

ERRATUM

SALTBURN PRIMARY SCHOOL

UNIQUE REFERENCE NUMBER: 111663

Dates of inspection: 4th – 5th February 2002

This paragraph replaces the paragraph on page 6 of the main report.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge different ability groups in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set targets, for example in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. Although pupil's skills in information and communication technology are improving more emphasis is needed on their development in the classroom to further enhance other subject areas.

This paragraph replaces the paragraph on page 7 of the main report.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give art and design a high profile and pupils' work on display in classrooms and public areas is very good. The school has formed a good partnership with most parents, which makes a very good contribution to pupils' learning both at home and in school.

INSPECTION REPORT

SALTBURN PRIMARY SCHOOL

Saltburn

LEA area: Redcar and Cleveland

Unique reference number: 111663

Head teacher: Mrs J Richardson

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 4th – 5th February 2002

Inspection number: 196348

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Marske Road Saltburn by the Sea
Postcode:	TS12 1QA
Telephone number:	01287 622447
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L Laughton
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saltburn Primary School is a community school situated in a small coastal town located between the major conurbation at Teesside and the North Yorkshire Moors. There is a broad social mixture in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment on admission to nursery continue to vary greatly in terms of prior attainment and experience, the present year group are broadly in line with the level expected for their age. This is a reflection of their diverse backgrounds and has been reflected in the National Curriculum test results over the years. There are 177 boys and 187 girls currently on roll. There are very few pupils who have English as an additional language and few from minority ethnic groups, both are below the national average. There are 76 pupils eligible for free school meals, which is above the national average. Seventy two pupils have been identified as having special educational needs, this is in line with the national average and five have statements of special educational need, which is slightly above the national average. Most pupils with special educational needs have moderate learning difficulties, emotional and behavioural difficulties or physical difficulties. As a member of the East Cleveland Education Action Zone, the school has benefited from support in raising standards through additional resources, initiatives and professional development. There is a high turnover of pupils joining or leaving the school other than at the normal entry dates.

HOW GOOD THE SCHOOL IS

Saltburn Primary School is a very good school. Very good leadership and management by the head teacher, deputy head teacher, key staff and governors, provide clear direction for future developments. Teaching is good and a significant amount is very good. This leads to good learning and, in the current Year 6, pupils' attainment is above the level expected for their age in English, mathematics and science and a significant number of pupils are well above the level expected. Pupils are responsible and relationships in school are very good. Expenditure is in line with the national average and the fact that pupils' National Curriculum test results were well above average last year when compared to similar schools shows that the school gives very good value for money.

What the school does well

- The leadership and management of the school by the head teacher and the quality of teamwork by staff and governors are very good.
- Teaching is good throughout the school and leads to good learning and high standards in English, mathematics and science.
- Pupils' attitudes are very good and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

What could be improved

- The consistent use of classroom-based computers to extend and build more effectively on pupils' skills learned in the new computer suite.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good progress in dealing with the issues identified in the previous inspection in 1997. The school has established, and uses well, a clear system that provides detailed guidelines for the curriculum that ensures that teachers are more secure in what they are to teach in each subject. As a result, teaching and learning continue to improve. There has been very good progress in refining the school's assessment and recording procedures, which are now used well by teachers to guide their

planning of lessons. This means that work is better matched to pupils' abilities and previous knowledge and understanding. As a result, pupils' attainment has been raised and they are making better progress, especially in the core subjects of English, mathematics and science. The regular use of the computer suite has greatly improved the opportunities for pupils to use up-to-date resources and good teaching in the suite is improving pupils' information and communication technology skills. However, computers in classrooms are not used consistently to develop pupils' skills in the subject further. The school needs to be more rigorous in implementing the systems in place to ensure that these classroom-based computers are used effectively.

Governors are fulfilling their role very well. They have taken steps to deal with the key issues identified in the last inspection and they play a full part in discussions to develop the curriculum both through their committee structure and in full meetings of the governing body. They evaluate the effects of spending on the standards pupils reach and are pleased with the improving results in recent National Curriculum tests in English, mathematics and science. The school has increased the number of staff who are competent in first aid as recommended in the last inspection. The high quality provision during assemblies is having a positive impact on pupils' understanding of spiritual, moral, social and cultural issues. The school is well set to meet its challenging targets and maintain pupils' attainment and progress.

