

INSPECTION REPORT

Easington Colliery Primary School

Peterlee

LEA area: Durham

Unique reference number: 114210

Headteacher: Mr. T. H. Weightman

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 18th – 22nd February 2002

Inspection number: 195941

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Whickham Street
Easington Colliery
Peterlee
County Durham

Postcode: SR8 3DJ

Telephone number: 0191 5270293

Fax number: 0191 5373563

Appropriate authority: The Governing Body

Name of chair of governors: Richard Burnip

Date of previous inspection: 30th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs. G. Peet	Registered inspector	Equal Opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
12536	Mrs. S. Bullerwell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Mrs. J. Clarke	Team inspector	Foundation Stage curriculum Special educational needs English as an additional language Religious Education	
14991	Mr. A. Hardwicke	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
15474	Mr. J. Fairclough	Team inspector	Mathematics Music	How well is the school led and managed
20578	Mr. S. Butterfield	Team inspector	Science Information and Communication Technology (ICT) Physical Education	
30205	Miss. T. Kenna	Team inspector	Art and Design Design and Technology Geography History	
30142	Mr. J. Morris	Team inspector		
21292	Mr. S. Russell	Team inspector		

The inspection contractor was:

Chase Russell Limited
85 Shores Green Drive
Wincham
Cheshire CW9 6EJ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11.
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26

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

30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Easington Colliery Primary School has 566 full time pupils aged from four to eleven. It is much bigger than most other primary schools. The school is in a small town in the County of Durham, which has a long history of mining. The community has seen dramatic changes in the past decade with the closure of the mine. Although it has been listed as the fourth most disadvantaged ward in the country, the community is successfully endeavouring to rebuild itself. The school has gone through considerable change since the last inspection, when it was newly amalgamated from separate infant and junior schools on the same site. It has moved to a new purpose built school, and established a clear identity as one primary school. Pupils begin school full-time in September, in the year in which they are five. Most have had some pre-school experience, the majority in the nearby nursery school. Thirty-six per cent of the pupils claim free school meals, which is above the national average. There are no pupils from a minority ethnic background or pupils who speak English as an additional language. This is unusual. The number of pupils on the register of special educational needs is above average for a school of this size. There are fifteen pupils with statements of special educational need, which is above average for the size of the school. Most of these pupils have moderate learning difficulties or behavioural difficulties. Some have speech or communication difficulties. The majority of children enter the Reception classes with attainment lower than that expected of children of their age and for a few of the children their attainment is well below the levels expected. The school is part of the Easington and Seaham Educational Action Zone (EAZ). The school motto is 'A Flying Start' and this is what the school strives to achieve for all its pupils.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is good with everyone in the school community working together as a team for the benefit of the pupils. It has many good features. The headteacher gives strong leadership. The pupils achieve good standards at the end of Year 2 in reading, writing and mathematics. Standards at the end of Year 6 are rising. The quality of teaching and learning is overall good and is very good in the Reception classes and in Years 1 and 2. Pupils' behaviour and their attitudes to their work are good. The school prepares its pupils well for living in a culturally diverse society. The school has benefited considerably from the EAZ. The impact has been felt most significantly in the increased resources for certain subjects resulting in particular in pupils attaining above average standards in information and communication technology. The school provides good value for money.

What the school does well

- The very good leadership of the headteacher ensures clear direction for the work and development of the school.
- Standards in reading, writing, mathematics, information and communication technology (ICT), art and design, history and geography are above national expectations at the end of Year 2.
- Standards in ICT, art and design, history and geography at the end of Year 6 are above national expectations.
- Teaching is good throughout the school and is very good in the Reception classes and in Years 1 and 2.
- The headteacher and governing body use the EAZ funding very effectively to raise standards.
- The strong links with the community and the provision the school makes for the spiritual, moral, social, and cultural development of the pupils contributes to a secure learning environment in which pupils are valued.
- Provision for pupils with special educational needs is good.

What could be improved

- Standards in science at the end of Year 6.
- The management of the curriculum and the recording and use of assessment to raise standards, particularly of the more able in the Junior classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in June 1997. The level of improvement since then has been good. Standards at the end of Year 2 in reading, writing, mathematics, ICT, art and design, geography and history have all improved. Standards in all other subjects have been maintained except in physical education where they are now in line with expectations. Standards at the end of Year 6 have improved in ICT, art and design, design and technology, geography and history. Standards in all other subjects have been maintained except in science where they have

dropped from in line with expectations to below. Teaching and learning have improved from satisfactory to good. The key issues of the last inspection have all been satisfactorily addressed although there is now a need to refine the recording of assessment further. There is a shared commitment to improvement and the school has very good capacity to succeed

STANDARDS

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

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

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

The results of the 2001 National Curriculum tests at age 11 show that standards are rising. Although standard in English were below those found nationally they were above those of similar schools. In mathematics and science they were well below the national average but were in line with those of similar schools. Over the last three years, standards in mathematics and science have risen in line with the national trend but they have not closed the gap in performance between this school and schools nationally. The inspection findings are that standards for the pupils currently in Year 6 are rising and are in line with national expectations in English and mathematics but below national expectations in science. The results of the 2001 National Curriculum tests at the end of Year 2 show that results in reading were above the national average, in writing well above the national average and in mathematics in line with the national average. Reading and mathematics were well above the average for similar schools and writing was in the top five per cent of similar schools. The results at the end of Year 2 in 2001 have risen significantly over the last three years. The inspection findings are that, for the pupils currently in Year 2, attainment in English and mathematics is above expectations. Standards in ICT, art and design, history and geography are above expectations at the end of both Years 2 and 6. Standards in all other subjects, except science at the end of Year 6, but including religious education, are in line with those expected for pupils of their age. Challenging targets are set for pupils at the end of Year 6. In 2001 these targets were exceeded in English but not achieved in mathematics. Pupils achieve well up to the age of seven and satisfactorily in the older classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. In lessons they concentrate well and work cooperatively in groups.
Behaviour, in and out of classrooms	Pupils behave well and respond well to teachers' high expectations. A minority who do not consistently behave well are effectively managed within the guidelines of the behaviour policy.
Personal development and relationships	Personal development is good and relationships are very good. Pupils grow in self-esteem and confidence and willingly accept the responsibilities they are given.
Attendance	Attendance is below the national average. Not all pupils arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 - 6
Quality of teaching	Very good	Very good	Good

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

Teaching throughout the school has improved significantly since the last inspection. Seven excellent lessons were seen and two unsatisfactory lessons were seen. Teaching in both literacy and numeracy is overall good and in numeracy it was sometimes excellent. The qualities that characterised the very good and excellent numeracy teaching were the very good subject knowledge of the teachers which enabled them to give very clear explanations to pupils; the pace of the lessons which challenged the pupils to stay on task and concentrate well and the good match of activities to pupils individual needs that ensured all pupils were fully included. Teaching and learning of literacy is overall good and is particularly good in Years 1 and 6. Teachers have very good subject knowledge, which helps them give clear explanations that pupils are able to understand. Teachers have established the National Literacy and Numeracy Strategies very thoroughly, and this, together with the school's policy of grouping pupils according to their ability, enables teachers to more easily focus their teaching effectively at the appropriate levels for their pupils. In most lessons, very good relationships with pupils encouraged them to give their best efforts. Although teaching and learning of science is very good in the infant classes and satisfactory and sometimes good in the junior classes, lessons in the older classes place insufficient focus on providing opportunities for pupils to think about science and in many classes teachers put too much emphasis on writing about it. In one of the unsatisfactory lessons the teacher failed to manage the behaviour or engage the interest of the pupils who then lost concentration and were restless. In the other unsatisfactory lesson in geography the instructions given to pupils were not clear and pupils failed to make the progress expected. Teaching and learning are very good overall in both geography and history and this is reflected in the high standards pupils achieve in these subjects. Teaching is based on first hand enquiry and visits are arranged to a range of places of historical and geographical interest. The use of visitors to the school further enhances learning in these subjects. The teaching and learning of the pupils with special educational needs is good. The teachers and the learning support assistants plan the pupils' work well. The learning support assistants are well-deployed and run carefully structured programmes for the pupils. This specific help, which addresses particular needs, means that the pupils make good gains and learn strategies to help them learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad and balanced curriculum which is enriched by a very good range of extra-curricular activities
Provision for pupils with special educational needs	Good provision is made for the pupils' with special educational needs. They are given good help in classes by the teachers and learning support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual development, and good provision for moral, social and cultural development. Pupils are well prepared for life in a culturally diverse society, where consideration for the values and beliefs of others is needed.
How well the school cares for its pupils	The school takes good care of its pupils and puts an emphasis on pupils' personal and emotional well-being. Pastoral care is very good. It is linked to the good provision for pupils' personal development and reflected in the good standards pupils achieve in their attitudes and behaviour. Procedures for assessing and monitoring pupils' attainment and the progress they are making are overall satisfactory. However this information is not readily accessible to support teachers in planning to meet the needs of individual pupils. Assessment is used well to determine teaching groups.

The school's partnership with its parents is good. The quality of information provided for parents is good. The school brochure provides a clear informative introduction to the aims and daily routines of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher shows very good leadership of the school. He is ably supported by the deputy headteacher. As a result of this strong leadership, a very good team spirit has developed. Teachers with management roles commit firmly to the ideals of the head teacher and carry out developments with energy and enthusiasm. However, there is no clear structure for the raising of standards.
How well the governors fulfil their responsibilities	The governing body is effective in carrying out its responsibilities. It is structured well to monitor the work of the school. All statutory duties are fulfilled.
The school's evaluation of its performance	The structure of the school management is very effective in monitoring the work of the school and includes working parties for the development of initiatives to improve provision such as basic skills and art.
The strategic use of resources	Very good. Specific grants are used appropriately for their intended purpose. For example, the additional funds provided by the Educational Action Zone have been well used to raise standards, particularly in Information and Communication Technology.

The match of teaching and support staff to the school is very good. The quality of the accommodation and the learning resources is very good. The headteacher has a very good grasp of the school's strengths and weaknesses and is aware of the areas for further development. The school applies good principles of best value to the purchase of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects their children to work hard and achieve their best. Parents feel comfortable about approaching the school with questions or a problem. They believe teaching is good. The range of extra curricular activities and the opportunity for children to attend the breakfast club from 7.30am and the Phoenix Club until 6pm 	<ul style="list-style-type: none"> A very small number of parents expressed concerns about behaviour of pupils in school.

The inspectors agree with the parents' positive views about the school. They believe that the minority of unsatisfactory behaviour in the school is well managed by teachers and that this does not disrupt the learning of other pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievement

1. In the 2001 National Curriculum tests for pupils aged 11, standards in English were below the national average, and in mathematics and science were well below the national average. The number of pupils attaining the higher Level 5 was also below that nationally in English and well below in mathematics and science. In comparison with similar schools, standards in English were above the average and in mathematics and science in line with the average. In English, the number of pupils attaining the higher Level 5 was in line with the average of similar schools but was well below in mathematics and science. The achievement of pupils in this cohort between the ages of seven and 11 was well below that of pupils who attained similar levels in the end of Year 2 tests in 1997. In all three subjects there was no significant difference in the performance of boys and girls.
2. There has been a rise in standards over the last five years. In English, standards remained similar and then rose steeply in 2001. Inspection evidence indicates that standards are continuing to rise in English and that standards in the current Year 6 in English are in line with expectations. In mathematics the rise has followed the national upward trend but has not improved on it. This results in attainment remaining well below average. The school has taken measures to address this problem and the inspection judgement is that standards in mathematics are now rising and the present Year 6 cohort is attaining standards in line with expectations. In science, standards have also followed the national trend but have remained well below the national average. The inspection judgement is that in science, the current Year 6 cohort is attaining standards below expectations. Although standards in science are rising slowly insufficient measures have yet been put in place to attain standards that are in line with expectations.
3. In the 2001 National Curriculum tests for pupils aged seven, standards in reading were above average, in writing well above average and in mathematics in line with the average. When compared to similar schools, reading and mathematics were well above average and writing was very high. There was no significant difference in the performance of boys and girls. The number of pupils attaining the higher Level 3 was in line with the national average in reading, well above in writing and above in mathematics. Results have improved significantly since 1998 when they were well below the national average in all three subjects. The inspection judgment is that pupils currently in Year 2 are attaining above expectations in reading, writing and mathematics. In the teacher assessment of science, standards in 2001 were close to the national average and above that of similar schools. The inspection judgement is that standards in science remain in line with expectations.
4. Standards in 2001 were affected adversely, at the end of Year 6, by the high number of pupils in the year with special educational needs. In Year 6 almost a quarter of the pupils had significant special educational needs and seven per cent had a statement of special educational need. The inspection findings are that procedures have been put in place to improve standards in both English and mathematics throughout the school. Although these have had considerable impact on standards at the end of Year 2, the impact has yet to be felt at the end of Year 6. The National Literacy Strategy and the National Numeracy Strategy are providing a good structure for teaching, are effective in developing these subjects and are contributing to the improvement in standards.

