

INSPECTION REPORT

Crooksbar Primary School
Stockton-on-Tees

LEA area: Stockton-on-Tees

Unique Reference Number: 111616

Inspection Number: 197197

Headteacher: Mr John Duncan

Reporting inspector: Mr J J Peacock

Dates of inspection: November 15th - 19th 1999

Under OFSTED contract number: 707081

Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown Copyright 1999

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 appropriate authority must provide a copy of this report and/or its summary free of charge to certain categories of people. Every registered parent of a registered pupil at the school should receive a free copy of the summary of the report within ten working days of receipt of the summary by the appropriate authority. A charge not exceeding the cost of supply may be made by the appropriate authority for any other copies of the report and/or its summary provided to any person who asks for one.

The appropriate authority should make a copy of the report and the summary available for inspection by members of the public at such times and at such a place as may be reasonable

Any enquiries about this legislation should be addressed to the OFSTED Compliance Helpline

Tel. 0171421 6567

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| Type of control: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| School address: | Petrel Crescent Norton Stockton-on-Tees TS20 1SN |
| Telephone number: | 01642 531750 |
| Fax number: | |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Ian Broome |
| Date of previous inspection: | March, 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|--------------------------|---|---|
| Mr JJ Peacock, RgI | Geography, Physical education, Special educational needs | Attainment and progress, Teaching, Leadership and management |
| Mrs K Lee, Lay Inspector | Equal opportunities | Attitudes, behaviour and personal development, Attendance, Support, guidance and pupils' welfare, Partnership with parents and the community |
| Mrs M Farman | Areas of learning for children under five, Science, Religious education | Pupils' spiritual, moral, social and cultural development |
| Mr A Peters | Mathematics, Design and technology, Information technology, Art | Staffing, accommodation and learning resource |
| Mr P Nettleship | English, History, Music | The curriculum and assessment, The efficiency of the school |

The inspection contractor was:

HeadStart & Associates

Higherland Bridge
49 West Street
Gargrave
Skipton
North Yorkshire
BD23 3RJ

01756 748028

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

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1-4
- Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 5-19
- Attitudes, behaviour and personal development 20-25
- Attendance 26

Quality of education provided

- Teaching 27-35
- The curriculum and assessment 36-46
- Pupils' spiritual, moral, social and cultural development 47-51
- Support, guidance and pupils' welfare 52-55
- Partnership with parents and the community 56-58

The management and efficiency of the school

- Leadership and management 59-65
- Staffing, accommodation and learning resources 66-70
- The efficiency of the school 71-76

PART B: CURRICULUM AREAS AND SUBJECTS

- Areas of learning for children under five 77-85
- English, mathematics and science 86-112
- Other subjects or courses 113-168

PART C: INSPECTION DATA

Data and indicators**MAIN FINDINGS**

This is a good school, where the strengths far outweigh any weaknesses. The strong leadership, consistently high quality teaching and very good behaviour of pupils are the key features which ensure this school gives good value for money.

What the school does well

- Standards are above average in mathematics, science, religious education, art and physical education at both key stages, and above average in English at Key Stage 1.
- The overall educational provision for children under five in the nursery and reception classes is very good.
- The provision for pupils with special educational needs and the few pupils for whom English is an additional language is very good.
- The behaviour of all pupils and relationships within the school are very good.
- The quality of teaching is very good throughout the school.
- Pupils' moral development is very good.
- There are very good procedures in place for monitoring and promoting discipline and good behaviour.
- The school has very good links with the local community.
- The leadership and management provided by the governors, headteacher and senior management team are very good.
- The school is well organised and the efficiency of financial control and administration is very good.

• **Where the school has weaknesses**

- I. Standards in information technology at Key Stage 2 are below national expectations and progress is unsatisfactory.
- II. Pupils of higher attainment are not sufficiently challenged in some lessons.
- III. The outdoor provision for children who are under five is unsatisfactory.
- IV. There are omissions, required by statute, in documentation sent out to parents.

The weaknesses identified above will form the basis of the governors' action plan, which will be sent to all parents of pupils at the school.

•

• **How the school has improved since the last inspection**

The school has responded well to its previous inspection, in March 1996, with an appropriate action plan to tackle the key issues and to improve other concerns raised in the report. It has, for example, corrected the uneven workload of subject coordinators. This has led to an improvement in the coordination of all subjects and resulted in raised standards in many. Standards in mathematics, science, art and physical education have improved markedly as a direct result of effective management and coordination. Coordinators have reviewed the curriculum, revised the schemes of work for their subjects and often led training sessions for all staff. It has been possible this year, because of a favourable financial situation, for the school to create more single age classes. This has effectively simplified the delivery of the curriculum. However, effective planning arrangements ensure that the curriculum is efficiently delivered to all pupils in Years 3 and 4 which still have mixed age classes. The policy on the presentation of pupils' work ensures a consistent approach throughout the school. In affecting these changes following the previous inspection, great care has been taken to maintain the atmosphere of care within which pupils learn traditional values and develop self esteem. Secure management strategies and procedures are in place and with the current talented teaching staff, dedicated governors and guidance of the experienced headteacher, the school has a good capacity for further improvement.

•

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | | Key |
|----------------|---------------------------|-------------------------------|---------------------------|----------|
| | | | <i>well above average</i> | <i>A</i> |
| | | | <i>above average</i> | <i>B</i> |
| | | | <i>average</i> | <i>C</i> |
| English | D | E | <i>below average</i> | <i>D</i> |
| Mathematics | B | B | <i>well below average</i> | <i>E</i> |
| Science | D | C | | |

On inspection, standards in English have improved over the last year, especially at Key Stage 1. Attainment in English is above the national average at Key Stage 1 and in line with the national average at Key Stage 2. This represents a significant improvement on the test results in 1999. The relatively large proportion of boys and their performance in writing is mainly responsible for the below average performance in English in the national tests. This reflects a national trend for boys in this aspect. The literacy hour has had a strong impact on raising standards particularly in reading and listening skills. In mathematics and science, standards are on target to be above the national average. This reflects a steady trend of improvements over the past two years, during which the school has replaced two thirds of the teaching staff and adjusted to higher numbers of pupils with special educational needs.

Standards in information technology are in line with national expectations by the end of Key Stage 1 but below national expectations by the end of Key Stage 2. In religious education standards are above those expected for seven and eleven year olds in the locally agreed syllabus. In art and physical education standards are also above those normally expected at both key stages. In design and technology, geography and history, at both key stages and music at Key Stage 1 standards are in line with national expectations. However, in music at Key Stage 2, standards overall are below those normally seen for pupils of this age.

By the age of five all children do well across the range of their work and make good progress towards achieving the desirable learning outcomes. Their personal social development is very good. However, their physical development is adversely affected by the lack of opportunity for outdoor play but their progress in this aspect remains satisfactory overall.

Quality of teaching

| Teaching in: | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|---------|---|---|
| English | Good | Good | Good |
| Mathematics | Good | Good | Good |
| Science | | Very good | Very good |
| Information technology | | Satisfactory | Unsatisfactory |
| Religious education | | Very good | Very good |
| Other subjects | | Very good in physical education. Good in art, design and technology and history. Satisfactory in geography and music. | Very good in physical education. Good in art, design and technology and history. Satisfactory in geography but unsatisfactory in music. |

The quality of teaching has improved considerably since the previous inspection. Where it was mostly sound it is now very good. No unsatisfactory teaching was seen in any lessons during this inspection. In information technology, the overall quality of teaching was judged to be unsatisfactory at Key Stage 2 mainly because all elements of the programmes of study in the national curriculum were not adequately taught. In the lessons observed in this subject, the quality of teaching was satisfactory. Good or better teaching was seen in 89 per cent of lessons. Teaching was judged to be very good or excellent in 41 per cent of all lessons. Consistently good teaching featured throughout the school with some very good teaching in all year groups. The quality of

teaching for the under five year olds in the nursery and reception class was at least good in all lessons seen with over half being very good.

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

• **Other aspects of the school**

| Aspect | Comment |
|---|---|
| Behaviour | Very good during lessons and throughout the school. |
| Attendance | Above average. Pupils are happy to come to school. Most are punctual and lessons begin on time. |
| Ethos* | The school is a very supportive and caring community where all pupils are valued and respect is mutual. There is a strong determination to educate the whole child and to raise standards. |
| Leadership and management | Very good. Strong leadership is provided by an experienced and caring headteacher. The Governing Body, deputy headteacher, senior management team and subject coordinators make a valuable contribution to the monitoring and evaluation of teaching and the curriculum. All effectively support the implementation of the school's aims and policies. There is a very good team spirit evident among staff and a determination to raise standards. |
| Curriculum | Good. The curriculum is relevant to pupils' needs and interests with equality of access for all. Planning to ensure pupils build on previous learning is good. Procedures for assessing pupils' attainment are good overall; for pupils under five they are very good. Most teachers make satisfactory use of assessment to inform their planning. In the nursery, very good use is made of assessment. |
| Pupils with special educational needs | The provision is very good. Support staff and specialist teachers have very good relationships with pupils and help to ensure all achieve the targets set for them. These targets are reviewed regularly. |
| Pupils for whom English is an additional language | Very good provision is made for the few Chinese pupils. Support staff are used effectively. |
| Spiritual, moral, social and cultural development | Good overall, pupils' moral development is very good. Their spiritual and social development is good and cultural development is satisfactory. The school places great importance on these aspects to broaden and deepen pupils' understanding, values and experiences. |
| Staffing, resources and accommodation | Good overall. The qualifications and balance of staff experience is good. The level of support staff including those with responsibility for special educational needs is satisfactory. The accommodation is adequate for the delivery of the national curriculum. However, the hall is rather small and space is further restricted by the need to store equipment and resources. Outdoor provision for children under five is unsatisfactory. Resources are good for most subjects, however, there is a shortage of computer programs, books for English and few musical instruments. |
| Value for money | Good |

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

•

The parents' views of the school

What most parents like about the school

- V. Parents feel encouraged to play an active part in the life of the school.
- VI. The school is easy to approach with questions or problems.
- VII. The values and attitudes that the school promotes.
- VIII. The high standards of good behaviour the school achieves.
- IX. The fact that their children like school.

What some parents are not happy about

- X. The school does not give parents a clear
- XI. They do not feel well informed about their
- XII. The work that children are expected to do at home.

The findings of this inspection support the views of parents on all the positive issues. It was clear from the meeting for parents prior to the inspection how much parents appreciate the level of care and quality of education provided for their children. It is the view of the inspection team that the good reputation the school enjoys in the area is fully justified. Much work has already been undertaken to address the areas of negative comment. The school is well on the way to producing a policy statement on its partnership with parents. This includes clear guidance on the amount and frequency of homework. The programme of open evenings has already been changed to give parents additional opportunities during the year to talk to class teachers. The inspection team found the quality of pupils' reports to be very good and the amount and use of homework to be satisfactory. Inspectors agree with parents that the school could improve on its information about the curriculum and give parents a clearer understanding of what is taught.

KEY ISSUES FOR ACTION

In order to improve standards and the quality of education further, the governors, headteacher and staff should;

Raise standards in information technology by;

- XIII. Fully implementing the existing policy and scheme of work
- XIV. Ensuring the competence and confidence of all teachers
- XV. Making full use of the existing resources in the information technology suite to develop the necessary skills
- XVI. Providing more opportunities for pupils to use computers in lessons in order to develop those skills

Paragraphs (11, 12, 13, 15, 16, 29, 69, 75, 93, 113-119, 148, 153)

Ensure all higher attaining pupils achieve their full potential by;

- XVII. Providing activities which will sufficiently challenge them in lessons
- XVIII. Providing more opportunities for them to work independently at school and at home

Paragraphs (18, 30, 39, 41, 45, 94, 102, 104, 145, 153)

In addition to the key issues above, the governors should consider for inclusion in their action plan;

- XIX. improving the outdoor play provision to provide a more interesting and rewarding resource for children who are under five (paragraphs 8, 69, 75, 77, 83)
- XX. ensuring all documents sent out to parents fully comply with statutory requirements (paragraph 62)

INTRODUCTION

Characteristics of the school

- 1 Crooksbar Primary School opened in 1978 and was built to an open plan design with no enclosed classrooms. It serves a community which lies to the north of Norton village, which is part of Stockton-on-Tees, a small but historically significant industrial town. The school has experienced a period of change with five new teachers appointed over the past two years and a major building programme providing a new nursery and additional classroom. One third of all pupils live within the immediate area but the remainder travel from other areas. The number of pupils on roll has been fairly static over the past few years. The standard admission number is 40 giving a capacity of 280. Ninety places are in temporary classroom accommodation. Currently 255 pupils attend the school, 129 boys and 126 girls. A further intake of pupils in January will raise the total to 270, which is a slight decrease since the previous inspection. New nursery accommodation provided earlier this year has places for 26 pupils. At present there are 26 girls and 26 boys attending on a part time basis. Pupils are admitted to one reception class each September and in January. At the time of the inspection there were five pupils out of 13 in the reception class who were under five. Attainment on entry is broadly average with the full range of abilities represented.
- 2 Pupils come from a wide range of socioeconomic backgrounds. Housing in the immediate area is virtually all privately owned but two thirds of all pupils travel from other areas. Approximately one third of pupils are from more disadvantaged areas of the town. There are only three pupils from ethnic minority homes, which is low when compared to other schools nationally. The proportion of pupils eligible for free school meals (13.2 per cent) is broadly average. The full range of ability levels is represented on entry to the reception classes but the proportion of pupils with special educational needs has increased steadily each year. There are currently 41 pupils on the special educational needs register (16 per cent) which is broadly average. Three have a statement of special educational needs which is below the national average.
- 3 The aims of the school have prominence in the attractively produced school prospectus. The school aims to 'help children to develop as considerate, autonomous and well-motivated people by offering a structured and stimulating environment.' Eleven more detailed aims are listed to further the basic intention of helping each child to reach his or her maximum potential.
- 4 The priorities for the current year are clearly set out in the school improvement plan. They are to:
 - achieve key stage targets in English, mathematics and science,
 - raise boys' achievement to that of the girls,
 - review and update the personal and social education provision,
 - establish curriculum review procedures,
 - develop and amend assessment procedures,
 - extend information technology through involvement in the national grid for learning,
 - review the provision for more able children,
 - extend opportunities for the development of physical skills for the under fives,
 - establish an after school club.

