the early part of Key Stage 1 pupils know the parts of a book and the function of the index and contents. Within Key Stage 1 pupils read fluently and talk enthusiastically about their favourite characters in the books they have read. They use their knowledge of the sounds letters make to pronounce unfamiliar words accurately. This reflects the systematic way these skills are taught.
78. Standards in writing are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. The school, as part of its broad strategy for improving skills in literacy has carefully assessed what needs to be done to raise

standards in handwriting and expression. As a result of the careful analysis of pupils' previous work, strategies have been put in place to teach the skills of handwriting from an early age. By the end of the reception class nearly all pupils write with a neat joined script, which is further developed later. Older pupils take great care and pride in presenting their finished work neatly because this is what the school expects and demands of them. Pupils at the end of Key Stage 1 have a good understanding of the mechanics of writing. They learn the importance of working out a sequence of events in a story and how the story should have a beginning, middle and end. They know the importance of holding the attention of the reader immediately, for example, beginning "Long, long ago in a village called Potter nobody found...". Within Key Stage 2 pupils recognise the importance of composing a 'headline' which catches the attention of the reader and reflects the meat of the story. They write longer and very well presented stories as part of a wider literacy link with other schools, for example, by writing a well known story like 'Jack and the Beanstalk' from different points of view. By Year 6 pupils are able to use punctuation and grammar accurately and thoughtfully. They use language sensitively in their own poetry and evaluate what they have heard or read systematically. The overall high standards of presentation of pupils' work is impressive.

79. The quality of teaching is good. No teaching was seen which was less than satisfactory. Across the school teachers have made the literacy hour a success, so that in many lessons pupils are given a clear idea about what they are going to learn in the lesson before they begin and are regularly reminded of what they need to do next so that they learn at a good pace. They are well aware of the high expectations set for them and strive hard to meet their teachers' wishes. The teacher maintains pupils' interest well by the often humorous ways in which questions are asked and answered. In the best lessons the subject is brought to life by the teachers' good subject knowledge and enthusiasm. All the pupils in the class are made to feel that they have an important contribution to make and as a result their self-esteem is raised.
80. Where there are shortcomings in some of the teaching, insufficient time is set aside to draw all the pupils into a discussion of the progress they have made and as a result opportunities to consolidate and extend pupils' understanding at the end of the lesson are sometimes missed. Some lessons are overlong so that pupils lose interest.
81. Pupils with some degree of special educational need make good progress as a result of the careful way work is planned and taught. Pupils' individual needs are recognised and they are well supported by the teacher and assistants so that they are fully included in the lessons.
82. The co-ordinator is very well informed about the needs of the literacy hour and has had a significant influence on the successful introduction of this strategy and in the development of reading and writing generally. Careful analysis and thought has been put into identifying the needs of pupils and into providing good support to teachers to enable them to teach the subject effectively. Innovative ideas have been successfully introduced across the school to help teachers make this subject lively and interesting. There are good strategies to evaluate the success of these plans and the impact of spending decisions on learning. Currently the quality and quantity of materials in English are good and well matched to the needs of all pupils.

MATHEMATICS

83. Standards observed in mathematics at this early time in the year are average at the end of Key Stage 1 and Key Stage 2. National tests in 2000 at Key Stage 2 showed

standards above the national average and well above average when compared with similar schools. In the most recent tests in 2001 there is evidence to suggest that results show a similar picture. This is below the standards observed at the time of the last inspection when they were above average.

84. By the year in which pupils are 11, most have a good understanding and knowledge of basic computation, know their multiplication tables up to ten, can convert percentages to fractions and use and explain their mental strategies well. In the areas of mathematics dealing with shape, space and measures, they construct common two-dimensional shapes and identify various forms of symmetry. They interpret data and use a range of graphs, including line graphs to display it and can make good estimates when predicting.
85. Mathematics makes a sound contribution to other subjects. For example in science, Year 4 pupils are currently working on times of the day and shadow length, some pupils drawing a graph on to squared paper others complete a worksheet with the axis already drawn. They use time lines in history and co-ordinates in geography.
86. The quality of teaching overall is satisfactory. In the best lessons, teachers clearly explain the purpose of the task. They make effective use of questions to probe and extend pupils' understanding. In these lessons pupils build successfully on the skilful introduction to lessons and the thorough evaluations of what has been learned. Where teaching is less successful and has some weaknesses, the introduction to lessons does not stimulate pupils sufficiently and the purpose of the task is not made clear. Teachers do not give a consistent emphasis to practical calculations or reinforce mathematical vocabulary when explaining strategies. Opportunities are missed to encourage pupils to devise and solve their own problems. Some lessons are overlong.
87. Throughout the school, good relationships lead to a positive atmosphere in classes and pupils are attentive and concentrate well. Resources are carefully prepared and provide pupils with good opportunities to practise skills and consolidate their understanding. Teachers plan with care. However, these plans do not always build upon what pupils already know and understand and some pupils are under challenged. This was an area for development in the last inspection. However this is not the case for pupils with special educational needs who are given appropriate work and are making good progress.
88. The co-ordinator has had good opportunities to work with other teachers and to visit classes to judge the success of teaching and learning. Resources are adequate, well shared and readily available.