5. The target set for the pupils in Year 6 at the end of 2001 was for 63 per cent of pupils to attain the expected level in English and mathematics. These targets were exceeded in English but were well below in mathematics. More challenging targets of 65 per cent have been set for this year. Whilst the school expects to achieve this in English it does not expect to achieve it in mathematics. Nevertheless the school is striving to improve and meet the challenge and the inspection judgement is that the target will be met in English this year and may be met in mathematics.
6. Baseline tests taken when children start school indicate that they enter school with attainment that is below average. Children achieve well. By the end of the Reception year the majority of children achieve the Early Learning Goals in the six key areas of learning. This reflects the very good teaching in the Reception classes. By the end of the Reception year the majority of children read simple texts. They know many letter sounds and letter names and are beginning to identify simple words. The children begin to write their own words and sentences with the help and guidance of the class teacher. They learn to count to 10. They begin to look at coins and the different values of the coins. They work out the cost of individual items and how much they need to pay when they buy two items. Children recognise a number of shapes. They are well prepared for the National Curriculum.
7. In English, pupils achieve well up to the age of seven and achieve satisfactorily in the older classes. However, fewer pupils reach high levels at the end of Year 6 than achieve high levels at the end of Year 2. This affected the average percentage points achieved and so overall the school performed less well than other schools nationally. Pupils' speaking and listening skills are well developed from the start. An emphasis on discussion starts in the early years and continues through the school, so that, by the time pupils are in the upper junior classes they have developed the ability to discuss ideas and listen carefully in a variety of situations. Good standards are seen in reading throughout the school. Pupils generally read with a sense of enjoyment and involvement, and become increasingly fluent and accurate as they move through the school. Pupils are given a good range of opportunities to develop their writing skills. Spellings are systematically taught, and pupils become more confident in using punctuation and grammar correctly. Teachers are good at encouraging their pupils to present their work well, and standards of handwriting become clearer, more fluent and neater as pupils get older. .
8. In mathematics pupils achieve well up to the age of seven and satisfactorily overall in the older classes. In individual lessons they often make good and very good progress. Higher attaining pupils in Year 2 have a good understanding of number and have also experienced a wide range of teaching and learning in shape, space, measure and problem solving. Average attaining pupils understand simple fractions, can measure and draw lines, find the change from 50p and recognise odd and even numbers by their final digit. Lower attaining pupils also know about odd and even numbers and estimate and measure lines. However, they do have difficulty in remembering what they have learned and evidence from lessons shows a slender hold on their knowledge. Inspection evidence shows the attainment of Year 6 pupils to have improved and now to be in line with national expectations for attainment at the average levels. However, there is little evidence of work from Level 5 of the programme of study and attainment at higher levels is still below average. Higher attaining pupils can express decimals as a fraction. Average attaining pupils have similar attainment at a lower level of difficulty. There are a high proportion of pupils with special educational needs in the current Year 6 group. Although they make good progress in lessons their attainment in formal assessment situations is significantly reduced as a result of their difficulties with remembering their learning.

9. Although achievement up to the age of seven is satisfactory in science, overall it is unsatisfactory. Standards in science are average by the end of Year 2. Pupils are able to sort living things into animal and plant groups and they have a secure understanding that in order for an electric bulb to light there has to be a complete circuit with no breaks. By the end of Year 6 standards in science are unsatisfactory. Work lacks sufficient challenge and scientific depth, particularly for the higher attainers. Pupils make insufficient progress in experimental and scientific enquiry because their investigative work does not allow them to reflect on their own scientific ideas, test them out and draw conclusions. As a result, pupils know but do not always understand.
10. Standards of attainment in information and communication technology (ICT) throughout the school are above national expectations. Pupils use computers confidently and learn new skills quickly. Good use is made of ICT to support learning in many subjects across the school. This results in pupils being very familiar with using ICT for research and as a tool to support learning in other subjects and helps them learn new skills quickly.
11. In history and geography standards at the end of both Years 2 and 6 are above national expectations. These standards reflect good, interesting and relevant lessons, which are tailored to the needs of all the pupils including those with special educational needs. A particular strength in these subjects is in the way that pupils learn about the history and geography of their own locality, and the rich culture they have inherited. Using first hand experience and original documents, they contrast their own locality with that of Struay. By the end of Year 2, pupils are developing good knowledge and understanding of people in the past and how they lived. They have a clear understanding that these people lived in a very different way. By the end of Year 6 the pupils have a good knowledge of the different periods of British history and their specific geographical language has developed very well. Geography contributes well to the pupils' appreciation of how other people live. Standards in art and design are above national expectations. The opportunities that the pupils have to work with many kinds of artists, both in school and on visits to museums makes a significant contribution to their standards of attainment. .
12. In religious education standards are in line with the expectations of the locally agreed syllabus at the end of both Year 2 and Year 6. Standards in all other subjects of the curriculum are satisfactory.
13. Pupils with special educational needs throughout the school achieve well. The school gives good help and encouragement to these pupils in their work and taking into account their levels of prior attainment, they achieve well. Pupils have good support in literacy, numeracy and science lessons because they are placed into sets according to their levels of ability. As a result, the pupils who have special educational needs are taught in small sets and have work that is specifically tailored to their individual needs. This has a positive impact upon how well they learn. Because of the high levels of help they get, they achieve well overall and make good progress in lessons. The pupils with special educational needs are fully included in all aspects of the life and work of the school.

Pupils' attitudes, values and personal development

14. The good standards that pupils achieve in this area of their learning reflect the school's level of care and its good provision for pupils' personal development. Pupils respond well and as a result their moral, social and cultural development is good and their spiritual development is very good.

15. Most pupils have good attitudes to school and to learning. They are involved in all that the school offers them. This is seen in the very good take up of extra curricular activities, residential visits and after school clubs. In lessons, in response to the teachers' high expectations and very good management of pupils, they listen to the teachers carefully and concentrate on the tasks they are given. There are a number of pupils who find this difficult but they are supported well by other adults in the classroom. Pupils treat school property with respect, share equipment fairly and help each other. For example, during group work in a Year 2 science lesson, pupils worked hard, taking turns to reveal two pictures and prompting each other on similarities and differences to help them classify characteristics of plants and animals.
16. The pupils with special educational needs try hard during lessons. They enjoy their tasks. Because of the practical nature of the tasks set and the high levels of help they receive, they are given good opportunities to succeed. This helps to raise their levels of self-esteem and they remain on task and achieve well. These pupils have very good relationships with the learning support assistants and teachers and this means that they have positive encouragement from all members of staff.
17. Pupils' behaviour in lessons and around school is good. The school has a clear behaviour policy that is based on rewards and sanctions and is applied consistently by staff. Pupils know what is expected of them and most respond well to teachers' high expectations. Through the good provision for their moral development during personal, social and health education lessons, they learn right from wrong. This teaching helps them to respect the feelings and values of others. Pupils know what to do if bullying should occur and they are happy that they have someone to turn to if they are hurt or upset. No oppressive behaviour was seen during inspection. 'Privilege time' on Friday afternoon, when pupils can choose from a range of activities, is used well to improve the behaviour of pupils on a weekly basis. When behaviour slips, pupils lose some of their privilege time, but are then encouraged to try to gain it back by extra good behaviour and helpfulness. Five fixed-term exclusions in the last year reflect the school's aim of good behaviour from all pupils.
18. Pupils' personal development is good and relationships are very good. These very good relationships are based on mutual trust and respect. Staff set a good example for pupils to follow. The 'team system' gives pupils a sense of belonging to a small community working together within the larger community of school. The school council gives pupils the opportunity to be involved in decisions about the school environment. For example, they worked with architects to design the inner courtyard of the new school. This resulted in a sense of pride where pupils appreciate and take care of their surroundings. Pupils respond well to the 'tidy as we go' aim of the school, as can be seen by the tidy, clean, litter free environment of the school and grounds. Pupils grow in self-esteem and confidence as they move through the school and willingly accept the responsibilities they are given, such as classroom monitors or team captains. Although pupils' level of independence in their learning is satisfactory, they have limited opportunities to show initiative during lessons. For example, during science lessons they do not plan how they will conduct their investigation or record their findings but follow the teacher's instructions.
19. Last year pupils' attendance was recorded as well below the national average. However, it was not well below but only below, because the computer programme used was analysing the annual attendance incorrectly. Pupils who were educated off site, such as dual registration or residential visits, were classed as absent. Most of the authorised absence is for medical reasons, pupils arriving late and when parents take their children on holiday during term time. The small amount of unauthorised absence is due to parents not informing the school with a

valid reason. Twenty-four pupils achieved one hundred per cent attendance last year. Registration is quick and efficient and meets statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Throughout the school the overall quality of teaching and learning is good. Forty five per cent of the lessons seen were very good or better. This represents a significant improvement since the last inspection when only eight per cent of all lessons seen were very good or better. Two unsatisfactory lessons were seen. The most consistently good teaching was seen in the Foundation Stage and in Years 1 and 2. In these classes teaching is very good with 55 per cent of teaching in the Foundation Stage being very good or better and 56 per cent of teaching in Years 1 and 2 being very good or better. A significant amount of excellent teaching was seen, representing seven per cent overall. Three per cent of this was in Year 1.
21. In the Reception classes, teaching and learning is very good overall with six of the 12 lessons seen being very good and one excellent. Teachers in these classes have a good understanding of how children of this age learn. Detailed planning ensures that activities match the needs of all the children in their class so that all are fully included. Lessons have a good pace and quick changes of activities ensure that children do not lose concentration but remain interested. Teachers believe that children learn best through practical activity that is within the everyday understanding of the children. This was seen in an English lesson in which children learnt how to read and write the names of articles in a shopping basket and in mathematics when they put the currants on a bun. In science they learnt effectively about the parts of a flower when each child had their own real flower to look at. Role-play is used frequently and to good effect. Children enacting the story of 'The Sower' were interested in the story and were able to talk about it more effectively after they had acted it out. Teachers use a range of strategies to keep children interested and on task. In one mathematics lesson the children worked hard to please a puppet that checked the numbers they had written. In other lessons, teachers reinforce learning through the good use of rhymes and songs. Throughout all three Reception classes all staff are patient and caring of the children. This results in a calm, busy and active working environment in which the children feel happy and confident and make good gains in their lessons. All staff encourage the children to improve their work and they show them how this may be achieved. The nursery nurses make an effective contribution to the quality of teaching and learning.
22. Some of the best teaching and learning in the Infant and Junior classes is in mathematics lessons where nearly half the lessons seen were very good or better and four lessons were excellent. The qualities that characterised the very good and excellent teaching were the very good subject knowledge of the teachers which enabled them to give very clear explanations to pupils; the pace of the lessons which challenged the pupils to stay on task and concentrate well and the good match of activities to pupils individual needs that ensured all pupils were fully included. In the very best lessons pupils were well supported in order to raise their self-esteem and confidence and achieve success. A strength of almost all lessons was in the way the good quality resources were used effectively to help pupils understand the concepts being learned. The time at the end of lessons is generally used well to consolidate learning or move pupils on to a new challenge. In one lesson in Year 2 however, it was used to simply give pupils opportunities to talk about what they had done. This part of the lesson was ineffective because other pupils were not interested and failed to listen properly. In other lessons where teaching was less successful the pace of the lesson was slow and expectations were not matched well to the abilities of the pupils. In these lessons pupils failed to engage fully with the learning objectives and made only slow progress.

23. Teaching and learning of literacy is good overall. Most of the lessons observed were at least good and nearly half were very good. One excellent lesson was seen. Teaching and learning is particularly good in Year 1 and Year 6. In the excellent lesson the teacher had very good subject knowledge, which helped her give clear explanations that pupils were able to understand. Very good relationships with the pupils encouraged them to give their best efforts. Learning objectives were clearly defined for each part of the lesson and were very clear to the pupils. The teacher's expectations were very high but skilled teaching ensured that pupils were fully involved and made excellent progress in their learning. The very good teaching of pupils in Year 6 was exemplified by the very good relationships in these classes and the very high expectations teachers have of the pupils. Teachers use a bright and lively style that interests pupils and fully involves them. In the lessons that were less successful the teachers failed to maintain the attention of all pupils. This was seen in a Year 4 lesson when the text used was too small for pupils at the back of the group to read. As a consequence they lost interest and became restless. In another lesson the lack of sufficient difference in the tasks being given to pupils of different abilities meant that the needs of some pupils were not met. Teachers have established the National Literacy Strategy very thoroughly, and this, together with the school's policy of grouping pupils according to their ability, enables teachers to more easily focus their teaching effectively at the appropriate levels for their pupils. There are occasions when the final part of lessons is too rushed, so that it is not possible to review all that has been learnt.
24. Teaching and learning of science is very good in the infant classes and satisfactory and sometimes good in the junior classes. The strength of the teaching in the younger classes is in the interesting and practical activities that teachers prepare for pupils. For example, in a Year 1 lesson, understanding of sound was reinforced through a game of 'Chinese Whispers'. These activities not only motivate pupils and retain their interest, but they also help pupils experience what is happening and understand the concepts being covered more effectively. In the older classes, lessons are well planned and well managed but there is insufficient focus on providing opportunities for pupils to think about science and teachers put too much emphasis on writing about it. One unsatisfactory lesson was observed. In this lesson, the teacher failed to manage the behaviour or engage the interest of the pupils who then lost concentration and were restless.
25. Overall the basic skills of literacy and numeracy are taught well and pupils learn well. However in science there is insufficient focus on the teaching and learning of the skills of scientific enquiry and too few opportunities for pupils to think about what they have learnt.
26. Teaching and learning of information and communication technology (ICT) is always at least good and sometimes very good. In all lessons seen teachers were confident in their use of programs and hardware. The timetabled use of the computer suite ensures that computers are fully used and the basing of a teacher permanently in the suite ensures that teachers always have the support of an expert teacher. Lessons are well planned and the ICT teacher and the class teachers work very well in partnership with each other. This ensures that time in the suite is used effectively for the benefit of all pupils. Teachers prepare pupils well before going into the computer suite and this means that time is not wasted and pupils are able to quickly get on. A strength of the teaching of ICT is the way in which it is used to support learning in other areas of the curriculum. This makes it more relevant to pupils who respond positively and learn quickly.
27. Teaching and learning are very good overall in both geography and history and this is reflected in the high standards pupils achieve in these subjects. Teaching is based on first hand enquiry and visits are arranged to a range of places of historical and geographical interest. The use of visitors to the school further enhances learning in these subjects.

28. In most subjects teachers' knowledge and understanding is good and in some subjects such as history and geography it is very good. Although teachers in the older Years 5 and 6 classes have a satisfactory and sometimes good understanding of science, their understanding of how pupils learn science is less well developed.
29. Teachers' expectations of pupils in the Foundation Stage and in the Years 1 and 2 classes are generally very high. In the older classes there were a few examples seen of work being insufficiently challenging. This was seen in some of the literacy and numeracy sets where there was insufficient challenge for the more able members of the set. Similarly, in science there was too much emphasis placed on low-level tasks such as writing or drawing about what they had done instead of making intellectual demands on the pupils to explain what they had seen.
30. In all classes teachers know the pupils well but day-to-day assessment is used more effectively in the younger classes to match work to the needs of pupils. Teachers use questions well to check pupils' progress and in some classes marking provides good information on how work might be improved. Teachers have considerable data about the pupils in their class but it is not always evident in lessons how this data is used to match work to pupils' needs.
31. Teachers generally have very clear learning objectives, which they share with pupils. This helps pupils maintain a good awareness of their own learning. Learning support assistants are well informed about the lessons and contribute effectively to pupils' learning. Resources are of good quality, well prepared and well used. This was particularly evident in mathematics lessons.
32. The teaching and learning of the pupils with special educational needs is good. The teachers and the learning support assistants plan the pupils' work well. The learning support assistants are well-deployed and run carefully structured programmes for the pupils. This specific help, which addresses particular needs, means that the pupils make good gains and learn strategies to help them learn well. In literacy, numeracy and science lessons the pupils are taught in small sets ensuring good levels of extra help. Consequently they learn well and make good progress. The pupils with special educational needs are fully included in all lessons and have the same opportunities as the other pupils. The teachers are skilled at using ICT to support these pupils. For example, the teachers use the interactive white boards and the computers to good effect during lessons and this has a positive impact upon the pupils' learning. This is a very good improvement in the provision the school makes for the teaching of pupils with special educational needs since the last inspection and is a direct result of the Educational Action Zone initiative in the school. Teachers are very aware of the need to ensure all pupils are included and make every effort to ensure that all are fully involved.

