

INSPECTION REPORT

GURNEY PEASE PRIMARY SCHOOL

Dodsworth Street, Darlington. DL1 2NG

LEA area: Darlington

Unique reference number: 114172

Headteacher: Mrs. S. Battensby

**Reporting inspector: Mr. M. Tones
1575**

Dates of inspection: 17th to 21st September 2001

Inspection number: 195699

**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 years

Gender of pupils: Mixed

School address: Dodsworth Street,
Darlington,
Co. Durham.

Postcode: DL1 2NG

Telephone number: 01325 380790

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Appropriate authority: The Governing Body

Name of chair of governors: Father I. Grieves

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1575	Mr. M. Tones	Registered inspector	Science	What sort of school is it?
			Design and technology	How high are standards?
			Physical education	How well are pupils taught?
				What should the school do to improve further?
11468	Mrs. J. Menes	Lay inspector		Attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
28772	Mrs. B. Hudson	Team inspector	Mathematics	How well is the school led and managed?
			Geography	
			History	
			Music	
			Under fives	
			Equal opportunities	
16431	Mrs. E. Graham	Team inspector	English	How good are the curricular and other opportunities?
			Information technology	
			Art	
			Religious education	
			Special educational needs	

The inspection contractor was:

Durham Local Education Authority

**Education Department
County Hall
Durham.**

DH1 5UJ

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London WC2B 6SE**

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gurney Pease Primary School is smaller than most primary schools and provides an education for 162 girls and boys between the ages of four and eleven. The school is the oldest in Darlington and is situated in the middle of an industrial estate. It serves a community living mainly in local council houses or in rented accommodation. Information about the ward indicates an area where disadvantage is above average and amongst the highest in the Local Education Authority (LEA).

Attainment on entry to the school is below average. The 43% of pupils who are entitled to free school meals is above the national average. There are 55 pupils (33%) on the register of special educational needs (SEN), which is above the national average. The 2.2% who have a statement of SEN is close to the national average. The school has a smaller than average percentage of ethnic minority children. The numbers of pupils joining and leaving the school is more than is usual, running at about 18% of total numbers. The school has been situated on split-site premises until July 2001. Most pupils have had the benefit of nursery education.

The central aim of the school is to raise standards and create a happy, caring and safe environment in which pupils can learn effectively.

HOW GOOD THE SCHOOL IS

This is an effective school, which provides a sound education for all its pupils. The very good leadership of the head teacher gives a clear focus for school improvement and on fulfilling the school's most important aim of developing the full potential of all pupils. There are now good systems for monitoring and evaluating the work of the school. Teaching, whilst satisfactory overall, is good for pupils in reception and Year 2. It is very good for the oldest pupils in Key Stage 2. There are clear indications that recent strategies to raise standards have improved the achievement of pupils in the core subjects compared to other schools in similar circumstances. Pupils in Year 6 now make good progress in mathematics and attain standards close to the national average. Standards in science have also improved and in the most recent national tests are above those achieved in similar schools. Pupils with SEN make good progress. Pupils have positive attitudes to school, responding well to the social education provided. The school provides satisfactory value for money.

What the school does well

- **The levels of achievement in mathematics.**
- **The leadership and management of the head teacher.**
- **The quality of teaching in the reception, Year 2 and Year 6 classes.**
- **Monitoring and evaluation of the work of the school.**
- **Pupils' attitudes to school.**
- **The personal development of pupils and their relationships with each other and adults.**

What could be improved

- **Standards in English and in science investigations at both key stages.**
- **The teaching in Years 1, 3 and 4 which, whilst satisfactory, should be improved to provide greater consistency.**
- **Pupils' attendance.**

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Ofsted last inspected the school in March 1997. Since then, progress has been made in improving the areas for development identified in the report. At the time of the last inspection, standards were below national levels by the end of Key Stage 2 and required some improvement. Geography, design and technology (DT) and music were also below the standards expected. Teaching was satisfactory or better in 80% of lessons and good in 33%. It was less effective at Key Stage 2 where there was 30% unsatisfactory teaching. There were some indications that the teaching of English, particularly reading and writing at Key Stage 2, needed improvement through raising teachers' expectations. Whilst leadership and management were good, there was no monitoring of the quality of teaching and learning by co-ordinators.

Until recently there have been few indications that standards have improved and performance has remained below national levels in English, mathematics and science. Following the recent appointment of a new head teacher many changes have been introduced, with a much stronger focus on raising standards. A more rigorous approach has been made to improving the learning environment and the quality of teaching through monitoring and evaluation. There are clear indications that these strategies are improving standards as judged by the most recent national test results, which compare well to other schools in similar circumstances. Standards in geography, DT and music have also improved and are now close to national levels. The teaching of English, by the end of each key stage, has improved, particularly in writing where expectations are now high.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests taken in 2000.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	E	E	C	well above average A above average B
mathematics	A	E	C	A	average C below average D
science	A	E	D	B	well below average E

Children enter the school with attainment that is well below average. By the end of the foundation stage pupils have made good progress, although most have not reached the expected standards in language, literacy and communication, mathematics and knowledge and understanding of the world.

Pupils in Key Stage 1 continue to make good progress and by the end of Year 2 their attainment is close to the national average in writing. Standards remain well below schools nationally in reading, mathematics and science. Their achievements are well below similar schools in reading and mathematics, but well above in writing. The trend in school performance over recent years in reading, writing and mathematics was below schools nationally with few pupils reaching the higher standard of Level 3.

In recent years, the trend in pupils' performance in Year 6 suggests that standards fluctuate from year to year, but remain below the national average and, until recently, those of similar schools. Pupils who took the national tests in the year 2000 left school with standards in the core subjects that were well below schools nationally. Recently, however, standards have significantly improved in mathematics and are close to the national average in the 2001

national tests and well above those of similar schools. Standards have also risen in science where they are above similar schools. Because writing has improved, standards in English are now in line with similar schools, although reading remains below what is expected nationally.

In mathematics, pupils make good progress due to the impact of the school's numeracy strategy. The literacy strategy is having a positive effect on improving pupils' writing. Their reading and vocabulary need further improvement. In science pupils' standards of investigation are below what is expected and should be improved. Standards in the other subjects of the National Curriculum are close to the national average and pupils make good progress. The high numbers of pupils with SEN, including those with statements, make good progress. The attendance rate is well below and unauthorised absence below that of the national average. The school sets challenging targets, which it has achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their work and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is satisfactory. It is better, both in and around school, where teachers and adults manage behaviour well.
Personal development and relationships	Good relationships encourage a caring atmosphere and the development of self-confidence.
Attendance	Well below the national average. The school tries hard to improve and has good procedures for encouraging attendance.

The school is a friendly and welcoming community. Pupils' behaviour is satisfactory overall. They are polite to each other as well as adults and behave well outside lessons. Sometimes, in lessons where teachers have not yet developed the necessary skills of managing difficult pupils, pupils lack the self-control to ensure their concentration. Pupils are interested in most lessons, keen to talk about their work, and take a pride in what they achieve. They are able to take responsibility for their actions and are aware of the feelings and beliefs of others. Attendance is well below the national average, although the school works hard to improve the situation and pupils arrive at school on time.

TEACHING AND LEARNING

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

The overall quality of teaching is sound. In all the lessons observed teaching is satisfactory or better. In 38% of lessons teaching is good and 21% very good. The best teaching is in the reception class and Year 2 classes where it is good, and in the Year 6 class where it is consistently very good. Teaching has improved since the last Ofsted inspection and pupils' learning is better. The skills of numeracy are very well taught and standards have improved. In literacy, writing skills are well developed, although more emphasis should be placed on teaching reading and spelling.

Where teaching is a strength, there are high expectations of what pupils of all abilities can achieve and a range of strategies to manage behaviour. In a minority of lessons, which are otherwise satisfactory, teachers are inexperienced in managing pupils' behaviour and do not yet have the range of skills to ensure difficult pupils concentrate on their work. Teachers' planning and their knowledge of the subjects they teach are good.

This is an inclusive school, where the needs of all pupils are satisfactorily met through good curriculum planning, lesson plans aimed at the widely different needs of pupils, and individual education plans (IEPs) for pupils with SEN.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad and balanced curriculum, well focussed on literacy and numeracy. It offers a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Good systems are in place to provide extra help for pupils to make the best progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school gives appropriate attention to all areas of pupils' personal development. This develops in pupils a sense of personal responsibility and values that reflect the school's ethos. Spiritual and social development is good.
How well the school cares for its pupils	The school provides a very secure, caring and supportive environment. All the staff know the pupils well and their well-being and safety come first.