SCIENCE

89. In 2000, standards in science are above average attainment at the end of Key Stage 1 was well above the national average and well above the national average when compared with similar schools. In the end of Key Stage 2 tests in 2000, pupils' standards were well above the national average and well above average when compared with similar schools. The results for 2001 appear to be high.
90. Standards have improved since the last inspection in 1997 and the science co-ordinator has ensured that there is now a systematic development of the science skills which support scientific enquiry. Between 1996 and 2000 the gap between the school's above average performance in the Key Stage 1 assessments and the national picture has closed. The trend of improvement in Key Stage 2 fell below the national picture in 1977, but has followed the national trend of improvement closely

since then. However, the emphasis and organisation of the curriculum means that although pupils carry out a significant number of well-organised investigations, they are not always taught appropriate material from each of the Programmes of Study of the National Curriculum each year. Consequently knowledge and understanding are not always built on systematically from one year to the next.

91. In Year 2, pupils study energy in detail. They identify sources of food, for example, eggs from chickens and meat from cattle. They study life cycles and are able to name the parts of a flowering plant. They understand that some materials can be changed through applying twisting, pushing, pulling and stretching forces and others cannot. With support, they record their results of investigations into twisting, pushing, pulling and stretching materials in tables and then draw deductions from them.
92. In Year 6, pupils study carefully the main characteristics of the different classes of organisms, the process of plants making their own food and the importance of decomposers in the cycle of material in the environment. They carry out a good range of investigations to support their work in all parts of the science curriculum, for example, finding which footwear had the greatest grip by finding the greatest angle of slope the 'shoe' would stay on before slipping.
93. Pupils with special educational needs are well supported by teachers and support staff and make good progress. Pupils with English as an additional language are also well supported and make good progress based on their prior attainment.
94. The skills of literacy are utilised effectively in recording their investigations. A good contribution is also made to speaking and listening through class discussion and good questioning by teachers. The contribution science makes to the development of pupils' numeracy skills is through, for example, the recording and graphing of results from investigating change in angle in the footwear investigation in Year 6, and the drawing and interpretation of graphs as a result of a Year 4 investigation into the changes in shadow length during the day. However the use of information and communication technology to support science is limited and has not yet exploited the potential in science for data-logging, and the recording and analysis of results from investigations
95. Pupils' attitudes to the subject are good. They enjoy the practical aspects of science and the challenges created. Overall the quality of teaching is good. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. No unsatisfactory teaching was seen. Teachers' strengths lie where they plan and use resources well, for example, giving pupils a wide range of experience to introduce the concept that vibration is the source of sound. Teaching is also successful where teachers have high expectations, for example, pupils in Year 3 working at the standard expected in Year 4 when studying teeth and oral hygiene. Although good use is made of scientific enquiry to support learning it is not sufficiently used to develop pupils' independence; for example, by giving pupils the opportunity to create and investigate questions they have devised themselves. Overall teachers' planning does not always identify pupils' prior achievement sufficiently to ensure all are fully challenged. Marking does not inform pupils sufficiently on how to improve their work.
96. Pupils' overall attainment is well monitored through regular tests and they make good progress overall. However, the recording of development of pupils' knowledge, understanding and skills from one year to the next are not sufficiently detailed to ensure teachers' planning is based on pupils' prior achievement. However, this has already been identified by the school and is being addressed through the ongoing curriculum review. The subject is led by a knowledgeable co-ordinator who is well aware of the needs of the school.