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

33. The school provides a good, broad and balanced curriculum which meets the needs of all its pupils, and which is enriched by a very good range of extra-curricular activities. Statutory requirements are fully met in all subjects, and appropriate provision is made for religious education. Pupils of all groups and abilities are fully included in all aspects of the school's life and work, and enjoy full equality of opportunity.
34. A key issue in the school's last report was to provide up-to-date guidance in all subjects. This has now been addressed and subject policies are up to date and in line with national guidelines.

35. The school's curriculum is well organised to ensure that appropriate amounts of time are given to the different subjects, and the school has been very successful in implementing the National Literacy and Numeracy Strategies. The school makes effective provision for pupils' personal, social and health education, both through specific lessons, visits from the school nurse, and in subjects such as science.
36. Teachers' planning takes into account the recommendations of nationally recommended schemes of work, and ensures that there is good coverage of the programmes of study of the National Curriculum. There is a rolling programme to ensure that all subjects are regularly reviewed and updated. Management of subjects has been allocated according to the experience and qualifications of staff, and in-service training has been provided in response to the needs of individuals and in accordance with the requirements of the School Development Plan. Strategies for teaching the basic skills of literacy and numeracy have been very effective, both in the specific mathematics and English lessons, and also in other subjects.
37. Good provision is made for the pupils' with special educational needs. They are given good help in classes by the teachers and learning support assistants. All statutory requirements of the curriculum are met for the pupils with special educational needs and they are well supported to access the full National Curriculum. The school complies with the Code of Practice for pupils with special educational needs and is about to amend its documentation in the light of the revised Code of Practice. The tasks set in class are well matched to the pupils' abilities who have good help from the teachers and the talented learning support assistants. Individual education plans are in place for all pupils and these indicate the help the pupils need. The majority are detailed and have small measurable, achievable targets for the pupils to work towards, however, some are less effective. Early identification of pupils who are in need of extra specific help and the structured and effective support they are given is a very positive aspect of the work of the school. This has a positive impact upon the pupils' learning. All staff make very good efforts to include pupils of all abilities and background into every activity.
38. Most aspects of equality of opportunity and inclusion are good. Policies and practice both ensure that most pupils, including those with special educational needs are fully included. A weakness in inclusion is in the provision for the higher attaining pupils in the Junior classes. Both in their work in the classroom, and in the general life of the school, pupils of differing abilities work and play together well. The school's very good provision for pupils' spiritual development, and its good provision for moral and social development, all make valuable contributions here. Class rules are clearly displayed and pupils are taught to resolve difficulties and possible conflicts amicably. The school is developing the use of 'Circle Time' as a means of discussing personal feelings and problems, and how their actions affect others. All these activities play a worthwhile part in preparing pupils for life in a culturally diverse society, where consideration for the values and beliefs of others is needed.
39. The school provides a very good range of activities outside lessons. Over the last year there have been boys' and girls' football, netball, cricket, cross-country running, chess, drama club, cycling proficiency and games club and also before-and-after school clubs. These are very well supported by pupils, and provide a valuable enrichment to the school's basic curriculum. Residential visits for pupils in Years 5 and 6 also provide opportunities for studying areas outside the immediate locality. They give pupils important opportunities to live and work with their classmates, away from home. They learn important social skills and these visits make valuable contributions to their social and cultural development. The school promotes tolerance and respect for the feelings and beliefs of others, regardless of their background.

40. Pupils in Year 6 are given opportunities to visit the local secondary school, and there are good links with other schools in the area. Wider links are planned, using the school's ICT facilities, with schools in different areas, both nationally and internationally. The school is aware that it needs to foster these links as a response to the monocultural nature of its locality.
41. Pupils' moral, social and cultural development is well promoted by the school and the provision for spiritual development is very good. There has been an improvement since the last inspection, when spiritual, moral and social development were good, and cultural development was satisfactory. A new scheme of work for the development of spiritual, moral and social development was introduced in September 2001, and its effectiveness will be reviewed at the end of the year. This gives a more structured foundation to the school's work in this vital part of pupils' lives.
42. The spiritual development of pupils is very well promoted. The school's aims strongly reflect the spiritual dimension of life, and this is very well upheld in the day-to-day life of the school. Spiritual values are not only taught in religious education (RE) lessons and school assemblies, but in a wide variety of ways in all aspects of the school's life. Opportunities are taken in music and art lessons to reflect on the work of artists and composers, and on the ways in which their work enriches our lives. In many ways pupils are given opportunities to reflect on spiritual matters during their ordinary schoolwork. In an Infant assembly, for instance, the individual achievements of pupils were celebrated, and pupils were given a moment for quiet reflection, as they joined in the Lord's Prayer. Teachers set a good example to pupils in the way in which they give importance to spiritual matters. In some classes prayers are said at home time, and many teachers use opportunities in lessons for pupils to talk about their own feelings, and consider how others might feel. Such activities foster respect for people with differing ideas and cultural heritages.
43. The school promotes the moral development of its pupils well. From the youngest classes, they are clearly taught the difference between right and wrong. Class rules are displayed on walls, and teachers ensure that they are followed. The school held an Anti-Bullying Week last year, and is planning to repeat this successful initiative. Discussions with pupils show that they are confident that teachers and other adults are always there to listen to any problems and concerns. The school's ethos promotes care for each other and personal responsibility, in a 'calm, caring and supportive atmosphere'. These values are well implemented by all members of staff, on the basis of secure relationships, and contribute to pupils' understanding of values of justice for all members of society, regardless of their cultural heritage or background.
44. Social development is also well promoted. Many of the school's activities are based on pupils working together in a spirit of co-operation. Pupils generally respond well to this approach. A 'buddy system' is being introduced where older pupils are responsible for organising games and activities for the younger ones during the lunch break. There is a School Council, where pupils can discuss ideas for improving different aspects of the life of the school, such as where to plant a tree to commemorate the Easington Colliery Disaster. Pupils generally conduct themselves sensibly as they move around the school. It was a feature of the inspection that pupils generally held doors open, and replied 'You're welcome' when thanked. The school benefits from many contributions which members of the local community, and other visitors, make to its life. The school's policy of inclusion for pupils with statements of special educational needs helps pupils develop positive social attitudes.
45. Although the school is in a monocultural area, its provision for pupils' cultural development is good. Pupils are given a very strong feeling for the cultural traditions and history of their

community. The school's badge, showing the phoenix rising from the ashes, embodies the spirit of rebirth, which its new building and the rebuilding of the local community symbolise. Visits are made to mosques and synagogues, but the distance and cost involved mean that these are rare. The school's syllabus for RE includes the study of other religions, while aspects of life in a variety of countries around the world is studied in geography and history. Many aspects of the work done to promote spiritual, moral and social development make good contributions towards preparing pupils for life in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school takes good care of its pupils and puts an emphasis on pupils' personal and emotional well-being. Pastoral care is very good. It is linked to the good provision for pupils' personal development and reflected in the good standards pupils achieve in their attitudes and behaviour.
47. Procedures for child protection and ensuring pupils' welfare are very good. The head teacher has overall responsibility for child protection issues and all staff have attended the relevant training. The school has 11 qualified first aiders with at least one based in each team. Procedures are in place to look after pupils' particular medical needs. The local education authority completes risk assessment on the building. Health and safety is monitored in school by the staff governor and regularly reported at governors meetings. Health and safety procedures during lessons are good with teachers ensuring pupils are aware of the need to work safely and sensibly with equipment. This was seen when pupils were using glass thermometers to measure different temperatures of water.
48. The school gives good support and guidance to pupils through the monitoring of their behaviour, attendance and personal development. The reward systems and the consistent expectations of staff are effective in positively influencing most pupils to achieve a good standard of behaviour. The head teacher is particularly involved in helping pupils to sort out their problems through small group discussions. Pupils with emotional and behavioural difficulties are well supported by good liaison with outside specialists and the school's own systems for monitoring behaviour on a daily basis. Pupils with special educational needs are given good help in their work in the school and are helped to achieve the targets set in their individual education plans.
49. There are good assessment procedures in both English and mathematics. Annual standardised tests and regular evaluations made by teachers are recorded in detail. Assessment is used well to determine teaching groups. However the information is bulky and is not readily accessible to support teachers when planning their lessons in the short and medium term. This means that the profiles of individual pupils are not clear to see and underachievement in individual pupils is not easily identified or remedied. This is having an impact on the overall standards the school achieves. In both English and science at the end of Year 6 there are significant discrepancies between test results and teacher assessments. In science and the foundation subjects, continuous assessment to inform future planning and learning is not yet established and this is having a detrimental effect on standards in science at the end of Year 6.
50. Funding from the Educational Action Zone (EAZ) allows the school to operate a first day response to absence using an outside agency. The school's computerised attendance data enables detailed analysis of individual and class attendance to be undertaken, which helps the education welfare officer, on her twice weekly visits, to target pupils with poor attendance. Certificates for good attendance are given to motivate all pupils to improve. Pupils' personal development is informally monitored during the timetabled programme of personal, social and health education lessons and supported by very good provision for extra curricular activities. The school is constantly striving to find different ways to support pupils. For example, through

initiatives such as the 'safer routes to school', which was a pilot scheme in school completed by Durham County Council. Not only was this designed to make the area around school safer for pupils arriving at school, but also to improve their health by walking to and from school. The 'Place to be, Place to talk' is a new scheme for the new school year. This will provide a forum at lunchtimes, funded through the Educational Action Zone, to support pupils who are having difficulties.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has a good partnership with parents and this has a positive effect on pupils' achievement.
52. Parents think very highly of the school. Through the questionnaire, the pre-inspection meeting and those who expressed an opinion during the inspection, most parents are pleased with all aspects of the school's work. They feel they have a good partnership with staff, who keep them informed about their child's progress, and are happy to support the aims and values the school promotes. They are happy with the leadership of the head teacher and feel any concerns they have, are listened to, and dealt with promptly. They know their children enjoy school because of the good teaching, high expectations of hard work and good behaviour. This results in their children becoming mature, responsible individuals who make good progress with their learning. The range of extra curricular activities and the opportunity for children to attend the breakfast club from 7.30am and the Phoenix Club until 6pm is also much appreciated by parents and supports pupils' personal development. Inspection findings confirm parents' positive views.
53. A very small number of parents expressed concerns about behaviour of pupils in school. Inspection findings show that most pupils behave well in lessons and during break times. A minority of pupils, who do not behave well at all times, are effectively managed, and supported, by staff in line with the behaviour policy and this does not affect the learning of others.
54. Communication with parents and the quality of information provided is good overall. Parents are kept fully informed about school life through the school brochure and home study book, which they receive when children start school, and the monthly newsletters sent out by the headteacher. Each year group also sends out curriculum newsletters each half term. This means parents know what their child will be learning in class and how they can support them. This helps them to be involved in their child's learning through homework activities. Opportunities are provided for parents to attend workshops in school, to learn about specific aspects of the curriculum, such as jolly phonics, booster classes, information and communication technology (ICT) and standardised assessment tasks (SATS). The Educational Action Zone funding has also provided the 'Parent Aid' folder, which is a range of information specifically aimed at helping parents in the area and available in school.
55. Information about pupil progress is satisfactory. Reports contain comments on each area of the curriculum and tell parents how well their child is doing in English and mathematics, but they do not clearly show the individual strengths and weaknesses within each subject. This is because the assessment is not recorded in a manner that is easily accessible to the teachers. They mention progress, but do not say whether it is what might be expected for the age and ability of the child. They do not set targets for the next step in pupils' learning, so parents know what their child needs to do to improve. Comments on other subjects are mainly about pupils' attitudes to the subject or the work covered in class rather than the standard at which pupils are working. Meetings each term with the teacher are used to discuss progress. Teachers share, with parents, the national curriculum level targets that each child is aiming for and discuss what parents can do to help their children achieve them. Parents of pupils with special educational

needs are fully involved in the meetings to review their child's individual education plan. The special educational needs co-ordinator and teacher have good links with parents, so that when review meetings are held there is a close working relationship between school and home. Learning support assistants and the special educational needs co-ordinator are available to talk to parents at open evenings ensuring that effective links are maintained and developed with parents.

56. The school seeks parents' views on its work through questionnaires, which are analysed and used to respond to parental concerns. An example of this is the planned anti-bullying week and the possible introduction of playground 'buddies', who will be pupils from Year 6 trained to help everyone enjoy the playground.
57. Parents' contribution to pupils' learning is good, overall. Most parents have agreed to work in partnership with the school to help their child achieve their best. They help with homework such as reading, number work and topic research. Most attend termly meetings with teachers to discuss pupil progress. Some parents give very good support to the work of the teacher by helping in class during group sessions. Some parents attend class assemblies and special occasions in the school calendar, such as the school leavers' concert. This enables them to share in the celebration of pupils' achievement and support the work of the school. Parents give good support to the social and fundraising activities organised by the friends of the school. The money raised makes a good contribution to resources for learning for the benefit of pupils, such as the outdoor playhouse for the youngest children in school. Parents support the school in raising achievement, however a number of pupils still arrive at school late and go on holiday during term time, which interrupts pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school has gone through considerable change since the last inspection, when it was newly amalgamated from separate infant and junior schools on the same site. It has moved to a new purpose built school, established a clear identity as one primary school and developed organisational structures that provide a secure and caring environment for its pupils. This has been achieved in a short time by the very good leadership of the headteacher. He is well supported by a very able and hardworking deputy headteacher. Parents have overwhelming support for the school. Teachers and all other staff identify strongly with the work of the school. The good behaviour of the pupils reflects the commitment of the whole school community to the caring ethos that has been developed.
59. The head teacher shows very good leadership of the school. He has focused clearly on developing values and a strong sense of belonging through the structure of his management team. Two school years are linked together into teams. This gives security to pupils and a close overview of teaching and lesson planning within each team. As a result of this strong leadership, a very good team spirit has developed. Teachers with management roles commit firmly to the ideals of the head teacher and carry out developments with energy and enthusiasm. This means that the school moves forward in its development as a unit and the benefits of the carefully planned and structured developments are increased.
60. The leadership and vision of the head teacher is having a particularly strong impact in the development of subjects such as information and communication technology (ICT) where a major input of funding from the Educational Action Zone (EAZ) has been used very well indeed. Funding from the EAZ and ongoing initiatives are resourcing an effective programme to develop the teaching of basic skills in literacy and numeracy. The aims of the school are very clear in all the work of the school. Teaching has been significantly improved since the last

inspection and lessons are planned thoroughly and taught well. The curriculum offered to the pupils is now good and standards are rising. This is particularly evident for pupils in Years 1 and 2 and improvement is now being seen for pupils in Years 3 to 6.