The curriculum meets statutory requirements. There are very good opportunities for learning for pupils under the age of five. Particular strengths are in the provision for the teaching of numeracy and the school's emphasis on equal opportunities. There are good literacy and numeracy strategies, which are also used to teach the basic skills. Staff use assessment effectively to help them plan the curriculum. Additional resources are well used to support the learning of pupils with SEN. The development of pupils' spiritual and social education is good. The school works hard to encourage the involvement of parents, providing them with good information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the head teacher is very good. She has a clear vision for school improvement and is very focussed on improving standards. The role of curriculum co-ordinators has been well developed and they make an important contribution to school development.
How well the governors fulfil their responsibilities	Committed governors support the head teacher and school effectively. They are keen and aware of their responsibilities. They have reliable procedures for collecting information and know the school well.
The school's evaluation of its performance	The school has a good system to monitor and evaluate the work of the school. Staff and governors are involved and the implementation of the literacy and numeracy strategies and teaching is well monitored through classroom observations and evaluating pupils' work.
The strategic use of resources	Very good use is made of finance to support educational priorities, particularly in raising achievement and improving the learning environment.

The leadership provided by the recently appointed head teacher is very good. Collectively, the school is clear of its educational direction and of how to achieve the goals that have been set. The monitoring and evaluation of the work of the school has been improved and provides on-going direction to the development of the school. Teachers who are co-ordinating subjects now have greater responsibility for development.

The learning environment has been considerably enhanced with necessary improvements to accommodation. The school is appropriately staffed. Satisfactory resources effectively support pupils' learning. The school applies the principles of best value through comparing its performance to similar schools. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Being able to approach the school with concerns. • An expectation of pupils to work hard and achieve. • That children enjoy coming to school. 	<ul style="list-style-type: none"> • Behaviour in school. • Information about children's progress. • The range of activities outside lessons. • Working more closely with parents. • Regular homework, particularly reading.

The inspection team agrees with parents' positive views of the school, particularly about the positive impact of the leadership and management of the head teacher. They also agree that homework could be set more regularly, particularly in reading. Behaviour and the information provided on children's progress is satisfactory. The range of activities is satisfactory and the school tries hard to work closely with parents, contrary to some of the parents' views expressed in the very small numbers attending the meeting for parents or returning the questionnaire.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1. Standards fluctuate from year to year but have remained below the national average and, until recently, those achieved in similar schools. Pupils who took the national tests in the year 2000 left school with standards in the core subjects well below the national average. Recently, however, standards have risen significantly and in the 2001 national tests, standards in English are in line with similar schools, although reading remains below what is expected of pupils of the same age nationally. In science they are above, and in mathematics well above, similar schools. The school sets challenging targets, which are well met.**
- 2. In the last inspection, standards were judged to require some improvement, especially by the end of Key Stage 2 and in the subjects of ICT, DT, geography and music. Since then the standards in these areas have improved and pupils now make good progress. This inspection finds that by the time pupils leave school, standards in English and mathematics have improved and are now close to the national average. They have also improved in ICT, DT, geography and music, where they are now in line with standards expected nationally.**

Children Under 5

- 3. Children enter the school with attainment well below average, particularly in language, literacy and communication, and mathematical development. The reception class work hard to raise standards. Evidence from the inspection shows that there is very good provision for the under fives, including effective planning and high quality teaching, which significantly contributes to the good progress they make. Despite this, by the end of the foundation stage most have not reached the expected standards in language, literacy and communication, mathematics and knowledge and understanding of the world.**

Key Stage 1

- 4. At the age of seven, pupils attain standards in English that are below the national average. Standards in writing are close to the national average, although pupils make good progress and achieve standards well above those of similar schools. Reading standards remain well below the national average and those of similar schools. Higher attaining pupils under-achieve in reading. The school is working hard to raise standards in English and has set challenging, but realistic, targets for 2002. Standards are improving due to the impact of the national literacy strategy and good teaching in Year 2.**
- 5. The attainment of pupils in mathematics is well below schools nationally and those of similar schools. The year 2000 national test results also show that girls out-perform boys and few pupils achieve the higher levels. The school is aware of this and has taken steps to provide good quality, focused support for these groups, resulting in a better performance in the 2001 tests. Since the last inspection, attainment at Key Stage 1 has fallen to below the national average but is now improving.**

6. **Attainment in science is well below the national average and below those of similar schools, as confirmed by the national tests taken in the year 2000.**

Key Stage 2

7. **The attainment of Year 6 pupils who took the national tests in the year 2000 was well below the national average in the core subjects. Recently, however, there has been a significant improvement and although standards in English remain below national expectations, mathematics is now close to the national average, as confirmed in the 2001 national tests. Standards in mathematics are now well above those of similar schools. Standards have also risen in science where they are above those achieved in similar schools. With the improvement in writing, standards in English are now in line with similar schools, although reading remains below what is expected. The improvements made by the end of Key Stage 2 are due to the very good teaching and learning of pupils in Year 6, who make good progress.**
8. **In mathematics, pupils make good progress due to the impact of the school's numeracy strategy. The literacy strategy is having a positive effect on improving pupils' writing. Their reading and vocabulary need further improvement. In science pupils' standards of investigation are below average and should be improved.**
9. **Standards in the other subjects of the National Curriculum are close to the national average and pupils make good progress. The high numbers of pupils with SEN, including those with statements, make good progress. The attendance rate is well below, and unauthorised absence below, that of the national average.**
10. **The school set challenging targets for standards to be reached in both English and mathematics in the national tests. Both were exceeded. In the current year, targets are again challenging but realistic and the school is well placed to achieve them.**

Pupils' attitudes, values and personal development

11. **Pupils like school and most of them are keen to participate in activities, they answer questions willingly and try hard with their work. Pupils in reception enjoy their lessons, join in with enthusiasm, and are self-disciplined and well behaved. Pupils' response is good or very good in classes, where behaviour management is strong and classroom routines are well established. In these classes pupils are interested in their work, they listen carefully and apply themselves diligently to the tasks set. Where pupil management is weaker, expectations of good behaviour have not been firmly established. Some pupils easily lose interest and concentration and become restless. They are inattentive and talk among themselves, slowing the pace of the lesson and causing noise levels to rise. In some lessons pupils respond well to challenge and demonstrate good levels of initiative and independence. They are able to respond thoughtfully to serious issues and to opportunities to consider their feelings and those of others.**

- 12. Pupils behave appropriately around the school, and although there is some rough play in the schoolyard, children of different ages play together well, with older children taking care of younger ones. Pupils can explain where in the yard different activities should take place, and are proud of the painted tubs that they helped to decorate. They are friendly and cheerful and show respect for their school environment. Older pupils act as monitors to make sure only pupils with a good reason return to the school building during breaks. They carry out these duties willingly and are able to explain their role.**

13. **Relationships amongst pupils and between pupils and adults are usually good and pupils show confidence in their teachers. They have great respect for the head teacher and are pleased and proud to show her a good piece of work. Pupils report aggressive behaviour towards themselves or others to staff on duty. There have been instances of bullying in school, but parents feel that it is not a problem and the school deals with it appropriately.**
14. **Pupils' attendance is well below the national average but there is no unauthorised absence. Parents understand that they must let the school know the reason for their child's absence from school. Many children arrive in school late and this is recorded in the registers. The school follows up repeated absence and late arrival rigorously and brings in the education welfare officer as required.**

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. **In all the lessons observed teaching is satisfactory or better. In 38% of lessons teaching is good and 21% of them are very good. Teaching is consistently good in the reception and Year 2 classes and very good in the Year 6 class. Teaching has improved since the last Ofsted inspection and pupils' learning is better.**
16. **Staff plan well for the wide range of pupils' abilities and their knowledge of the subjects they teach is good. The skills of numeracy are very well taught and standards have improved. In literacy, writing skills are well developed although more emphasis should be placed on teaching reading and spelling. Where teaching is good, literacy and numeracy is well taught in other subjects.**
17. **Where teaching is good, teachers have high expectations of what pupils of all abilities can achieve and use a wide range of methods to manage behaviour. Lessons here are well structured and proceed at a good pace. By an accurate assessment of what pupils can do, interesting activities are well matched to ability and motivate them to learn. In these lessons teachers are skilful at asking questions of all pupils and provide clear explanations. Good relationships enable pupils to become confident and keen to learn.**
18. **In a minority of lessons, which are otherwise satisfactory, teachers are inexperienced in managing pupils' behaviour and do not yet have the range of skills to ensure difficult pupils concentrate on their work. Here, group activities are sometimes not well matched to the lower and higher achieving pupils and need to provide more interest and challenge. In these lessons pupils lose interest and their normally good standards of behaviour slip.**

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

19. **The school provides a good range of learning opportunities for pupils in Key Stages 1 and 2 and a very good range in the foundation stage. The statutory requirements of the National Curriculum and the recommendations of the locally Agreed Syllabus for religious education (RE) are fully met. Overall, the breadth and balance of the curriculum meets the needs of pupils in the school and, appropriately, there is a strong emphasis on literacy and numeracy. The use of ICT is developing effectively and it is making a satisfactory contribution to other**

subjects in the curriculum. Improving the range of opportunities for pupils to develop their reading skills would help to raise standards in reading.