ART AND DESIGN

97. Standards in art are above expected levels at the end of both Key Stage 1 and Key Stage 2 and are the same as at the time of the last inspection.
98. By the end of Key Stage 1 the pupils have good sketching skills based on close observation of detail. In Year 2, after studying the still life painting 'Still Life with Water Jug' by Paul Cézanne, the pupils practise creating the outlines and textures of the fruit and vegetables they are sketching. They record their observations and their drawings and paintings show qualities of line and awareness of shape and texture. The work on display shows that the pupils are attaining high standards in two-dimensional and in three-dimensional work.
99. In Key Stage 2 the pupils are making good progress in extending their skills in a variety of media. There is a good range of artwork linked to other subjects, which enhances the pupils' skills and creativity. For example, work linked to the topic on St Lucia in Year 4 included investigating visual and tactile materials and processes to represent a journey leading up to the production of a collage. The work produced is of good quality and shows good levels of creativity. Sketchbooks are well used to develop ideas and techniques. As they progress through the school, pupils learn techniques with different media and older pupils understand how the properties of the different media can be used to create atmosphere. Year 6 pupils compare the techniques of different artists and study style, tone and use of colour in the work of Edvard Munch. Their aesthetic awareness was evident in their discussion of the work they were engaged in. They were able to express their opinions and feelings of his work 'Scream' and how the techniques used create the impression of movement and the way colours are used to portray mood.
100. The quality of teaching is good. In the best lessons skills and techniques are taught systematically. As a result, the pupils learn new techniques and are able to approach their work confidently. They appreciate they are making good progress. The pupils are encouraged successfully to be creative and original. This results in all pupils working confidently. Teachers plan so that the pupils are taught skills and have the opportunities to use these new skills and previous knowledge, which results in the pupils' good standards. The teachers are enthusiastic and help the pupils to appreciate their achievements by the quality of the displays of their work around the school.
101. The co-ordination of the subject is good. The co-ordinator's excellent subject knowledge and enthusiasm for the subject provides a good role model for other staff, and is reflected in the helpful scheme of work introduced since the last inspection, and support given to teachers. The scheme details how to build systematically on the skills required and the knowledge needed by each year group. This enables teachers to increase their confidence and competence in teaching art, and in the planning of lessons. There is a very good range of materials, which are readily available.

DESIGN AND TECHNOLOGY

102. Standards in design and technology are average in both key stages. This is the same as at the time of the last inspection. Pupils gain experience of working with a range of materials and tools, and go on to design and make models, which are directly linked to topic work in science, history or geography.
103. By the end of Key Stage 1 pupils have worked with a range of construction sets, card, paper, textiles and recycled materials as well as completing work on food and nutrition. In Year 1 the pupils complete simple design drawings and make a vehicle

with moving wheels. They learn about cogs and how to join materials and to choose finishing techniques. Pupils investigate clocks then design and make a clock with moving hands from paper and card. In Year 2, as part of their homework, pupils investigated machines in the home and what they are used for, then after hearing the story of 'Granddad's Fancy Machine' they designed a futuristic machine. In a project on castles, the pupils plan their work, select materials and equipment and build the model. The pupils examine and classify fruit and vegetables and learn that these have nutritional value and are an important part of a healthy diet. They design a fruit salad, and a poster both of which must appeal to children.

104. In Key Stage 2 pupils develop their ideas and making skills further. In Year 3 pupils produce cross-stitch samplers. They investigate the purpose of umbrellas and how they work, and produce annotated drawings before designing and making their own umbrella. Year 4 pupils learn about levers, testing and evaluating them before designing an Egyptian shaduf to lift water from the Nile into fields and household wells. In Year 5 work about structures is based on the history topic on the Tudors. The pupils draw different elevations and show measurements in their drawings before making the model Tudor houses. After completing a traffic survey, Year 6 pupils draw designs using accurate measuring skills and make powered vehicles using wheels, axles, motor and a frame.
105. The quality of teaching is satisfactory. The best teaching is demonstrated where teachers have high expectations of pupils and give clear explanations of the purpose and task. This results in pupils understanding exactly what is expected of them so they start working immediately and take care with their work. Less successful teaching occurs where the pace is slow, or the introduction takes too long, so restricting the time pupils can be actively engaged in the task.
106. Planning for design and technology covers aspects of mechanisms, structures and systems as well as a range of materials so that pupils have a broad range of work and experience and build on their previous knowledge. The weakness is that although linking design and technology to topic work gives a context for the work, this does not always ensure that pupils are progressing in measured stages in their understanding of design or in the skills they use when making. The co-ordinator is knowledgeable and all staff and pupils are enthusiastic about the subject.