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	C	C	A	A
mathematics	C	C	A	A
science	C	B	A	A

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

The table shows that in the 2001 National Curriculum tests for 11 year olds the school's results were well above average in English, mathematics and science, both compared with national averages and compared to similar schools. All children in the nursery and reception classes achieve well and most reach levels at least in line with those expected for their age. In the present Year 2, pupils' attainment is in line with the level expected for their age in English, mathematics and science, mainly because of the higher number of pupils with special educational needs; the National Curriculum test results in 2001 were much lower than this. However, the school's implementation of the National Literacy and Numeracy Strategies is having a positive impact on pupils' attainment. Inspection evidence shows that in Year 6, pupils' standards in English, mathematics and science are above the level expected for 11 year olds and a significant number are well above average. The trend of pupils' attainment over time is above the improving national trend. Standards in information and communication technology match the levels expected for their age. Since the previous inspection, pupils' attainment has been improved in the core subjects of English, mathematics and science. The school is well set to maintain its high standards and implement any future changes in the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and their work. They enjoy coming to school and their enthusiasm for school life improves their learning.
Behaviour, in and out of classrooms	Pupils show high levels of self-discipline, they know what is expected of them and their behaviour is very good. Pupils are very polite and courteous towards one another and adults.
Personal development and relationships	Pupils' personal development and relationships are very good. They respond very well to the school's encouragement to take responsibility for their actions.
Attendance	Attendance is satisfactory and in line with the national average. Pupils arrive at school promptly, settle into class quickly and lessons start on time. There have been two exclusions from the school in the last year.

Pupils' very good attitudes result from the caring, family atmosphere in the school. This is a particular strength of the school. Pupils have very good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. For example, in a meeting of the school council, called "The Junior Governing Body", pupils discussed ways of improving the school site by providing a calm place in the playground. Very careful discussion was followed by the suggestion that all representatives consult their classmates on the ideas put forward.

TEACHING AND LEARNING

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

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

The quality of teaching was good and a significant amount was very good. There was no unsatisfactory teaching seen during the inspection. Good teaching was seen throughout the school, especially in the basic skills of literacy and numeracy. This is an improvement since the previous inspection. Teaching and learning have been observed by the head teacher, deputy head teacher and key staff and the sharing of good practice is having a positive impact on the quality of teaching throughout the school. This strategy, coupled with the establishment of the Performance Management structure, has been successful in establishing a climate within the school where teachers are more aware of their strengths and areas for development.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies, tasks are organised to challenge different ability groups in classes and pupils make good progress. The school uses teachers' assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set targets, for example in English and mathematics. Standards are high in the school and the use of assessment data, both to set challenging but achievable targets and to guide teachers' planning for the next stage of learning, is having a significant impact on pupils' attainment. Classroom assistants give effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. However, pupils' learning in information and communication technology is hindered by the lack of practice in class but it is good when they use the suite.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a relevant curriculum that meets the needs of all pupils. There is a wide range of learning opportunities for all pupils, the school has adopted the most recent national guidelines and teachers are following these in their planning to ensure that all pupils have a varied and interesting curriculum. The provision of extra-curricular activities to enrich the curriculum is satisfactory.
Provision for pupils with special educational needs	There are good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. All staff work with pupils to make sure they join in all the activities available. As a result, pupils make good progress in their knowledge, understanding and use of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils' spiritual development is promoted well through lessons and assemblies. The quality of relationships is very positive and makes a significant contribution to the very good behaviour in the school. This provision makes a very good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are very good. There are very good procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements and goes beyond this to include several features that enrich it considerably. For example, the school has managed to give art and design a high profile and pupils' work on display in classrooms and public areas is very good. The school is part of a local Education Action Zone which provides funding for a satisfactory range of extra-curricular activities. The school has formed a good partnership with most parents, which makes a very good contribution to pupils' learning both at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, deputy head teacher and key staff provide very good leadership and management which give a clear educational direction for the school. The quality of teamwork by all staff is very good and fosters a positive family atmosphere in which all pupils are valued and their efforts well supported.
How well the governors fulfil their responsibilities	Very good. The governing body is committed to helping the school move forward. Governors make an effective contribution to the running of the school and are committed to maintaining and raising standards further.
The school's evaluation of its performance	Good. The school knows its strengths and areas for development. The monitoring and evaluation programme is having a very positive impact on the quality of teaching and all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	Good. The school has sufficient staff and they are well deployed. The accommodation is very well maintained. Resources to support pupils' learning are good and used effectively. The library is well stocked and used very effectively to support pupils' learning in all subjects. The