20. There are suitable policies for all statutory subjects. The school has adopted nationally recommended schemes of work in many subjects to ensure that coverage is appropriate and that knowledge, skills and understanding are developed progressively. National strategies for literacy and numeracy have been implemented successfully. The school has an appropriate policy and guidance for personal, social and health education, (PSHE). Sex education is provided in Year 6 by the school nurse. There are plans to carry out an audit of provision against the new national guidelines for PSHE and citizenship to ensure that provision for pupils' personal development is comprehensive.
21. The school recognises the importance of providing full access to the curriculum to all pupils and successfully implements its equal opportunities policy. Provision for pupils with SEN is good and there is good support available from support assistants, learning support teachers and specialist staff.
22. A satisfactory range of additional activities is available to pupils during and after the school day, which include sports, football and choir. These are well attended and valued by pupils. Pupils visit local places of interest to support the National Curriculum. "Golden Time" on a Friday provides pupils with a choice of activities and gives younger pupils the opportunity to mix and work with older pupils.
23. The school has good links with the local community and a range of agencies. The local church provides a valuable resource in the curriculum. The local secondary school, which has arts college status, has involved the school in its arts projects. This has resulted in an inspirational project involving Bowes Museum and the ceramics department of the secondary school.
24. The provision for pupils' spiritual, moral, social and cultural development is sound overall. Spiritual development is good. Pupils are given good opportunities to consider their feelings and the actions of others during collective worship and in subjects such as English, art, music, history and RE. A very effective class collective worship session in Year 4 encouraged pupils to reflect quietly on the terrible events of the previous week in the terrorist attack on New York. In Year 6 pupils spent time thinking quietly about their hopes for the future. The school has close links with the local parish church. A visit to the church by Year 1 pupils helped them to understand the meaning of the symbols of the Christian religion.
25. Moral development is sound. The school promotes clear values, which are reflected in its management of behaviour policy and its curriculum provision. Pupils' views and work are valued throughout the school and pupils are also clear about behaviour and actions that are not acceptable. Pupils are developing a sense of fairness, learn to share with one another and know right from wrong. Teachers take time to explain why some actions are unkind.
26. Social development is good. Pupils are encouraged to play together, help each other and form good relationships in lessons and during the breaks and

lunchtime periods. After-school and out-of-school activities provide pupils with good experiences through which they extend their personal and social skills and understanding. The school ensures that pupils have contact with a wide range of visitors and helps them to make appropriate contact with them by, for example, helping them to decide relevant questions to ask and how to greet them on arrival. Issues such as racism are appropriately dealt with.

27. Cultural development is satisfactory. Pupils are provided with opportunities to appreciate the beliefs and traditions of their own and other cultures. A wider cultural dimension is provided through displays and artefacts about traditions and beliefs held by different faiths and examples of art forms from different cultures. Music and the arts are well represented in the curriculum and the school provides good opportunities for pupils to experience performances and exhibitions outside school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. Staff know pupils very well and are aware of their individual needs, so that they are able to offer good care and support and help pupils feel secure in school. There are sound procedures to ensure pupils' health and safety. The school has developed good working relationships with health and social services and receives weekly visits from the LEA behaviour support unit.
29. The school works hard to promote good attendance and punctuality, through rewards and encouragement. Pupils are encouraged to behave well through a clear structure of rewards and sanctions that are shared with parents. However, the quality of management of pupils' behaviour varies between classes and the reward system is not always consistently applied from one class to another. The head teacher is determined to eliminate bullying and harassment of all kinds; she deals with incidents according to established guidelines, keeps records and carefully monitors outcomes.
30. The school uses a very good system of recording and analysing the results of tests taken by pupils throughout the school. The detailed information gathered is well used to determine school and year group targets and to monitor progress. It provides the school with useful information on weaknesses and strengths in pupils' learning in mathematics and English, which is used to ensure full coverage of the curriculum. This is reflected in the quality of teachers' plans. However, assessment of individual pupils is not consistently used by teachers to inform day-to-day planning, and marking does not always help individual pupils to know how they can improve their work.
31. The school provides good support for all pupils, socially and educationally, and has a good understanding of pupils' differing circumstances. The head teacher has developed a clear and accessible system for tracking the educational and personal progress of individual pupils as they move up the school. This includes their attendance and behaviour. Class teachers monitor pupils' personal development and include comments on progress in written reports to parents. The assessment system enables teachers to identify pupils needing extra help with literacy and numeracy and provides good support to help them improve. Success is rewarded and recognised through stickers and certificates

that are displayed at the school entrance and listed in the newsletter, and a weekly achievement assembly to which parents are invited every month.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 32. Parents are generally pleased with the education their children receive at school. They have been concerned about staffing problems, but value the hard work that teachers put in, and support the school's high expectations of their children. They feel that children respond well to the rewards the school gives for achievement at all levels, but are unhappy about inconsistencies in the provision and marking of homework.**

33. The school is friendly and makes parents welcome so that they feel comfortable approaching staff with concerns, for example by taking the opportunity to speak to class teachers at the end of the school day. There is sound provision to inform parents about their children's progress through written reports and meetings and parents are invited to achievement assemblies to celebrate success. The school invites parents of children with SEN to reviews of IEPs targets every term. The school keeps parents fully informed about school events and issues through weekly newsletters. It works hard to build links with parents and inform them about their children's learning through meetings arranged to discuss the behaviour policy, literacy and numeracy, and statutory tests for Key Stage 1 and Key Stage 2. The school also runs family learning courses in partnership with the local college to help parents support their children's learning at home. This has helped to build communication with parents and the school values the opportunity to listen to parents' views.
34. Parent governors are very supportive, but although the school encourages parents to come into school to help, few do so regularly. More volunteer to accompany children on visits and the school receives good support for special events such as the family fun day. The school values parents as partners in their children's education and is working hard to develop links that will support learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The head teacher has been in post for five terms and is providing very good leadership. At the time of the last inspection the management and efficiency of the school was found to be good. The head teacher has made improvements in the standards that pupils attain, the capacity of the school to evaluate its own performance, the school environment and developing links with parents and the local community. The deputy head teacher is currently on long-term sick leave, which places additional responsibilities on staff. Since the last inspection there have been many changes of staff for normal reasons, but this has sometimes not helped pupils' progress.
36. The management roles of staff have been thoroughly discussed and more clearly defined. In the last inspection improving the role of the curriculum co-ordinator was a key issue. Curriculum co-ordinators now monitor their individual subjects effectively through work sampling, analysis of assessments, test results and classroom observation. Each co-ordinator produces an annual audit of their subject and informs priorities for the school development plan and budget allocation. All subjects are effectively managed, an improvement since the last inspection.
37. The governors are knowledgeable and involved in the life of the school. They are supportive and understand their role, fulfilling their statutory duties well. Governors are kept well informed by the head teacher and show a good awareness of the strengths and weaknesses of the school. Governors are in place for literacy, numeracy, SEN and RE. They effectively monitor progress in these areas.