• **Key indicators**

Attainment at Key Stage 1¹

| Number of registered pupils in final year of Key Stage 1 | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| For latest reporting year: | 1999 | 20 | 29 | 49 |

| National Curriculum Test/Task | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Results | | | | |
| Number of pupils at NC Level 2 or above | Boys | 16 | 18 | 16 |
| | Girls | 23 | 29 | 23 |
| | Total | 39 | 47 | 39 |
| Percentage at NC Level 2 or above | School | 80(74) | 96(76) | 80(83) |
| | National | 82(80) | 83(81) | 87(84) |

| Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 16 | 16 | 20 |
| | Girls | 23 | 23 | 25 |
| | Total | 39 | 39 | 45 |
| Percentage at NC Level 2 or above | School | 80(67) | 80(76) | 90(79) |
| | National | 82(81) | 86(85) | 87(86) |

.....

1 Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for latest reporting year: | Year | Boys | Girls | Total |
| | 1999 | 22 | 17 | 39 |

| 1 National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 9 | 13 | 14 |
| | Girls | 13 | 13 | 13 |
| | Total | 22 | 26 | 27 |
| Percentage at NC Level 4 or above | School | 56(63) | 67(52) | 69(74) |
| | National | 70(65) | 69(59) | 78(69) |

| 1 Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 7 | 8 | 7 |
| | Girls | 11 | 10 | 10 |
| | Total | 18 | 18 | 17 |
| Percentage at NC Level 4 or above | School | 56(67) | 56(67) | 71(63) |
| | National | 68(65) | 69(65) | 75(72) |

1

Attendance

| | | | |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: | | | % |
| | Authorised | School | 4.7 |
| | Absence | National comparative data | 5.5 |
| | Unauthorised | School | 0 |
| | Absence | National comparative data | 0.5 |

1

1 Exclusions

| | | |
|--|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | | Number |
| | Fixed period | 0 |
| | Permanent | 0 |

1 Quality of teaching

| | | |
|---|------------------------|-----|
| Percentage of teaching observed which is: | | % |
| | Very good or better | 41 |
| | Satisfactory or better | 100 |
| | Less than satisfactory | 0 |

.....

2

Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

- 2 In the 1999 national end of Key Stage 2 tests, the school results were below the national average in English and science and above the national average in mathematics. The proportion of pupils who reached the higher levels was close to the national average in English and mathematics and below average in science. When the results are compared with schools where pupils come from similar backgrounds, attainment is well below average in English, above average in mathematics and broadly in line with the average in science. In 1999, there was a relatively large proportion of boys in the year group and their performance in writing is mainly responsible for the weak results in English. It reflects a national trend which shows boys generally do not do well in writing. Moreover, the school was coping with a recent major change of teaching staff. From 1996 to 1998, standards vary from year to year. However, since 1998 the trend has been one of improving standards in mathematics and science. In English standards dipped in 1999 partly because of the number of pupils with special needs in that particular year group. Inspection evidence shows the current Year 6 pupils are in line with the national average in English and above average in mathematics and science. This is an improvement on the previous inspection in mathematics and science when standards were generally in line with national expectations in these subjects. The recent improvement in standards is directly attributable to the quality of teaching. The experienced headteacher, senior management team and effective curriculum coordinators have ensured that all newly appointed teachers have been well supported, advised and trained. With the current teachers, the school is in a good position to continue to improve standards.
- 3 The school's performance in the 1999 national tests for pupils aged seven was in line with the national average in reading above average in writing and well below average in mathematics. The proportion who achieved the higher Level 3 was broadly in line with the average for all schools. This represents a significant improvement on the previous years results. When the results are compared with those for pupils in similar schools, they are below average in reading, broadly in line with the average in writing and below average in mathematics. In science, teacher assessments rather than tests show attainment to be below average and the number achieving the higher Level 3 was also below average. Previous results from 1996 and 1997 indicate that pupils' attainment in reading and mathematics is falling progressively but in mathematics, after an initial dip, standards are being maintained. Inspection findings suggest that the current Year 2 pupils will exceed the standards expected in reading, writing, mathematics and science. This improvement is again a direct result of the quality of teaching which is now well established in this section of the school.
- 4 During the inspection, there was no discernable difference between the attainment and progress of boys and girls at both key stages. Both are well represented among higher attaining pupils. In its own thorough analysis of test performance, the school identified a weakness in writing for older boys and successfully implemented measures such as additional work involving writing skills to address this.
- 5 Most children are admitted to the reception class with attainment in line with what might be expected for children of this age. However, the full range of ability levels are represented. All make good progress and before they are five, meet the standards expected in language and literacy, mathematics, knowledge and understanding of the world and in their physical and creative development. However, progress in their physical development is adversely affected by the unsatisfactory outdoor provision. All children make very good progress in their personal and social development as many relate well to other children and adults from the time they are admitted to the school.
- 6 The current Year 6 pupils' attainment in English is in line with national expectations. This represents a marked improvement in standards over last year when it was below average. This is largely attributable to the additional help for boys to improve their writing skills, the very good quality of teaching and the support parents give to the school with the home reading programme. More recently, the effective introduction of the national literacy hour has raised standards further. Speaking and listening skills are in

line with those expected for eleven year olds. Pupils listen attentively to their teacher thanks to stimulating texts, the use of skilled questioning and good class control. Standards in reading are above average. Pupils read confidently using a range of skills to decode unknown words. They read well independently and locate information using contents or index lists. All can scan a text for specific information. These skills developed in the literacy hour are used successfully in other subjects. Most engage in lengthy pieces of writing, using paragraphs and imaginative vocabulary to dramatic effect. However, few opportunities are given for drafting and redrafting their work allowing pupils to develop and improve their work. The presentation of work has improved since the previous inspection.

- 7 By the age of seven, pupils' skills in reading are above average. They read with confidence and fluency, using well taught skills in phonics to read words that are new to them. In speaking and listening and writing their attainment is also above the national average. Good opportunities are provided in the literacy hour for pupils to listen to stories and appreciate texts from non fiction books. In writing, most form letters neatly and use of punctuation correctly.
- 8 The improvements in standards of attainment in mathematics at Key Stage 2 are attributable to the emphasis placed on the introduction of mental mathematics sessions in all lessons and the quality of teaching throughout the school. Pupils work with confidence to efficiently solve a range of calculations using the correct mathematical operation. They convert fractions into decimals, recognise geometric shapes and use negative numbers confidently. However, they have few opportunities to handle data using a computer. At Key Stage 1, pupils use number and measuring skills accurately. Most recognise number sequences including odd and even and can describe the properties of common geometric shapes. They collect and record information about themselves and on occasions use computers to reinforce confidence with numbers.
- 9 The current Year 6 pupils are exceeding the standards expected of them in science. All pupils, including those with special educational needs, make good progress. Pupils have a good understanding of how to conduct a test fairly when carrying out investigations and make thoughtful predictions of what is likely to happen before doing experiments. Most remember scientific facts well and are capable of organising experiments when working alone or within a small group. They confidently explain the effects of friction on moving objects, the properties of a variety of materials and they change when heated, cooled or burnt. However, analysing numerical data and using information technology to present information is underdeveloped. By the end of Key Stage 1, pupils develop a good scientific approach to investigations. They understand the value of using their senses and the difference between artificial and natural light. All have a good understanding of electricity and electrical circuits.
- 10 Attainment in information technology, by the age of eleven is below the standards expected for pupils nationally. Few have achieved independence in the use of computers. Some know how to load, save, retrieve and print their work unaided, but competence in data handling and using a database is unsatisfactory. Moreover, pupils do not use computers enough to help them with work in other subjects; for example, to save time when redrafting written work in English, or making graphs from information gathered in mathematics or science. However, by the end of Key Stage 1, standards are in line with those expected nationally and all pupils make satisfactory progress. Most can successfully programme a mobile computerised toy and use a computer keyboard competently. There are few programmes to help them with their work in other subjects and this means that computers are not used often enough. This holds back progress and the consolidation of skills.
- 11 The improvement in religious education since the previous inspection is good. At the end of both key stages, pupils achieve standards that are above the requirements of the locally agreed syllabus. All pupils, including those with special needs make good progress in developing an understanding and awareness of the similarities between religions. They know key features of the Jewish faith and the festivals Muslims celebrate.
- 12 Good progress is made by all pupils in the core subjects of mathematics, science and religious education in the junior classes. Progress in reading is good and in all other aspects of English it is satisfactory. Pupils develop confidence and competence in reading at Key Stage 2 mainly due to skills developed in the literacy hour. Homework is well established and extra tuition is given by parents as they hear reading. All pupils make good progress in mathematics. The subject is taught well and regular practice in mental mathematics helps pupils to remember number facts such as multiplication tables. All pupils make good

progress in science. Through regular opportunities to conduct experiments or investigations, pupils develop their skills well in testing, observing, recording results and drawing conclusions. In information technology progress is unsatisfactory. Computers are not well used in other subjects, such as mathematics or science, and parts of the curriculum, such as control technology and the use of databases are not covered adequately. Although resources in information technology have been improved recently and some teachers are well informed and enthusiastic, it appears that others have not kept abreast of developments in the subject and their competence is still having an adverse effect on standards and progress.

- 13 Throughout Key Stage 1, progress in all aspects of English, mathematics science and religious education is good. Pupils are very well taught in all these subjects and all behave very well in class. In information technology, progress is satisfactory as pupils use computer keyboards with confidence. Most display good control when using the mouse and computers are used well to help consolidate numbers.
- 14 In other subjects, the rate of progress varies. In art and physical education at both key stages, progress is good. This is mainly due to the high quality of teaching and extra curricular sessions for pupils. In design and technology, geography, and history at both key stages and music at key stage 1, progress is satisfactory. However in music at Key Stage 2, progress is unsatisfactory. The school has few musical instruments and some elements of the national curriculum, such as composing, are not well taught.
- 15 Pupils with special educational needs generally make good progress towards the targets set for them in their individual education plans. The targets mainly relate to the development of literacy and numeracy. Their progress is further accelerated with the help and support they receive at home. The attainment of pupils with special educational needs is sometimes below national expectations in relation to numeracy and literacy, although at Key Stage 1, the majority achieve Level 2, while at Key Stage 2, Level 4 is achieved by some pupils. Specialist teachers provide appropriately planned work, especially in English and mathematics. The teacher for the small number of Chinese pupils in school provides helpful translations of worksheets and very good support during lessons. Class teachers planning always takes account of the targets in individual education plans and this enables pupils to achieve a good rate of progress. Very high attaining pupils are identified and some teachers have attended training in order to help them achieve their full potential. This small group of ten exceptional pupils are well provided for with extra lessons and work designed to challenge and test them. However, the larger number of higher attaining pupils are not always given work which will help them to achieve their potential in lessons. The schools weak performance in the number who achieve the higher Level 3 or 5 in the National Curriculum tests for seven and eleven year olds is a reflection of their under achievement.
- 16 Literacy is well promoted in other subjects. Pupils are frequently required to listen and answer questions, speak to various audiences and write accounts of their work in other subjects. Access to the library is good for all pupils. However few pupils were observed using the books for independent research. Numeracy is promoted well in other subjects. Data is gathered in science and represented on graphs and measuring is a feature in design and technology.

19

Attitudes, behaviour and personal development

- 17 Overall, pupils show very good attitudes to their work. In the vast majority of lessons pupils work hard and try to do their best. Very occasionally a small number of pupils do not pay full attention to their teachers. Pupils with special education needs and those for whom English is an additional language are conscientious and have good attitudes to their learning.
- 18 Throughout the school, most pupils listen carefully to their teachers, concentrate well and answer questions with enthusiasm. They are very interested in their lessons and try hard to improve. For example, in a lesson on Asian dance Year 5 pupils took much pride in practicing to perfect their steps and dance patterns and all clearly enjoyed the session.
- 19 The behaviour of pupils throughout the school is very good. This has a positive effect on their learning and their life in school. Pupils behave very well in lessons and in assemblies. Their good manners and behaviour ensure that lunchtime has a friendly social atmosphere. Most parents are happy with the high standards of behaviour promoted in school. There have been no exclusions in recent years.

- 20 There are good relationships between pupils and with all adults in school. Pupils from ethnic minorities are fully accepted and integrated into the life of the school. Pupils are polite and helpful to all adults in school. They cooperate and work well collaboratively and are appreciative of the good work of others. In a rehearsal for the Christmas production “Off to Bethlehem” pupils chosen for the school choir concentrated very well on the conductor and applauded the good singing of the soloists.
- 21 The personal and social development of children under the age of five is very good. Children in the nursery are well aware of the routines, for example they know how to register themselves at the start of the session. They can share and take turns readily and are well motivated to learn by the exciting and interesting activities. They are enthusiastic and eager and thoroughly enjoy talking about their work. This good start is built on very effectively in the reception class where they work hard and concentrate very well within the calm purposeful atmosphere. Children move quietly round the classroom, clear away carefully and take care of the equipment and apparatus.
- 22 The personal development of all pupils is good. Pupils are willing to undertake a number of responsibilities in class such as register monitors. They volunteer to help others on computers. Older pupils help at breaks to tidy the reception classroom. They feel confident to put forward ideas for improvement in the Friday suggestion box. When given the opportunity pupils can work independently and research for information for themselves. Pupils show mature attitudes in class discussions, for example in a religious education lesson on the Jewish festival of Hanukah, Year 1 pupils raised questions about the celebrations sensibly and thoughtfully.

25 **Attendance**

- 23 Attendance is above average. Pupils are happy to come to school. A small number of pupils arrive late in the morning but most pupils are punctual. Registration takes place promptly and lessons begin on time.