	school's finances and administration procedures are good.
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The very good leadership and management provided by the head teacher, staff and governors are major factors in the quality of teamwork and positive atmosphere in the school. The very good strategic management of the school is evident in the way that literacy, numeracy and information and communication technology have been given priority for development recently. The head teacher, deputy head teacher and subject co-ordinators regularly watch their colleagues teach and how pupils are learning. As a result, they are well placed to improve and prioritise initiatives for raising standards. The school uses funds designated for particular purposes very well. Governors and the head teacher keep a close eye on spending and ensure the principles of best value are followed and that pupils have good quality resources to help them learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Teaching is good. • Behaviour in the school is good. • The school expects children to work hard. • The school helps children to become more mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework given. • The information about how their children are getting on and the way the school works with parents. • The range of activities outside lessons. • A small number of parents are concerned about the progress of their children because of teacher absence in one year group.

Inspectors agree with the positive comments and views of the parents. A small number of parents expressed concern about the disruption to their children's education due to temporary teaching staff changes due to absence in one year group. The inspection team agree that more information should have been sent to parents concerning the great difficulty in finding appropriate teachers to cover for short term absences. However, the arrangements now in place for one teacher, well known to the pupils, to take the literacy and numeracy is ensuring pupils make good progress. A detailed examination of pupils' work in English and mathematics, since the beginning of the academic year, shows that all pupils have made good progress when compared with their previous attainment. Teachers provide about the same amount of homework as most schools and, the added advantage of it being given on set days, means that parents know what to expect. Regular, informative newsletters, an "open door" policy and discussion evenings, where teachers and parents discuss pupils' achievements, provide good information on pupils' progress and make a significant contribution to the partnership with parents. Through the funding provided because the school is a member of the Education Action Zone, the school provides a satisfactory range of extra-curricular activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the school by the head teacher and the quality of teamwork by staff and governors are very good.

1 The head teacher, staff and governors give a clear educational direction for the school. All staff have a dynamic approach and their enthusiasm fosters a very positive ethos in the school, where staff and pupils are valued and their efforts are very well supported. This approach and enthusiasm have contributed to the high percentage of good teaching in the school, the success of the school's policy for promoting good behaviour and the effectiveness of arrangements for pupils with special educational needs and English as an additional language. The school's leadership has responded very effectively to the last inspection and all issues identified for improvement have been successfully addressed.

2 The regular observations of teaching and learning by the head teacher, deputy head teacher and subject co-ordinators have led to better teaching since the previous inspection. Through the quality of their teamwork the staff have devised clear and rigorous procedures for monitoring planning, observing each other at work and analysing the results of standardised and National Curriculum tests. This has worked well and pupils' standards are above average and many are well above average by the time they leave the school. There is high quality artwork displayed in the school hall and classrooms. For example, the still life pictures by pupils in Year 5 displayed in the hall in the style of famous artists such as Cézanne, Picasso, Van Gogh and Klee are very imaginative and have a significant impact on the ethos of the school and pupils' self esteem.

3 The head teacher has a very dedicated staff who work very effectively together. The school's plan for improvement is detailed and effective. It clearly identifies the priorities and targets to be tackled and guides the work of the school. It provides a baseline against which future development can be measured and is helping the school to continue to improve and develop. Educational and financial planning are clearly cross-referenced and the head teacher and the finance officer from the local education authority work very closely together to ensure that the principles of "best value" are followed. The school has clear targets for improvements. Priorities include the further development of staff expertise in information and communication technology so that classroom computers are used more effectively. The staff regularly attend courses to develop their professional skills and knowledge and all staff have a shared commitment to the implementation of the recent changes to the National Curriculum and the curriculum for children in the Nursery and Reception classes.