38. The school development plan is an effective and useful document. It is detailed and has a realistic number of highly appropriate targets. It is closely linked to budget planning and the head teacher consistently implements the principles of best value. The targets for this year have clear objectives: identify the person responsible for managing the aspects; appropriate time scale; relevant success criteria and costings. The plan is very focussed on this academic year and does not provide an overview of targets for the following two years.
39. There are good procedures for the monitoring and evaluation of teaching. Over the past five terms a rigorous monitoring programme has been established in order to improve the quality of teaching and learning in the classroom. This has been largely successful. In order to raise standards in specific areas of comparative weakness, there is a need for monitoring to be more specific, in order for these areas to improve. An example of this would be supporting some staff in developing a range of strategies for managing pupil behaviour. There is a commitment to the value of monitoring and self-evaluation in the school to help raise standards. The head teacher, in collaboration with the subject leader, makes an effective analysis of performance data such as annual standardised assessments. This enables the school to identify strengths and weaknesses in teaching, to target support and to set targets. Target setting is a recent development in the school. The school has an effective system to predict each pupil's year-on-year statutory test results. Each teacher is aware of the class targets in literacy and numeracy. However, individual pupil target setting is at an early stage of development and pupils are often not yet aware of how they can improve their work.
40. Management and co-ordination of pupils with SEN is satisfactory. Further development has been appropriately highlighted in the school development plan. This work is planned to coincide with the new code of practice. Targets on pupils' IEPs are not in sufficiently small steps and are not used consistently to plan work for pupils with SEN. Support staff work alongside teachers and provide a good level of help.
41. The school has prudent budgeting based on realistic development planning. The governors maintain a strategic overview that adds to the head teacher's very clear understanding of the priorities and the appropriate allocation of funding. Principles of best value are consistently applied. The head teacher spends time in seeking to fund additional projects in order to help pupils achieve higher standards. Recent improvements to the building have been very effective in the creation of one extra class in Key Stage 2, which has resulted in a reduction in the number of children in each class. The enlargement of the school hall means that the pupils receive the full PE curriculum. The hall facility allows the school to include parents in special events, such as celebration assemblies, and this is proving most useful in encouraging parents to become involved in the education of their child. The deployment of grants is appropriately targeted to provide specialist staff, such as those who deliver additional literacy support. This is helping to improve the standards of pupils.
42. There is satisfactory match of teachers and support staff to meet the needs of the curriculum. Care is taken to ensure that classes are provided with sufficient curriculum support assistants. Support staff are generally well used, however,

their role in the whole-class sessions is not well defined. Where they work well, as in Year 2, they work alongside a small group of pupils with SEN. In this setting, they reinforce what the teacher has said, help the pupils to concentrate and assist them in formulating answers to questions so that the pupils can answer with confidence. There is sufficient administrative support to meet the school's needs, which is very effectively carried out by the school clerk and this contributes to the smooth running of the school. A range of in-service training is undertaken by staff, which is closely linked to priorities identified in the school development plan. The school has a useful and informative staff handbook and induction arrangements for new staff are good.

43. A policy on performance management has been produced and the actions implemented. This is having a positive impact on focussing staff on improving standards in the school. The school well deserves its Investors in People Award.
44. Resources have improved since the last inspection and are now satisfactory for all subjects. With the recent building work storage facilities have been greatly improved. The very good displays around the school celebrate pupils' work and enhance their learning. Pupils visit a range of museums and places of interest. Books are borrowed from the local authority loan service to enhance the provision for topics. An artist-in-residence has recently worked on a ceramics project. The playground has a number of interesting areas, which enables the children to create a variety of games. There are areas where children can sit and talk together. The building is kept spotlessly clean by the caretaker and cleaning staff, which encourages all to take a pride in their school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. The inspection team acknowledges the improvements made since the last inspection. In order to raise standards and improve the quality of education further, the head teacher, staff and governors should work together to:

- **Improve the quality of teaching by:**
 - ❖ **developing in all teachers a range of strategies effective in managing pupil behaviour; (Paragraphs 18, 83, 103, 29)**
 - ❖ **providing support and development strategies for new teachers where areas for improvement have been identified; (Paragraph 39)**
 - ❖ **improving learning activities so that all pupils are challenged, interested and motivated in their work, especially the higher and lower attaining pupils; (Paragraphs 18, 69, 76, 83)**
 - ❖ **developing the quality of marking so that pupils know what is needed to improve. (Paragraphs 30, 39, 76, 83)**
- **Raise standards in English in both key stages by providing more opportunities for developing reading and speaking and listening skills. (Paragraphs 4, 8, 57, 59, 61, 63, 66)**
- **Raise standards in science by improving pupils' investigative skills. (Paragraphs 6, 8, 82, 83)**
- **Continue to investigate and develop strategies for improving attendance. (Paragraph 14).**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	17	19	0	0	0
Percentage	0	25	35	40	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	0	162
Number of full-time pupils known to be eligible for free school meals	0	77

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register		55

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	7.3
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	13	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	12	11
	Girls	10	12	9
	Total	19	24	20
Percentage of pupils at NC level 2 or above	School	70 (88)	89 (88)	74 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	10	8	9
	Total	20	18	20
Percentage of pupils at NC level 2 or above	School	74 (88)	67 (84)	74 (88)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	10
	Girls	7	5	7
	Total	13	11	17
Percentage of pupils at NC level 4 or above	School	54 (86)	46 (86)	71 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	10
	Girls	6	5	7
	Total	10	11	17
Percentage of pupils at NC level 4 or above	School	42 (86)	46 (86)	71 (100)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	151
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23.7
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	105

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	2
Other minority ethnic groups		

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

Financial information

Financial year	2000/2001
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	£
Total income	399,154.00
Total expenditure	398,092.00
Expenditure per pupil	2,262.00
Balance brought forward from previous year	28,933.00
Balance carried forward to next year	29,995.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	178
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	25	17	0	0
My child is making good progress in school.	42	33	25	0	0
Behaviour in the school is good.	33	17	42	8	0
My child gets the right amount of work to do at home.	17	58	25	0	0
The teaching is good.	25	75	0	0	0
I am kept well informed about how my child is getting on.	27	36	36	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	58	33	0	0	8
The school works closely with parents.	42	25	17	17	0
The school is well led and managed.	42	42	17	0	0
The school is helping my child become mature and responsible.	25	50	25	0	0
The school provides an interesting range of activities outside lessons.	17	33	17	33	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 46. During the last inspection, provision for children under five was found to be good. Attainment on entry to the reception class was generally below average for children of this age. They have had the benefit of nursery education at the local nursery school, with which there is very good liaison. In this inspection all of the above factors remain the same.**
- 47. At the time of this inspection only 15 children are in reception class. Another intake will come into school in January. Attainment on entry to the reception class was as expected in the areas of physical, creative and personal, social and emotional development. It was found to be below average in all other cases of the foundation curriculum, particularly in language, literacy and communication and mathematical development. This group of children's attainment is higher than for those pupils who are now in Year 1 and Year 2 for which the same baseline assessment records were examined.**
- 48. The children under five make good progress. There is a strong emphasis on developing speaking and listening, working collaboratively and establishing good working routines. Evidence from the inspection shows that very good provision for the under fives, including effective planning and the high quality teaching, significantly contributes to the good progress these children make.**
- 49. The teacher provides an environment that is caring and stimulating. There is a good range of assessment procedures, including baseline assessment and pupil profiles. These inform planning and are regularly reviewed and updated. Liaison between parents, carers and the teacher is good and this has made a positive contribution to the children quickly settling into their class and school.**
- 50. There is good provision for all pupils, including those with SEN, those who are reluctant to talk and those who are still adjusting to a full day in school. Children are responding well to the structured environment and the broad and balanced curriculum, based on the early learning goals within the foundation stage.**

Personal, social and emotional development

- 51. Children benefit from the very good teaching skills in these areas. The present group of reception pupils will achieve the standards required at the end of the reception year. There is a caring and emotionally secure environment established in the reception class. Behaviour is good and all children are taught how to value themselves and others. They trust their teacher and the helpers who work well with individuals and groups of children. When a group of children were working with a parent helper on the computer, the children took turns, listened attentively to the adult who ensured that all pupils, including the child who was very reluctant, took part in the activity. Children take responsibility as they experience role-play and new challenges in the curriculum. Their concentration is developing well and many can sustain much**

longer periods as was observed when pupils experienced a range of activities to help them recognise and hear the letter 'n'.

Communication, language and literacy

- 52. Children in the reception class are attaining below the expected standards in these areas. However, all the children are making good progress, especially in speaking and listening. Attainment in early writing skills is better than that in reading. The quality of teaching in language and literacy is good and this has a positive effect on children's learning. Children's responses show that they listen with good attention to explanations and instructions. Most children handle books sensibly and know that words and pictures carry meaning. They enjoy stories and have access to many books within the classroom. In her conversations and questions the teacher focuses upon extending children's vocabulary. Pupils are encouraged to develop their sentences when answering questions or within their conversations with an adult. The teacher uses very practical approaches such as making "square" sandwiches with bread, cheese slices and ham which encourages children to concentrate and provides meaning to an activity. All children in the foundation stage are encouraged to share and discuss ideas. By the end of the reception year most children are unlikely to have reached the levels required by the early learning goals, although they make good progress towards them.**

Mathematical development

- 53. Children enter the reception class achieving levels of attainment in mathematics, which are below those required by the early learning goals. Teaching is very good. The use of a puppet "Buzz" to engage pupils in counting activities was excellent in terms of motivating and encouraging children to sustain their concentration. The use of coloured boxes, which the children opened and counted the number of objects inside provided great enjoyment. It is this practical, interesting approach to number activities that enables pupils to make good progress. They are recognising shapes and use the opportunity to make "square" sandwiches. The children in reception are increasing their mathematical knowledge and most in this group will achieve, by the end of the reception year, the levels required by the early learning goals.**

Knowledge and understanding of the world

- 54. In knowledge and understanding of the world pupils enter the reception class achieving levels of attainment which are below those required by the early learning goals. The teacher makes good use of resources to promote children's interest and learning, enabling them to make good progress and achieve the standards expected by the early learning goals by the end of the reception year. Through very good teaching, children make good progress in choosing materials and making decisions about the objects that they make. In one lesson children made their own viewer. They used this in a subsequent lesson to investigate and report back to the teacher on the changes to objects when they placed different coloured cellophane over the end of their viewer. Timers were used to help children judge the duration of the activity. Children enjoyed this experiment. They were developing a good awareness of problem solving and prediction. Children learn about people and places as they develop an awareness of their local environment. The children use computers to extend their learning. Most show a competent level of mouse control. It is an area that the teacher uses well to promote children's speaking and listening skills,**

mathematical knowledge and co-operative skills. There is too little input into experiences that involve different cultures. The children are likely to meet most of the expected standards as they reach the end of the foundation stage.