26

26 **QUALITY OF EDUCATION PROVIDED**

26 **Teaching**

- 24 Overall, the quality of teaching is very good. Teaching is at least satisfactory in all lessons and good or better in 89 per cent of the lessons during this inspection. It was very good or excellent in 41 per cent of all lessons seen. The quality of teaching has improved considerably since the previous inspection when it was described as mostly sound.
- 25 Overall, the quality of teaching for children under five is very good. Teachers in the nursery and reception class and the non teaching assistant work very effectively together, planning the curriculum carefully and complementing each other's expertise well. There is a very good balance between different kinds of organisation. Children experience whole class sessions such as the literacy hour; at times they work on small group activities accompanied by an adult and there are ample opportunities for them to make choices and work on their own. In all the areas of the curriculum teachers provide good opportunities for both group and individual work. The quality of adult support in the classrooms is good and has a positive impact on the progress children make. Day to day assessment is thorough and is used very effectively to inform future planning. Children under five show very good attitudes to their learning and enjoy the activities that are provided for them. The classrooms provide stimulating areas of learning, they are well organised and provide children with a wide range of valuable experiences. These are very clearly organised on the basis of the Desirable Learning Outcomes.
- 26 The quality of teaching throughout both key stages is very good. As a result, in most lessons pupils' progress is good. Good progress throughout the school including that of special needs pupils and those with English as an additional language is directly linked to the high quality of teaching in all year groups and in most subjects. Teachers' subject knowledge is generally good and as a result, teachers are able to extend pupils' learning and teach lessons with confidence and flair. However, in information technology at Key Stage 2, some teachers are not as confident in the subject as others and do not make full use of the computers in their classroom. In music, again at Key Stage 2, some teachers are not providing sufficient

opportunities for pupils to perform using musical instruments or to compose music. All teachers have warm and supportive relationships with their pupils and pupils are very happy and secure in their teachers' presence. Teachers plan work together and share with each other ideas and activities. In all subjects teachers make the most of opportunities to develop pupils' literacy and numeracy. The teaching of numeracy and literacy is good.

- 27 All teachers know their pupils very well and set realistic targets for them. However, in some lessons, a lack of challenge is provided for the higher attaining pupils. Additional activities which will further extend these pupils when they finish work early are not routinely featured in teachers planning. Lessons generally are well planned and targets that are set for pupils with special needs are crisp, clear and achievable. These pupils are very well supported and as a result of this they make good progress. Teachers make regular assessments of pupils' individual targets and use this information well to support the next stage of learning.
- 28 All teachers work hard to provide an interesting introduction to their lessons. All prepare and use resources well to aid pupils' learning. In a religious education lesson for example, a wide range of artefacts from the Jewish religion were available for pupils to examine and discuss. Little time is wasted as many teachers often prepare before breaktimes for the next lesson. The slow pace of lessons was criticised in the previous report but this was not seen during this inspection. The good level of concentration and interest shown by the majority of pupils was a clear indicator of the high quality of teaching in most subjects.
- 29 Teachers' skills in questioning are good. Questions are often open ended and challenging but pupils know that their contributions are valued. The very good level of encouragement teachers provide effectively raises pupils' self esteem and gives them a pride in their achievements. Often in lessons pupils brought out their work for the visitor to see, a clear indication of their confidence in what they were doing. All teachers manage and control the pupils very well and where incidents of restlessness or inattention occurred, teachers were quick and effective in dealing with the problem.
- 30 Teachers use of variety of methods to teach their classes. They successfully balance direct teaching with opportunities for pupils to work cooperatively. All lessons are well organised and teachers use time and resources very efficiently. Teachers are ably supported by non teaching assistants with a responsibility for pupils with special educational needs and volunteer parent helpers. All are given precise instructions by class teachers and have clear roles and responsibilities. They make a valuable contribution to pupils' attainment and progress. The level of support provided by the bilingual assistant for the few pupils from Chinese homes, is very effective. Some teaching aids, such as number squares for example, have the equivalent Chinese numbers added.
- 31 Pupils' work is marked regularly and teachers sometimes use encouraging comments. However, some teachers occasionally fail to add a constructive comment which sets a target for the next piece of work. Other techniques of day to day assessment, such as questioning and the observation of work are used well to assist teachers in their planning. Formal assessments in the core subjects of English, mathematics and science follow carefully agreed procedures and provide an accurate picture of pupils' attainment and progress.
- 32 Pupils are encouraged to complete regular assignments for homework. The recently introduced policy effectively guides teachers on the frequency and content. It forms part of the new home/school agreement which has the firm intention of further improving the good partnership which exists with parents.

35 **The curriculum and assessment**

- 33 The school provides a good broad curriculum that is relevant to the pupils' needs and interests. A strong emphasis is placed on the teaching of literacy and numeracy. The school complies with statutory requirements by teaching all subjects of the National Curriculum. Religious education is planned to meet the requirements of the locally agreed syllabus. Time not spent on the National Curriculum is allocated to pupils' personal and social education. All pupils have opportunities to experience the whole curriculum. Provision for pupils with special educational needs, and for those for whom English is an additional language is very good. The curriculum for the under fives provides a stimulating range of experiences for children. Planning is effectively based on areas of learning in the nursery and these are gradually

absorbed into the National Curriculum Programmes of Study in the reception class.

- 34 The school makes very good provision for health education as part of the well organised personal and social education programme. Pupils are taught about the safe use of medicines and the potential dangers of drugs, as well as issues of healthy living, of personal safety and environmental dangers. Sex education is taught both informally, as pupils' questions are sensitively answered, and formally, through a series of lessons for Year 6 pupils. The sex education policy is well supported by parents. Much effort is put into preparing pupils for their successful transfer to secondary education.
- 35 The school has an agreed policy on the provision of equal opportunities that is understood and implemented by the whole staff. It complies with all relevant legislation. It is reflected in all policy documents and there are clear attempts made to prepare pupils for life in an ethnically and culturally diverse society.
- 36 The provision for pupils with special educational needs is very good. The school follows the Code of Practice for these pupils, and legal requirements, in respect of annual reviews, are fully met. Good individual education plans are provided which identify suitably specific learning targets. Teachers deliver appropriate experiences to ensure that these are met. Statements of special educational need are monitored and reviewed regularly. Parents are kept well informed of the progress of pupils with special educational needs. The needs of pupils for whom English is an additional language are also well met. High attaining pupils are being accurately identified and a policy outlines a range of strategies that are used to meet their special needs. This represents an improvement since the previous inspection. In practice, however, the work being set for these pupils is not always sufficiently well focused or challenging.
- 37 Governors are appropriately involved in curriculum planning and ensure that the necessary implementation and monitoring procedures are carried out. For example, one of the governors who is a policeman, was able to give expert input when the drug policy was being developed. Governors also discharge their duties well in respect of special educational needs through a supportive link governor.
- 38 Suitable policies are in place for all subjects. There is a clear recognition, by the whole staff, of the knowledge, understanding and skills to be developed. Language development is a feature in the nursery. All the other learning objectives are successfully followed, through a range of stimulating, well organised activities. The school plans effectively at Key Stage 1, where a strong emphasis is placed on the teaching of literacy and numeracy. A good range of teaching methods and organisational strategies gives the children a variety of experiences to extend their learning. Thorough schemes of work, together with the commitment to shared planning, ensures that all subjects are successfully delivered. There is some monitoring of teaching by curriculum coordinators, on a two year cycle. However, most have very little non contact time from their own classes in which to make a significant impact on raising teaching standards in the foundation subjects still further. Short term planning is thorough and flexible, allowing changes to be made in the light of experience. The needs of pupils of different levels of attainment are recognised. Opportunities to set open ended challenges to higher attaining pupils, are missed. Homework routines are established mainly for English and mathematics. A small number of parents expressed dissatisfaction with the work their children were expected to do at home. Inspectors found the amount and quality to be satisfactory. The school recognises the need to develop provision in this area and a new policy statement forms part of the new home school agreement.
- 39 At both key stages, good team cooperation allows the curriculum to be developed systematically. There is good progression between the classes. This ensures that successful transitions are made at each progressive stage, with a minimum of repetition and with ongoing work being well sequenced.
- 40 Pupils' learning is enriched by a satisfactory range of extra curricular activities. At the time of the inspection, clubs were held for dance, recorders, nature, art and craft and Scripture Union. At other times in the year opportunities are available, especially for the older pupils, in netball and hockey and cycling proficiency. Opportunities for pupils to represent the school in competitive team games have been very limited.
- 41 Procedures for assessing pupils' attainment are very good in the nursery and are good at both key stages. Children are very well assessed on entry to the nursery, with additional information provided by parents.

Assessments on entry extend the individual information built up on each child. Throughout both key stages, a wide range of standardised and informal tests are used to identify trends in performance, for example to identify gender differences. Tests are limited to the subjects of English, mathematics and science. A computer program ' Simms Assessment Manager ' is increasingly used to analyse test data. Portfolios of pupils' work in different subjects provide staff with examples of graded work against which other samples can be compared. Individual pupil folders contain work that has been carefully graded by the teachers. These measures enable teachers to accurately assess pupils' performance in the classroom. National standardised assessment procedures are in place for pupils aged seven and eleven. The results of these are analysed and are used to identify and remedy weaknesses in attainment. Questionnaires are also completed to note individual pupil attitudes and preferences. Elements of pupil target setting are being introduced but have yet to make an impact.

- 42 The quality of day to day assessment is satisfactory. In the best teaching, seen at both key stages, noting areas of group or individual weakness is a routine daily procedure. The school has a clear marking policy. Praise is liberally used to encourage the pupils. However, opportunities are missed, in some classes, to use marking to teach or to set higher expectations of pupils' standards. The annual report to parents states clearly what the pupils know and can do. It also contains teacher assessments of the progress made across the range of curriculum subjects. The school provides regular opportunities, both formal and informal, for discussions with parents.
- 43 The use of assessment to inform planning is very good in the nursery and satisfactory at both key stages. At present, too much evidence is collected and it is difficult to analyse it all. This was a minor criticism made at the previous inspection. The school is still seeking more practical ways of using all the evidence it collects to raise pupil standards. The coordinator for assessment is aware of this and is developing systems to introduce easier ways for teachers to build up information. He is also planning staff training in the interpretation and use of the data.

46 **Pupils' spiritual, moral, social and cultural development**

- 44 The school's provision for the spiritual, moral, social and cultural development of its pupils is good overall. This reflects the findings of the previous inspection. The school correctly places great importance on these elements of pupils' development. The school makes effective use of this area of education to develop, broaden and deepen pupils' understanding, values and experiences. The school provides particularly good opportunities for pupils' moral development.
- 45 The provision for the spiritual development of pupils is good. This reflects the findings of the previous inspection. The youngest children in the school experience a range of activities that give them opportunities to reflect and wonder. They consider how they move and grow and think about people who look after them. The school provides many opportunities for reflection in the daily act of collective worship. Pupils reflect on the meaning of kindness and gentleness as they consider the day ahead. This is successful in promoting an atmosphere of thoughtful contemplation. The school incorporates spiritual opportunities naturally into many aspects of its life. An example of this was in a religious education lesson where pupils considered and reflected on the feelings of the Jews when their temple was desecrated. They explored emotions of sadness and marvelled at how this turned to joy at the miracle of Hanukkah. In personal and social education lessons pupils reflect on good deeds and consider the meaning of caring. This gives them valuable opportunities to reflect and think about the feelings, needs and emotions of others. The school makes effective use of a range of stories to enable pupils to explore a variety of feelings and emotions. For example, pupils listened to 'The Hunter' in one assembly. They showed sympathy for the captured fawn and its distressed mother. Pupils' work in a variety of subjects, such as religious education, art and music, helps to promote their spiritual development. For example, children in the nursery were delighted as they folded wet paintings to make symmetrical patterns. Older pupils use a range of emotive and awe inspiring words to describe their representations of fireworks. They identify feelings of sadness and elation in the music from the film 'Brave heart'. Pupils have opportunities to reflect on the feelings of other people. An example of this is when they consider the place of religious values, such as the Sikh code of conduct, in people's lives. The pupils relate this effectively to their own lives. There is a good spiritual ethos in assemblies and lessons. This provides a firm and effective base for the work of the school. The school fulfils statutory requirements in its daily act of collective worship. Pupils listen to stories with a moral message from the Bible, from other cultures and from a range of writers. They consider and reflect on their meaning. All members of the teaching

staff take turns to lead and participate in assemblies. They all attend the daily act of worship. This gives pupils a sense of belonging to a corporate community.

- 46 The provision for the moral development of pupils is very good. This is an improvement since the previous inspection. The school is very effective in teaching pupils the principles that distinguish right from wrong. This begins on entry to the nursery and develops as pupils progress through the school. There is a strong code of conduct implicit in all actions. The school displays this prominently in all teaching and circulation areas. All members of the teaching and non teaching staff provide very good role models. They ensure that all their dealings with issues are firm and fair. Teachers talk through any transgression of its code of conduct with pupils and, when necessary, with parents. Pupils know the difference between right and wrong. They are honest and trustworthy. They are well aware of what constitutes acceptable and unacceptable behaviour. Pupils have many opportunities to explore and develop moral issues within the curriculum and assemblies. For example, in one assembly, pupils recognise the moral in Aesop's fable about the sun and the wind. Teachers make very effective use of lessons to reinforce messages of care and concern for each other. A teacher effectively deals with misbehaviour by asking pupils to consider the rules and apply them to the unacceptable behaviour. Teachers include moral guidance in lessons. For example, in a religious education lesson, pupils discussed the Sikh belief of equality. They apply this to the rights and wrongs of today's society. Another example is in English homework. The teacher sets pupils the task of discussing whether Roald Dahl's books are rude and appeal to the bad side of children. Pupils tidy away equipment and learn to look after it carefully. This enables them to begin to appreciate moral issues concerning other people's property. Pupils discuss the effects of their actions on other people. They quickly develop an understanding that they are responsible for their own actions and that there are consequences to them. Pupils respect their teachers and adults who work in the school. They respect property and take much care of the work and artefacts on display around the school. The members of staff maintain a calm, reflective and orderly community that promotes purpose to all school activities. The Year 6 pupils have good preparation for their transfer to secondary school.
- 47 The provision for the social development of pupils is good. This is an improvement since the previous inspection. Children in the nursery and reception class have many opportunities to develop independent attitudes to learning. Teachers build on this and increase these opportunities as pupils become older and more mature. Pupils have many opportunities to work cooperatively and collaboratively in lessons. In science, for example, pupils work well together when planning and carrying out investigations. This encourages the effective development of social skills. This work begins in the nursery and continues as the pupils progress through the school. The school prepares pupils carefully for their transfer to secondary school. It gives pupils opportunities to develop a sense of group identity and acceptable group behaviour. Pupils listen with respect to each other when discussing work. They value each other's contributions to discussions. All members of staff foster good relationships between pupils and between pupils and themselves. The school develops pupils' concept of citizenship through their participation in the work of the school community. It encourages pupils to put forward ideas for improvement and involves them in a variety of tasks around the school. For example, pupils take registers to the office and assist with younger children in the reception class. The school gives pupils opportunities to further develop their social skills during lunchtime. This is a pleasant social occasion where pupils of all ages mix, eat and talk together quietly and calmly. The school is an orderly and well run community. Pupils have an effective involvement in the wider community. Pupils raise money for a range of local and national charities. They sing in the local church and give concerts for families and friends. Pupils take part in a variety of outings and visits. This includes a very popular visit for Year 6 pupils to the Kingsway adventure centre.
- 48 The school makes sound provision for the cultural development of pupils. This reflects the findings of the previous inspection. Pupils have many opportunities for pupils to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography. For example, the school makes effective use of the old village of Norton and Hardwick Hall. Pupils visit museums and art galleries and are well aware of their cultural heritage. The school teaches pupils about other religions, cultures and beliefs. This mainly happens during religious education lessons where pupils learn about Judaism, Islam and Sikhs. An example of this is when pupils learn about the Sikh code of conduct and explore the meaning of equality. They effectively apply this to situations and events of immediate interest to themselves. They also consider its implication in the wider community. There are some links in other areas of the curriculum. For example, pupils study Aboriginal art and use music from Africa. They learn

dances from Scotland, Ireland and Asia. The school teaches pupils to value and respect all faiths and beliefs. The school gives pupils a sound preparation for life in a multicultural society.

