

INSPECTION REPORT

Monkton County Junior School
South Shields
LEA area: South Tyneside

Unique Reference Number: 108683

Headteacher: Mr. D. Coyne

Reporting inspector: Mrs. Kath Wallace

Dates of inspection: 27 – 30 September 1999

Under OFSTED contract number: 706918

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	County
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Dame Flora Robson Avenue South Shields Tyne and Wear NE34 9RD
Telephone number:	0191 424 0200
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Appropriate authority:	Governing body
Name of chair of governors: [where appropriate]	Councillor M. Clare.
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs. Kath Wallace RgI	Science Information Technology Physical Education Special educational needs English as an additional language	Attainment and progress Quality of teaching Leadership and management Efficiency
Mrs. Linda Buller, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs. Sandra Withnall	English Art Design and Technology History	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Mr. Geoff Cooper	Mathematics Geography Music Religious Education Equality of opportunity	The curriculum and assessment

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MAIN FINDINGS

1. What the school does well

- The quality of teaching is good throughout the school and pupils make good progress.
- In the national tests, at the end of Year 6, pupils attain standards in English, mathematics and science that are at least in line with the national average. In mathematics pupils attain above the national average. This is based on 1998 results and pupils attained even higher standards in 1999 continuing a year-on-year improvement in all of these subjects.
- Pupils with special educational needs generally make good progress so that by the end of Key Stage 2 (Year 6) most attain the nationally expected levels in English, mathematics and science.
- Pupils behave very well and have very good attitudes to their work. This helps them to make good progress.
- The support and guidance provided for pupils, and the provision made for their personal development are all very good and create a good ethos for learning.
- The leadership and management of the school are very good. Governors, the head teacher and staff have a clear educational vision for the school that underpins the daily work of the school.
- The commitment of parents to the school and the support and encouragement provided for children at home makes a significant contribution to the progress made.
- The information provided for parents is of a very high quality.
- Financial planning and the school's administration are very good and enable the school to set priorities for the future and operate smoothly.

· **2.**
weaknesses

Where the school has

· **The school does not have any weaknesses but there are some areas for further development.**

- I. Insufficient time is regularly allocated to teaching information technology and therefore pupils do not make as much progress in this subject as they do in others. (Plans to enhance this aspect of the curriculum are already underway).
- II. Teachers do not always use their day-to-day assessments of progress and attainment in English to provide work that is sufficiently challenging for the different abilities of pupils.
- III. Although pupils with special educational needs generally make good progress, the register does not enable the school to easily chart progress .
- IV. The individual education plans drawn up for pupils with special educational needs are not sharply enough focused on targets to be attained.

This is already a very effective school. The governors' action plan will set out how areas for development, identified during the inspection, are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

· **3. How the school has improved since the last inspection**

The school was judged to be a good school with some very good features at the time of the previous inspection and it has improved further. Standards of attainment, tested at the end of Year 6, continue to rise in English, mathematics and science each year. The school makes good use of the data generated by national tests to target any areas of comparative weakness. 1999 is no exception to this upward trend. Computers are more up-to-date since the previous inspection report but information technology is still not as well taught as the other subjects of the curriculum. Good schemes of work are now in place for all subjects and both governors and the senior management team of the school are active in the strategic planning of the school. The school's capacity to maintain and strengthen this improvement is good.

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4. Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>very high</i>
			<i>A*</i>
			<i>well above average</i>
			<i>above average</i>
			<i>Average</i>
			<i>below average</i>
			<i>well below average</i>
English	C	A	<i>A</i>
Mathematics	B	A*	<i>B</i>
Science	C	B	<i>C</i>

This data from the 1998 national tests shows that the school performs well when compared with similar schools. Attainment in mathematics is very high when compared with similar schools. The 1999 figures are even better in all of these subjects. In 1999 the school attains well above the national average and very highly when compared with similar schools in Mathematics. Standards in English in 1999 are above the national average and are well above average when compared with similar schools. Standards in science are well above the national average and when compared with similar schools are also well above average. Standards of attainment in religious education are high and in the remaining subjects of the curriculum pupils attain the levels expected for their age.

5. Quality of teaching

Teaching in	7 – 11 years
English	Good
Mathematics	Good
Science	Good
Information technology	Satisfactory
Religious education	Good
Other subjects	Good

The quality of teaching is consistently good. There was no unsatisfactory teaching observed during the inspection and in seven out of ten lessons teaching is good or very good. In two lessons out ten the teaching is 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

6. Other aspects of the school

Aspect	Comment
Behaviour	Very good
Attendance	Satisfactory
Ethos*	Very good
Leadership and management	Very good. The aims and values of the school are well promoted by governors and staff. Finances are well managed and targeted on the priorities established through the development planning process.
Curriculum	Good but with a very heavy emphasis on English.
Pupils with special educational needs	Pupils are supported well by the ethos of the school and generally make good progress. The processes for ensuring that this is the case are not so secure.
Spiritual, moral, social & cultural development	Good overall but very good provision is made for pupils' moral and social development and it is satisfactory for spiritual and cultural development.
Staffing, resources and accommodation	Good overall. Teaching and non-teaching staff are well qualified, receive good levels of training and work well as a school team. Learning resources and accommodation are satisfactory and in need of some routine updating.
Value for money	Very good.