Physical development

- 55. Children achieve standards that are in line with those expected in the development of their physical skills. The quality and range of teaching in this area is very good. Children develop confidence and competence in a range of physical activities including the outdoor curriculum. They run, jump and climb on a range of apparatus. In the hall, a range of equipment is set out and all children are expected to follow rules and routines established using the early learning goals. In one lesson the children are developing an understanding of having a space of their own. To help children with this difficult concept the teacher uses hoops for them to work inside. All children are encouraged to be independent but are sensitively managed if they are having difficulty changing for PE lessons or are reluctant to join in. In fine motor skills children are developing good standards of physical dexterity as they draw, cut, paint and write in lessons. Children use a range of equipment such as glue, scissors, blunt knives to spread margarine; manipulate brushes, pens, pencils and crayons. The use of the outdoor area and equipment has improved since the last inspection. The children are likely to meet the expected standards as they reach the end of the foundation stage.**

Creative development

- 56. Children achieve standards that are in line with those expected in the development of their creative skills. Teaching is good and a wide range of activities provided for the children helps them to develop the skills required. Children respond to stories and role-play with imagination. Through role-play, one child provided a good impersonation of “Elvis” which the other children responded to with enjoyment and laughter. They sing a range of simple songs. They paint and draw using a range of tools and techniques. The care, concentration and proficient use of a paintbrush to get the surface area covered with an appropriate amount of paint for printing was exemplary. Displays of children’s work show that they are given many opportunities to create their own drawings and paintings.**

ENGLISH

57. Standards in English are below national expectations at the end of both Key Stage 1 and Key Stage 2. Taking account of pupils' low attainment when they enter the school, pupils make good progress in the foundation stage and satisfactory progress overall in Key Stages 1 and 2. However, higher attaining pupils are under-achieving in reading in Key Stage 1 and speaking and listening is inconsistent across the school. Progress in Year 6 is particularly good as a result of very good teaching. Pupils with SEN generally make sound progress as a result of good levels of skilled additional support, particularly in literacy lessons.
58. Standards in Key Stage 1 writing have improved slightly since the previous inspection, but standards in reading have not kept pace with the improvement in standards nationally. Attainment by the end of Key Stage 2 has improved since the previous inspection, when it was judged to be well below national expectations. It is now below the national average but in the most recent national tests, in line with similar schools.
59. The number of pupils at Key Stage 1 who achieved the expected level in the national tests in 2000 was well below the national average in reading but close to it in writing. The 2001 test results indicate some improvement in reading. Compared with similar schools, reading standards are low but standards in writing are high.
60. In the national tests at Key Stage 2 in 2000, standards in English were much lower than the national average and lower than similar schools. The 2001 test results indicate a significant increase in the numbers of pupils achieving the higher level. The school is working hard to raise standards in English and has set challenging targets for 2002. The good teaching taking place in Years 2 and 6, as part of the national literacy strategy and the additional support given to pupils in Year 3, are being used effectively to raise standards.
61. Pupils enter the school with speaking and listening skills that are below average. They make good progress in the reception class where they are given good opportunities to gain confidence in speaking in a variety of situations. They are able to listen carefully to their teacher and to one another and they talk enthusiastically about what they have observed. For example, in a lesson to help them develop their knowledge and understanding of the world, they investigated the change in colour of items viewed through coloured cellophane. They were able to describe clearly what they observed. Progress in these skills is unsatisfactory in Years 1, 3 and 4 where oral contributions are not always managed effectively and pupils are not encouraged to listen carefully. Pupils demonstrated good speaking and listening skills in the plenary session of a Year 4 mathematics lesson when they were able to explain to the class how they arrived at their answers. On this occasion the class listened carefully and some pupils were able to provide alternative solutions.
62. Pupils make particularly good progress in Year 6 in refining the skills to express themselves clearly and confidently. Teaching provides them with a wealth of opportunities to listen in a range of contexts and to speak in a range of

situations. A good example was observed in a science lesson in which pupils were engaged in an experiment to investigate condensation. They discussed their ideas sensibly in groups and elected a spokesperson to report to the class. The reporters were able to summarise and report on the ideas of the group effectively.

63. Overall, standards in reading are below average at both key stages, although pupils are making better progress in Key Stage 2. In Key Stage 1 higher attaining pupils are not yet reaching higher levels and many pupils have not yet sufficiently developed the skills to make sense of their reading, although most recognise individual sounds and words. The skill with which teachers help pupils to consolidate and develop strategies for improving their reading varies in both key stages. In the best examples, teachers make very good use of the sessions of guided reading within the daily literacy session, as well as providing a variety of other opportunities throughout the day for pupils to read aloud and independently. In these classes pupils read with confidence. A good example was seen in Year 3 when pupils read fiction and non-fiction forms of writing about World War II in both the literacy session and their history lesson. Reading skills were practised and consolidated in both subjects. In many other classes pupils are not encouraged to read for themselves often enough.
64. As a result of a careful analysis of test results and teachers' own assessment data, the school is very aware of the need to improve standards in reading in Key Stage 1 and has already identified a range of developments. A new reading scheme has been introduced which helps teachers to develop pupils' phonic knowledge to improve word recognition and to provide more interesting and relevant subject matter in their reading.
65. By the end of Key Stage 2 the majority of pupils have made satisfactory progress in reading, although many remain below national levels. Many of them enjoy reading and use a range of strategies to help them. When reading many can predict what might happen next, using their knowledge of the plot and characters. More able pupils can explain their reasons. They have strong views about their favourite books and authors and many willingly read at home.
66. A minority of pupils in Key Stage 2 find reading difficult and are achieving levels well below average. However, the school is making good use of the extra resources available through the literacy strategy and has provided effective additional teaching for pupils under-achieving in reading. As a result, pupils in Year 3 and Year 6 in particular are now making good progress. Resources for teaching reading, including computer programs and good quality books for the new library, are providing a stimulus for pupils. The school has recognised the need to provide reading resources to appeal to different groups of children and has made a deliberate attempt to provide specifically for the interests of boys in both key stages.
67. Standards in writing are higher than in other aspects of English in both key stages. By the end of Key Stage 1 the majority of pupils have learned to write clearly. Higher attaining pupils have developed handwriting that is consistently and accurately formed. They use a good range of vocabulary and are beginning to punctuate sentences correctly. Pupils with SEN are well supported in the daily literacy session and, as a result, many of them are making sound progress in developing their writing skills. Although many pupils in Key Stage 1 are beginning to spell common words correctly, a significant minority is not reaching expected levels in this aspect of writing.

68. In Key Stage 2, the majority of pupils continue to make sound progress in developing their writing skills and they make good progress in Year 6. By this stage more able pupils can write in narrative and non-narrative forms, adapting their writing to suit the purpose. Many pupils have mastered basic grammatical conventions and understand and use punctuation correctly. Although some lower attaining pupils find aspects of writing difficult, they are well supported and make sound progress.
69. Overall, teaching of English is satisfactory and it is good in Year 2 and sometimes very good in Year 6. Literacy skills are generally well taught in the literacy hour and, in some classes across other subjects. Successful lessons are well structured and proceed at a good pace. They are characterised by effective use of resources and by careful assessment of pupils' understanding through questioning. Where work is well matched to pupils' ability and opportunities are provided for more able pupils to develop their understanding, skills and knowledge, attitudes and behaviour are good. In less successful lessons, although planning is good, the learning needs of some pupils are not fully met in the delivery and pupils become distracted. In these lessons progress and learning are slower.
70. The management of literacy in the school is good. The subject leader has very good subject knowledge and has identified clear targets and action plans for groups and for the subject as a whole. Guidelines to support literacy are detailed and clear and procedures are fully in place for monitoring teaching, learning and standards. There is clear potential for the recent improvement in standards in the subject to continue.