51 **Support, guidance and pupils' welfare**

49 The school provides a good level of support, guidance and attention to the welfare of its pupils. This was also found to be the case in the previous inspection. The key issue in the previous inspection; to continue to maintain the atmosphere of care in school has been successfully achieved.

50 There are good procedures for monitoring pupils' progress and personal development. The monitoring of attendance is satisfactory. Teachers offer support and help to pupils at all times and encourage them to do their best. Good strategies such as the "Target Tree" in a Year 2 class help pupils to identify for themselves areas where they can improve. The good use of praise and encouragement boosts pupils' self esteem, for example the "Well done Wall" in some younger classes and the special Neil Grant Award for the Year 6 pupil who has made the most progress throughout the year. The school gives very good support for pupils with special educational needs. It actively involves outside agencies such as the Hearing Impaired service for specialist support. There is also good support for pupils for whom English is an additional language which enables pupils to respond well during lessons. Sensitive induction to the nursery which includes home visits clearly helps children settle quickly into school.

51 The school has very good procedures for monitoring and promoting discipline and good behaviour which work well. The very good classroom management by teachers is consistent throughout the school and ensures high standards of behaviour in lessons. The headteacher monitors behaviour well through his good relationships with pupils and commitment to the positive enforcement of good behaviour. There are appropriate school rules for the older and younger teams which are displayed throughout the school and known to pupils. Most parents agree that the school's values and attitudes have a positive effect on their children.

52 The school takes good care of its pupils. Lunchtime is extremely well organised. The kitchen staff not only provide nourishing meals of a high quality but they and the supervisors know the pupils well and have a caring and friendly manner towards them. Suitable child protection procedures are in place. There is an appropriate health and safety policy and the school observes safe daily routines in and around the buildings which are kept very clean.

55

Partnership with parents and the community

53 The school has a good partnership with parents. This has been maintained well since the previous inspection when the school's work to promote parental links was recognised. Most parents are supportive of the school and agree that the school encourages them to play an active part in the life of the school. They feel welcome and find it easy to approach the school with questions or problems to do with their children. During the inspection, parents were observed taking the opportunity to speak informally to teachers at the start and end of the day. Some parents help in school giving effective support in the nursery, on computers and with pupils with special education needs for example. Parents listen to their children read at home, making constructive comments in the reading diaries which aids the partnership between home and school and helps pupils to improve their reading. The active Crooksbarne Parents and Friends Association (CPFA) organises a number of social and fundraising events which provide much valued resources for the school. Parents have also been successful in saving supermarket vouchers to provide a colour printer and books.

54 Overall, the school provides good information for parents. The well produced newsletters from the governing body keep parents informed of school matters and events. Parents of young children receive a very useful booklet on the work and routines in the nursery. The written annual reports to parents on their children's progress are very good. Parents of pupils with special education needs are kept fully informed by the school and are regularly involved in reviews of their children's progress. An appropriate meeting on the new numeracy strategy has been held this term. However, a significant number of parents who responded to the pre-inspection questionnaire have concerns over how the school informs parents of what is taught and do not feel well informed of their children's progress. Inspectors agree with parents concerns on this aspect. The school produces useful termly leaflets for parents of Key Stage 1 pupils on

the curriculum and the ways that parents can help but these are only available if parents ask teachers for them. There is no written information for parents with pupils in the junior section of the school at present and this is unsatisfactory. The school has listened to the views of parents and the governing body and is now offering parents the opportunity to meet with teachers in the autumn term and has plans to change the timing of the summer meeting to the spring term. The school also has appropriate plans to review the homework policy to give a clear statement on what is expected for each year group. Inspectors found the amount and quality of homework to be satisfactory.

- 55 The school has very good links with the community. It makes very good use of the local area and local experts to enhance pupils' learning, for example recently Year 3 and 4 pupils explored the Anglo-Saxon burial ground in Norton with a local historian and Year 5 pupils enjoyed the experience of learning about the 1960's and its music from a local guitarist. Many visits, including residential, are taken to local places of interest such as Butterfly World and Preston Park and the Railway Museum in Darlington. The school promotes pupils' personal development well by involving them in charity events such as a non uniform day to raise funds for a local Hospice.

58 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

58 **Leadership and management**

- 56 The quality of the leadership and management is very good. The school benefits from strong leadership provided by the experienced and caring headteacher. He has excellent vision and provides clear educational direction for the work of the school. Since the previous inspection, the roles and responsibilities of the deputy headteacher, senior management team and subject coordinators have been reviewed. All now have clear roles and are instrumental in helping to create sound structures to support all staff. Governors continue to make a significant contribution to the life of the school. They are fully involved and informed about all aspects of the school and work in effective partnership with the headteacher. There is a very positive ethos and the school aims are very well promoted through its policies and practice. A strong sense of team work is established throughout all aspects of school life and this impacts positively on working towards achieving school targets. There is a clear commitment at all levels to raise standards and this helps to ensure pupils receive the best education possible.

- 57 The school has responded well to its previous inspection in March 1996, with an appropriate action plan to tackle the key issues and to improve other concerns raised in the report. It has, for example, corrected the uneven workload of subject coordinators. This has led to an improvement in the coordination of all subjects and resulted in raised standards in many. Standards in mathematics, science, art and physical education have improved markedly as a direct result of effective management and coordination. Coordinators have reviewed the curriculum, revised the scheme of work and often led training sessions for all staff. It has been possible this year, because of a favourable financial situation for the school to create more single age classes thus simplifying the delivery of the curriculum. However, effective planning arrangements ensure that the curriculum is efficiently delivered to all pupils in Years 3 and 4 which still have mixed age classes. The policy on the presentation of pupils' work ensures a consistent approach throughout the school. In effecting these changes following the previous inspection, great care has been taken to maintain the atmosphere of care within which pupils learn traditional values and develop self esteem. Secure management strategies and procedures are in place and with the current talented teaching staff, dedicated governors and guidance of such an experienced headteacher, the school has a good capacity for further improvement.

- 58 The current school improvement plan is detailed and comprehensive and reflects the school's priorities. Effective management structures such as governors committees and school management teams ensure that staff have an input into the decision making process at all levels. Strategies for monitoring and evaluating the targets set in the plan are generally effective, well structured and established. However, the role of governors in the monitoring of success is minimal and this is an area for future development. Management working parties that involve governors, the headteacher and members of the senior management team, support the development planning process very effectively. Progress made towards meeting the targets identified on the school development plan is reviewed regularly each term.

- 59 Procedures to systematically monitor the work of the school both by the governors, headteacher, senior management team and subject coordinators are very good. Standards and the quality of teaching and learning are effectively monitored and evaluated by some subject coordinators through classroom observations, and the scrutiny of both teachers planning and pupils work. Formal methods of evaluation and feedback ensure there is a better understanding of the impact of teaching and curriculum planning on the quality of education provided by the school. However, some subject coordinators are still not allocated time during the school day to formally monitor teaching in their subject. The headteacher very effectively monitors standards through careful analysis of assessment data. This supports the monitoring of pupils' progress throughout the school well and has influenced the identification of whole school targets for pupils' attainment, particularly for boys' attainment in English and mathematics. The headteacher is very effective in monitoring the work of the school through established systems and procedures and clearly gives strong educational direction and support to developments. Teachers' presentations of developments about their areas of responsibilities and regular planned visits by governors to the school to observe teaching makes the monitoring by governors more effective. The chair of governors has a clear view of the role of the governing body. All governors fully understand their roles and responsibilities. The headteacher and staff have appropriate job descriptions for their general and specific duties. The deputy headteacher effectively fulfils her role and responsibilities and makes a significant contribution to the senior management team. All statutory requirements are fully met with the exception of some omissions required by statute in the information sent out to parents in the school's Prospectus and governors Annual Report to parents. These include absence rates, a statement on sporting aims and the school's policy for the Arts.
- 60 The management for pupils who are under five is very good. The coordinator is very knowledgeable, experienced and well organised and monitors standards, planning and teaching effectively. Regular training sessions also ensures colleagues are well supported.
- 61 The headteacher and governing body have set up a very good policy and good procedures for special educational needs. There is a specially appointed coordinator for the management of this aspect of the curriculum and a governor with responsibility for overseeing the provision. Extra hours for support assistants are provided from the schools own resources, in addition to those funded by the local Education Authority. Staff are effectively deployed and their contribution has a significant impact on standards. There is very good liaison between governors, the headteacher and all teaching and support staff. The coordinator has a significant role in informing and training all staff; arranging for the intervention from outside agencies, and in the overall management of special educational needs provision throughout the school. The provision overall is very good.
- 62 The implementation of the policy for equal access to the curriculum has an important impact on the learning for the small number of pupils for whom English is an additional language, as well as pupils with special needs. As reported in the previous inspection, the school has a comprehensive policy document, which is well understood and effective. Results of assessments are analysed thoroughly, taking account of gender and ethnic origin, and included in future planning. The choice of books, displays and materials in the school reflect diverse culture and gender expectations. The full range of pupils, including those in the Early Years, receive a very good level of support.
- 65

Staffing, accommodation and learning resources

- 63 The school has a suitable number of well qualified and experienced teachers and they provide a good match for the demands of the curriculum. A key issue from the previous inspection was the need to explore ways of redistributing curricular responsibilities in order to achieve a more equal workload amongst staff members. The school has addressed the issue by making the post holders for literacy and numeracy promoted posts and recruiting accordingly. Care has also been taken to match areas of curriculum responsibility with teachers' expertise in subjects.
- 64 The level of support staff is satisfactory. Along with voluntary helpers, they give effective support in the classrooms. All staff have clearly defined job descriptions. The headteacher spends much time in classrooms observing, advising and working alongside colleagues. Procedures for staff appraisal are very good. The school is following the national requirements. The school effectively links appraisal targets to staff development. Arrangements for the professional development of staff are very good. They link

closely to priorities in the school development plan and to initiatives which support the school's action plan. The professional development of staff meets the needs of individuals, as well as the needs of the school. Staff disseminate the knowledge and information they acquire to their colleagues on a structured basis at staff meetings and on training days. Careful records of staff training are maintained and the impact of this training is regularly evaluated. There is a clear commitment to improving staff confidence and expertise. An effective policy for the induction of newly appointed teachers is in place. Staff new to the school, receive a good level of support through regular meetings with their well trained mentor.

- 65 Overall, the accommodation is satisfactory for the effective delivery of the curriculum. Since the previous inspection, the floor of the school hall has been repaired and is now in good condition. Storage of equipment for physical education remains a problem, restricting the space available for lessons. The school has sufficient rooms for the number of classes and makes very good use of the shared areas between classes. There are adequate specialist areas for art, design and technology and a small library. The outside classrooms and the main building do not have access or any other facilities for disabled pupils. Furthermore, there is no running water in any of the outside classrooms. Standards of cleaning are very good. The site manager and the cleaning team take great pride in their work. Pupils have easy access to a small hard play area and a large level playing field within the school boundary. The grounds provide suitable facilities for sporting activities and team games.
- 66 The provision of resources for most subjects in the school is good. However, in music, resources are unsatisfactory, as there are insufficient pitched instruments to meet requirements. The reference library is well organised with a classification system similar to the local library. The provision of books is satisfactory, mainly due to the provision of additional books from the schools library service. Resources for information technology are satisfactory. The school is developing a computer suite but at present the network is not complete and the on line facility is not operating. Resources for pupils with special educational needs in most subjects are good. The range and quality of equipment for physical education is very good but its storage takes up too much room in the relatively small hall. The absence of large playground apparatus and shared wheeled toys for children under five is currently unsatisfactory. Resources are generally labeled and stored well.
- 67 The school effectively adds to its resources with visits to museums and the nearby art gallery. These visits enrich pupils' learning. A residential visit is organised each year for Year 6 pupils to take part in adventurous activities.