61. Responsibility for monitoring the work of the school and developing new initiatives is delegated from the head and deputy head teacher through a clear structure of responsibility to team leaders who are accountable for groups of two school years, each. This good delegation ensures the efficient organisation of the school. The managers of provision for special educational needs and ICT ensure that developments reflect the requirements of their areas of responsibility. There are regular meetings with a formal structure and records of discussion about the progress and effectiveness of the education provided by the school. Teaching is monitored, lesson planning is monitored for continuity within the sets that are taught in each year group, assessment procedures are maintained and resources are verified with subject co-ordinators. The structure of the school management is very effective in monitoring the work of the school and includes working parties for the development of initiatives to improve provision such as basic skills and art. They work along with providers of funding such as the EAZ to develop well structured programmes of in-service training and focus on curriculum content to meet the identified learning needs of pupils.
62. However, there is no clear structure for the raising of standards. This is evident in the co-ordinator role for all subjects and in particular for the development of standards in core subjects. The role of co-ordinators was in need of development at the time of the last inspection and it has been improved with responsibilities for resources, monitoring lesson plans and a budget for the improvement of the subject. The role now complements the role of the team leaders and is a source of subject knowledge and in-service training opportunities. Although this management structure is clear and effective in monitoring the work of the school there is no clearly defined role for the development of standards in subjects. This is illustrated clearly by the repeated low performance in mathematics by pupils in Year 6 and the lack of any development initiative in the long-term school planning for science where standards also need to be improved.
63. Governors receive regular reports from the head teacher. Sub-committees monitor the subjects taught as well as the finances available to the school. Governors with subject links spend time in school to develop first hand views about the work of the school. They maintain links with the management of the local educational action zone and take advantage of the good provision for governor training. They are well structured to monitor the work of the school. Although the school development plans are brought to the governors for discussion and approval there has already been an input into the process as a result of informal discussions between head teacher and governors with specific responsibilities. This gives governors a good input to the direction in which the school develops and as a result, the governors have a good understanding of the strengths and weaknesses of the school. All statutory duties are fulfilled with regard to links with parents, the care of the pupils and the reporting of academic standards. Monitoring of school finances includes a clear policy of ensuring that budget allocation is used for the benefit of the pupils for whom it was intended and reserves are kept to a minimal level whilst ensuring adequate provision for unexpected expenditure.
64. The school has a good strategy for appraisal and performance management. Reviews are up to date and improvement targets include clear challenge to improve teaching. The head teacher, deputy head teacher and team leaders all take part in monitoring teaching and these procedures are good. School improvement priorities such as ICT and the current 'Basic Skills' initiative have all developed as a result of this process. However, clear links between teaching and learning are not developed in the monitoring reports and this illustrates the lack of a responsibility

role for the development of subject standards in the management structure. This means that the omission of science in the subject development programme and the slow reaction to standards in mathematics may both have been recognised with a better focus on ‘cause and effect’ in the monitoring of teaching.

65. When areas for development have been identified the school takes very good action to meet its targets. Planning is thorough, management of the project is very good and priorities identified are very relevant to the needs of the pupils. The good management structure of the school has ensured a high level of commitment to the success of the projects. This is illustrated by the additional time that teachers have given to the development of information communication technology provision for the community with sessions conducted out of normal school hours. Recent initiatives have taken place in ICT, literacy, mathematics and art and there has been a significant impact on the performance of the pupils as a result.
66. The special educational needs co-ordinator has an effective overview of the provision of special educational needs in the school. She ensures that special educational needs staff are well deployed and monitors their work. The responsibility for maintaining, reviewing and implementing individual education plans for the pupils rests with the team leaders. At team meetings the staff regularly review the progress the pupils have made towards their individual targets and set new ones. The co-ordinator ensures that staff are appropriately trained and are able to identify and target pupils for extra help. Good improvements have been made in the provision for special educational needs in the school since the last inspection. The school has organised a working party to look at the implications of the New Code of Practice and training is to be delivered in the very near future.
67. Excellent procedures for the induction of new staff mean that newly qualified teachers benefit from a very detailed programme of development in their first year of teaching. This programme is developed in discussion with the individual teacher and includes non-contact time, opportunity to observe good teaching practice and in-service training to develop teaching skills and awareness of school policies. Similar procedures operate for new members of staff and for the support of students in training.
68. The new school building is of an attractive design that offers variety in the use of space and supports a variety of strategies to organise teaching groups. The provision is very good overall although there is a need for more space in the rooms allocated to the education of pupils below the age of five years. Resources are very good and there has been considerable improvement in subjects such as ICT as a result of the valuable support from the Educational Action Zone. The impact of this support has raised standards to a level that is above expectations. There is a very good link between teaching and the demands of the curriculum and this is providing pupils with a very good balance of experience. This is particularly evident in the provision for pupils with special educational needs and the opportunity to teach these pupils in small groups through the setting system for all year groups in the school. However, the provision of support for teachers of the children below the age of five years is only adequate. The provision of two support assistants for three class groups restricts options for the use of the structured outdoor play area due to difficulties of supervision.
69. The school’s financial planning procedures give excellent support to the projects that are developed for the improvement of teaching and curriculum at the school. Funding is identified and secured for projects as part of the school’s budget setting process and this is allocated clearly according to a fully costed set of objectives in the school development plan. Other projects seek support from agencies such as the regeneration initiative and plans are structured

well to give real and lasting benefit to the pupils of the school. Excellent procedures for monitoring the success of these projects include a clear programme of action such as purchase of resources and training of teachers together with regular reports of accountability to the agencies concerned. Major developments in ICT and literacy have taken place with very good results and a current project for the development of basic skills in mathematics and literacy is producing encouraging improvements in standards achieved. The school has made very good use of new technology. Almost all of the school's administration is recorded on computer databases and is accessible to all members of the school management team at an appropriate level of access. However, there has been a problem with the computer program used to record absences and as a result incorrect figures have been issued.

70. The school applies good principles of best value to the purchase of resources and the use of specific funds for the development of educational provision. Quality is linked to price and availability in making purchasing decisions and the impact on the learning of the pupils is evaluated. But the link between expenditure and the academic performance of pupils is not yet fully developed and initiatives to raise standards are only recently beginning to take effect for pupils in Years 3 to 6. However, the overall effectiveness of the provision for the pupils is good. Standards are raised from below expectations on entry to the school to satisfactory and improving at the end of Year 6 with good standards already being achieved at the end of Year 2.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to improve standards of attainment in all subjects the headteacher, governors, and staff should:
- (i) Raise standards in science at the end of Year 6 by:
 - giving teachers support in developing a teaching and learning style that recognises how pupils best learn and understand science;

- providing more opportunities for pupils to reflect on their own scientific ideas in order to develop their understanding of science and by giving them more opportunities to test their own ideas;
- improving pupils' scientific skills of enquiry by developing clear guidance that supports teachers' in planning lessons that teach pupils new scientific skills and builds on those previously learnt.

(paragraphs 1, 2, 9,24,35, 110, 112, 114)

(ii) Maintain and raise standards further in all subjects and in particular the standards attained by the more able pupils in the Junior classes, by:

- improving subject management by more clearly defining the responsibility for raising standards throughout the school;
- developing simpler and more effective procedures for the recording of assessment that will enable teachers to focus more accurately on the learning needs of individual pupils.

(paragraphs 7, 8, 9, 49, 90, 97, 105, 108, 115, 120, 125, 130, 135, 141, 147, 150, 153)

Other issues which should be considered by the school

(i) Continue to take steps to improve the rate of attendance.

(paragraphs 19, 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

104

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

33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	38	37	20	2	0	0
Percentage	7	36	35	19	2		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		566
Number of full-time pupils known to be eligible for free school meals		195

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - 6
Number of pupils with statements of special educational needs		15
Number of pupils on the school's special educational needs register		154

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	20
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	7.2

Unauthorised absence

	%
School data	.2

National comparative data	5.6
---------------------------	-----

National comparative data	.5
---------------------------	----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	35	70

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	30	30
	Girls	30	33	30
	Total	59	63	60
Percentage of pupils at NC level 2 or above	School	84 (84)	90 (87)	86 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	32
	Girls	30	30	28
	Total	61	61	60
Percentage of pupils at NC level 2 or above	School	87 (89)	87 (84)	86 (79)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	40	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	21	27
	Girls	32	20	34
	Total	57	41	61
Percentage of pupils at NC level 4 or above	School	76 (6)	55 (51)	81 (69)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	21	22	22
	Total	42	43	45
Percentage of pupils at NC level 4 or above	School	56 (56)	57 (58)	60 (58)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	479
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	0
Other minority ethnic groups	5	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	25
Number of pupils per qualified teacher	22.15
Average class size	28.25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	162

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	959687
Total expenditure	923027
Expenditure per pupil	1700
Balance brought forward from previous year	16344
Balance carried forward to next year	53004

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	7.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	566
Number of questionnaires returned	177

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	2	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	48	42	7	0	3
My child gets the right amount of work to do at home.	49	46	3	1	0
The teaching is good.	69	30	1	0	1
I am kept well informed about how my child is getting on.	57	37	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	27	3	0	2
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	53	42	5	0	1
The school is well led and managed.	59	38	2	0	1
The school is helping my child become mature and responsible.	63	33	3	0	1
The school provides an interesting range of activities outside lessons.	51	40	3	0	6

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

- 72 This section of the report focuses on the 83 children in the school, who are in their Reception year. All the children start school in the September of the year in which they are five. Most have had some pre-school experience, the majority in the nearby nursery school. Some visit a local playgroup. However, some children have not had any pre-school experiences. The majority of children enter the Reception classes with attainment lower than that expected of children of their age, in personal, social and emotional development, communication, language and literacy and mathematical development. For a few of the children their attainment is well below the levels expected. The children are organised into three equal classes. The teaching staff make an early assessment of the children's needs and plan the curriculum specifically to cater for them. Through this early check of the children's understanding, special help is allocated to those children who need it. As a result of very good teaching, good levels of specialised help and a highly relevant and engaging curriculum, the children make good progress and achieve well. Most reach the expected Early Learning Goals in all areas of learning by the end of the Reception year. Some children achieve higher levels and are working in the lower levels of the National Curriculum. Some children, because they have special educational needs make good progress in all areas of their work but will not achieve at the levels expected nationally. The provision for these young children since the time of the last inspection has been improved still further by the purpose built new Reception area in this new school.
- 73 The policy and programme of work has been reviewed in the light of the Foundation Stage for children aged under six and the recommended Early Learning Goals. The teachers' planning is good and covers a range of suitable topics highly relevant to the children. All members of staff use the outdoor environment effectively to promote all areas of the children's learning. For example, the children look at shapes in the courtyard and visit the local supermarket to buy particular items for their work in school. Daily planning is thorough and clearly defines what the children are to learn. The emphasis is on developing the children's skills, learning through first hand experiences and through play. The children are given opportunities to learn in a bright, caring and stimulating environment.
- 74 The quality of teaching and learning for the children in the Reception classes is very good overall. The teachers and the nursery nurses are committed and skilful and work hard to advance the children's learning. Learning through practical activity is well promoted and close and careful observations of the children enable accurate assessments to be made which help to guide the planning of activities. Teaching throughout the Reception classes is consistently very good; consequently the children learn and achieve well. However, the provision of support for teachers for the children below the age of five years is only adequate. The provision of two support assistants for three class groups restricts options for the use of the structured outdoor play area due to difficulties of supervision. Children who have special educational needs, or find it difficult to behave well are identified early and specific work and help is planned and provided for these children. This early intervention enables the school to give good support within the classroom for these children and so they make good progress.

Personal, social and emotional development

- 75 In personal, social and emotional development, by the time they are six most children will achieve the nationally agreed standards. Children make good progress in this area of their work because they receive patient, caring, supportive teaching. Throughout the school staff are very good at promoting children's social and moral development. For example, the children try hard to remember to put up their hands when they wish to answer the class teachers' questions, even though they are eager to demonstrate that they know the answer. During lessons the children sit on the carpets and try hard to listen to the teachers and to each other. They sit still although some clearly find this difficult. When children sit in a circle they try hard to make sure that there is room for all. They learn to take turns and to share equipment and resources. The children undress themselves for physical education and manage well, although some need to be helped by the class teacher. The children are encouraged to tidy their tables at the end of class sessions and they do this well. They talk to each other as they work and learn to get on with the other members of the class. Good routines are set up in the Reception classes and these prepare the children well for their work in Years 1 and 2. The children walk to the hall for physical education lessons and school assemblies in a very calm and sensible manner. This shows the children are learning good levels of self-discipline.
- 76 The teaching of personal and social education is particularly effective. Members of staff are patient and consistent with the children. The children know that they are all valued by staff and so friendly relationships are built up. The very good relationships that the children have with their teachers and the high levels of help the children are given ensure they make good gains in their learning in a happy, bright and secure environment. The children are encouraged to work together and they do so co-operatively. In the sand tray they allow each other space to work and talk as they work and play together. All staff show the children what is expected of them, including the difference between right and wrong. They are reminded about the expectations adults have of them and are encouraged to behave well even if they find this hard. The patience that the teachers and nursery nurses show, results in a calm, busy and active working environment. Consequently the children feel happy and confident and make good gains in their lessons.