GEOGRAPHY

107. Standards in geography are in line with those expected at the end of both key stages. This is the same as at the time of the last inspection.
108. Pupils enter Year 1 with an appropriate understanding of their immediate environment. They widen their knowledge of features of the local area through field studies, investigating the range of shops and houses around school. Pupils in Year 2 become more familiar with maps and plans and learn how to place where their own locality fits into the British Isles. They identify similarities and differences with localities beyond their own. Pupils in Year 4 develop mapping skills appropriately so that they can identify continents, and place an island such as St. Lucia on the globe. They show a good understanding of the difference these places have in climate and environmental features compared with Chester-le-Street. They use a range of secondary sources such as photographs and video recordings to compare and contrast the daily life style of St Lucian children of their own age. Year 5 pupils investigate information to be retrieved from aerial photographs and ordnance survey maps. They can identify, from both sources, the human features such as schools, sewage works and supermarkets and physical features such as rivers and open land.

109. Pupils are interested and enjoy activities. They are eager to be involved in investigations and readily contribute answers to questions and exchange ideas in discussions. Pupils with special educational needs find satisfaction in the practical nature of activities and their learning is underpinned by the sensitive support of adults who work with them.
110. In the small number of lessons seen the quality of teaching was good. Teachers use resources well, providing well-judged intervention to probe the knowledge being acquired by the pupils. Teachers value pupils' contributions to discussion so that pupils' self-esteem is supported and they work enthusiastically to make further contributions. Weaknesses occurred when recording activities provided insufficient challenge for higher attaining pupils.
111. The subject is managed satisfactorily. The co-ordinator has effectively used an allocated budget to improve resources and has identified areas for further improvement. Educational visits are used appropriately to support learning. An appropriate policy is in place and a topic framework has been developed to identify when aspects are to be taught. Teachers for each year group interpret these to prepare medium-term plans. However, teachers do not have the benefit of a whole-school scheme of work to support their planning by setting out how the required knowledge, skills and understanding are to be systematically developed as pupils move from year to year. There are useful monitoring procedures in place but currently this does not include the monitoring of teaching. This limits the information on which the co-ordinator can evaluate the quality of provision in the subject.

HISTORY

112. As this subject was not a focus of the curriculum at the time of the inspection few lessons were seen. However, from a scrutiny of pupils' previous work and teachers' plans it is clear that standards in history are in line with those expected. This is the same picture as at the time of the last inspection.
113. Pupils enter Year 1 with an appropriate understanding of their own past events and of those within their family. Year 1 pupils begin to understand that change takes place over time. They use a short series of pictures to identify the similar and different features of bicycles from bone-shaker to modern cycle and subsequently decide on the order giving such reasons as 'This one has no pedals and hard wheels. It goes bump, bump'. 'Our bikes have wheels with tyres'. In Year 2, pupils investigate the development of water transport and the lives of some important historical figures such as Guy Fawkes and Captain Cook. Pupils are able to use material found in simple texts, pictures and observations made on visits to such places as 'The Captain Cook Exhibition' and Raby Castle to answer questions about the past. Pupils at Key Stage 2 begin to develop an understanding of time being divided up into historical periods that have specific major characters and events which bring about changes. Year 3 pupils are able to make particular local connections with the Roman invaders and Year 5 pupils use a range of secondary sources to build up an understanding of the consequences of Henry VIII's reign, and life for the rich and poor at the time of Elizabeth I.
114. The management of this subject is satisfactory. The policy provides useful advice and a topic framework shows when elements will be taught, although they are not all relevant to pupils of particular ages. The medium-term plans devised by the teachers for each group have been reviewed and some units of work from national guidance documents have been used to revise medium-term plans for some year groups. However there is no whole-school scheme of work, that details the knowledge skills and understanding to be developed systematically from year to year, from which