70 **The efficiency of the school**

- 68 The efficiency and effectiveness with which the resources made available to the school are managed, are good overall. All recommendations made at the previous inspection to raise levels of efficiency have been fully addressed.
- 69 The quality of financial planning is satisfactory. There is reliability upon and confidence in the recommendations made by the headteacher and the senior management team. Nevertheless, the final spending decisions are made by the governing body. For example, the governors are involved at all stages in the formulation and prioritising of the annual school improvement plan.
- 70 The headteacher and governors have a clear long term view of the financial planning. There is an agreed commitment to maintain low class sizes. However, a range of options is not always considered. For example, choices involving the alternatives of appointing a teacher or a number of extra classroom assistants have not been fully explored. There is a clear link between the school improvement plan and finances, in both the short and long term. However, governors do not sufficiently monitor the outcomes of their major spending decisions, in terms of raised levels of pupil attainment, to ensure these decisions represent good value for money.
- 71 The deployment of teaching and support staff is good. Teachers are very well selected to fill specific roles within the school. There is a sense of corporate identity between members of staff, who all feel that they have a part to play in school improvement. For example, coordinators now have charge of the annual budget and can make representations for extra funding when the annual improvement plan is formulated. The change to single aged classes, recommended in the previous report, has proved very beneficial in all the year groups in which it has been achieved. Teachers cooperate successfully within their key stage

teams. However, most coordinators function best within their own key stage and strategies are not sufficiently in place to extend their influence more effectively throughout the school. Nursery nurses and support assistants are very well deployed, both to meet individual pupil needs as well as in broader classroom contexts. Staff development and training is linked to the school improvement plan and is well monitored by the senior management team. Throughout the school, time is used to its maximum efficiency.

- 72 Use of the school accommodation is good. The recently built nursery is being well exploited, though outdoor activities need to be developed. Under fives successfully integrate into the school and there is better communication between the staff. There is adequate teaching space for Key Stages 1 and 2, and shared areas are used well for practical and group work. In some areas, however, quiet periods have to be synchronised to limit extraneous noise, from adjoining areas, causing a distraction. The carpeted school hall, though relatively small, is well used for a range of activities. The central library is small for group research work, but books are taken to the classrooms to enable research to be undertaken. The new information technology suite is a very good addition to the school, improving the subject delivery. Public areas of the school are used effectively to display pupils' work. The small nature area is being increasingly used well for teaching.
- 73 The efficiency of financial control and school administration is very good. Financial information is scrutinised monthly and the governors are kept well informed of any emerging trends or spending needs. All recommendations in the last auditor's report have been fully addressed. The school secretary is extremely efficient in the execution of her many duties. Taking into account the unit cost per pupil, the attainment on entry, the good progress throughout the school as a result of very good teaching and the attainment when they leave, the school provides good value for money.

76 **PART B: CURRICULUM AREAS AND SUBJECTS**

76 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 74 The school admits children to the nursery after their third birthday. Children who have their fifth birthday between 1st September and the end of February transfer to the reception class at the beginning of September. Children whose birthdays fall between 1st March and 31st August transfer to the reception class in January. Most children attend the school's nursery before they enter full time school. The nursery makes good provision for the all round development and education of these young children. The reception class builds effectively on the work of the nursery. The curriculum for children under five effectively promotes the Desirable Learning Outcomes in all areas except for children's physical development. There is a specifically designated outdoor area for use by the children in the nursery. This does not have immediate access from the reception class. There is no provision for large climbing and balancing apparatus or large shared wheeled toys. Storage space is very limited. Curriculum planning is thorough and detailed. The early years' team plan together to ensure there is no unnecessary repetition of work when children enter the reception class. The basis for planning is the nationally agreed outcomes for learning for children under five. This gives children a firm foundation for work at Key Stage 1 of the National Curriculum. The early years' team has a clear commitment to raising standards. They attend in service training courses together, plan lessons together and liaise closely with parents. They are developing links with Key Stage 1 to continue and develop the current good practice. The record keeping system is clear, informative and gives all members of staff a well informed base for the planning of work. All members of the early years' team use the base line assessment procedures very effectively to assess children's level of achievement. They use this knowledge to plan future work on the basis of what the children know, understand and can do. The reception teacher continues to use the records from the nursery unit. The records of achievement go with the children when they move into Year 1. The nursery and reception classes provide a good level of support for children with special educational needs. The few children with English as a second language have a good and effective level of support from a Chinese speaking teacher. All children have full and equal access to the areas of learning. Parents value the work children do in the nursery and reception classes.
- 75 On entry to the reception class children's level of attainment in all areas of learning is close the expectation for children of this age. Most recognise that print conveys meaning and that books are read for enjoyment. They are developing their number skills well. Most children have well developed social

skills. The majority of them know how to use pencils and scissors correctly. They make rapid progress in developing their language and number skills in the reception class. By the time they are five most children are likely to attain the skills they require to meet the nationally agreed areas of learning expected of this age group. All children make very good progress in their personal and social development. Most children make good progress in the development of their language and literacy, mathematical and creative skills. They develop a good knowledge and understanding of the world and make satisfactory progress overall in their physical development. The school is continuing to maintain and develop the good level of provision for children under five since the previous inspection.

78 Personal and social development

76 On entry to the nursery, many children already relate well to other children and adults. They settle very quickly into the security of the nursery and make very good progress in developing their personal and social skills. Children are confident when moving around the nursery and in their dealings with each other and adults. They share and take turns amicably for example, when using the computer. Most children show good levels of concentration for example, when working with construction kits to make roadways. This very good progress in their personal development continues as children move into the reception class. They persevere to finish their tasks and take pride in their work. The reception teacher encourages children to work independently and make choices. For example, children move confidently to work in the different areas of the classroom. Children soon understand the routines of school life and are confident when they move around the school. An example of this is when the children change their clothes for physical education sessions and walk to the gymnasium. Children take care of classroom equipment and quickly learn to tidy equipment away. By the time they are five all children achieve the expected levels in the development of their social skills. Many children should attain levels well above those expected for their age, particularly in their skills of independence.

79 Language and literacy

77 The provision for the development of language and literacy is very good. Most children enter the nursery unit with average language skills and make good progress. They share books and stories with adults and each other and clearly enjoy looking at books. Children quickly understand that print conveys meaning. They know to read books from left to right and handle books carefully. All children join in with well known stories and refrains. Children learn to use pencils and increase their early writing skills in a range of activities. This rate of progress continues as children move into the reception class. The reception class uses the literacy strategy to develop and extend children's listening, speaking and reading skills. The reception teacher further develops and extends this through the careful selection of books, stories and opportunities for role play. Children enjoy this work and make rapid progress in learning letter sounds. All children listen carefully to stories and join in with familiar sentences and refrains. They begin to retell their favourite stories. They choose books to take home and enjoy looking at pictures. Children respond well in class and group discussions. They make good progress in developing their skills of speaking and listening and speak well in sentences. Children consolidate and develop their early writing skills. They hold and use pencils correctly. By the time they are five, the number of children reaching the end of the desirable learning outcomes is higher than average.

80 Mathematics

78 The provision for children's mathematical development is very good. Most children make good progress in consolidating and developing their number skills. Many children enter the nursery unit with an already developing range of number skills. The members of the nursery staff effectively build on and develop these skills through a carefully structured programme of work. This includes the use of construction activities to develop awareness of space and sequencing and counting activities. The higher attaining children identify missing numbers on a number line. All children know the names of colours and describe eye colours accurately. Children enter the reception class with a well developed range of mathematical skills. The reception teacher continues to build on and develop these early skills well. Children have an hour of number work each day. By the time children are five they count and order objects to 10 and count accurately to 10 and above. They know and recognise the place of numbers up to ten on a number line. About half of the children know and recognise the place of numbers up to 20. Children know and understand mathematical language such as full; empty; little; big; bigger; biggest. They use these terms accurately when they talk about the three bears. Children develop their

mathematical learning through structured play in the class shop and through construction activities. These include the use of the computer to develop skills and understanding of shape and movement. Children make significant gains in their ability to consolidate, build on and develop their preschool experiences. The more able children are beginning to understand the concept of addition. For example, they know that one added to four makes five. Most children exceed the desirable learning outcomes for mathematics by the time they are five.

81 **Knowledge and understanding of the world**

79 The school has very good provision for developing children's knowledge and understanding of the world. Children make good progress in developing this area of learning. They have many opportunities in the nursery and the reception class to explore the natural and man made world. For example, children explain how sand makes a wheel turn. They understand that sand is heavy and makes the wheel turns it falls into the bucket. They show amazement at the pattern that the sand makes as it goes down into the bucket. Children continue this good rate of progress as they move into the reception class. They talk confidently about where they live and explain how they get to school. Children understand that humans need water and food. All are confident in skills such as cutting, folding and sticking. They use a computer as a matter of routine and develop confidence in their ability to use the keyboard and mouse for control. Children use the printer correctly without assistance. Children in the nursery and reception class have ready access to water and wet and dry sand. By the time they are five, most children exceed the expectations of the desirable learning outcomes.

82 **Physical development**

80 The school makes sound provision for children's physical development and children make satisfactory progress. They use pencils, crayons, scissors and other equipment with increasing control as they progress from the nursery to the reception class. Children use play dough and wet sand to mould into shapes. Their attainment in developing fine control skills is good. Children in the nursery and the reception class have one session of physical education a week in the school hall. They use apparatus in the hall well to develop their balancing and climbing skills. There is a secure area for outdoor activities for nursery children. However, there is no access to this area for children in the reception class. The school has no large apparatus immediately available for children to use in the outdoor area. The storage space inside the nursery is limited and large equipment is stored off the school site in an empty garage belonging to a parent. The provision for the development of children's large control skills is therefore unsatisfactory. However, children run fast in the playground with a good awareness of space and play well together.

83 **Creative development**

81 The school's provision for children's creative development is very good. They make good progress as they learn basic techniques to enable them to use and control materials. Most children acquire the level of skills necessary to reach the desirable learning outcomes by the time they are five. Children mix dry powder paint to achieve different colours. They use brushes confidently to apply paint to paper and to box models. Children sing a variety of songs from memory and express themselves well through their singing. They use their imagination well in role play activities.

82 The quality of teaching for the children under five is very good overall; just less than 60 per cent of the teaching seen was very good. The teachers and nursery nurse work very effectively together as a team. They have a clear understanding of the needs of young children. All three members of staff have high expectations of the quality of work and behaviour. They set challenging and interesting tasks that effectively consolidate and develop children's knowledge and understanding. The team uses language very well. This ensures that, by the age of five, children make good progress in the communication skills of speaking and listening. The members of staff teach specific skills, such as using paint and equipment, correctly. They place emphasis on encouraging pupils to work independently and make choices. The nursery and reception staff work closely together to plan a well balanced and broadly based curriculum for children under five.

85 **ENGLISH, MATHEMATICS AND SCIENCE**

85 **English**

83 The results of the National Curriculum tests for seven year olds in 1999 show the overall performance of pupils in reading to be in line with the level expected nationally and in writing to be above national levels. The proportion of pupils reaching higher grades was broadly in line with the national average in reading

and writing. Overall performance in reading was below average in comparison with pupils from a similar background but writing was broadly in line with the average. This represents a significant improvement in standards. The performance of boys in English, from 1996 to 1998, fell below the national average for their age group in reading and well below in writing. The girls' performance was well above the national average, in both reading and writing, over the same period. The school identified writing as an area for development, particularly for boys. The additional emphasis on writing skills in lessons has resulted in higher standards in this aspect of English.

- 84 Results of National Curriculum tests for 11 year olds in 1999 show the overall performance of pupils in English to be below the national average. The proportion who achieve Level 4 or above is well below average but the number achieving the higher Level 5 is broadly in line with the national average. In comparison with schools with pupils from a similar background, pupils' performance overall was well below average. The performance of boys in English from 1996 to 1998 was well below the national average, whilst for girls, performance was close to the national average.
- 85 Overall, there has been an improvement in standards in comparison with the previous inspection when standards were mainly sound. In the intervening period, however, there has been a rise in the proportion of pupils with special educational needs. The weak performance of boys in aspects such as writing now appear to have been successfully addressed. Standards were also adversely affected by a significant number of changes to the teaching staff. Two thirds of the teachers at the school have taken up their posts in the last three years. The period has been one of major adjustments which has made improvements in standards difficult to maintain and they varied from year to year.
- 86 The findings of this inspection indicate that there has been a marked improvement in standards over the last year at Key Stage 1. Attainment in English by the end of Key Stage 1 is now above national average levels and the children are making good progress. The literacy hour has had a strong impact on raising standards, especially in reading and listening skills. Without the same foundations having been established for their learning, pupils at the end of Key Stage 2 are attaining average levels for their age and they are making satisfactory progress.
- 87 By the end of Key Stage 1, standards in speaking and listening are above the nationally expected levels and pupils make good progress. They are satisfactory by the end of Key Stage 2 and pupils make satisfactory progress. Throughout both key stages, pupils with special educational needs, and those for whom English as an additional language, make good progress.
- 88 By the end of Key Stage 1, most pupils have developed concentrated listening skills, thanks to stimulating texts, the use of skilled questioning and good class control. Good use is made of tape recorders, allowing pairs of pupils to hear texts and instructions. This improves their levels of sustained aural concentration. However, there is a wide range of speaking skills within each class. A significant minority needs to be prompted to express opinions. These pupils show little confidence when they read out their work or answer questions. In contrast, there is a higher proportion of extremely confident speakers, willing to address the class and able to do so at length. By the end of Key Stage 2, this range in the quality of speaking is even more pronounced. A quarter of the pupils rarely participate in question and answer sessions, though the majority listen carefully and make considered, pertinent contributions to discussions.
- 89 Standards in reading, at both key stages, are above average and the progress of pupils is good, including those with special educational needs and those for whom English is an additional language. At Key Stage 1, pupils effectively learn the alphabet and the letter sounds. They recognise key words and blends of sounds through good teaching of phonics and this helps to develop their independent reading skills. Vocabulary associated with books such as author, contents, and illustrator is well established. By the end of Key Stage 2, three quarters of the pupils read confidently, using a range of skills to read unknown words. They read independently, with a quarter of them reaching above average levels. Lower attaining pupils make good progress because the support they are given meets their individual needs well. Homework is well established and the extra tuition given by parents helps to raise standards. The vast majority can find information from reference books. They locate relevant sections from contents and index lists and scan a text for specific information. These skills, developed in the literacy hour, are used successfully in other subjects.