Communication, language and literacy

- 77 In communication, language and literacy the majority of children achieve the expected level by the time they are six and make good progress. Many of the children who come into the Reception classes have underdeveloped skills in this area. As a result of very good teaching which has a clear emphasis in developing confidence in all aspects of this work the children make good gains and consequently achieve well. The teaching of 'Jolly phonics' is particularly effective and this provides a very secure basis for the children's development in their reading and writing skills.
- 78 The children enjoy singing rhymes especially when they have actions to them. These activities develop not only the children's' speaking skills but also their capacity to memorise repetitious songs. They enjoy looking at a wide range of books. All the children have particularly enjoyed the sessions when 'Percy the Park Keeper' read some of his books to them. The children's' learning at school is extended and reinforced by work done at home. The children take home reading books and phonic books, so that they can practice their letter-sounds at home and their reading. The children in all the classes enjoy listening to stories. They talk happily about their work to each other and adults. For example, the children talked about their visit to a local supermarket and what they had written on their shopping lists. They talk about their reading preferences. One child said her favourite book at home was her Lion King book. The children handle books well. By the end of the Reception year the majority of children read simple texts. The children learn to look carefully at the pictures to look for clues about the story and they talk

about what is happening and what they think might happen next. They know many letter sounds and letter names and are beginning to identify simple words. Writing is displayed in all areas of the Reception classes. From writing over the teachers' writing, or writing underneath, when they started school, the children are now beginning to write their own words and sentences with the help and guidance of the class teacher.

- 79 The teaching of language and literacy is very good. Staff work hard to improve the children's speaking skills by constant discussions and conversations. This has a high priority in all classes. The teachers and nursery nurses have very high expectations of the children and work hard to develop and increase their vocabulary. The teachers lose no opportunities to develop the children's writing skills. For example, the children wrote a list of the items they would like to buy at the supermarket. In literacy lesson the nursery nurses make sure that the children who find learning difficult are given good help and work on activities especially planned to ensure that they succeed well. This ensures that all the children are fully included in all lessons. In the role-play areas the staff encourage the children to talk about their play in the shops and the 'Chinese Restaurant' and they work co-operatively together. Reading is promoted in all classes by the careful choice of big books, which are stimulating and interesting for the children. The staff are at present busy preparing book sacks as part of the Educational Action Zone initiative in raising standards in reading. They will be soon ready to distribute to the children and so further promote the children's learning at home.

Mathematical development

- 80 In mathematical development most children achieve well, are making good progress and are on course to attain the expected Early Learning Goals by the end of the Reception year. The children achieve well because they are taught very well. The children are enabled to make good progress through the practically based teaching they receive. The children in the Reception classes are learning to count to 10. They sing rhymes to encourage them to sequence numbers and work out number sums to 10. They are beginning to look at coins and the different values of the coins. They work out the cost of items and how much they need to pay when they buy two. The children work in the role-play areas buying and selling goods to each other. The children recognise a number of shapes and use the sand and water trays to fill and empty a variety of different sized containers. They are becoming aware of mathematical language as they talk about the value of coins and how much they must pay for their goods. They particularly enjoyed their shopping visit to the local supermarket and talked about the different items they had bought and paid for at the checkout.
- 81 The teaching of mathematical understanding is very good. All members of staff take every opportunity to develop and consolidate the children's understanding of number through practical activities and play. This practical approach to teaching number and measurements ensures that all the children are fully engaged in their learning and excited about the outcomes. For example, in one particularly effective lesson the class teacher used the interactive white board to consolidate the children's recognition of the coins they needed to pay for different toys and cakes. The use of the white board meant that the children were excited and motivated to learn. In another excellent mathematics lesson the lower attaining children were encouraged by the teacher to sort a pile of coins into their different values. With help they managed to do this and so they achieved well. The teachers use praise and encouragement very well. For example, when one child was praised by his teacher for his answer he glowed with pleasure and tried really hard with the next steps of his learning. The use of visits to the locality and studying shapes and patterns in the school environment means that the children have many opportunities to develop their mathematical skills in exciting and different locations. Challenging tasks are features of all the teachers' work as they all have very high expectations of the children and

encourage them all to try hard and succeed well. The children respond to this high level of expectation and consequently they try hard and persevere with their activities. The children's learning is well developed and built securely, lesson after lesson.

Knowledge and understanding of the world

- 82 For most children their development in knowledge and understanding of the world is good and means that they are on course to achieve the Early Learning Goals expected by the time they leave the Reception class. Good teaching using a range of interesting and stimulating topics ensures that the children make consistently good progress. The teachers provide a wide range of activities, which extend early concepts in science, design and technology, history, geography and information and communication technology (ICT). The children use the computers successfully. They confidently use the mouse and the keyboard to log on to the program they wish to use. In their science investigations the children look closely at a range of different flowers and are thrilled and excited as they look closely at their wonderful colours and shapes. This was a moment of true amazement. The children were enthusiastic as they looked at the bean seeds they had planted and noted the way the leaves developed and the roots grew. The children had bought the seeds from the supermarket and were busy planting them. They talked knowledgeably about their needing soil and water to enable them to grow. The children have the opportunity to use a wide range of construction kits and they are used well to create a wide variety of models of various sizes. They use a wide range of materials and cut, glue and stick making lots of interesting pictures and models.
- 83 The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities so that the children are fully engaged in their learning. For example, the children's role-play area that is set up as a 'Chinese Restaurant' encourages the children to study some of the customs and traditions of Chinese people. This prepares the children well to understand the way other people live. The good use of role-play reinforces good teaching points. The teaching of literacy and numeracy links effectively with the very good use of ICT. The teachers use the computers and white boards well to support the children's learning. The very specialised input throughout the school has been a very positive result of the Educational Action Zone initiative to raise standards in ICT.

Physical development

- 84 In physical development most children attain the standards expected by the end of the Reception year. Good teaching provides many opportunities for the children to refine their skills in this area of learning and enables the children to make good progress. The children use a range of equipment and materials in their work. For example, the children shape and mould the current bun dough to make small currant buns. The children enjoy using pencils to draw and write. They enjoy writing and write their supermarket lists happily. They show good confidence in their writing skills. The children use the brushes well when they paint their pictures. Their pictures of their visit to the supermarket showed good use of colour and careful painting. In physical education lessons the children dance well. They show good levels of poise and an ability to build up a dance in a careful sequence with a wide range of movements. Their portrayal of dragons dancing was particularly vivid, with their expressive faces and spiky hands showing how much they were enjoying their lesson.
- 85 The teaching of physical development is very good. The staff provide a wide range of activities and very good levels of individual support to help the children to extend and develop their fine and gross motor skills. The children work hard during their physical education lessons and as a result of very good teaching they try hard to improve and develop their work. All the staff encourage the children to improve their work and show them how this may be achieved. The

teachers and the nursery nurses make sure that the children know how to use tools such as pencils, paintbrushes and scissors properly. Because they have this help the children are adept at using the tools and managing fiddly jobs of cutting out words to match them in their language lessons.

Creative development

- 86 In creative development, most children attain the standard expected in this area of learning by the time they enter Year 1. The children make good progress as they are taught well. The children in all the classes use paint expressively. They paint pictures and talk about their finished work. The children worked hard during their art lesson in making coloured, snakeskin pictures to make a covering for their Chinese dragon model. Their pictures were particularly effective. The children used a range of techniques as they waxed over snakeskin photocopies and then washed over the paper with a coloured paint wash. In the imaginative role-play areas, the children develop their skills of co-operation and communication as they play with one another. The children become engrossed in their work.
- 87 The teaching of creative development is good. Staff provide many opportunities for the children to develop their creative ideas through painting, drawing, role-play and music. They stimulate the children's interests with lively lessons that generate a high level of amazement and interest. Consequently the children express their feelings and ideas enthusiastically. Role-play is used effectively by the teachers to support the children's learning. For example, the teacher told the children the Bible story of The Sower. The children then dressed up as characters from the story and acted it out. In this way their learning was refreshed. The playhouse in the courtyard is used effectively by the staff. During the inspection 'Percy the Park Keeper' was using it as a base to read stories to the children. Before Christmas, the playhouse was decorated with icicle lights for Father Christmas's visit. The nursery nurses take on an active role in the children's play and this generates good quality conversation and activity. The children's work is displayed attractively throughout the classroom areas.
- 88 The children make a very positive start to their education in all areas of learning. They begin to listen carefully to instructions and behave well. The children concentrate on the activities set for them and persevere with the tasks even if they find them hard. They are engaged by practical activities carefully matched to their individual needs, which stimulate and excite them. All children are well cared for and individual needs are well catered for. The children settle well into the classes and quickly understand the routines and sequence of life in school.

ENGLISH

- 89 The attainment of pupils in Year 2 is above the national average. By the time they reach Year 6 attainment is in line with the national average. The 2001 National Curriculum tests for Year 2 pupils showed attainment in reading to be above the national average and well above in writing. Three pupils attained Level 4 in reading and five pupils attained Level 4 in writing. This is the level expected at the end of Year 6. In comparison with schools in similar areas, the results for Year 2 pupils were well above average in reading, and very high in writing.
- 90 In the 2001 National Curriculum tests at the end of Year 6, the percentage of pupils attaining Level 4 was in line with the national average. However, fewer pupils attained Level 5 at the end of Year 6 than achieved Level 3 at the end of Year 2. This affected the average percentage points achieved and so overall the school performed less well than other schools nationally. Although Year 6 pupils scored below schools nationally they scored better than those pupils in similar schools. Standards have remained at a similar level to the time of the last inspection until 2001 when they rose steeply. Inspection evidence indicates that standards are

- continuing to rise in English and that standards in the current Year 6 cohort in English are in line with expectations and in the current Year 2 are above expectations. The targets set last year for the pupils in Year 6 were exceeded. More challenging targets have been set for this year. Pupils achieve well during the Infant Stage and satisfactorily in the Junior classes. These results show good improvement since the last inspection, when standards were judged to be below the national average both in Year 2 and Year 6. These improved results are the consequence of good teaching throughout the school, and very good teaching in the Infant classes.
- 91 Standards in 2001 were affected adversely at the end of Year 6, by the high number of pupils in the year with special educational needs. Almost a quarter of the pupils had significant special educational needs and seven per cent had a statement of special educational need. The school's well-developed system of teaching pupils in ability sets makes an important contribution to the rise in standards and helps the pupils with special educational needs make good progress according to their ability.
- 92 The National Literacy Strategy has been very well integrated into the work of teachers, and they now confidently adapt the official plans to meet the needs of the children in their classes. The school has also made very good use of funds from a variety of sources, including the local Educational Action Zone, which has had a good impact, the New Opportunities Fund, and a variety of sources such as book fairs and school fund-raising events. These additional funds have allowed the school to provide a wide range of good-quality resources such as new reading and reference books. The school's Basic Skills Initiative has also been very influential in the drive for higher standards. All teachers work hard to build their pupils' confidence and belief in themselves. They praise and reward their pupils for trying hard, and encourage them always to do their best. The inspection findings are that procedures have been put in place to improve standards in English and that although these have had considerable impact on standards at the end of Year 2 the impact has yet to be felt at the end of Year 6. The school still needs to raise standards of higher attaining pupils at the end of Year 6. This will be achieved through better use of assessment to match lessons more effectively for the higher attaining pupils.
- 93 Pupils' speaking and listening skills are developed as soon as they begin full time education. In Year 1, pupils already listen carefully to their teachers, and join in discussions well. They are taught to listen to the ideas and opinions of others and to take their turns in discussions. Such work has a positive effect on pupils' moral and social development. In a Year 1 lesson pupils worked with 'talk partners'. The teacher encouraged them to talk to each other and to look for ways to improve their work. This was very effective and the excellently taught lesson gave pupils many opportunities to develop their basic language skills. This emphasis on discussion continues through the school, so that, by the time pupils are in the upper Junior classes they have developed the ability to discuss ideas and listen carefully in a variety of situations. For example, in a Year 5 lesson, pupils performed their versions of the story of Beauty and the Beast. Having written their own scripts, they then discussed their ideas in groups and then watched each other's performances and offered constructive criticism. They find the work exciting and show very positive attitudes to their work.
- 94 Good standards are seen in reading throughout the school. Pupils generally read with a sense of enjoyment and involvement, and become increasingly fluent and accurate as they move through the school. Parents make a good contribution to their children's reading through the good use of home-school message books, where parents can record their comments. The school has continued to update and improve the range and quality of books available, and this has had a positive impact. The provision of 'Curiosity Kits', containing books designed to appeal to the older boys, is a response to an analysis of test results and other information, which showed that many boys found fiction books uninteresting. In Year 2, reading standards are above the

national average overall. Pupils of average and below average ability use various strategies to work out difficult words, including the 'Jolly Phonics' method, which they have learnt throughout the Infant Stage. This approach is successful in giving pupils confidence in tackling unfamiliar words, and gives them a sense of pleasure and involvement in their reading. The above average readers are able to discuss the stories they have read, showing an understanding of the main points, and suggest what might happen next. They understand the difference between fiction and non-fiction books, and can use the contents page and index to help them locate information. Year 4 pupils show enjoyment in their reading, and the majority are able to read with expression. By the time they reach Year 6 most pupils are fluent readers, and can discuss stories with an appreciation of events and characters. Favourite books include the Harry Potter stories, and the works of Roald Dahl. Most pupils also have a clear understanding of how to find and make use of information from a variety of reference sources, such as the library and the Internet. Standards of reading at the end of Year 6 although improving are still in line with those found nationally. Improvements in standards in the Infant classes have not yet impacted on the standards in the older classes.