4 The governors are very well informed and are not afraid to challenge decisions about spending and the curriculum. They ensure that the school competes for best value. Regular meetings enable them to support the head teacher and meet their statutory responsibilities. There are link governors in place for literacy, numeracy and special educational needs who visit the school regularly and effectively ensure that they know and understand how well pupils are learning. The chair of the governors works very closely with the head teacher and they meet regularly to discuss the school and its work. As a result, the governors have a clear picture of the work of the school and are particularly pleased with the attainment and learning of all pupils. In addition, they are very supportive of the activities undertaken by using the funding available through the Education Action Zone grants.

Teaching is good throughout the school and leads to good learning and high standards in English, mathematics and science.

5 The quality of teaching throughout the school has improved since the last inspection. The quality of teaching for children in the Nursery and Reception classes is good. Staff develop children's

language and number skills in a wide range of activities and by encouraging them to talk about what they are doing. Children respond well by repeating new words, improving their vocabulary and talking with increased confidence as they get older. There is a good balance of whole-class sessions, when children read books or learn about mathematics, and practical activities when children practise what they have learned. For example, in a literacy lesson the teacher used the assessments of children's previous work to set challenging targets for each ability group. This results in good learning and progress for all children as they talk about the characters in the pictures used to illustrate a story. This use of language is developed well in all areas of learning. For example, in a mathematics session children count the number of objects on a table and give accurate answers to the teacher, they develop these skills well when counting the number of musical sounds played when they have to use mental recall to give accurate answers. The staff take every opportunity to promote children's learning, for example, when using a volunteer parent helper to provide good support when a child was using the computer to match the size of bears on the screen.

6 The good quality of teaching throughout the school makes a significant contribution to pupils' attainment and progress. For example, in a Year 1 English lesson, pupils responded very well to the challenging task of explaining that a story needs a beginning, middle and end so that it has a logical structure. The head teacher and staff implement the school's policy for observing and improving teaching and it is used effectively to raise the quality of all teachers' performance. The teaching of basic skills, such as reading, writing and mathematics, is good throughout the school. Pupils with special educational needs and English as an additional language are very well supported. The quality of the teamwork by teachers, support staff and volunteers has a very positive impact on pupils' learning and the high standards they achieve in English, mathematics and science. All this shows clearly that the school is taking a serious approach to the maintenance and improvement of teaching. For example, every opportunity is taken to develop pupils' skills in all curriculum areas. For instance, the use of art and design to develop pupils' skills and their understanding of the techniques of famous artists, such as, Cezanne, Picasso, Van Gogh and Klee.

7 The teaching of English is good and often very good. Teachers' planning is clearly linked to the National Literacy Strategy. When teaching is very good challenging tasks are set, for example, in a Year 6 lesson, pupils gave many examples of the feelings created in an imaginary situation where they thought about being forced into hiding because of a revolution. They understood the way a formal letter could be written to an ambassador explaining their feelings. This very good use of language to convey the mood of protesting people improved pupils' ability to write interesting and imaginative letters of their own. For example, a pupil wrote, "We feel strongly that we have been unfairly persecuted as we have provided employment for the people on the island". High quality and imaginative writing was also evident in the retelling of events from World War II. A stunning example of this is the feeling created in pupils' first lines of poems, for example, "Horror and despair running through terror stricken people" and, "The war has risen, screams of agonising pain". Pupils' very good relationships with teachers and other adults in the classroom ensure that they achieve well. In many lessons pupils' very positive attitudes, high levels of concentration, eagerness to do well, very good behaviour and an ability to share ideas make a very positive contribution to their learning. For example, in a Year 2 language session, pupils showed their maturity and ability to identify with the task to find words in a story that show happiness. They use their developing skills to answer the teacher's questions with sentences and not just one word.

8 The teaching of mathematics is good. Teachers effectively use the National Numeracy Strategy and plan lessons that are challenging and interesting. For example, in a Year 6 mathematics lesson, pupils used their knowledge of percentages to work out the total amount paid for goods after adding the "VAT". The teacher used a number of different examples and challenged pupils to find a reliable method that applied to all problems. It did not take long for pupils to come up with the formula that to find $17\frac{1}{2}$, the number could be broken down into $10 + (\frac{1}{2} \text{ of } 10) + (\frac{1}{2} \text{ of } 5)$. Pupils experimented with different numbers in their written work and accurately recorded their answers on work sheets.