- 90 Standards in writing are above average by the end of Key Stage 1 and pupils make good progress. By the end of Key Stage 2, pupils' attainment is in line with the national average and they make satisfactory progress. At both key stages, pupils with special educational needs, and those with English as an additional language, make good progress. At Key Stage 1, higher attaining pupils write fluently and accurately, using sentences in stories. Average attaining pupils form their letters correctly and are able to write independently about their daily lives and lower attaining pupils form most letters correctly. They are developing an awareness of capital letters and full stops, though most writing consists of a series of short phrases. All show considerable improvement in writing standards in their books over a period. At Key Stage 2, higher attaining pupils are writing in paragraphs, with accurate levels of grammar and imaginative vocabulary used to dramatic effect; average attaining pupils write fluently in complex sentences when engaged in story writing; lower attaining pupils print their letters correctly and are beginning to write stories that develop well and contain exciting language. Since the previous inspection, there has been a marked improvement in the quality of presentation in both pencil and ink, especially at Key Stage 1. However, few opportunities are given for drafting, allowing pupils to plan, develop and improve their stories. Throughout the school, word processing is having an increasing impact in the subject.
- 91 The good progress made by pupils in the early years and at Key Stage 1, as well as those with special educational needs throughout the school, is the result of work being set that is very closely matched to their abilities. Although higher attaining pupils have now been accurately identified, the work being set for them is not as well matched to their abilities. Opportunities are being missed to develop their extended writing, via homework, word processing challenges and redrafting exercises. Good progress is being made by all pupils in extending their knowledge and understanding of different forms of literature such as fiction, non fiction, poetry and biography. The specific language of words and terms needed to comprehend other subjects is less well identified.
- 92 Pupil responses in the literacy hour are invariably good. This is due to high teacher expectations and the quality of the texts presented, well matched to pupil interests. Pupils listen well and participate enthusiastically in the class reading sessions. Good levels of concentration, perseverance and cooperation are shown in group work, with only occasional lapses in discipline. A feature at Key Stage 1 is the speed with which children quickly move on to extension activities at the conclusion of each task. The pupils' interest in literature is evident in the very high proportion keen to use the local library to broaden their reading horizons still further.
- 93 The quality of teaching is invariably good throughout both key stages. The National Literacy Strategy provides a clear framework around which the teachers successfully plan their work. Time is used creatively and resources are well exploited. In addition to the literacy hour, pupils are also given weekly spelling and handwriting lessons, as well as half termly opportunities to develop drama themes. Formal assessment is very well established through the school. A range of tests enables the teachers to monitor progress in reading and writing, though less assessment is made of pupils' speaking and listening skills. Increasingly assessment is being used to target groups in need of extra tuition. Short term assessment is better developed in the early years and at Key Stage 1. The quality of marking is always satisfactory and is often good. Praise is well used to raise pupils' self esteem and confidence. In the best marking, work is carefully assessed, constructive comments are made and opportunities for individual teaching are taken. The best reading records track the skills that have been acquired.
- 94 The subject is well coordinated and fully meets statutory requirements. All staff responded very positively to the training prior to the implementation of the National Literacy Strategy. The team ethos, developed at each key stage, has been a strong contributory factor to the success of its delivery. Resources overall are satisfactory. However, there is a shortage of good quality books in the class libraries; the school relies too heavily on local authority library service for reference books in topics across the curriculum and the range and variety of group readers is limited. Pupils are not always given a positive image of books, as the libraries in some classrooms are untidy. By contrast, the books used on displays are much more positively presented to good effect.

97

97 **Mathematics**

97

98 National test results for seven year olds in 1999 show that attainment was well below the national average and below average when compared with the performance of pupils in similar schools. The number of pupils achieving Level 2 in the tests was well below the national average but the number attaining the higher Level 3 was broadly in line with the national average. On inspection, the attainment in this year's group of pupils in Year 2 is above average. The implementation of the National Numeracy Strategy is having a beneficial effect with its sharp focus in improving number skills.

95 In the 1999 national tests for eleven year olds, attainment is above average when compared to all schools and also above average when compared to similar schools. The number of pupils achieving the higher level 5 was in line with the national average. The national tests for 1999 show a considerable improvement with no significant difference between the performance for boys and girls. This is in sharp contrast to the previous year when there was a noticeable difference in the performance of boys and girls in these tests. This was due to a larger number of pupils with special educational needs in this year group, the majority of whom were boys. On inspection, the attainment for this year's pupils in Year 6 was found to be above average. The trend has been one of steady improvement as new teachers settle into the school and the numeracy hour takes effect.

96 Standards in numeracy are above average. Pupils show confidence with numbers. They regularly practice number problems mentally. Teachers contribute greatly to pupils understanding by asking them how they arrived at an answer. They encourage pupils to try different methods not prescribing a particular one. Year 2 pupils can recite tables and indicate on a 100 sequence numbers that are 20 more or less than a given number. They are becoming increasingly confident in using mathematical languages. Year 6 pupils can calculate fractional parts of quantities. They can also use the knowledge they have of perimeter and area by applying it to real life situations for example erecting a fence or carpeting a floor.

97 By the end of Key Stage 1, attainment is above average and all pupils are making good progress. The introduction of the National Numeracy Strategy is improving progress. For example in Year 1 pupils can identify the differences between odd and even numbers and can explain with the aid of apparatus why reasons for their decisions. In Year 2 pupils, with the aid of a 100 square can confidently pick out numbers that are 20 more or less than a given number. They are also beginning to place items in a Carroll Diagram, which meet the requirements for two criteria. They can interpret block graphs, answering prepared questions and giving reasons for their choice. However, work for higher attaining pupils is not demanding enough in many lessons.

98 By the end of Key Stage 2, attainment is also above average and pupils, including those with special educational needs, make good progress. Pupils understand how to divide small numbers by a single digit number and confidently divide larger two digit and three digit numbers understanding the use of a remainder. Most have a good understanding of place value, including decimal fractions and quickly convert centimetres to millimetres. Throughout the key stage, pupils are becoming more confident in handling numbers. All pupils carry out mental calculations in the four processes quickly and accurately, explaining their methods confidently. Higher attaining pupils are not making significantly different progress from average attaining pupils, as there are not enough demanding, problem solving activities to challenge them.

99 Pupils' attitudes to mathematics are generally good. All listen attentively and approach their work conscientiously. Older pupils in particular enjoy the challenge of mental mathematics sessions, trying to be the first to answer problems set by the teacher. The lack of challenge for some higher attaining pupils means that they often finish work early and waste time waiting for others. Occasionally they voluntarily help other pupils, but this is not helping them to reach their full potential.

100 The quality of teaching in the previous inspection was at least sound and very often good. This has improved markedly as the majority of the lessons observed in this inspection were good and two were considered to be very good. Overall, the quality of teaching is good throughout the school. Pupils' attainment is closely linked to the good teaching that takes place. Teachers plan their lessons well. They have a secure knowledge of the subject and lessons move along at a brisk pace. They devise work at an

appropriate level for different set of pupils, grouped on the basis of prior ability. Teachers use day to day assessment to inform planning and use half termly assessment to monitor progress. However, the higher attaining pupils do not always receive appropriate tasks to enable them to make more rapid progress. Teachers are ably assisted by staff who take responsibility for pupils with special educational needs. The contribution of homework which is not set regularly, encourages pupils to learn number tables and this helps to succeed more often in mental mathematics sessions.

101 The coordinator has helped to successfully introduce the numeracy strategy. All teachers have benefited from additional training. Regular assessments take place to monitor progress and inform planning. Resources are satisfactory, overall. However, computers are not used well to support pupils work in mathematics. A new homework policy is about to be introduced in an effort to raise standards even further. The subject fully complies with statutory requirements.

105

105 Science

102 By the end of Key Stage 1, the teacher assessments in 1999 indicated that most pupils' attainment was below the national average of Level 2. The proportion of pupils attaining the higher Level 3 is also below the national average. The inspection findings now show that pupils at Key Stage 1 are attaining above the national average. In the national tests for eleven year olds in 1999, the proportion of pupils who attained Level 4 was well below the national average. Achievement at the higher Level 5 was below the national average. The overall performance was below average but when the results are compared with those for similar schools, they were broadly in line with the average. The inspection findings show that pupils' attainment is now above the national average. There is significant improvement over the previous year and in the school's results since the last inspection. This is a result of good quality teaching and a sharper focus on practical investigative work. There is an improvement in the scheme of work for science. This sets out in clear progressive steps what pupils are to learn. It gives a good level of support and guidance to non specialist teachers. The school collates and analyses results for indications of trends in attainment. It looks carefully at the teaching of science and is reviewing approaches to improve the attainment of the most able pupils. The scheme of work is constantly under review to ensure pupils have enough opportunities to carry out independent investigations. This is leading to an improvement in pupils' abilities to enquire, investigate and apply their scientific knowledge to everyday life. These steps are making an effective contribution to the improvement in pupils' attainment and progress. They have a positive effect on the standards of pupils' work. Improvement in science since the previous inspection is good.

103 By the end of Key Stage 1, pupils' attainment is on target to be above the national average. The younger pupils know that light comes from a range of sources. They understand the difference between natural and artificial light. They know that the sun provides light and that electricity comes from power stations. Most of these pupils are working at a level above the expectation for their age. By the age of seven pupils, including those with special educational needs, identify and understand the need for a fair test. They understand the investigative approach to science and understand the value of using all their senses. Pupils accurately describe the conditions necessary to make a test fair. They predict, test their predictions and discuss their findings. For example, about one third of the pupils in one class thought that reflective material was a source of light. After their practical investigation all pupils understood the difference between a light source and a reflective surface. They confidently explained that 'if you shine a torch in a mirror the light bounces back'. Most pupils are working at a level above the national expectation.

104 By the end of Key Stage 2, pupils' attainment is also on target to be above national expectations. Pupils understand how to plan, carry out and evaluate a fair test. They use their scientific knowledge to make predictions and use a suitable scientific vocabulary when describing possible outcomes. For example, the younger pupils understood why experiments need repeating. They recognised the need to check and compare results to make an accurate scientific conclusion. Pupils have a good knowledge of scientific vocabulary and present their work carefully. They label their work clearly and neatly and effectively devise their own recording methods. Towards the end of the key stage pupils understand the effects of friction on objects. They know that gravity is a force. Most pupils accurately predict how different surfaces will affect friction. They measure and record measurements accurately and know the importance of making a test fair. The higher attaining pupils apply their knowledge of friction very well to everyday life; for example, they reasoned out how ice affects the grip of tyres on the road. At the end of the key

stage, older pupils know the properties of materials. They know how heat effects change on wax and water. All pupils understand that some changes are irreversible. They define the difference between heating and burning and know that a flame needs oxygen in order to burn. Most pupils make clear diagrams and tables to present their findings. Pupils know that water vapour is a gas and understand the properties of liquids, solids and gases. All pupils understand and use an accurate scientific vocabulary. They talk confidently about how to dissolve solids to make a solution. They know what a condenser does and know the scientific application of suspension. Pupils develop a deeper understanding of scientific concepts as they progress through the key stage. For example, towards the end of the key stage they begin to look for patterns in their findings and compare results. Pupils plan, organise and set up their own experiments. Most pupils are achieving above the expectation for their age.

- 105 Pupils' progress throughout the school is good. In just under half of all lessons pupils' progress is very good. Both attainment in lessons and their work over a period of time reflects this. Teachers build on this progress as pupils move through the school. By Year 6, pupils make significant gains in their ability to plan, organise and carry out scientific investigations. Teachers give pupils challenging and interesting work. This sustains pupils' interest and entuses them to develop their knowledge and understanding. Pupils, including those with special educational needs, gain a good understanding of scientific skills and concepts as they progress through the school. The school provides a good level of support for the few pupils who have English as a second language. This enables them to make good progress in developing their understanding in science lessons. Pupils apply their knowledge to other subjects; for example, when applying their knowledge of evaporation and condensation to work in geography. Pupils make good progress in their understanding and use of appropriate scientific vocabulary. An example of this is their ability to recognise the specific scientific meaning of some everyday words such as 'suspension'. Most pupils make good progress in their ability to write about experiments clearly. This makes a sound contribution to their literacy skills. They learn to use measurement accurately to record their findings. This makes a positive contribution to their work in numeracy.
- 106 Pupils in all classes have positive attitudes to their work in science. They show much interest and enthusiasm in lessons. Pupils at both key stages are keen and eager to learn. They are confident, concentrate well and work purposefully. These good attitudes contribute well to their level of attainment. Pupils have good levels of motivation and take pride in their work. They work very well together, discuss ideas and are developing their reasoning skills to work out ideas. Pupils show excitement for the investigative work they undertake. Most of them listen carefully, follow instructions and behave in a responsible and sensible manner. By the end of Key Stage 2, most pupils work independently. They work well collaboratively when necessary. Pupils give a suitable level of attention to safety issues as they work.
- 107 The overall quality of teaching in science is very good. No teaching observed during this inspection was less than good. There is no difference in teaching quality between Key Stage 1 and Key Stage 2. The high quality of teaching is helping to raise standards in science. In all lessons teachers' planning is thorough and has a good level of detail. It has relevant learning objectives. Teachers clearly identify activities for the differing levels of ability within their classes. They match work well to pupils' abilities. High levels of subject understanding, questioning, discussion and challenge of pupils' thinking are the hallmarks of the very good teaching. In these lessons, all pupils have opportunities to discuss their observations and findings. The pace of lessons ensures that pupils maintain interest in their work. The relationships between teachers and pupils enable pupils to work hard with a high level of commitment. At Key Stage 2, the teachers provide opportunities for pupils to engage in their own research and to plan and carry out investigations. Throughout the school the structure of lessons is good and expectations are high. This ensures that all pupils achieve successfully and make progress. Teachers make the criteria for work clear and set realistic time limits for pupils to complete their work. The careful organisation of groups within the classes and skilful teaching ensures a good level of class management, control and discipline. All teachers make effective links to other subjects. For example, they encourage pupils to record their findings on graphs and charts, measure and record findings accurately and make close observations of materials such as rocks.
- 108 Management of the subject is good and this has had a beneficial impact on the standards attained. Resources are plentiful, accessible and used effectively by all teachers. Statutory requirements are fully met.