- 95 Throughout the school pupils are given a good range of opportunities to develop their writing skills. Teachers are skilled in providing interesting and demanding activities that the pupils enjoy. In a Year 2 lesson, higher ability pupils worked in groups to write sentences containing adjectives. The teacher very skilfully introduced the correct technical terms, so that pupils had a clear understanding of adjectives. She used praise very well to motivate and encourage pupils. The lesson ended with pupils contributing their own sentences to make a story, which the teacher wrote on the board. This gave everyone an opportunity to go over what they had learnt during the lesson. Standards of writing at the end of Year 2 are above the national average. In Year 6 pupils show a satisfactory level of writing skills. Teachers are good at ensuring that pupils in the different ability sets are given work which is at the right level, and which is interesting and enjoyable for them. Support staff are also effectively deployed, and make a good contribution to learning. Pupils are given opportunities to write in a range of styles, and to use an increasingly broad vocabulary. Spellings are systematically taught, and pupils become more confident in using punctuation and grammar correctly. Teachers are good at encouraging their pupils to present their work well, and standards of handwriting are increasingly clear, fluent and neat. From the start pupils learn to form their letters correctly, and soon develop a consistent cursive style. Information and communication technology (ICT) is well used as pupils progress through the school, although there are times when the tasks chosen are at too low a level. Drafting and redrafting work, and then printing it out from a word processor enables pupils to present their writing in original and attractive ways. Very good teaching has made a significant impact on raising standards in the Infant classes. The impact of these raised standards is yet to be felt in the older classes.
- 96 The teaching of English is good overall, with particularly good teaching in Year 1 and Year 6. In a few lessons seen in the Junior classes, however, teachers focused their attention on one group of pupils, but did not oversee the other groups sufficiently well to ensure that they remained fully on task and so the work of these pupils was less sustained. In a Year 1 lesson for the higher ability pupils, the teacher made very good use of 'Jolly Phonics' and ensured that everyone was fully involved in the work. The excellent teaching ensured that all the pupils were fully involved, enjoyed what they were doing, and learnt very well. A lower ability set in Year 6 was learning to explain the features of the human skeleton. They had a full-sized model to look at, and found this very exciting and interesting. The teacher introduced the lesson in a very enthusiastic and lively manner, which immediately caught the imagination of the pupils. This very good teaching, sustained throughout the lesson, ensured that all the pupils got the most out of it, and developed their understanding of how to write explanations.

- 97 Teachers have established the National Literacy Strategy very thoroughly, and this, together with the school's policy of grouping pupils according to their ability, enables teachers to focus their teaching effectively at the appropriate levels for their pupils. Pupils have personal targets which are kept on the inside cover of their books. These are regularly updated, and give pupils clear guidance on how to improve. There are occasions when, in the Junior classes, the final part of lessons is too rushed, so that it is not possible to review all that has been learnt. Teachers need to look at the balance between the different parts of the lesson, so as to ensure that there is sufficient time for the plenary. Although the school collects a wide variety of information about pupils' attainment and progress, there is a need to extend the use of assessment procedures in the Junior Stage, to help plan the next steps in individual learning.
- 98 Basic literacy skills are very well taught throughout the school, and teachers also manage their pupils very well, keeping them interested and involved in their tasks. Teachers generally have high expectations, both for behaviour and work, and use effective teaching methods so as to maximise the learning of all their pupils. Pupils with special educational needs are fully included in the work, and so make good improvements in their learning.
- 99 Literacy skills are well developed in all curriculum areas. Pupils are given a wide range of opportunities to practice and extend their speaking and listening, reading and writing skills, such as when they discuss and write about their work, and when they tell the rest of the class what they have done, for instance in a science investigation. In marking their pupils' books teachers generally make helpful comments on how to improve, and use praise and rewards well.
- 100 The school has subject coordinators from both the Infant and Junior classes and they have worked hard to improve standards throughout the school. They have looked at test results and other data so as to identify problems, such as boys' reading, and provide appropriate solutions. Responsibility for the monitoring of teaching lies with the team leaders who are each responsible for classes over a span of two years throughout the school. This means that there is no one person who has overall responsibility for monitoring the teaching of English or for raising standards across the Junior classes. Additional funds from the New Opportunities Fund and the local Educational Action Zone have been well used, and 'booster classes' are having a positive impact. The school's participation in the 2001 'Write Here, Write Now' led to the considerable achievement of being one of the nationally short listed schools. The school is also giving priority to developing drama through the community project 'Right up Your Street, and through Creative Partnerships. Resources, including library and reading books, are good.

MATHEMATICS

- 101 Standards in mathematics have been rising for pupils in Year 2 since the last inspection and in the end of Year 2 tests in 2001 they were in line with national averages and well above those for similar schools especially at the higher levels of attainment. This improvement is evident from inspection evidence that shows standards above expectations for average and higher attaining pupils. Very good teaching and a good range of learning opportunities contribute to this improvement. The inspection judgment is that pupils currently in Year 2 are attaining above expectations in mathematics. Pupils achieve well
- 102 However, standards have not been improving sufficiently well over recent years for pupils in Year 6 and in the end of Year 6 tests, performance at the higher levels of attainment have been well below that achieved by pupils in similar schools. Inspection evidence shows that recent improvements in teaching and learning are having a significant effect on raising standards of attainment. Standards in the present Year 6 cohort of pupils are now in line with expectations

for average attaining pupils with some of the higher attaining pupils attaining above that level. Pupils in Year 6 now achieve satisfactorily. This is a result of improvements in teaching and a greater focus on the areas identified by the school as having been a weakness in previous end of Year 6 tests.

- 103 In the Year 6 cohort of 2001 there were a high number of pupils with special educational needs. This had an adverse effect on standards. In mathematics the rise has followed the national upward trend but has not improved on it. This results in attainment remaining well below average. The inspection findings are that procedures have been put in place to improve standards in mathematics throughout the school and that although these have had considerable impact on standards at the end of Year 2 the impact has yet to be felt at the end of Year 6.
- 104 Higher attaining pupils in Year 2 have a good understanding of number and have also experienced a wide range of teaching and learning in shape, space, measure and problem solving but there is less evidence of pupils working with information and representing that information in charts and graphs. Higher attaining pupils can 'break up' numbers such as 19 and 24 for addition so that they add $10 + 20 + 9 + 4$ to reach 43. They are also familiar with calculations such as 30 divided by 10 and 2×8 . During the inspection they showed good use of the value of digits in a number as they counted in threes from numbers such as 2 and 5 to one hundred. They can also read dials for scale measurement of kilograms and have explored the properties of 3D shapes such as cuboids and cylinder. Average attaining pupils know that $\frac{1}{2}$ of 40 is 20, they measure and draw lines to 14cm, find the change from 50p and recognise odd and even numbers by their final digit. Lower attaining pupils share similar experiences as other pupils but at an appropriate level. For example, they also know about odd and even numbers and estimate and measure lines to 12cm. They know that 1 whole equals two halves and recognise time to the half-hour. They calculate $5+3+2$ and know that 32 can be seen as 3 tens and 2 units. However, they do have difficulty in remembering what they have learned and evidence from lessons shows a slender hold on their knowledge.
- 105 Inspection evidence shows the attainment of Year 6 pupils to have improved and to be in line with expectations for attainment at the average levels. Although attainment at the higher levels is improving it is still below the national average. This is because teachers provide too few opportunities for pupils to work within the Level 5 curriculum. All strands of the curriculum are present but evidence of data handling is lower than might be expected. Higher attaining pupils showed good knowledge of fractions when solving a problem that identified a fraction of a total sum for food, another fraction of the total amount for rent and calculated the amount remaining for other spending. They know that 0.4 is the same as $\frac{2}{5}$ and can put $\frac{3}{4}$, $\frac{7}{10}$ and $\frac{12}{20}$ in order of value. The time period between 06.31 and 07.19 is calculated and points are plotted with positive and negative co-ordinates on graphs. Simple probabilities of events are placed on a scale of 0-1 and they make calculations such as 365×24 and 420 divided by 28. However, there is little evidence of work from Level 5 of the programme of study. Average attaining pupils have similar attainment at a lower level of difficulty. For example they know that $\frac{2}{5}$ is the same as $\frac{4}{10}$ and can subtract 1.89 from 2.35. They have simple methods of calculating the perimeter of rectangular shapes and know about reflective symmetry and the link between parallel lines and a parallelogram. Lower attaining pupils again follow a similar curriculum but at a lower level of difficulty. They calculate area of simple rectangular shapes by counting squares and make calculations such as 24×7 and 58 divided by 4. However, there are a high proportion of pupils with special educational needs in the year group. Although they make good progress in lessons their attainment in formal assessment situations is significantly reduced as a result of their difficulties with remembering their learning. Pupils achieve satisfactorily.

- 106 Teaching and learning for pupils in Years 1 and 2 is very good overall with some excellent teaching seen in Year 1. Other teaching is never less than satisfactory with most teaching at least good. The excellent teaching provided challenging work for the lower attaining pupils and moved the lesson along at a lively pace with clear expectations of success. As a result all pupils were involved and interested. They were enthusiastic about their work and gained confidence as they experienced repeated success. This was ensured by good assessment of learning within the lesson and sufficient help being offered to ensure success when difficulties were met. For example, Year 1 pupils in the lower set gained much awareness of addition to 10 when they found doubles of numbers from sets of dominoes by counting the spots. They did not yet know addition facts to ten but made very good progress in gaining familiarity with the number facts. Other very good teaching of higher attaining Year 2 pupils used a brisk pace and good relationships to challenge pupils with demanding questions. This produced comments from pupils such as 'Miss, we are getting good at this' and, when demonstrating subtractions with a number fan, pupils stated that they could not show $16 - 5$ with their number fans because they did not have two 'ones'. Clear explanations and good management of pupils' learning with suggestions such as 'Don't tell us yet, let others find out for themselves' meant that pupils listened intently and clearly identified with the task. All pupils were included in the lesson as a result of skilfully directed questions that were asked at an appropriate level of difficulty. Where teaching was less successful the pace of the lesson was slow and time was lost in waiting for pupils to respond to questions that had not managed to involve them in the challenge.
- 107 Teaching and learning for pupils in Years 3 to 6 is good overall with the best teaching in Years 5 and 6. There is some excellent teaching for Year 5 pupils. Much of the teaching is very good and there is very little that is satisfactory and none that was less than satisfactory. However, teaching for Years 3 and 4 is mainly satisfactory although there is some good and very good. The excellent teaching has a direct link with excellent learning. All pupils showed interest and developed their ideas well in a Year 5 lesson for higher attaining pupils on converting grams to kilograms. They were highly motivated and covered a lot of examples as they worked at an excellent rate. This was because the lesson used practical experience and excellent equipment along with constant reinforcement and revision of existing knowledge. The teacher expected pupils to succeed and gave the lesson a 'real' setting with reference to local shopkeepers. New technology was used well with accurate digital electronic scales and an interactive whiteboard that linked directly to computer software. Where teaching was less successful, expectations were not matched well to the abilities of the pupils. Model lessons from documentation were not adapted well to meet the needs of the pupils. As a result the work was at the wrong level of difficulty and did not interest the pupils well. They then tried to find correct answers without having good reasons for their calculations. Although higher attaining Year 6 pupils were challenged well on the whole, the extension of difficulty to Level 5 was based on Level 4 work when greater gains may have been achieved by actually teaching the Level 5 curriculum. Overall the setting of pupils into ability groups is successful in ensuring that pupils work at the pace appropriate for them.
- 108 Although the leadership and management of mathematics as a subject are good it is not placed with any one person. There are co-ordinators for both infant and junior mathematics provision and they manage separately resources, new initiatives and provide subject knowledge. Team leaders monitor the teaching of mathematics and they are responsible for classes over a span of two years throughout the school. This means that monitoring of the subject teaching in the Junior classes is not over the whole key stage. Teaching is monitored regularly but there is no clear 'cause and effect' link made between teaching and learning. The good assessment procedures are comprehensive, with annual use of standardised tests and regular evaluations made by teachers recorded in various systems that are designed to monitor the progress of

individual pupils throughout the school. However, this information is not readily accessible to support changes to the learning objectives for pupils in the short or medium term. It is used well to determine teaching groups but has little impact on short-term learning. It does not support a system of targets for individual pupils that would increase pupils' sense of achievement and provide a sequence of attainment against which pupils could measure their own learning. The school has analysed the results of the annual assessments at the end of Year 6 well and has identified areas of learning that could be improved. These are being addressed as part of a 'Basic Skills' initiative and encouraging results are being obtained. Improvements in the responses to problem questions have already been noted in the 2001 tests and attention is now being focused on fractions, measure, percentages and ratio and proportion. Inspection evidence notes that standards in these areas of the curriculum are clearly improving with pupils achieving well in these areas.

- 109 Improvement to provision in mathematics since the last inspection is good as a result of the improvements to teaching especially for junior pupils, the accurate setting of ability groups and higher standards at Year 2. However, the lack of any clearly defined role for the improvement of standards in mathematics has meant that progress has been slower than might have been expected over a period of four years.

SCIENCE

- 110 In 2001, the end of Year 2 teacher assessment tasks indicated that attainment was in line with the national average. In the school's 2001 national assessment for pupils aged 11, attainment was well below the national average. The findings of the inspection indicate that attainment at the end of Year 2 is now in line with national expectations. Inspection findings confirm that attainment for pupils at the end of Year 6 is still below average. This represents unsatisfactory progress since the last inspection when pupils' attainment at both ages 7 and 11 was judged to be average.
- 111 In Years 1 and 2 pupils make good progress. In Year 1, pupils understand that there are many different sources of sound and are able to identify different sounds by listening carefully. They name the external parts of their bodies. They experience scientific investigations when they test and record how far a car will travel down a ramp. Year 2 pupils are able to sort living things into animal and plant groups, giving reasons for their decision: "The daffodil has roots and is a plant"; "The bird has feathers and eyes and is an animal". They have a secure understanding that in order for an electric bulb to light, there has to be a complete circuit with no breaks.
- 112 Pupils' progress varies from Year 3 to Year 6, but overall it is unsatisfactory. Pupils in Year 3 know which materials are magnetic and non-magnetic. They have a clear understanding that not all metals are magnetic. Year 4 pupils know that temperature is a measure of hot or cold and more able pupils handle thermometers carefully when measuring the temperature of different beakers of water. Progress slows down in Years 5 and 6 where the work lacks sufficient challenge and scientific depth, particularly for the higher attainers. Pupils make insufficient progress in experimental and scientific enquiry as their investigative work does not allow them to reflect on their own scientific ideas, test them out and draw conclusions. Pupils also make insufficient progress in their understanding of key scientific concepts. For example, Year 6 pupils know how to separate a solid from a liquid by sieving and filtering. Their knowledge of evaporation and the change from water to water vapour is much less secure.
- 113 Including all pupils in all activities has received good attention. Pupils with special educational needs are well supported and make progress in line with that of other pupils. There is no significant variation in the attainment of boys and girls. Pupils' attitudes to science are positive

and their response in lessons is good throughout the school. They work with interest, generally collaborate well and value each other's contribution. Pupils handle scientific equipment carefully.