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

7. The parents' views of the school

What most parents like about the school

- V. The good progress and high standards achieved by their children.
- VI. The way they are encouraged and supported to help their children to do homework.
- VII. The good attitudes to work and high standards of behaviour within the school.
- VIII. They feel confident to approach the school with any concerns or suggestions they may have.
- IX. The high regard the local community has for the school.
- X. The high standard of pastoral support given to pupils.
- XI. Standards of presentation seen in finished pieces of work.

What some parents are not happy about

- XII. The length of time it takes for the school to meet educational needs.
- XIII. The workload of teaching staff.

Parents are proud of the school and very happy with all that it stands for. The inspection team endorse this very positive view of the school and realise that one of the concerns is outside of the control of the school.

· **KEY ISSUES FOR ACTION**

In order to build upon the good progress and high standards attained by pupils, governors and staff should:

1. Improve the quality of the information technology curriculum by allocating more time to teaching it. (paragraphs 19, 23, 25, 35, 37, 42, 94, 102, 117, 124, 128, 135, 140, 143, 146, 153)
2. Maintain a full register of pupils with special educational needs so that the progress of pupils can be monitored more effectively. (paragraph 72)
3. Ensure that the targets set for pupils with special educational needs are more, specific, measurable, attainable, relevant and time constrained. (paragraphs 39, 40, 57, 79)
4. See that the work planned for groups in English lessons is more closely matched to the different ability levels within the class. (paragraphs 32, 88, 93)

Some minor points for improvement were also raised with governors to use as a basis for action planning. (paragraphs 75, 76, 77, 81, 95, 129)

4. INTRODUCTION

4. Characteristics of the school

9. Monkton Junior School is an average size mixed junior school situated on the outskirts of South Shields within in the Tyne Dock and Simonside ward of South Tyneside which is one of the most depressed areas of the country. Unemployment levels are high locally due mainly to the decline in ship building on the Tyne. There are 224 pupils on the school roll with about an equal number of boys and girls. Eighty-six pupils are entitled to free school meals which is above average. Sixty-nine pupils are on the school's register of pupils with special educational needs, twelve of them need the support of outside agencies but none have a statement of special educational needs. The school population is primarily white but there are currently five pupils from ethnic minority groups. Two of these pupils receive support for English as an additional language. Attainment on entry to the school is broadly in line with the national average in English and science and above that level in mathematics.

10. Current priorities in the overall improvement of the school are focused upon: the school grounds, promoting wildlife and establishing an outdoor classroom. This work is being done in phases with help from Groundwork South Tyneside. Tree planting was done in February 1999, the next stage is to landscape the area outside of classrooms and the school is involved in raising the necessary half of the cost from outside sources.

11. The major focus of school development plan is to improve standards through an effective partnership with parents. The school is working towards exceeding the targets set for the Year 2000. The school hope to repeat 'booster classes' established in 1999 to support more pupils to attain at the expected levels or above by the end of Key Stage 2.

4. **Key indicators**

12. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	25	29	54

4. **National Curriculum Test Results**

		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	15	16	15
	Girls	23	26	21
	Total	38	42	36
Percentage at NC Level 4 or above	School	70 (78)	78 (93)	67 (94)
	National	65 (70)	59 (68)	69 (78)

4. **Teacher Assessments**

		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	18	17
	Girls	26	26	26
	Total	42	44	43
Percentage at NC Level 4 or above	School	78	81	80
	National	65	65	72

The figures for 1999 were not available at the time of the inspection, they have become available since then. The 1999 figures show an improvement in all subjects tested, but particularly mathematics and science. The 1999 figures are shown in the parentheses above.

4.

4. **13. Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.54
	Absence	National comparative data	5
	Unauthorised	School	0.14
	Absence	National comparative data	0.2

4.

4.

4. **14. Exclusions**

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

4.