Information technology

- 109 Standards on information technology are in line with national expectations by the end of Key Stage 1 but below national expectations by the end of Key Stage 2. This is similar to the findings of the previous inspection, when standards at that time were judged as good at Key Stage 1 and variable at Key Stage 2. Over the intervening years, expectations of what pupils should be able to do have grown in line with the advances in computer technology. Older pupils have not kept pace with the requirements of the National Curriculum and as a consequence, they are approximately two years behind other eleven year olds. The school has just begun to install a computer suite in order to address this but it is not yet fully operational.
- 110 By the end of Key Stage 1, pupils use the computer with confidence. They can open parts of programs that they plan to use without the teacher's help. Pupils use programs well to create graphs and reading programs to support their learning in literacy. All use the word processor to present their work attractively. They use painting programs effectively to create pictures, knowing how to change colour and brush size. Most use a programmable mobile toy confidently to follow a set route.
- 111 By the end of Key Stage 2, pupils load programs, save and retrieve work fairly competently. The pupils who display the most confidence are those who have computers at home with the same programs that they use in school. A small number of Year 6 pupils displayed good word processing skills when they produced a magazine for distribution to their fellow pupils. However, most pupils are not as capable in word processing skills. All change print size and fonts, edit and use illustrations to enhance the appearance of their work but often require the assistance of the class teacher. Pupils use computers well to find out information from a CD-ROM when producing work on the rainforests in geography. However, few have any experience in using spreadsheets to enter and store data or present information using graphics, sound and pictures.
- 112 Progress at Key Stage 1 is satisfactory but unsatisfactory at Key Stage 2. Pupils with special needs at Key Stage 1 make satisfactory progress as they are ably assisted by support staff but at Key Stage 2, their progress is also unsatisfactory. The reasons for this are that pupils have not had an opportunity to develop essential skills through direct teaching. Pupils in Year 6 are only now being taught skills which they should have acquired in earlier years. For example, they are only now being taught to copy and paste, a skill which should have been acquired earlier. A new scheme is being introduced which will ensure pupils learn essential skills. Computers are used reasonably well to teach writing at both key stages. Younger pupils have preprepared programs with animated stories when learning to read. The frequency of pupils using computers to assist and extend their learning in other subjects is low. It was being used for science in one class but this was a word processing exercise. At present, statutory requirements in respect of the programmes of study in the national curriculum are not being fully met.
- 113 When pupils get a chance to work on computers, they show interest and application. They help each other and persevere to achieve success. Their response to direct teaching is enthusiastic. Pupils in Year 1 took great pride in their ability to produce a picture using a paint and brush program. Overall, pupils' attitudes to the subject are satisfactory.
- 114 Overall, the quality of teaching at Key Stage 1 is satisfactory but at Key Stage 2 it is unsatisfactory. In the few lessons where direct teaching was observed, teaching was at least satisfactory and sometimes good. Teachers are clear about their aims and most have the technical knowledge to give them confidence. For example, one teacher taught pupils to use a program to create musical compositions using different instruments. They exhibited elements of awe and wonder when their compositions were played. However, some teachers at Key Stage 2 make little use of the computers in their classroom to support the work in all subjects. Teachers are now mainly concerned with teaching skills and techniques to accelerate the progress of pupils at Key Stage 2, where attainment is unsatisfactory.
- 115 Management of the subject is satisfactory overall. The subject coordinator is determined to raise standards by developing the information technology suite and embarking on a structured programme to teach essential skills. The scheme of work based on government guidelines is being implemented. Additional programs are to be purchased to enable computers to be used as an integral part of most

lessons. Currently there are few CD-ROMS for pupils to use.

Religious education

- 116 Improvement since the previous inspection is good. At the end of both key stages pupils achieve standards that are above the requirements of the locally agreed syllabus.
- 117 Pupils' attainment in religious education by the end of Key Stage 1 exceeds the requirements of the locally agreed syllabus. Pupils learn about special books and special places. They know that the Bible is a special book for Christians and that stories about Jesus are in the New Testament. Pupils know that Jews have a special scroll, the Torah, and that they live by its rules. Pupils recognise the significance of the cross to Christians. They know that Jesus was a Jew and understand that Christianity is a development of Judaism. Pupils understand that Christians and Jews have similar festivals of light. They understand the significance of the festival of Hanukah to Jews and know that it lasts for eight days. Pupils know that Jews keep meat and dairy products separate from each other and that they have a special family meal on Friday. All pupils know that this meal is called Shabbat, that it is a family event and is very special to Jews. They know that Jewish men cover their heads in the synagogue. Pupils have a good understanding of the Jewish faith and relate this effectively to their knowledge of the development of Christianity.
- 118 By the end of Key Stage 2, pupils have a good knowledge of Christianity and Judaism. They know that Christians and Jews live by a set of rules. Pupils develop this knowledge to include the Sikh code of conduct. In Years 3 and 4, pupils understand and explain the meaning of equality. They understand that all people should be treated equally. For example, one boy said 'It isn't fair to treat people differently'. Pupils go on to explain that this applies to colour, belief and wealth. They relate this to wider events such as hooliganism at football matches. Older pupils develop a good understanding of the meaning of help. They know the difference between voluntary and paid help. They think deeply and put forward ideas confidently about how to help people. By Year 6, pupils have a good understanding of the significance of pattern and calligraphy in Islam. They know that Muslims do not represent human and animal life in their patterns. Pupils know that the Qur'an is a holy book. They know it has to be on a special stand in the highest place. Pupils understand that mottoes appear in all religions and that they convey a moral message. They apply these messages to themselves and their own lives.
- 119 Pupils make good progress in developing an understanding and awareness of the similarities between religions. This is a significant improvement since the previous inspection. For example, at Key Stage 1 they make significant gains in developing their understanding that all religions have special books and artefacts. They develop well their ability to understand that all religions celebrate similar events. At Key Stage 2, pupils make a significant increase in their ability to recognise the need to believe in a supreme being. They make good progress in developing their understanding of the religious significance of artwork and calligraphy to Muslims. Pupils increasingly understand the need to care for others as well as themselves. Pupils with special educational needs, and those with English as an additional language, receive effective support in the classroom. This enables them to make good progress in their work.
- 120 Pupils' response to work in religious education is very good at both key stages. They show respect for the ideas and opinions of others and are confident in sharing their ideas. By the age of eleven, pupils are enthusiastic and eager to put forward their own ideas. They concentrate very well and ask sensible questions. Pupils discuss feelings and emotions at a mature level and cooperate well together. Pupils listen attentively and behave very well in class. They relate well to teachers and to each other. Pupils are sensitive to the feelings of other pupils and value each other's thoughts and ideas. They have very good levels of motivation to learn and enjoy the depth of challenge in the work. This is an improvement since the previous inspection.
- 121 Overall, the quality of teaching in religious education is very good at both key stages. This is an improvement since the previous inspection. Teachers are confident in the subject and prepare their lessons thoroughly. They give careful thought to providing a suitable atmosphere in the classroom for the teaching of religious education. Planning follows the locally agreed syllabus for religious education and gives suitable attention to the areas of learning in the agreed syllabus. The school provides a wide range of opportunities to enable pupils to become aware of the religious element in life. Teachers encourage pupils to reflect on their own experiences and to relate them to those of other people. They are sensitive

to sacred religious artefacts and insist on pupils treating them with respect and care. An example of this is the placing of the Qur'an on a stand and on the highest shelf in the classroom. The school's scheme of work gives teachers clear guidance and suggestions to assist their teaching. Teachers keep careful records of pupils' work and their attitudes towards religious education.

Art

- 122 There were few lessons observed during the inspection but there was sufficient evidence of pupils work available to show that standards are above those expected of seven and eleven year olds and all pupils make good progress. Pupils' use of colour tone to improve their work and their attention to detail in their observational drawings is especially noticeable. Their success was recognised when two pupils' work was selected for a published calendar.
- 123 At Key stage 1, pupils learn to mix paint and apply it to represent the different shades contained in a flame. They explore the effect of light and dark colours to create a more dramatic effect. All use chalk well to complete an observational drawing of a flower. Shapes are painted to produce printed patterns.
- 124 Throughout Key Stage 2, pupils develop their skills by using water colours, mixing and diluting them in order to achieve consistent tone and colour. They develop a sense of perspective by studying the landscapes of Clarice Cliffe and by producing work in a similar style.
- 125 Pupils of all ages and abilities enjoy art lessons. They work carefully and show pride in their finished paintings or mosaics. All willingly help to tidy away materials at the end of lessons, often without being asked by the teacher.
- 126 The quality of teaching at both key stages is good. Teachers recognise that techniques have to be taught and skills have to be developed. Scrutiny of pupils' work shows that teachers make good links with other subjects. For example, Year 5 pupils modelled pots based on those made in ancient Greece, and Year 3 and 4 pupils designed an illustrated page based on the Book of Kells. History is further used as a stimulus for work on Roman mosaics.
- 127 A well qualified and enthusiastic coordinator ensures that the subject is well planned with a scheme of work that covers a wide range of experiences linked to other subjects. Resources for all aspects of art are good. Pupils skills are further enhanced by the work carried out in the weekly Art Club for older pupils. The materials are readily available in a designated art area. Pupils are introduced to the work of famous artists such as Matisse, Monet and Picasso. They also have an opportunity to experiment with aboriginal art which recognises the contribution made by other cultures. Pupils work is displayed prominently throughout the school and their efforts are celebrated. The coordinator keeps photographic evidence of the work completed and has plans to introduce a pupil portfolio to monitor progress. Management of the subject is good and this is an important factor in maintaining the high standards throughout the school.

Design and technology

- 128 Standards in design and technology are in line with those expected by the end of both key stages and all pupils, including those with special educational needs make satisfactory progress. This is similar to the findings in the previous inspection. The reduced time for the subject on the timetable, because of the current emphasis on numeracy and literacy, limits the opportunities for pupils to develop their skills further.
- 129 By the end of Key Stage 1, pupils make cards with moving parts. They discuss their results and evaluate the effectiveness of their design. They recognise that the need for accuracy enhances the end product.
- 130 By the time pupils are eleven, they plan a project using the plan, design, make and evaluate process. For example in Year 3 and 4, they make a musical instrument which meets specific criteria decided in advance. There are good links with other subjects. In Year 5 for example, pupils build a bridge using their knowledge of forces developed in science. They also make a wooden chassis with wheels powered by batteries. In Year 6, they are planning to make a Victorian mobile toy to support their work in history.
- 131 Pupils exhibit a positive attitude to their work. This is evident from their written preparation and evaluation and in the observed lessons the enthusiasm with which they approached their tasks.
- 132 In the few lessons seen, the quality of teaching is good. The purpose of each lesson is clearly explained and resources prepared well and are readily available. Particular emphasis is placed on evaluation in a plenary session at the end of each lesson. The recently revised scheme of work gives pupils an opportunity to develop skills working with different materials throughout both key stages.
- 133 The level of resources is satisfactory. An adequate supply of tools is readily available in the design and technology area. Pupils' attainment is regularly assessed and a photographic record of completed work is maintained by the subject coordinator.
- 134 Pupils' skills are enhanced well when their work is effectively linked to other subjects. They recognise the need for measuring accurately to make the wooden chassis and using rigid shapes when building a bridge out of paper.
- 135 Management of the subject is satisfactory. The recently appointed coordinator has already revised the scheme of work and is keen to supplement the time given to the subject by organising an after school club.

Geography

- 136 Pupils' attainment, by the end of Key Stage 2, is in line with that normally found in most schools and they make satisfactory progress. By the time pupils are seven, their attainment is also in line with that expected for their age and they make satisfactory progress.
- 137 Following guidelines issued to all schools, the amount of time allocated for the teaching of geography has been suitably reduced to give extra time to the National Literacy and Numeracy Strategies. Geography and history are still included on the timetable as separate subjects. Consequently, only a few lessons were seen during the inspection. Judgements are based on a close scrutiny of pupils' work, teachers planning and discussions with pupils.
- 138 Pupils develop their geographical skills well from the reception class onwards, as they observe and investigate their immediate surroundings and the local area. Maps and plans of various kinds feature in classroom displays and their prominence throughout the curriculum helps ensure that all pupils make satisfactory progress in mapping skills. This is an improvement on the previous inspection when some pupils did not or use maps well.
- 139 By the age of seven, pupils make satisfactory progress in their geographical knowledge and understanding as they study the immediate locality of the school and make comparisons with other areas such as an island home in Scotland. They describe ways to make the local area safer and compare Norton to the seaside. Mapping skills are developed well as pupils draw their route from home or make plans of a room. Pupils study the weather and the conditions for people living in a contrasting area such as Bangladesh.

They follow with interest the travels of Barney, Bertie or Beany Bear as he travels to France, Japan or Australia. All pupils can accurately describe the main features of these countries and readily locate them on a map of the world.

- 140 By the end of Key Stage 2, all pupils use coordinates and map symbols with confidence. They make accurate weather recordings and describe the main features of a river system when studying the River Tees. Pupils show a good understanding of pollution and the effects on the local community and its environment when studying bauxite mining. By the time they are in Year 6, pupils recognise the impact of climate on the lives of people living in China and make further comparisons with their own area when studying the weather of Grasmere in the Lake District. All can describe the features of the various planets of the universe and locate areas of rain forest on a map of the world.
- 141 All pupils make satisfactory progress in developing geographical vocabulary as they move through the school. Pupils with special educational needs are provided with appropriate worksheets. The best of these are usually produced by class teachers and enable pupils with limited writing skills to complete work relevant to the lesson. They also benefit from assistance given by the class teacher, classroom assistants and other pupils. This ensures they make satisfactory progress, even when on occasions they are given the same task as other pupils. Higher attaining pupils are not always provided with work which will suitably challenge them. They produce neat work but there was little evidence in their books of additional or harder work being given to further extend them. Consequently, they do not achieve their full potential in geography.
- 142 The quality of teaching is satisfactory throughout the school. This is an improvement as previously it was described as having unsatisfactory features at Key Stage 2. From teachers' detailed planning files and the worksheets produced, it is evident all have a sound knowledge of the subject. The schemes of work ensure full coverage of the programmes of study and provide clear, concise guidance on which topics should be taught to ensure pupils do not repeat the same work in consecutive years. Lessons are planned and prepared well, building on previous knowledge effectively. This helps all pupils to succeed and enjoy the subject. Teachers mark work thoroughly but the assessment of pupils' attainment is not routinely carried out by all teachers on the completion of each topic. Some leave it until the end of a term or the year. Moreover, systems for assessment are not consistent throughout the school or systematically linked to skills specified in teachers' medium term plans. Assessment is therefore unsatisfactory. However, the school has already identified this as an area for improvement in the current improvement plan.
- 143 The teaching of geography makes a sound contribution to literacy skills. Effective questioning and encouragement to use the correct terminology helps with the development of pupils' speaking and listening skills and extends their vocabulary. Homework is occasionally set and pupils are given tasks which require them to search for information from reference books and write it down. Good links are made with other subjects such as history, as seen in the topic on the Ancient Greeks for example.
- 144 Much has been achieved since the previous inspection. The headteacher now regularly monitors teachers' planning and this ensures good coverage of the programmes of study and that pupils successfully build on previous knowledge. The level of resources has been built up very well by an enthusiastic subject coordinator and is good overall. Pupils now have good access to globes, a variety of atlases, maps, weather recording equipment, books and photographs. However, there are few computer programs or CD-ROMS for pupils to use and computers are not used effectively in geography, particularly at Key Stage 2. The local area is studied in detail and pupils benefit from regular visits into the local community. The subject is well coordinated and the capacity to continue to improve standards exists.