MATHEMATICS

71. The 2000 national test results indicate that attainment at the end of Key Stage 1 is below the national average and that achieved in similar schools. In recent years the performance of younger pupils has remained below national average. In 2000 the end of Key Stage 2 tests indicated attainment well below the national average and below that of similar schools. The trend for these pupils shows that pupils' attainment has been close to, or above, the national average except in the year 2000, when results were well below. The tests also show that the proportion of pupils gaining the higher grades is low and that girls tend to do better than boys. The school is aware of this and has taken steps to provide good quality, focused support for these groups resulting in the recently improved standards. In the 2001 tests there has been a significant improvement. Observations made during the inspection confirm that standards are now broadly in line with national averages by the end of Key Stage 2, and are likely to be well above those of similar schools. Taking into account their prior attainment the standards achieved indicate good progress.
72. Since the last inspection, attainment at Key Stage 1 has fallen to below the national average but is now improving. At Key Stage 2 attainment is similar to the last inspection. The results vary from year to year as they are highly influenced by the number of pupils with SEN within each class.
73. Children enter reception class with standards below what is expected for their age. They make good progress and most will achieve the early learning goals by the end of the reception class. Teaching in the reception class is very good. A practical approach is used with interesting activities that help children to sustain their concentration and learn effectively.
74. By the end of Key Stage 1 most pupils can count, add, subtract and recognise numbers to 100. They recall several number facts to 10 and investigate numbers and patterns. For example pupils in Year 2 noticed the pattern established in addition sums to 10 where $1 + 9 = 10$ and $9 + 1 = 10$. Most pupils understand that numbers up to a 100 are made up of a number of tens and some units. Most pupils count in 2s, 5s, and 10s to 100. They understand a half as a fraction and can apply this to halving and doubling numbers. Their mental calculations are usually quick and accurate, for example in adding two numbers to make 10. They can recognise 2-dimensional shapes and are aware of the number of sides and corners each shape possesses. They can tell the time. The pupils can handle data and produce simple charts. Sometimes the skills of number are applied to other subjects such as geography. For example, when creating charts to reflect the number of vehicles passing the school and simple everyday contexts such as in the pretend shop. Teachers give appropriate emphasis to numeracy. Occasionally, there is too much reinforcement of the work that the more able pupils can do, rather providing them with more challenging work. Pupils in Year 2 can confidently explain the methods that they have used to solve a problem and at the end of the lesson are good at stating what they have learned and the task they have completed in that lesson.

75. By the end of Key Stage 2 most pupils can use addition, subtraction, multiplication and division to solve numerical problems accurately. Pupils have a satisfactory understanding of place value. In Year 5 they use this understanding to halve and double numbers, whereas in Year 6 they apply this knowledge to multiply and divide whole numbers and decimals by 10 or 100. They can find areas and perimeters, estimate length and weight with some accuracy. In shape, pupils have a good knowledge of 2-dimensional shapes, their properties and can measure angles accurately. Pupils can handle data and produce a wide range of graphs to support their work. In Year 6 pupils investigate problems such as the number of hours spent on an activity and create graphs using ICT to record their work. The majority of pupils know the table facts to 10×10 . They are beginning to understand how factors and multiples work and apply them in finding equivalent fractions. Most recorded work is set out correctly.
76. All teachers plan carefully to the national guidance. The teaching of mathematics is good in reception, Year 2 and Year 6. In these classes the teaching is good because explanations and instructions are very clear. The pupils have worthwhile, interesting and challenging learning activities that motivate and interest them. The Year 2 teacher uses a range of resources such as number fans and games to encourage children to sustain their concentration. The Year 6 teacher is particularly skilled at asking questions that focus on the main ideas, and challenges pupils to think carefully. In the other classes teaching is satisfactory and this is because some of the activities are not very interesting and some are too easy, resulting in pupils losing concentration. Pupils' progress in numeracy is good overall and their skills of mental and written calculation improve steadily through the good levels of effort that they make. Pupils apply their skills in several subjects such as science, geography and ICT. The classroom assistants provide good support, especially when the children are working on their tasks. The marking of pupils' work indicates whether the answers are correct or not, there are sometimes comments about presentation but rarely are pupils informed as to how they can improve their work.
77. Overall, pupils' attitudes to mathematics are good throughout the school. They are attentive and most are keen to answer questions. Most complete an adequate amount in the time available. A few pupils require constant help and they make appropriate progress through the carefully targeted support. Pupils with SEN make good progress throughout the school, especially in Year 6. The teachers make an effort to ensure that all children are included in all aspects of the lessons by careful questioning and the expectation of an answer.
78. Since the last inspection the pupils are better at mental arithmetic and have more opportunities to complete mathematical investigations. Recorded work has improved considerably. The management role of the co-ordinator has improved significantly and this is beginning to have an impact on teaching and learning. Marking is better, but further development is required to inform pupils where they can improve. Over the last two years there have been a large number of staff changes. The staff has completed an in-depth audit and they are aware of the areas that require further improvement.

79. The subject co-ordinator has been in post for one year and has gained a very good understanding of the role and supports colleagues well. She sees teachers' planning, samples of children's work and completes an in-depth audit of all test results, which is used to inform teachers of successes and areas that need further development. There is a satisfactory range of resources for mathematics. The co-ordinator is aware of where additional resources are required.

SCIENCE

80. Standards in science are below national expectations at the end of both Key Stage 1 and Key Stage 2. Taking account of pupils' low attainment when they enter the school, pupils make good progress in the foundation stage and satisfactory progress overall in Key Stage 1. Pupils in Year 6 make very good progress due to the high quality of teaching. This has improved performance and the most recent national tests indicate standards close to the national average and above those achieved in similar schools.
81. The national tests in the year 2001 confirm that standards are below the national average. Good teaching in Year 2 enables pupils to make good progress and standards have now improved. Pupils currently demonstrate levels of knowledge and understanding, which are broadly in line with those expected for pupils of their age. This is supported by the most recent national test results. For instance, Year 2 pupils can investigate food when researching what makes a healthy diet and record the information from a survey on a graph. Pupils in Year 1 can recognise and use the five senses, although they are sometimes less confident without support.
82. Standards of attainment in the Key Stage 2 national tests undertaken in 2000 were well below the national average and those of similar schools. However, pupils make satisfactory progress and this is confirmed by the most recent national tests, which suggest standards have improved. Pupils know about the human life cycle and understand the role of the heart in circulation. Year 4 pupils can investigate simple electric circuits and learn that power fluctuates with usage. They are less skilled at making predictions or at working independently to try out new ideas. Due to very good teaching, pupils in Year 6 make rapid progress and achieve standards that are now approaching those expected nationally. This is supported by the most recent national test results taken in 2001, which suggest that standards, whilst remaining below national expectations, are above those of similar schools. For example, they understand that microbes can be useful or dangerous but are less able to give examples. Most pupils understand the concept of a fair test and explain a variety of "variables" that might affect the accuracy of their results. They are less knowledgeable about scientific process and investigation.
83. The quality of teaching at both key stages is satisfactory overall, despite insufficient emphasis upon the development of investigative skills. It is good in the reception and Years 2 classes and very good in Year 6. In these classes pupils want to learn through interesting activities. Instructions are very clear and these teachers are skilful at asking questions that challenge pupils' thinking and concentrate on central areas for learning. Where teaching is satisfactory, activities are not always interesting and can sometimes fail to challenge sufficiently, either the higher attaining or the lower attaining pupils. In some of these lessons teachers are not sufficiently experienced at using a range of strategies to manage behaviour effectively. Pupils with SEN make good progress throughout the school. Teachers plan well for their needs and pupils' learning is supported, where necessary, by additional staff.