- 114 The quality of teaching observed in Years 1 and 2 was always satisfactory and two thirds of it was very good. In Years 3 and 4 most teaching was good, although on lesson was unsatisfactory. In the unsatisfactory lesson, the teacher failed to manage the behaviour of the pupils or engage their interest and so they lost concentration and failed to learn. The quality of teaching in Years 5 and 6 was mostly satisfactory with one quarter being good. In a very good Year 1 lesson, the teacher initiated eager discussion about the sense of hearing, through the use of games. Pupils listened intently to a tape of school staff and the sound of mystery objects being dropped on the floor. This made the pupils' learning enjoyable and reinforced the lesson objective, 'there are many different sources of sound'. The teacher gave clear targets to pupils and her effective planning ensured that the lesson moved along at the correct pace. Pupils were given opportunities to think about other materials that could have been used in their sound test and how the experiment could have been varied. Although pupils are given experiences of conducting investigations, in most lessons this aspect of the science curriculum is underdeveloped. In the older classes, activities are closely directed by teachers, which means that pupils have insufficient opportunities to develop enquiry skills, form their own questions and set up their own experiments. Consequently pupils make less progress in developing the skills of science than they do in developing their knowledge. An inappropriate emphasis on writing about what they have done means they have insufficient opportunities to reflect on science. As a result, although many know science facts, they do not understand. At present the recording of data in graphic form to identify trends, patterns and draw conclusions is underdeveloped, as is the use of information and communication technology to effectively support this aspect of the pupils' work. Although pupils are set in Years 5 and 6 for science the focus on all pupils writing the same thing and on following a closely directed teacher led investigation means that more able pupils do not benefit from the stimulation of discussing and justifying their ideas with pupils of a similar ability.
- 115 The school has adopted national guidelines for science. Continuous assessment to inform future planning and learning is not yet established and there are significant discrepancies between test results and teacher assessments. The co-ordinators do not have the opportunities to evaluate the effectiveness of teaching and learning in the subject or to monitor the planning and so information is not readily accessible to support the writing of an action plan to raise attainment of the older pupils. Resources for the teaching of science are adequate and are suitably organised.

ART AND DESIGN

- 116 Pupils' attainment at the end of Years 2 and 6 is above that found in most schools. All pupils make good progress and some make very good progress. Pupils experience the use of many differing materials and techniques; they have opportunities to work with many kinds of artists, both in school and on visits to museums. This helps them to develop their designs, and where appropriate to re-create them using different media. Since the last inspection standards of work have improved throughout the school, especially at the end of Year 6 where they were previously judged to be unsatisfactory.
- 117 By the end of Year 2 pupils are able to mix colours with confidence; they work in a wide range of media. Displays show quality examples of collage, painting, mixing colours, printing and drawing. In a very good lesson observed in Year 2, following discussion of a painting by Rousseau, pupils were able to choose the media in which they produced their observational

drawings of exotic flowers and plants. This produced some sophisticated results. In another very good lesson in Year 1, very challenging activities produced good learning when pupils sketched, painted and printed various patterns, shapes and forms, both natural and man made. In this lesson very good use was made of Information and Communication Technology (ICT), when a pupil with a statement of special educational need produced her pattern using an ICT program. This ensured that she was fully included in the lesson. All work is displayed with great care and the effect is of quality presentation. Pupils also collect samples of work in their sketchbooks, reflecting the standard of work seen in the displays.

- 118 Pupils in the Junior classes continue to develop their skills well. They keep sketchbooks, which show an improvement in skills over time. In a good lesson observed in Year 4, pupils explored the notion of colour when sketching their eyes, to reflect how they felt; this resulted in good use of colour to depict their mood. As their sketching skills develop, so does their choice of media for presenting their work. Background washes with collage scenery were used successfully when representing Hadrian's Wall in Year 3, as part of a history project. Year 5 produced Christmas wrapping paper, using various media, with a repeating pattern. Very good results were achieved when Infant and Junior pupils working collaboratively, produced a set of designs for a Mini Commonwealth Games Banner, with the theme of Australia. Then, with the help of a local artist their designs were transferred onto silk.
- 119 Teaching and learning are good overall. Teaching is clearly planned to give pupils as wide an experience as possible, both of the variety, range and use of materials available. To support this policy of learning, teachers organise visits with local artists who work with the pupils supporting them in their designing. All pupils have access to ICT programmes to support the subject. Pupils in Years 1 and 3 use the computer to create their own patterns of shapes. Good use is made of art and design in other subjects. Year 3 pupils designed shields for Roman soldiers as part of a history project, while Year 6 pupils sketched designs for a Grecian urn when studying the ancient Greeks. Teachers plan well for the pupils with special educational needs.
- 120 The subject is lead by a group of teachers who are supporting the development of the creative arts throughout the school. This is part of the Educational Action Zone initiative, and is beginning to have an impact on art and design throughout the school, with well thought out strategies for improvement, based on current trends and needs. At present there is an after school art club for pupils in Years 3 and 4, this is funded by the New Opportunities Fund. The school has a wide range and quality of materials available for use by both teachers and pupils. At present there is no system throughout the school for assessing or recording how well the pupils have progressed in their acquisition of skills in art and design.

DESIGN AND TECHNOLOGY

- 121 Pupils' attainment in Years 2 and 6 is similar to that found in most schools. Pupils achieve satisfactorily. Pupils experience many differing materials, tools and techniques although few examples were seen of pupils using mechanisms. The subject is supported within the school through an Educational Action Zone funded programme called the Blue Fish. At present this is used in Years 1, 2, 5 and 6, other years follow the nationally produced guidance. This helps them to develop their designing skills, and where appropriate to re-design with a view to improvement. Since the last inspection standards of work in the Infant classes have remained the same, however in the Junior classes standards have improved. Overall achievement is only satisfactory because the impact of the good teaching and learning has yet to be seen in raised standards and because pupils are given too few opportunities to use mechanisms or make models that move.

- 122 By the end of Year 2 pupils are able to design their own artefacts, develop the design, devise an action plan, produce their design, evaluate and moderate it where and when necessary. They use various techniques for joining different materials, decorating them, and where appropriate creating movement. This was demonstrated in the birds with flapping wings that Year 2 had made, and, in Year 1, Dez Mouse climbing a rope. In the one lesson observed, Year 2 pupils made a good start to a new project studying puppets. They were asked to become puppet detectives and when observing a puppet, they drew detailed sketches, asked questions about how the puppet was constructed, and what materials had been used. This resulted in good use of language, such as friction, and good speaking and listening skills.
- 123 Pupils' in the Junior classes continue to develop their skills. They keep work folders, which show an improvement in skills over time. In two good lessons seen in Year 3, pupils investigated packaging. They tried to discover its suitability for holding the contents, and considered how appropriate the graphics on it were. This was the first lesson in a unit of study, but already, pupils were beginning to make informed decisions about how they would use the information gathered when designing their own package. During these lessons good reference was made to information and communication technology (ICT), for example, when discussing the size of the script on the packages. Very good support was given to pupils with special educational needs by both the teacher and support assistant, ensuring that they were fully included in the lesson. In a very good lesson observed in Year 6, pupils were looking at different kinds of kites in preparation for designing and making their own. They discussed what they were made of, how they were constructed, and in their opinions how well they might fly. A very good lesson in Year 5 combined the pupils' skills in art and design with those of design and technology. Pupils designed panels for a quilt using various fabric printing techniques. They would later join the panels together to form a quilt to be used in the school.
- 124 Teaching and learning in the lessons seen were very good overall. Teaching is clearly planned to give pupils as wide an experience as possible, both of the variety, range and use of materials available in design. To support this policy of learning, teachers organise their lessons in such a way, that a strong emphasis on de-construction gives pupils a greater understanding of construction. Good use is made of design and technology in other subjects. Year 4 designed and made houses as part of a history project based on Easington Colliery. They also made a model of the mineshaft. By linking their work to a science study, they designed an alarm system using pressure pads. In Year 5, with the use of ICT, pupils designed and created their own map of an island. Lessons are well planned to meet the needs of all pupils including those with special educational needs.
- 125 The subject co-ordinator is very enthusiastic and knowledgeable. He has very good ideas for the further development of the subject, particularly in the use of ICT. Resources are good and the school makes effective use of the support available to them through the Educational Action Zone initiative, which is having a very positive effect in the areas of teaching and learning throughout the school in the subject. The school has a wide range and quality of materials for available use by both teachers and pupils. At present there is no system throughout the school for assessing or recording how well the pupils have progressed in their acquisition of skills in design and technology.

GEOGRAPHY

- 126 At the end of both Years 2 and 6, pupils' attainment is above that found in most schools. Pupils achieve well. The standards reflect good, interesting and relevant lessons, which are tailored to the needs of all the pupils including those with special educational needs. Pupils learn about their own locality and the issues that are apparent in Easington. They also study different areas

of the world, which give the pupils a more global perspective and contribute well to their appreciation of cultures different to their own. Frequent educational visits and residential experiences to different parts of the locality give the pupils good opportunities to learn about features and changes that are taking place within the county and the towns of Easington and Richmond. Provision and standards have made good improvement since the last inspection.

- 127 Because only one lesson was observed in the Infant classes during the inspection, judgements have been based upon interviews with pupils, observations of the pupils' work and an interview with the subject co-ordinator. By the end of Year 2, pupils have a good understanding of the locality. In Year 1 the pupils study the local area around the school. They plot their route to school and discuss how it could be made safer. In Year 2, the pupils learn about Katie Morag and her island home. They consider the transport used on the island and draw pictures of the tractor and boat. They contrast their own locality with that of Struay. In this way they learn that some people live very different lives to their own. They look at features such as bridges, petrol stations and railways and they compare different land usage. In an excellent lesson, where pupils were studying the rainforest, they developed excellent investigational skills, when they used reference books to discover the species of plants and animals that live in the rainforest. As they learn about people in the rainforests, they appreciate that there are many different kinds of lifestyles. They also used information and communication technology (ICT) very well when accessing the Internet to gain further information on this subject. A mapping programme was used to help pupils produce their own map of Katie Morag's island depicting various features. All pupils learn about the countries that Barney Bear travels to. He has been to a number of different places and usually sends photographs and postcards back to the school to keep the pupils informed as to his whereabouts. He has visited Australia and China.
- 128 By the end of Year 6, the pupils' specific geographical language has developed very well. This is because the teachers work hard to ensure that the correct geographical terms are used both by themselves and by the pupils. In a very successful lesson in Year 5, the class teacher used a local problem of traffic congestion in Seaside Lane (Easington High Street) to raise pupils' awareness of environmental issues. The pupils recognised the need to do something about the amount of traffic, but they also understood that different groups of people have very different points of view. In an effective discussion, the pupils gave different perspectives of interested parties. In this way the pupils developed an understanding that different people have different needs. Good use is made of ICT. In a very good lesson seen the pupils developed their mapping skills when they plotted their route to and from Richmond. They used maps that they had down loaded from the Internet. They then compared their routes with one recommended by the Automobile Association.
- 129 Teaching and learning are very good overall although one unsatisfactory lesson was seen. In this lesson the instructions given to pupils were not clear and they did not fully understand the task they had to do and made little progress in their learning. In most lessons, teaching is clearly rooted as far as possible in first-hand enquiry. To support this policy of learning through first hand experiences and the use of source materials, teachers organise visits to a range of local educational venues. The Year 5 and 6 visits to Richmond enable pupils to look at different kinds of buildings and land usage, this enables them to make clear comparisons with their own locality.
- 130 The subject co-ordinator is very enthusiastic and knowledgeable. He has very good ideas for the further development of the subject, which he has collated into a very clear development plan. Resources are good and the school makes effective use of a wide range of resources in the locality to promote effective learning for all pupils, including those with special educational needs. As yet there is no system throughout the school for recording pupils' progress in the key

skills. In order to address this, the subject co-ordinator is gathering work from each year group to develop a file of work that can be assessed and reviewed, as a benchmark standard for each year group in the school.

HISTORY

- 131 Pupils' attainment is above that found in most schools. Pupils achieve well. The standards reflect good, interesting lessons. There is a good match to the needs of all the pupils including those with special educational needs. Pupils learn about the history of their own locality, and the rich culture they have inherited. They also learn about past civilisations and events, which gives them a good sense of time. Regular educational visits and residential experiences to different parts of the locality give the pupils good opportunities to learn about the different historical cultures within the county and the towns of Easington and Richmond. Provision and standards throughout the school have made very good improvement since the last inspection.
- 132 Only one lesson was observed in the Infant classes during the inspection, so judgements have been based upon interviews with pupils, observations of pupils' work and an interview with the subject coordinator. By the end of Year 2, pupils are developing good knowledge and understanding of people in the past and how they lived. They have a clear understanding that these people lived in a very different way. In a very good lesson seen in Year 2, pupils reflected on the lives of people at the time of the Great Fire. They demonstrated very good knowledge during the quiz about the fire and had very good understanding of why the people at the time found it almost impossible to extinguish the fire. Pupils are developing a very good sense of time. Pupils in Year 2 build their own time line, "When I was 0 - when I was 7". Later a time line is produced correlating historical events as they study them. When questioned, pupils are very clear about the order in which events have taken place.
- 133 By the end of Year 6 the pupils have a good knowledge of the different periods of British history. They develop an understanding of life during Celtic, Tudor, Stuart and Victorian times. When pupils learn about Victorian times, they gain an understanding of the harsh working conditions of many children at that time. They discover how other peoples invaded Britain. They visit Hadrian's Wall, and learn about Sutton Hoo. They also study the Ancient Egyptian and Greek civilisations and come to understand the legacy of all these upon our lives today. In a study of more recent history (the Easington Colliery disaster in 1951), in a very good lesson observed, very effective use was made of a retired miner who was able to describe the disaster to the pupils. Very clear and constructive questioning of the retired miner by the teacher brought the disaster to life for the pupils. The very high level of concentration shown by them during this presentation meant they gained a very good impression of life at the colliery and in their village at the time of the disaster. During this lesson, good use was also made of information and communication technology (ICT) when pupils researched the disaster on the Internet. The emphasis in all lessons is clearly one of finding out information from a wide range of sources. After careful examination of these sources, the pupils develop a good understanding of how people from the past lived and the homes and environment in which they lived. Very good illustrations and accurate guidance encourage the pupils to careful observations and well-considered deductions so that pupils gain a good understanding and sense of time.
- 134 Teaching and learning is good overall. Teaching throughout is clearly routed as far as possible in first-hand enquiry. To support this policy of learning through first-hand experiences and the use of source materials, teachers organise visits to a wide range of local educational venues. The visits to local historical venues enable pupils to look at important buildings and sites that provide a key to the past. Pupils gain further knowledge and understanding of these periods

through visitors to the school, who through discussion and the use of artefacts bring the past to life. The use of timelines clearly fixes the pupils' learning in the correct chronological sequence.