History

- 145 There were no lessons observed at Key Stage 1, so evidence was collected through examining pupils' books and classroom displays, as well as from discussions with staff and pupils. Lessons were observed at Key Stage 2, with displays, books and discussions providing additional information. This evidence indicates that standards in history are similar to those seen in most schools. In the time made available for history, the progress of pupils, including those with special educational needs, is good.
- 146 By the end of Key Stage 1, pupils investigate changes in the lives of their parents and other adults. The locality is very well studied, especially St Mary's Church. Holidays from the past are investigated by visiting Saltburn. These experiences enable pupils to gain an awareness of the past, beyond their living memory, and of the skills needed to investigate it.

- 147 Pupils at Key Stage 2 visit museums and a local Saxon site. At both key stages, they benefit greatly from the active involvement of a local historian. As well as providing a wealth of local knowledge, he also leads exciting theme activities. Pupils dress in costumes to reenact life situations from the past, such as in an Anglo-Saxon village or a Victorian school room. By the end of Key Stage 2, pupils can compare different periods which they have studied and are able to identify changes. For example, they have a good awareness of the wealth and poverty divide which so marked Victorian society.
- 148 Pupils show good progress in their ability to acquire new knowledge through the use of reference texts, photographs and original source materials. Time lines help to develop an increased chronological awareness. Research and interpretive skills are developed, though they have insufficient opportunity to develop these to high levels.
- 149 The quality of teaching is good at Key Stage 2. The performance of pupils and their sound knowledge shows that teaching throughout Key Stage 1 is also good. High quality displays in years 3 and 4 show a range of good investigative skills being imaginatively developed. The work produced in books is satisfactory and is usually neat and well marked. However, some opportunities for higher attaining pupils to undertake research, and accept responsibility for their own studies, are missed. The schools own resources for history are limited but teachers supplement them well with a good range of books and artefacts from loan services and museums. The use of computers in history lessons is underdeveloped at both key stages. The coordinator has established the subject well at Key Stage 1 but has yet to make a similar impact across the junior classes.

Music

- 150 Most lessons observed were singing lessons. Other information was collected through discussions with teachers and pupils. Evidence indicates that standards in music are very variable. They are good in singing, satisfactory in listening to and appraising music but unsatisfactory in performing with instruments and in composing. The progress of pupils, including those with special educational needs and those for whom English is an additional language is very good in singing, satisfactory in listening and appraising but unsatisfactory in instrumental playing and in composing.
- 151 By the end of Key Stage 1, pupils' attainment in music is satisfactory and their progress is good. Pupils sing together well, displaying good control of breathing, dynamics and pitch. They have a good repertoire of memorised songs, which are sung in unison. A number of action songs are included which develop a good sense of rhythm. Occasionally accompaniments are added, using non pitched percussion instruments. By the end of Key Stage 2, pupils' overall attainment is below that seen in most schools and progress is unsatisfactory. One and two part songs are performed well, with good diction and phrasing. Good listening helps them to maintain their melody lines in two part songs. Very good ensemble singing is heard from the school choir, for which older pupils audition. By Year 5, pupils identify instruments by sounds and express opinions on moods conveyed by music. Extra curricular classes in recorder playing and parent funded tuition for brass and stringed instruments enable a quarter of the older pupils to benefit from instrumental playing. However, most pupils have little experience of playing pitched instruments and none have regular opportunities to compose.
- 152 Pupils show good progress through Key Stage 1, especially in their singing. They learn a variety of songs and play simple accompaniments with an increasing awareness of pulse. They are introduced to a range of musical forms. They make unsatisfactory progress overall at Key Stage 2. Despite making very good gains in singing, this improvement is not matched in other areas of the subject. However, pupils do develop an increasing understanding of musical terms and are introduced to the music of a range of composers and musical traditions.
- 153 Pupils' response to music is very good. Lively songs, well matched to the pupils' age and interests, are made exciting by the addition of movement. Warm up activities as well as the singing elements are enjoyed. Pupils listen very carefully to instructions.
- 154 The quality of teaching is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2 largely because elements of the national curriculum such as composing are not well taught. Very good singing teaching was observed in both key stages, with high demands being made on posture, breathing, diction and

expression. Work is well linked to topics being studied in the classes.

155 Coordination in the subject is satisfactory but lacks a clear vision of the whole school provision. The music scheme is satisfactory but is not being fully implemented. Resources for music are unsatisfactory. There are sufficient non pitched percussion instruments but many are old and of poor sound quality. There are insufficient instruments, such as chime bars, glockenspiels and xylophones, on which tunes can be composed. In Year 3, pupils are introduced to a computer program on which they are able to compose a simple four bar tune. This new initiative points the way to future development in the subject.

159 **Physical education**

156 By the end of both key stages, standards of attainment are better than those seen in most schools and pupils in all classes make good progress. This judgement is based on a scrutiny of teachers planning, discussions with pupils and inspection evidence which showed a very high quality of teaching and very good resources for all aspects of the subject. This represents a significant improvement on the findings of the previous inspection when standards were mainly in line with national expectations with some pupils achieving below this at both key stages. Dance was the focus activity for all classes during the inspection and one swimming lesson was observed.

157 By the end of Key Stage 1, pupils know the effects of exercise on their bodies and the reason for warming up before doing any rigorous activity. All can sustain vigorous activity as seen during an aerobics warm up session. Pupils demonstrate increasing control over their movements and can shadow the movements of a partner closely. They are able to improve their performance in dance as a result of positive teacher encouragement. All can create a sequence of movements and respond appropriately to the feelings and mood of music. All work safely with consideration for others.

158 By the end of Key Stage 2, pupils dribble a ball with their foot with some accuracy and are aware of how to work within their own personal space as well as in a large area such as the hall or playground. All pupils in Year 6 are able to swim with confidence and have achieved their 25 metre target. Most swim well on their back and use various swimming strokes effectively. They are well aware of the need for safety near water and describe, in detail, techniques for survival such as floating or adopting different support positions. All of the lessons observed in school during the inspection were focused on developing skills of movement, balance, control and poise through dance. Pupils demonstrate good agility, high levels of control and awareness of the need for safety. All are able to sustain energetic activities over appropriate periods of time. Pupils collaborate very well and evaluate their own and others performance carefully. They respond imaginatively to music, improving their skills and introducing more complex movements into their activities. They show good contrasts of speed and shape in reaction to the choice of music. They work well together when preparing a sequence of movements or when taking part in country dancing. All remember the sequence of steps well for Scottish country dances such as the Flying Scotsman or traditional dances like the Circassian Circle. When responding creatively to music, all are sufficiently involved to include appropriate facial expressions and know the importance of a good beginning and end for their performance.

159 Pupils throughout the school enjoy physical education lessons. No inattention or poor concentration was noted at any time during the nine lessons observed as it was in the previous inspection. This is wholly due to the consistently high quality of teaching. Pupils of all ages respond with enthusiasm and energy working hard to achieve the targets set by their teachers. They listen carefully to instructions and their behaviour is very good. All pupils are very competitive, whether it is during dance lessons when they try to impress their teacher with their performance, in the swimming pool or on the playground playing football.

160 The quality of teaching overall is very good. The shortcomings of teachers talking for too long and not matching work to pupils' abilities identified in the previous report have been corrected. During the inspection a remarkable five out of the nine lessons observed were very good and one lesson was excellent. Clear learning objectives, very good discipline and effective use of praise were the key features of these lessons. In the one outstanding lesson, the excellent rapport and relationship with pupils, sense of humour and element of fun coupled with an expressive and enthusiastic delivery enabled pupils to produce work of a very high standard. Lessons generally are well planned and teachers are confident in their knowledge of the subject. The very good management of pupils and high expectations are strong

features of their teaching. Most lessons progress at a brisk pace and all lessons include a warm up period followed by rigorous activity and then a period of calm. Much emphasis is placed on safety. All pupils understand the need for this and respond accordingly by wearing appropriate clothing, removing jewelry or responding to instructions immediately.

- 161 Management of the subject is good. Much has been achieved by the coordinator who has a high level of expertise and approaches the role with enthusiasm. The policy document and scheme of work, particularly for dance, provide good guidance to teachers. However, the assessment of pupils' attainment is unsatisfactory at present. It is mainly by observation during lessons with a variety of ways to record the results. Older pupils are encouraged to evaluate their own work during lessons. A formal policy for assessment is currently being tried out at the Key Stage 1 classes with a view to standardising practice throughout the school. The school is well on the way to achieving one of its targets identified for this year, namely to review and amend assessment procedures. Resources and equipment are very good for all aspects of physical education. Full use is made of the small but adequate hall. However, the storage of equipment severely restricts the space available for lessons.
- 162 The school playgrounds and grass areas are large enough for team games. The physical education curriculum is enhanced by a limited number of extra curricular activities. One of the coordinators future targets is to increase provision in this area.
- 163 At the meeting for parents prior to the inspection, parents expressed concern over the lack of opportunity for competitive sport. The school does not have an established football or netball team at present but has adopted the Top Play/Sport scheme to supplement its existing games teaching. Pupils have ample opportunity to sample a variety of games such as short tennis, cricket and rounders. This approach encourages all pupils to take part competitively, in particular those with under developed skills.

Swimming

The inspection of this school included a focussed view of swimming which is reported below.

- 1 Pupils' achievements in swimming are reported in detail in the section on physical education. Overall, the school continues to make good provision for swimming in spite of a recent reduction in the time spent at the swimming pool. Pupils in Years 3 and 4 have six sessions twice a year over these two years. Those who are still unable to swim a minimum of 25 metres are given the opportunity over the remaining two years that they are in school to achieve this target. Virtually all pupils are able to swim by the time they transfer to the next phase of their education.

168 PART C: INSPECTION DATA

168 Summary of inspection evidence

- 1 A team of five inspectors carried out the inspection over a period of four days. Four of the team were present every day and the Lay Inspector for three days, making the equivalent of 19 days in total. Inspectors visited all classes and spent 57 hours 50 minutes observing 94 lessons or part lessons. Inspectors spent a further 15 hours 30 minutes examining samples of pupils' written and practical work and talking to pupils. They spent 18 hours 25 minutes conducting 34 meetings with parents, governors, the headteacher, senior staff and subject coordinators. Other evidence, which added a further 5 hours 15 minutes included:

- listening to the reading of a sample of pupils selected as representatives of the range of attainment in each year group;
- observing pupils' behaviour in and around school;
- observing registration sessions and assemblies;
- examining teachers' planning files, records kept on pupils' progress and samples of reports sent to parents;
 - scrutiny of the School Development Plan, budget information and minutes of governing body meetings;
 - analysing the 68 questionnaires returned by parents (36 per cent of those sent out), and considering the views expressed by 14 parents at the meeting prior to the inspection

| | | | | |
|---|--|---|--|---|
| · | Data and indicators | | | |
| · | Pupil data | | | |
| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
| | YR - Y6 | 255 | 3 | 41 |
| | Nursery Unit/School | 26 | 1 | 2 |
| · | Teachers and classes | | | |
| · | Qualified teachers (YR - Y6) | | | |
| | Total number of qualified teachers (full-time equivalent): | | | 12 |
| | Number of pupils per qualified teacher: | | | 21.25 |
| · | Education support staff (YR - Y6) | | | |
| | Total number of education support staff: | | | 4 |
| | Total aggregate hours worked each week: | | | 71.5 |
| · | Qualified teachers (Nursery school, classes or unit) | | | |
| | Total number of qualified teachers (full-time equivalent): | | | 1 |
| | Number of pupils per qualified teacher: | | | 26 |
| · | Education support staff (Nursery school, classes or unit) | | | |
| | Total number of education support staff: | | | 1 |
| | Total aggregate hours worked each week: | | | 30 |
| | Average class size: | | | 26 |

·
Financial data

| | |
|--|------------|
| Financial year: | 1998 |
| | £ |
| Total Income | 406,148.00 |
| Total Expenditure | 405,011.00 |
| Expenditure per pupil | 1,416.12 |
| Balance brought forward from previous year | 1,660.00 |

Balance carried forward to next year

2,797.00

PARENTAL SURVEY

Number of questionnaires sent out: 191

Number of questionnaires returned: 68

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 38 | 46 | 10 | 6 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 43 | 52 | 2 | 3 | 0 |
| The school handles complaints from parents well | 18 | 41 | 32 | 7 | 2 |
| The school gives me a clear understanding of what is taught | 19 | 45 | 15 | 21 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 16 | 37 | 18 | 27 | 2 |
| The school enables my child(ren) to achieve a good standard of work | 27 | 47 | 22 | 4 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 23 | 47 | 15 | 15 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 23 | 40 | 15 | 19 | 3 |
| The school's values and attitudes have a positive effect on my child(ren) | 31 | 54 | 10 | 2 | 3 |
| The school achieves high standards of good behaviour | 32 | 49 | 10 | 7 | 2 |
| My child(ren) like(s) school | 59 | 37 | 3 | 0 | 1 |