- 84. Pupils' attitudes to science are generally good throughout the school. They enjoy work and like to participate in practical activities. They generally pay attention and like to talk about what they have learned. Pupils of all ages co-operate well in groups and discuss and record information they have collected. Behaviour is good, except on the few occasions where teachers plan uninteresting lessons or where they have not yet developed strategies to manage pupils. Older pupils have learned the safety rules they need to undertake practical work, they also show a good degree of scientific curiosity.**
- 85. Marking shows where pupils' answers are correct or not and about presentation. It infrequently refers to scientific content or comments on how pupils can improve their work. Assessment of pupils' work is done regularly and increasingly systematically. The co-ordinator is monitoring planning and pupils' work, but needs further opportunities to monitor teaching and ensure the progressive extension of investigation within the subject.**

ART AND DESIGN

86. **Standards in art are in line with national expectations at the end of both key stages, as was the case at the time of the last inspection.**
87. **Pupils make sound progress in developing their skills and understanding when using a range of materials and media. In the reception class they learn about colour and are beginning to acquire the skills of painting and drawing from observation and from imagination. By the end of Key Stage 1 they have sound knowledge about the colour spectrum and understand that colour can convey feelings of hot and cold. Good opportunities are provided for pupils to work in three dimensions, for example when producing models of local buildings as part of a local history project.**
88. **Teachers in Key Stage 1 provide a good balance between teaching skills and techniques and providing pupils with opportunities to understand about artists and their work. Good opportunities are also provided for pupils to talk about their response to artwork. For example, in Year 2 pupils were able to express what they think and feel about a painting.**
89. **In Key Stage 2 pupils continue to develop their drawing and painting skills and have good opportunities to work in a range of other materials. By the time they reach Year 6 many are able to produce good drawings based on their observations. In a very good Year 6 lesson for example, pupils were carefully taught correct technique for sketching portraits. The teacher ensured that suitable drawing pencils were provided and pupils were able to explain why a soft lead pencil was better for sketching. Pupils were encouraged to experiment with different shapes of noses, eyes and mouths in their sketchbooks and during the course of the lesson made very good progress.**
90. **The school makes good use of local projects to enhance opportunities for working in different materials. Pupils across the school were involved in an exciting project to design and paint large flower planters for the school yard. Older pupils have worked on a ceramics project at a local secondary school and in the course of the project visited Bowes Museum to use their quilt collection as inspiration for their work. The quality of the resulting work is very good.**
91. **Art is well taught in the school. Teachers have good subject knowledge and plan work that is interesting and relevant to their pupils. They provide good opportunities for pupils to explore and experiment to develop their own ideas. Older pupils are encouraged to use sketchbooks to record their observations and ideas. Lessons in both key stages provide opportunities for pupils to talk about art and their reactions to it. Teachers are open to new ideas and are presently exploring how ICT can help enhance pupils' experiences in art and design.**
92. **Pupils enjoy art and design lessons and usually work hard and are well behaved. On many occasions they show good levels of co-operation.**
93. **The subject management of art and design is good. A carefully planned programme helps staff to meet the requirements of the National Curriculum. The**

subject leader has carried out some monitoring of teaching and learning and this has been used to continue the development of the subject effectively.

DESIGN AND TECHNOLOGY

94. **Standards attained by pupils are in line with national expectations for age at the end of each key stage and the progress made by all pupils, including those with SEN, is satisfactory and sometimes good, especially in reception, Year 2 and Year 6. Standards and progress in Key Stage 2 were unsatisfactory at the time of the previous inspection. The school has adopted the nationally approved guidelines for the subject and this has resulted in better planning to meet the requirements of the Key Stage 2 National Curriculum in the subject.**
95. **In Year 2 many pupils are able to draw plans for the wheeled vehicles they want to make. More able pupils can label their drawings with the relevant parts and make lists of the materials they intend to use in making their chosen vehicle. Lower attaining pupils can achieve this with help. Throughout Key Stage 1 pupils have good opportunities to model their ideas by experimenting with a good range of construction kits.**
96. **In Key Stage 2 pupils make good progress where teaching is good. Where teaching is satisfactory, introductory sessions do not motivate all pupils sufficiently and a minority of pupils do not listen well enough to instructions. However, progress is usually good during practical sessions when teachers are effective at identifying where individual pupils need support. By the end of Key Stage 2 more able pupils have developed their skills well enough to plan and construct a working model of a hoist as part of a class project. All pupils, including those with SEN, enjoy the practical tasks and work well on their own and in groups. Lower attaining pupils find recording of their planning and developing ideas more difficult. Support assistants are used effectively, however, to support progress in this aspect of their work.**
97. **The subject co-ordinator is presently absent and subject development has been slower than in other subjects. Although the new scheme of work is providing good quality planning, some teachers lack knowledge and confidence in the subject and require additional training. Assessing pupils' work and monitoring teaching and learning are also key areas that need to be addressed.**

GEOGRAPHY

98. **In the previous inspection standards in Key Stage 1 were in line with expectation, whereas in Key Stage 2 they were below. At the end of Key Stages 1 and 2 standards are now in line with national expectations. Standards in Key Stage 2 have improved with pupils' knowledge and understanding of map work becoming a strength. Pupils now have satisfactory geographical skills, knowledge and understanding.**
99. **Pupils in the infants walk around the local area and identify special features such as the church, a shop, the local industrial estate and the working men's club. This helps pupils gain an early understanding of maps which in Year 2 includes locating seaside towns in England. They gather data on the variety of vehicles that pass the school and use this information in numeracy lessons. They also gain an awareness of looking after the environment and this is reflected in the tidy, well cared for school environment. Pupils learn about other countries through tracking the travels of "Barnaby Bear", for example to France.**

- 100. At Key Stage 2 pupils are beginning to ask geographical questions and to collect evidence. For example, in Year 6 pupils use an Ordnance Survey map to trace the path of the River Skerne using the terms source and tributary accurately and posing questions as to why the river disappears from the map in the centre of Darlington. They also discover the meaning of some symbols on the map through using a reference key. Pupils gain an awareness of the wider world through discussions about events happening in the world. This was reflected in a thoughtful account of the terrorist attack on America. Discussions with pupils indicate that they have satisfactory knowledge of the UK, Europe and the wider world. Previous work shows that pupils have a good understanding of mountain ranges such as the Andes and the Rockies and they compared these with the Pennine range in England.**
- 101. As in the last inspection pupils make satisfactory progress in lessons in both key stages. The generally practical approach by the teachers helps pupils to have good attitudes and enjoy geography. Pupils with SEN receive good support and are included in all activities. In some lessons, where the teaching is sound, the activities that the pupils are given to complete are mundane and this can lead to a reduction in pupils' sustained concentration. In Year 6, where the teaching is very good, pupils respond to questions, follow instructions, carry out investigations and sustain their concentration in individual and group work. They frequently work in mixed ability groups creating a project. Each pupil makes a contribution to the project. This approach encourages pupils to work together and contributes to their personal and social development. Most pupils work well together and enjoy talking about their work and contributing to discussion in lessons.**
- 102. There are effective links between geography and other subjects. To gather information, pupils listen to their teachers, use books and the Internet, watch videos and where appropriate make visits to places such as Saltburn.**
- 103. The quality of teaching is satisfactory overall. All teachers plan to national guidance and the learning objectives are clear. The very good teaching in Year 6 is due to the teacher's high expectations, and the pupils' activities were appropriately matched to their abilities and provided the correct amount of challenge. In the satisfactory teaching, the pupils' activities need to be more closely matched to their ability so that they concentrate harder on their work and the low-level disruptive behaviour is reduced.**
- 104. The subject is well managed. The co-ordinator has updated the school's scheme and guidelines in line with changes in the national geography curriculum. She provides appropriate support to colleagues. Teachers' evaluations of the geography units taught, lesson observations and samples of pupils' work, are used by the co-ordinator to prepare a detailed audit to inform future developments. Resources are satisfactory and the co-ordinator is very aware of what needs to be bought to enhance provision. The role of the co-ordinator has improved since the last inspection.**

HISTORY

- 105. By the end of both key stages pupils attain standards in history, which are in line with national expectations. This was also the case in the last inspection.**
- 106. Evidence was obtained from lessons, samples of pupils' work, talking to staff and pupils, and from looking at a range of school documents. No lessons were observed in Key Stage 1 but an examination of pupils' work showed that by the age of seven, pupils are developing their knowledge and understanding of the passage of time and the changes that occur. They understand from studying changes in fashion how clothes we wear, particularly at the seaside, have changed. The work in Year 2 on Florence Nightingale helps pupils to decide true and false information. They have also been involved in making informed suggestions as to why people survived in stone churches during the Fire of London. Pupils have gained an understanding of how buildings have changed through the history of their school and the recent building developments.**
- 107. By the end of Key Stage 2 pupils have gained a greater awareness of the significance of historical events. They have gained knowledge of invasions by Vikings, Britain since 1948, and have a good knowledge of the local history, especially the history of Darlington Football Team. In Year 3 the teacher has created an air raid shelter to help pupils gain a feeling of what it must have been like living during World War II. By the age of eleven, pupils are able to use both primary evidence and secondary evidence with confidence. They are very aware that portraits of important people such as Henry VIII are not as accurate as a photograph. Most children can understand how to separate fact from opinion.**
- 108. There are effective links between history and other subjects and particularly literacy. Pupils in Year 3, as part of their studies of World War II, are studying "Goodnight Mr Tom" in their literacy section. To gather information, pupils listen to their teachers, use books and the Internet, watch videos and, where appropriate, make visits to places such as Preston Park Museum and Beamish Museum. Pupils use the Internet effectively, selecting, downloading and printing off the evidence they require.**
- 109. It is not possible to make an overall judgement on teaching as no lessons were observed in Key Stage 1. Teaching observed in the lower Key Stage 2 classes is satisfactory. Staff plan to the national guidance and what pupils are to learn is shared with them. Teachers' subject knowledge is satisfactory and they are keen to engage pupils in discussions. Initially these discussions are very focussed, but sometimes they go on for too long, lose the focus and a small group of pupils can become bored. Activities provided for the higher attaining pupils frequently involves them in some personal research, whereas the less able pupils' tasks often require recall of recently discussed work. Some activities are not challenging groups of pupils, resulting in them lacking concentration. The teachers use support staff well to help groups of pupils to complete the tasks. Teachers complete each lesson with a summary of what the pupils have learned. All pupils, including those with SEN, make satisfactory progress. Sometimes the time given to a lesson is too long.**