teachers can draw to support their medium-term plans. There are useful monitoring procedures in place but currently this does not provide for observation of teaching and this has a limiting effect on the breadth of information on which to evaluate the provision for this subject. A good range of educational visits makes a major contribution to pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Pupils' attainment in information and communication technology at both key stages is below expectations. This is lower than at the time of the last inspection. However, since the last report in 1997, national expectations in information and communication technology have risen significantly. The school are well aware of the issue and are making strenuous efforts to raise standards. For example, the school now has a new computer suite and there has been a significant amount of staff training. As a result there has been a significant improvement in standards since the start of the academic year in September. The school are now 'catching up' and while it is likely that the vast majority of pupils at Key Stage 1 could reach national expectations by the summer of 2002 it will take longer for Key Stage 2 pupils to reach expected standards in all strands of the Programmes of Study of the National Curriculum.
116. Pupils in Year 2 carry out simple word processing, entering previously written and teacher corrected poems about food. They use the mouse effectively to place text, start new lines, change fonts and their sizes and colours. This also supports literacy as a significant number of pupils use capitals, full stops and become aware of incorrect spellings.
117. By Year 6 pupils are able to use information from CD-ROM to label maps of the United Kingdom and Europe, control 'Lego' models and present data collected on plant and animal life in woodland. They are introduced to the use of spreadsheets to find averages, which supports numeracy, and use the 'header' facility to print their work with their name on it. However, pupils are not familiar with using computers, for example, for data-logging, musical composition, the Internet or the combination of sound pictures and text to present their work to others.
118. Pupils with special educational needs and those with English as an additional language are assisted well by teachers and support staff, and make sound progress. Pupils' attitudes to information and communication technology are good. In lessons pupils work independently, responsibly and are stimulated particularly through work in the computer suite.
119. The quality of teaching is satisfactory. Teachers make good use of the computer suite and lessons are well organised with clear objectives. In the best lessons pupils learn well because teachers' knowledge and understanding are sufficiently secure to challenge and extend pupils, for example, developing the understanding that changing entries in a spreadsheet that contains formulas, changes the output. However, overall teachers' knowledge and understanding, although adequate, are not yet sufficient to plan work with a range of expectations to ensure all pupils are challenged sufficiently.
120. The co-ordinator has been influential in obtaining the extensive computer suite and in training staff in its use. An up-to-date scheme of work based on national recommendations has recently been introduced. Additional funds for example the National Opportunities Fund are well used to enhance resources.

MUSIC

121. Standards in music are at expected levels, which is an improvement since the last inspection. The recurrent theme of the previous report was lack of opportunity for pupils to handle instruments, overuse of limiting published programmes, a curriculum which did not ensure progress and the low status given to music. These weaknesses have been addressed.
122. The co-ordinator with a qualification in music has given the subject higher status, which is reflected in both the improved curriculum and the wider range of activities offered to pupils after school. Staff training by the co-ordinator and by specialist support staff has been helpful. This is reflected in the raising of staff confidence, and in the level of interest shown by pupils.
123. There is a satisfactory range of traditional instruments and resources for teachers. The way these are used provides pupils with a variety of activities and the chance to develop singing, explore the sounds made by percussion instruments and compose simple rhythmic patterns. In Key Stage 2, pupils listen to the mood created by music and sing local songs with enthusiasm. Pupils are given the chance to take part in musical events locally and the peripatetic music service enhances the curriculum for those pupils who are able to take part. Throughout the school, however, there is little evidence of pupils singing songs or listening to the music from other cultures. There are no good quality instruments to represent the music from other cultures, this is currently a weakness. The current scheme of work has been developed by the co-ordinator who intends to bring it in line with the national guidance.
124. Pupils are keen to take part in music and teachers use this enthusiasm well. Pupils' behaviour is good. Teaching is satisfactory and teachers' planning for music activities is suitably detailed and provides for pupils of all abilities. There is sometimes a weakness when insufficient instruments are used and not enough time is allowed for the task: for example, when pupils were beginning to use graphic notation, they had insufficient time to undertake the composition part of the task. Because only one set of chime bars were available not all pupils had the chance to play or refine their composition.

PHYSICAL EDUCATION

125. Standards in physical education are above those expected at the end of Key Stage 1 and in line with those expected at the end of Key Stage 2. Nearly all pupils at least reached the standards expected in swimming by the time they are 11 years of age (to swim 25 metres). There is no difference between boys and girls in the standards achieved. At the time of the last inspection standards were the same. Currently pupils at the end of Key Stage 1 are able to pass and receive balls accurately in small group activities. They listen carefully to music and move in imaginative ways interpreting the music's mood sensitively. They are aware of the importance of 'warming up' and 'cooling down' before and after exercise and of how to land safely with 'springy knees'. They use space well so that they do not interfere with the movements of others and make enough room to complete their own movement patterns fluently. They are beginning to appraise their own performances and those of others.
126. Within Key Stage 2 pupils prepare thoroughly for the main part of the lesson by warming up and stretching their muscles carefully. They practise the skills required to make a variety of passes and catches using large balls. They work enthusiastically in small groups and in larger teams to improve their performance. They quickly learn

and apply the rules of new games fairly. Within Key Stage 2 older pupils are beginning to learn how to pass a rugby ball and how to apply the techniques of sending and receiving they have learned in different situations. They copy the good example set by the teachers when they begin their activities but do not always reach higher levels of skills because the teachers do not consistently provide pupils with enough time to discover how to improve. Opportunities for self evaluation and for watching others perform well are missed.