Teachers use assessments of pupils' previous work to set challenging targets in lessons. For example, in a Year 6 lesson, the teacher ensured that all pupils knew the specific objectives to be learned. This was to work out the cost of a certain number of items using the "partition" method, which involves breaking down into tens and units the number of items needed and then using their knowledge of multiplication to solve the problem. Teachers' expectations are high and they expect the best of all pupils. Pupils respond well to the challenge in lessons. In all year groups, pupils are encouraged to be independent as they work in mathematics and they clearly understand that they have to get on with their tasks as the teacher works with other groups.

9 Teachers throughout the school use time efficiently and in the best lessons they make very clear to pupils how much time is allocated to tasks. For example, in a Year 5 science lesson, a clear target was set for pupils to record how substances change from a liquid to gas and vice versa. Pupils were challenged to conduct experiments and to record their findings accurately and draw conclusions from the evidence. For example, they had to explain what happened when they mixed vinegar and carbonated soda and their amazement when the resulting solution produced a gas that inflated a balloon showed how successful their experiment had been. In discussions, pupils explained that to make the gas there must have been a "chemical reaction". This was a stimulating session, where the co-operation of pupils in mixed groups was very good and greatly enhanced their learning and social development. The improvement of teaching since the last inspection makes a positive contribution to pupils' very good attitudes and behaviour and their standards of work.

Pupils' attitudes are very good and their behaviour is very good. Relationships and opportunities for personal development are very good. The caring, family atmosphere created in the school makes a very positive contribution to pupils' learning.

10 The behaviour of pupils is very good. There is a simple but effective policy for promoting behaviour and personal development. Staff, parents and pupils understand the policy and it is implemented in a consistent way throughout the school. As a result, everyone has the same approach and pupils know exactly what to expect. This is its strength and makes an important contribution to the caring, family atmosphere in the school. Pupils of all ages know the difference between right and wrong behaviour and are polite and trustworthy. They clearly enjoy coming to school and their enthusiasm for all aspects of school life has a very positive impact and increases the rate of their learning. From the time they enter the school, pupils have good attitudes towards school and their work. They are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. These attitudes make a positive contribution to all pupils' learning and the progress they make during their time in school. Pupils enjoy their lessons and show a keenness to learn. For example, in a Year 3 lesson, pupils listened attentively to the teacher's reading of a story about bullying. During the discussions, pupils explained that how you feel affects how you behave towards others and that, "if you feel better you might change your actions towards others". This type of discussion makes a very valuable contribution to pupils' growing awareness of the need to respect all members of the school community.

11 Relationships between pupils and between pupils and adults are very good. All staff know their pupils very well and pupils are treated in a very mature manner. Pupils collaborate very well when working on group tasks and respect and listen to one another's views. This mature attitude has a very positive impact on the quality of relationships throughout the school. Young children in one reception class were observed working with adults describing a simple journey. They developed their language and understanding of maps very well and one child drew a very accurate map of Red Riding Hood's journey through the woods to Grandma's house. Throughout the school pupils work well on individual tasks, concentrate and do their best. For example, in a Year 5 religious education lesson, pupils concentrated very well and improved their understanding of helping others when the teacher introduced a discussion on values by describing how people collect money for their favourite charities. In the playground pupils relate well to each other and play amicably in small and large groups.

12 Pupils are very keen to take responsibility and show initiative. For example, they willingly set out resources for assembly and clear away after it without supervision. Older pupils are monitors at lunchtime and during playtimes and they take their responsibilities very seriously. Pupils on the school Junior Governing Body take their responsibilities very seriously and run their meetings very efficiently. For example, during a meeting to discuss the use of playground space, all pupils had an opportunity to contribute and pupils explained how they report back to their classmates and listen to them when they offer ideas for future developments. All pupils collect and donate generous sums of money to a variety of charities. The school and its resources are looked after well by all pupils who regularly help teachers to clear away after lessons. The school has not only maintained but also improved pupils' attitudes, behaviour and personal development since the previous inspection, when it was judged to be good. As a result, it is well placed to maintain these high standards and continue to develop this aspect of pupils' education.