110. The subject is effectively led. The co-ordinator has updated the school's scheme and guidelines in line with changes in the national history curriculum. She provides appropriate support to colleagues. Teachers' evaluations of the history units taught, lesson observations and samples of pupils' work are used by the co-ordinator to prepare a detailed audit to inform future developments. Resources are satisfactory and the co-ordinator is very aware of what needs to be bought to enhance provision. The role of the subject co-ordinator has improved since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards in ICT are in line with national expectations at the end of both Key Stages 1 and 2. Attainment and progress in ICT have improved since the previous inspection when attainment was judged to be below average and progress unsatisfactory in both key stages. This has been largely due to the improved teaching, as a result of staff development and the provision of up-to-date resources to ensure that all aspects of the National Curriculum can be delivered.
112. Pupils make satisfactory progress in Key Stage 1. By the end of the key stage, the majority of pupils are familiar with the computer and keyboard and are able to enter and store information independently. Planning indicates that they have opportunities to work with ICT in a range of contexts in a number of subjects. More able pupils are beginning to use ICT for collecting and recording information in English lessons. Pupils in Year 1 understand that the Internet can be used as a source of information for their research. After a visit to the local Parish Church in RE, for example, they were shown how to visit the church's Internet site and they printed pictures of the artefacts and symbols they had observed on their visit.
113. Progress in Key Stage 2 continues to be satisfactory for all pupils. By the end of Key Stage 2 pupils have broadened and advanced their skills sufficiently. They learn to use databases, explore simulations, collect and present information, write and edit text and create images. They know how to use a digital camera. The school has recently acquired the means to access e-mail facilities and this will soon be built into the program of work. Pupils demonstrate a sound knowledge of the programs and facilities available to them.
114. In both key stages computers are used effectively to support the work of pupils with SEN, particularly in developing their literacy and numeracy skills. Pupils of all abilities enjoy using ICT. They often help one another to make progress and show good levels of independence.
115. The quality of teaching is satisfactory, although teachers' confidence in the subject varies. The recently appointed co-ordinator has very good subject knowledge and has quickly identified those aspects of the subject in which teachers need most support. A comprehensive development plan indicates how the shortfall in provision will be addressed. For example, the need to assess pupils' progress more systematically. This has the potential to continue the improvement in the standards pupils are reaching in the subject.

MUSIC

- 116. Standards are in line with national expectations and progress is satisfactory. This is an improvement on the last inspection where standards at Key Stage 2 were below the national expectation. The improvements have been achieved because the revised scheme of work clearly outlines what has to be taught, resources match the work to be taught and this has improved teachers' confidence.**
- 117. All pupils are given opportunities to experience a wide range of relevant musical experiences. Pupils learn and perform a range of songs. In Key Stage 1 they listen attentively and can distinguish between high, low and medium pitch sounds. They develop a sense of beat and can copy and create musical patterns. Pupils listen attentively to a range on music in lessons and assemblies.**
- 118. By the age of eleven, pupils know a range of songs, sing with enthusiasm and in tune to a guitar accompaniment. They can appreciate different types of music and justify their personal likes and dislikes. In Year 6, pupils investigate the links between lyrics and melodies in creating musical moods and feelings. Many pupils enjoy being part of the school choir. A highlight of the school year is when the school choir joins 5000 other children in a "Young World Event" at the Telewest Arena.**
- 119. All pupils make good progress in their knowledge and understanding, performing and composing. They have good attitudes to learning. Pupils show positive attitudes to music. They are good at listening and are willing to join in singing activities and discussions.**
- 120. Teaching was observed in Year 2 and Year 6. In these lessons teaching was good because the teachers had a very clear focus to the lessons, the pace was good and the tasks engaged all pupils in the learning. Both teachers are confident in their subject knowledge and were prepared to take risks and challenge pupils' thinking. All pupils made good progress, including those with SEN.**
- 121. This subject is being effectively led. The co-ordinator has revised the curriculum policy and guidelines in line with the changes in the national music curriculum. She provides appropriate support to colleagues. The detailed audit is used to inform future developments. Resources are satisfactory and the co-ordinator is aware of what needs to be bought to enhance provision. The role of the subject co-ordinator has improved since the last inspection.**

PHYSICAL EDUCATION

- 122. Standards are in line with the national expectations at the end Key Stage 1 and Key Stage 2. Most pupils are aware of issues related to the health advantages gained from exercise. Pupils can invent a range of appropriate ways to move, with posture and balance. They are able to evaluate performance, improving what they have devised. For example in a Year 1 gymnastics lesson, pupils are inventive when moving along a bar, using hands and feet to balance. Children's basic fitness levels are satisfactory. Pupils' progress, including those with**

special educational need, is good when planning and performing gymnastic movements. In Year 2, the quality of movement, when performing forward rolls, was improved by learning poise and how to complete finishes. This also applies to the progress they make as they move through the school and become increasingly independent when finding their own ways of improving their performance.

123. The pupils' attitudes to PE are good throughout the school. Pupils dress appropriately and they change for PE efficiently. They work well in groups and in pairs in virtually every context. Pupils with physical difficulties participate in appropriate activities and enjoy doing so.
124. The teaching of PE is generally satisfactory throughout the school. The best lessons are seen when the teacher maintains a brisk pace of activity and pupils are given periods of practice to learn and adjust to new movements or skills. This quality is especially evident, for example in a Year 2 gymnastics lesson, in the way pupils are encouraged to perform a variety of movements starting with a forward roll. The best lessons have vigour and the pupils work physically hard. When used, demonstrations are effective in helping pupils learn to recognise elements of good performance.
125. The school extends the curriculum with a good range of out-of-school sport, and with worthwhile activities in the playground during the breaks in the working day. Swimming forms a regular part of the curriculum, which is based on the local education authority scheme. The subject is well co-ordinated. Good resources are available to support pupils' learning.

RELIGIOUS EDUCATION

126. Attainment by the end of both Key Stages 1 and 2 is in line with what is expected in the Agreed Syllabus for RE. Progress made by all pupils is good as a result of the interesting way in which teachers deliver the subject, making excellent use of visitors and visits to bring the subject alive.
127. Pupils in Key Stage 1 have a sound knowledge and understanding of Christianity. They know about the artefacts and symbols found in a church and what these mean to Christians. During a visit to the local Parish Church, Year 1 pupils were able to reflect on their feelings at being in the building. By the end of Year 2, many pupils know some of the parables of Jesus and more able pupils can explain what they mean.
128. In Key Stage 2 pupils are beginning to compare the similarities and differences between different religions. Their understanding is improved by very good use of the community as a resource for learning. For example, pupils in Year 4 considered the range of places of worship in Darlington and used artefacts from some of them to help them understand the similarities in their use of prayer. Year 5 was able to benefit from the vast knowledge of a visiting clergyman who taught them about the origin of books, including the bible.
129. Teaching is good in both key stages. The co-ordinator has ensured that the scheme of work is interesting and this is translated effectively into stimulating classroom activities that motivate and interest pupils of all abilities. Very good

use is made of a wide range of resources, including visits and visitors. ICT also helps pupils to reinforce some of the things they have learned in lessons. For example, Year 1 visited the church Internet site to remind them of what they had seen in the church and they were able to print off a permanent reminder of the artefacts and symbols they had learned about. RE teaching makes a good contribution to pupils' spiritual, moral, social and cultural development. Throughout the school pupils are encouraged to reflect on their thoughts and feelings. Their lessons help them to understand a range of different cultures and they learn about moral issues through their study of Christianity and Judaism and other world religions.

130. Pupils' attitudes to learning are generally good. They are interested in their lessons and respond enthusiastically in discussions. They usually listen carefully to their teachers and to one another and show respect for the feelings, values and beliefs of others. The teaching of the subject has developed since the previous inspection resulting in good progress for pupils.