- 135 The subject co-ordinator is enthusiastic, and she has good ideas for the future development of the subject. Resources are good and the school makes effective use of a wide range of resources in the locality to promote effective learning for all pupils, including those with special educational needs. At present there is no system throughout the school for assessing or recording how well the pupils have learned the skills of historical enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 136 Pupils attain above average standards by Year 2 and Year 6. Pupils of all abilities achieve well. This represents a very good improvement since the previous inspection, when attainment was judged to be below that expected of pupils at these ages. The teaching of direct skills in ICT has benefited greatly from the increased confidence and competence of teachers after recent training and the very good levels of provision resulting from the additional funding by the local Educational Action Zone. Good use is being made of ICT to support learning in many subjects across the school. These are all improvements since the last inspection.
- 137 Year 1 pupils have used control devices with purpose such as in programming a toy to carry out a series of commands. They are able to communicate ideas in a variety of ways, using word-processing and paint programs. Use is made of ICT technology to support learning in other subjects. For example, pupils have used the digital camera to support their science work on "Ourselves". By Year 2, pupils show good skills in using the mouse to load different programs such as a CD Rom Encyclopaedia and are able to access information on Rainforests. They know how to save work and have a developing understanding of computers in the wider world.
- 138 Year 3 pupils use sensing equipment to monitor light intensity. They can confidently use the bold, italics and underline facilities on a word-processing program to improve the presentation of text linked to their history work on the Anglo-Saxons. In Year 4, pupils collect data on favourite holiday destinations, input data into a table and present their results in an appropriate graph. They are able to analyse their findings using statements and questions by transferring between the graph and a word-processing program. By Year 5, pupils can write a series of program instructions, using their knowledge of angles, to place objects on a map. Older pupils show good levels of skills in setting up their own "multi-media" presentations using text, pictures and sound. The Year 6 pupils' use of "PowerPoint", to produce images for the "Banner Presentation" is well in advance of normal standards. Year 6 pupils can competently use the Internet to research a route as part of studies in geography. They are able to easily zoom in and out in order to see the map more clearly and transfer between the Internet and a word-processing program to make notes of their own proposed journey.
- 139 Teaching and learning of ICT skills across the school is good overall, with over a third of the teaching seen being very good or excellent. In all lessons seen teachers were confident in their use of programs and hardware. Lessons are well planned and there is a very good partnership between the teachers and the well-qualified ICT teacher who is employed to teach only ICT for the whole school. The class teachers stay in the ICT lesson for the class and either assist the ICT teacher by giving support to individual pupils where needed or take the lead in teaching the lesson.
- 140 Computer skills are being used well to support learning in literacy and numeracy. In Year 1 for example, pupils used excellent application of ICT to develop numeracy skills by using a 100 square on the computer to find odd or even number patterns. Particularly good use is being

made of the interactive white-board provided through additional funding from the Educational Action Zone. The efficient use of this technology was seen in a Year 2 lesson to support the teaching and learning of pupils with special educational needs. Pupils are able to identify common spelling patterns of “er”, “ur” and “ir” from a “PowerPoint” presentation shown on the whiteboard. A key to the standards found in the school is the good use being made of ICT in other subject areas across the school such as in history and geography. Its use to support teaching and learning of science is less well developed. Pupils’ attitudes to learning are good. They have positive attitudes to the subject and work well collaboratively. Pupils behave well when working on computers and handle equipment with care.

- 141 Leadership and management are very good. The two subject leaders are enthusiastic and knowledgeable and have worked hard, supported by the ICT teacher, to raise the profile of the subject across the school. A school web site has been established and extra-curricular computer classes for both pupils and their parents are available. The school is aware that the scheme of work for ICT needs updating and that the aspects of control technology and e-mail are underdeveloped. Although end of year records are kept of pupils’ progress the school recognises that in order to maintain high standards systems of assessment will have to be improved. The school has a dedicated ICT suite that houses 16 computers and each class room also has its own computer, all connected to the Internet. The addition of 15 laptop computers means that on average the school has one computer to every 11 pupils. Current resources are good and the school strives to further improve its provision. Use of the overall technology is having a positive impact on raising standards. The school is well placed to continue to raise attainment and the overall level of skills of all its pupils.

MUSIC

- 142 Only a small part of a lesson for Year 2 pupils was observed and so it is not possible to make any judgement on standards and teaching for pupils in the infant classes. Standards at the end of Year 6 are in line with that expected of pupils of that age. Pupils achieve satisfactorily. Although few lessons were observed during the inspection, the overall effect was of a school that enjoys its music. Singing by pupils from Year 3 to 6 in assembly followed a sound track from ‘Joseph’. Pupils sang parts with strong clear voices that pitched well with the tape and used very good timing. They responded confidently to the lead from the teacher and the room ‘rang out’ with their singing. The strong and powerful use of voice reflected a secure knowledge about their singing abilities.
- 143 The school develops performance skills in various ways. There is a school choir that gives performances for senior citizens at Christmas and takes part in the Mayor’s Benefit Concert. A recent performance to celebrate the keeping of the mineworker’s banner was highly commended by an audience from the community. Other opportunities for pupils to develop their skills come from specialist tuition in brass and guitar and there is also a recorder group. They are also involved in school performances and plans are in development to take part in a community performance before the Queen during her visit in the near future.
- 144 In Year 2, the teacher used good subject knowledge to develop pupils’ appreciation of echoes and the value of singing softly. As a result they sang with sensitivity and were able to represent changes in volume with careful clapping to the rhythm of the music.
- 145 Year 6 pupils showed attainment that was in line with expectations as they explored musical vocabulary and its relationship to musical notation. They learned about the scale of C major and investigated the use of an eight-syllable phrase such as ‘I like school dinners very much.’ that used one note per syllable. The teacher provided a range of tuned percussion instruments, as

well as keyboards, for pupils to investigate. This was successful and pupils were very keen to try the scale and to experiment with various phrases. They worked well as a group and co-operated very well in taking turn. Later, pupils sang the scale to 'la' and performed their chosen phrase in their groups. The girls were more confident than the boys when singing, but all pupils sang well and a group of recorder players demonstrated the value of notation in reading and writing a tune. Teaching and learning was good in this lesson, pupils made good progress and were well prepared for future lessons in which they will attempt their own compositions.

- 146 There was very good teaching and learning in a lesson for Year 3 pupils. Good organisation and very good behaviour management together with good subject knowledge and good use of praise all contributed to pupils' full involvement in the lesson. They followed the lesson closely, clapped the beat and the rhythm responsibly and sang with restrained and melodic voices. The lesson focused around 'Frere Jacques' and developed understanding of the emphasised beat and the other repetitive sounds that make the rhythm. This was a challenging activity and the teacher pitched the lesson at just the right level of difficulty. Pupils with special educational needs were fully included in the lesson even though they were themselves attempting to withdraw. Very good behaviour management brought one pupil back into the lesson without confrontation or disruption and rounded off the process with the suggestion of a smile.
- 147 There is a subject manager for each key stage in music and leadership is good. They are both enthusiastic about the subject and use good interaction with other teachers to monitor the subject. Monitoring planning and teaching is not part of their responsibilities under the management structure of the school and so it is difficult to prepare a development plan for the subject. The policy has clear aims and very good resources are available to deliver the curriculum. However, links with information and communication technology are not developed well. Neither is there any formal assessment and recording system that would evaluate the pupils' gains in knowledge, understanding and skill development.

PHYSICAL EDUCATION (PE)

- 148 Standards in physical education of the Year 2 pupils are in line with those expected nationally, and pupils achieve appropriately. However, improvement in the Infant Stage is not satisfactory because standards at age seven were judged to be above average at the last inspection. No physical education lessons were observed in Years 5 or 6. Because of the practical nature of this subject this means that it is not possible to make secure judgements about the quality of teaching and learning or the standards achieved at age 11. It is not possible to make a judgement on improvement in the Junior classes but there has been a clear improvement in the amount of in-service training given and in the provision of extra-curricular clubs. The accommodation and resources for the subject have improved
- 149 In Year 1, pupils are able to perform a range of basic activities safely and in their own space. Pupils use body parts to produce slow, heavy movements in "The Land of the Giants" in response to the music. They are observant when running in close proximity and dodge each other at different speeds and directions. Year 2 pupils explore simple actions with control and co-ordination. Pupils use large, heavy, elephant movements and move appropriately to the mood and pace of the "Forest" music. By Year 4, pupils are developing appropriate ball skills, for example, moving with a ball and passing it with accuracy.
- 150 The teaching of physical education is good in Years 1 and 2 and satisfactory in Years 3 and 4. Teaching is good when pupils have a clear understanding of the key learning points of the lesson and are set challenging tasks. Warm-ups are organised appropriately. A good example was seen when Year 1 pupils moved fluently, changing direction at speed in response to the

teacher's instructions linked to "Toy Story". Opportunities are often missed for cooling-down activities. Some teachers make good use of pupils to demonstrate and share good practice. The practice of pupils evaluating their own and others' performance and making suggestions for improvement is not a feature of the majority of the lessons. All teachers ensure that pupils are dressed correctly, exert control and are alert to individual needs. Changing and moving to the hall is handled efficiently. Teachers are actively involved in the lessons, moving around and praising pupils to motivate them to improve. The teachers know their classes well, and what individuals are achieving, but assessment is informal and needs to be more closely linked to the levels that pupils are attaining. Without this teachers cannot ensure that the pupils achieve the highest possible standards for their ability. Pupils' responses to physical activity are always satisfactory and often good. Most pupils work hard and are keen to compete.

- 151 There is a clear structure for the teacher to follow in the planning and scheme of work. The 'Top Play' initiatives funded through the Sports Council have been introduced and the teachers trained to deliver them. Pupils are involved in all aspects of the National Curriculum for physical education including outdoor and adventurous activities. Swimming is offered to pupils in Year 4.
- 152 The subject is effectively co-ordinated. The co-ordinator is enthusiastic and knowledgeable and has worked hard to raise the profile of the subject across the school. Accommodation is very good with two well-equipped halls, hard play areas and extensive playing field areas. The subject is well resourced and has benefited from funding from the "New Opportunities Fund". The school is part of the Schools' Sports Partnership Scheme in conjunction with the Youth Sport Trust. Teaching programmes are being provided using specialist teachers, such as tennis in Year 4. These initiatives are supplemented by the very good provision of extra-curricular activities. P.E. clubs include cross-country, girls' football, boys' football, netball and athletics. These enrich the P.E. curriculum and provide opportunities for pupils to play in school teams and to take part in regional and inter-school competitions. The school has a good record of success.

RELIGIOUS EDUCATION

- 153 Standards of the Year 2 and Year 6 pupils meet the expectations of the locally agreed syllabus. The school has maintained similar standards to those of the last inspection as a result of an engaging and relevant syllabus, which the pupils find interesting. The pupils make satisfactory achievements. The use of Hot Seating to take on the roles of the characters being studied and the investigation and thoughts of the feelings of these characters are positive aspects of the work in religious education in the school. The co-ordinator, who is relatively new to the co-ordination of the subject, has renewed the policy and scheme of work in the light of the new agreed syllabus. He is enthusiastic about the way that it will help the school to improve still further. At present he does not monitor standards of attainment throughout the school, but is looking forward to doing so in the near future. He has given good support to his colleagues and is enthusiastic about the possibilities the newly in place agreed syllabus has opened up.
- 154 Because only one lesson was observed during the inspection, judgements have been based upon interviews with the pupils, observations of the pupils' work and discussions with the curriculum co-ordinator. Teachers' planning, work on display in the classrooms and in pupils' books shows that teachers provide a balanced religious education programme based on good subject knowledge.
- 155 By the age of seven, pupils have an appropriate knowledge of stories from the Bible. Teaching is successful in the Reception class because the teachers use role-play to reinforce the children's learning of the stories that Jesus told. In this way the children enjoyed acting out the story of the Sower. Teachers are skilled at using the pupils' own experiences and feelings as a

starting point for lessons. For example, in a lesson in Year 2, the pupils talked about Jesus knowing all about them, even before they were born. Pupils learn about different faiths and the ways that people celebrate special occasions. In this way teachers prepare pupils well and enable them to have an understanding of different faiths and customs. Pupils understand that all people have important and significant moments in their lives, the only difference being in the particular way they are celebrated.

- 156 Teachers' good subject knowledge and thorough planning guides the pupils in their work. Pupils in the Junior classes learn about Jesus as he grew up and think about the kind of person he is. They learn about significant stories from the Bible. They consider how Moses felt as he led the Israelites from slavery and think how the Israelites would have been feeling as they escaped from Egypt. They also wonder how the Israelites would have felt about their freedom and the realisation that their slavery was over. A visiting speaker gave the pupils' insights to pilgrimage and the importance people in the past and even today place upon pilgrimages of faith. Pupils learn about religious figures from the past and the journeys of faith that they made. For example, St Cuthbert and his missionary journeys and the way The Venerable Bede made a significant contribution to learning in his time. Teaching is successful because the teachers encourage the pupils' to present their own ideas and find out about different topics. In Year 6, the pupils have studied the lives and work of a number of different people, for example, Elizabeth Fry and Dr Barnardo. They have learnt about the impact they had upon people's lives in the times in which they lived. Pupils have studied the story of Rama and Sita and the special festivals of the Hindus. They study a number of religions and they develop a growing awareness of other faiths and beliefs. Careful and supportive teaching allows them to perceive what is special to different people and why. This helps pupils to articulate their own thoughts and think about their own lives and beliefs. Pupils have the opportunity to study some aspects of world religions, and in this way, they begin to develop an understanding of other faiths and cultures.
- 157 Throughout the school, pupils of all abilities, including those with special educational needs are fully included in all lessons and are given tasks to do that are appropriate to their ability.