The provision for pupils' spiritual, moral, social and cultural development is very good.

13 This aspect of school life has been maintained since the previous inspection and is still a very strong feature of the school. It makes a significant contribution to the aims of the school. Pupils are given many opportunities that lead them to become sensitive and considerate young people with a firm understanding of their role in society. The school provides an ethos that generates a happy, caring and supportive environment. For example, in assemblies pupils' achievements are celebrated and they make their own contributions confidently. This was clearly shown when pupils were asked about an exciting journey. A number of contributions were made and the teacher used them very effectively to link with why people might want to make a journey to Lourdes. This theme of why some people need help was developed well when pupils reflected, during a quiet moment, on how they can help their friends in times of trouble.

14 The provision for pupils' spiritual development is very good. It is promoted thoughtfully through carefully planned opportunities in the curriculum and daily assemblies. Staff conduct collective worship in a calm atmosphere and they make time for quiet prayer and reflection. An assembly with younger pupils used puppets to act out the story of "Handa's Surprise" and the excitement of being chosen as a puppeteer was evident on pupils' faces. In the prayers at the end of assemblies pupils choose how they wish to show their respect while focussing on the candle burning at the front of the hall. This consideration for different people around the world makes a significant contribution to their awareness of the spiritual aspects of life. Pupils are provided with many opportunities to examine their own and others' faiths and beliefs as they learn about Christianity and other world religions. The school uses special visitors well to reinforce pupils' understanding of other faiths, for example, the visit of Roop Singh led to thoughtful written contributions from pupils on how important artefacts are in other religions.

15 The provision for pupils' social and moral development is very good. Staff are very good examples of how to work co-operatively together and they provide a very strong moral code. There are clear guidelines for acceptable behaviour and staff take advantage of opportunities to make pupils aware of the difference between right and wrong. Staff frequently promote moral values by emphasising the importance of listening to others, playing fairly and taking responsible decisions. Pupils are made aware of the plight of others not as well off as themselves, for example, they raise money regularly to help different charities. There is a very strong sense of community, which supports regular reflection on issues that affect pupils' lives; for example, new and younger pupils are always cared for and made to feel welcome on arrival. A display showing pupils' work on the "Heartstone Project" contained perceptive comments on prejudice and racism. For example, one pupil wrote, "Racism is when someone dislikes another person because of the colour of their skin or because they speak another language". In their work pupils show an understanding of the problems in society and how some people are unfairly treated. For example, pupils wrote their own "newspaper" account of a

racist attack in Saltburn and it was clear that they disapprove of bullying in the comment, “a bully is small, but tries to stand tall”.

16 The provision for pupils’ cultural development is very good and has been improved since the previous inspection. Through careful curricular planning, pupils are provided with many opportunities to learn about their own and other cultures in art, history, geography, music, religious education and English. For example, the quality of the art work is good and paintings in the style of famous artists and writing in history comparing the life of people in the 1870s with the present day show a real empathy for different times and cultures. This was particularly evident in writing from pupils in Year 6, when they told the story of Tom the chimney sweep and the nasty habit some sweeps had of lighting the fire to make the boys move faster. The sense of injustice came through strongly in the writing with phrases such as, “it was monstrous, the fumes choked me so I sped up the chimney as fast as I could”. The school promotes music and song, familiar and foreign. For example, in assembly the music of Ravel is used to introduce the idea of journeys. The school ensures that pupils gain an understanding of other cultures as well as Christian traditions. For example, in an assembly pupils acted the parts of two African chiefs working together to rebuild their lives after their village was destroyed. A good range of visits and visitors make a significant contribution to pupils’ knowledge of their own cultural traditions.

WHAT COULD BE IMPROVED

The consistent use of classroom-based computers to extend and build more effectively on pupils’ skills learned in the new computer suite.

17 In Year 6, pupils’ attainment in information and communication technology is at the level expected for their age. Standards have been maintained since the previous inspection because information and communication technology is valued as an essential part of the curriculum and all classes are timetabled to use the computer suite regularly. However, the time given to it varies across the school because the computers based in classrooms are not used consistently enough by all teachers to support pupils’ work in information and communication technology and in other subjects.