127. The quality of teaching is satisfactory. In the best lessons the teachers have high expectations of what the pupils should achieve and they make these clear in the way that they perform the movements skilfully, emphasising the points to remember, for example, when passing a ball or when putting together a series of movements. The lesson is well controlled by the teacher so that there is adequate time for a variety of practices and for evaluating what has been achieved. Targets for improvement are set for example, in a number of passes to be made in a limited time. As a result pupils work hard to beat their previous best. Lessons are well planned so that skills are taught systematically and the lessons proceed at such a pace that pupils feel that they have worked strenuously. Particular care is given to ensure that boys and girls have good opportunities to work together in the activities.
128. Where teaching is less successful in Key Stage 2, not enough emphasis is given to evaluating what pupils need to do to improve their techniques. The good pace of learning is allowed to fall away because too much time is taken in forming groups.
129. The co-ordinator has worked successfully to develop a detailed scheme of work which is easy to follow and which builds systematically on what pupils already know and can do. This provides teachers with a carefully planned series of lessons to be taught. Standards in physical education are helped significantly by a good range of after-school activities and team games which are well supported.
130. Resources are generally of a good quality and number. Sound arrangements are in place for these to be quickly available for outdoor activities. However, storage facilities within the school hall are problematic. Equipment is generally stored out of the way on a raised stage area. Pupils cannot readily put out and put away their equipment, for example, for gymnastics. The storage of dining tables and chairs prevents the regular use of fixed apparatus and limits the amount of floor space for pupils to use, because this furniture is stacked around the room.

RELIGIOUS EDUCATION

131. The standards of attainment in both key stages are broadly in line with the expectations of the locally agreed syllabus. This reflects the findings of the previous inspection.
132. Pupils enter Year 1 with an appropriate awareness that groups have expectations of how members will behave towards one another and that they celebrate special occasions. In Year 1 and Year 2 pupils have a suitable range of opportunities to develop an understanding of what it means to belong to a clearly defined religious group such as Christianity or the Buddhist faith. They share ideas and show that they recognise what constitutes being special and how care is demonstrated. This was well illustrated in Year 2 lessons when talking about things special to them. Pupils are introduced to the Bible as a special book for Christians and through the stories told about and by Jesus they understand how God wants His followers to live and that Christians believe Jesus is the Son of God. They are developing an understanding that there are faiths other than the Christian faith and that they too have central characters and customs that are important to believers. For example, they know the

story of Siddhart Gotama and his importance to Buddhists. In Year 3 pupils are introduced to the story behind the Hindu festival of Divali and the main characters involved. At the end of the key stage pupils know that the Bible is the source of authority for believers in Christianity. They have some understanding of the effect of the lives of major characters associated with Judaism and the Old Testament such as Moses and King David. They develop an understanding of the similarities and differences in the beliefs, value and customs of Sikhism and Hinduism and have a growing awareness that these beliefs affect how people live their everyday lives.

133. Pupils respond well in these lessons. They listen attentively, are ready to share their ideas and feeling with others and show considerable respect for the feelings of others. Older pupils enjoy using a range of resources to research, for example, into the lives of major Old Testament characters. They respond confidently to questioning knowing their contributions will be respected. Because the work is often of an oral nature pupils with special educational needs are able to make appropriate progress.
134. The quality of teaching is satisfactory. Where teaching is good, teachers have clear learning objectives that build on prior experience; the lesson has a clear beginning where the teacher captures pupils' attention and activities are interesting. Teachers use good questioning techniques, as pupils work in order to assess understanding.
135. The management of provision for this subject is satisfactory overall. The co-ordinator has used available funding well to improve resources such as the range of religious artefacts and has identified areas for further improvement. Good use is made of educational visits to support pupils' learning. Work has begun on revising the curriculum plans in the light of the recently published locally agreed syllabus.