18 Pupils build effectively on their skills and knowledge with more frequent use of the computers in the suite and programs in school. For example, pupils in Year 4 use the facilities to enter data on a spreadsheet of their favourite crisps and then create graphs and pie charts to display the information to best effect. They improved their confidence during the lesson and, by the end of the session, most knew how to use a spreadsheet correctly and how to create graphs from the information supplied. Discussions with pupils in Years 6 showed they have a satisfactory understanding of a wide range of programs now being used in the school. For example, they talked confidently about their use of a specific program to create posters to advertise their fairground project. They also explained how to use a special program that allowed them to control the operation of a set of traffic lights and a fairground Ferris wheel. Pupils explained how they load and save their work, how to bring up the various menus available, for example, when changing the size or colour of their work when writing stories straight onto the screen.

19 The provision of new computers has been successfully implemented and has resulted in an improvement in pupils’ learning in information and communication technology. However, during the inspection, computers were not always sufficiently well used, especially in the mornings, to further develop pupils’ information and communication technology skills. For example, pupils in Year 6 could explain how to use sequences of instructions to control the working of a set of traffic lights but they were unsure of how to use sensors to measure and record data, such as temperature changes over a period of time. Opportunities are sometimes missed in other subjects. For example, in a mathematics lesson, the chance was not taken for pupils to use programs to support their work with fractions. All staff have undertaken training in the use of personal computers and the school has recognised that

teachers will need to continue this if they are to keep up to date with fast changing technology and, in particular, if they are to make use of the Internet and electronic mail to support pupils' learning. However, further development is still taking place. For example, pupils use programs to create stories using word processing skills and are confident in using art packages to create their own designs. The school has made improvements in provision since the previous inspection and there is a clear commitment to provide the extra practice pupils require to extend the range of their experiences. The head teacher and staff are keen to raise standards further and have a good plan for doing so. As a result, the school is well placed to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20 In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Further develop pupils' information and communication technology skills learned in the computer suite by ensuring the consistent use of classroom based computers to support work in other subjects.

NB. The school has identified this issue in its own priorities and has a good action plan in place to address this matter.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	10	5	0	0	0
Percentage	0	40	40	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents four percentage points.

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)	26	364
Number of full-time pupils known to be eligible for free school meals	0	76

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	33	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	22	26
	Girls	30	29	32
	Total	51	51	58
Percentage of pupils at NC level 2 or above	School	81% (84%)	81% (84%)	92% (92%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	28
	Girls	31	33	33
	Total	54	59	61
Percentage of pupils at NC level 2 or above	School	86% (82%)	94% (78%)	97% (80%)
	National	85% (84%)	89% (88%)	89% (88%)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	28	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	29
	Girls	26	28	28
	Total	49	54	57
Percentage of pupils at NC level 4 or above	School	86% (74%)	95% (71%)	100% (86%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	29
	Girls	26	28	28
	Total	49	53	57
Percentage of pupils at NC level 4 or above	School	86% (80%)	93% (74%)	100% (90%)
	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	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	2
White	360
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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.2
Number of pupils per qualified teacher	23.9
Average class size	22.8

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	274

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	21.3
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	7.1

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

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	790,062
Total expenditure	759,422
Expenditure per pupil	1,835
Balance brought forward from previous year	7,642
Balance carried forward to next year	38,282

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	416
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	44	5	2	0
My child is making good progress in school.	40	50	8	2	0
Behaviour in the school is good.	28	61	6	4	1
My child gets the right amount of work to do at home.	24	46	22	4	4
The teaching is good.	42	47	9	1	1
I am kept well informed about how my child is getting on.	36	37	19	8	0
I would feel comfortable about approaching the school with questions or a problem.	51	36	6	5	2
The school expects my child to work hard and achieve his or her best.	41	48	5	4	2
The school works closely with parents.	38	38	16	8	0
The school is well led and managed.	37	47	8	5	3
The school is helping my child become mature and responsible.	34	54	7	4	1
The school provides an interesting range of activities outside lessons.	21	32	24	16	7