4. **15. Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	19
	Satisfactory or better	100
	Less than satisfactory	0

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4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

16. When pupils enter the school at the beginning of Year 3, they are already attaining the levels expected in English, mathematics and science. Standards are higher in mathematics. These levels of attainment compare well with similar schools and the school has a good base for further improvement. Using the 1998 comparative data at the end of Key Stage 2, it can be seen that standards of attainment in English and science are broadly in line with the national average and above it in mathematics. In comparison with similar schools, pupils' attainment is very high in mathematics, high in English and above average in science. The 1999 results show even higher attainment in all of these subjects (which became available after the week of the inspection) and the inspection findings confirm these high attainments. In all of the subjects tested the proportion of pupils attaining the expected level or higher is above the national average. The most significant improvement is in mathematics and science where almost all pupils gained the expected level and several attained the higher level. This reflects year-on-year improvements in levels of attainment in English, mathematics and science as a result of careful targeting by the school. Pupils with special educational needs, in most instances, attain the nationally expected levels. The school also made good use of the centrally provided funds to establish booster classes last year at the end of the key stage.

17. In religious education, virtually all pupils attain the levels established within the locally agreed syllabus. Standards in information technology are satisfactory but not so high.

18. Pupils make good progress overall. The school effectively builds upon the skills and knowledge that pupils have acquired in Key Stage 1. Each year more pupils are attaining at or above the level expected in English, mathematics, science and religious education by the time they leave the school. Lower attaining pupils, including pupils with special educational needs, do well. By the end of Year 6 pupils who speak English as an additional language perform as well as the rest of the year group. This was also noted during the inspection. Girls tend to attain higher levels than boys do; this is consistent with national trends.

19. In the remaining subjects, including information technology, progress is satisfactory although teaching in lessons is regularly good. This reflects the lesser amount of time now devoted to these subjects. The acquisition of information technology skills is impaired by this reduced amount of curriculum time. The additional input from teachers at the end of the key stage is bringing pupils up to the standard expected but most pupils are capable of attaining higher levels in information technology.

20. Pupils make good progress in English, due to the heavy emphasis placed upon the subject. One third of each week is devoted to English lessons and homework given to pupils is regularly focused on reading or learning spellings. Good use of classroom discussions, house periods, school assemblies and performances ensure that pupils make good progress in speaking and listening. Progress in reading is generally good and very well supported by parents and classroom assistants. The daily silent reading times consolidate the good progress made. Good progress in hand writing reflects the attention given to the presentation of work and careful teaching particularly at the lower end of the school. Pupils' written work develops well from Year 3 to Year 6 so that by the time they leave the school they have a good understanding of grammar, punctuation and choose an appropriate way of presenting their work. For example, they produce tables and charts in science and mathematics and poems and narrative in English, history or religious education.

21. Good progress in mathematics is evident as pupils come into the school with high levels of attainment and by the time they leave they attain very highly. This is due to good curriculum planning, very focused and good mathematics teaching, pupils' good attitudes to the subject and the effective

support provided by parents. The table targets set by the head teacher encourage pupils to learn table and number facts. Inspectors were regularly asked to time pupils trying to reach the next target! The setting arrangements in Years 4, 5 and 6, where pupils are split into ability groups across the whole year group, also help pupils to make good progress. Pupils with special educational needs, those with English as an additional language and more able pupils are appropriately challenged and supported to make good progress. The mental strategies promoted by the National Numeracy Strategy are having a very positive impact on pupils' numeracy skills.

22. The good progress made in science is due to a good scheme of work that is followed by all teachers and consistently good teaching particularly of the investigative and experimental nature of the subject. This contributes to the good progress made in the knowledge and understanding of all strands of the curriculum. Pupils with special educational needs and those with English as an additional language make good progress because of the good work habits that have been established and the good use made of classroom support assistants in science lessons. In religious education the picture is the same. The curriculum is well organised and teaching is good so pupils make good progress.

23. The progress made in information technology is not so well sustained although it is satisfactory overall. Teachers have the expertise, resources are sufficient, work bays outside classrooms are good areas for teaching whole class lessons and information technology is planned into all other subjects. However, insufficient time is allocated to the subject on a regular basis and therefore skills are not consolidated or extended regularly in all classes. Little use is made of computers to provide programs that would help pupils with special educational needs. The school is aware that pupils' progress in information technology could be improved and has identified it as the next subject to be analysed and improved in the current school development plan.

24. In the remaining subjects of the curriculum, progress is satisfactory although teaching is regularly good and the curriculum is planned well. This is due in all instances to the reduced amount of time allocated to these subjects since the introduction of the National Literacy and Numeracy strategies and the emphasis on attainment in the core subjects.

25. The school has built upon and extended the good standards and progress reported in the previous inspection report in spite of the impact of cuts in many subjects. They are achieving year-on-year improvements and with the focus that governors and staff have on identifying areas for improvement they have the potential to go on maintaining this. Information technology is the next obvious target for their efforts.

4. **Attitudes, behaviour and personal development**

26. Pupils' attitudes to learning are very good and this helps them to make good progress. Attitudes are even better than they were judged to be in the previous inspection report, and then they were judged to be good! Pupils respond well to consistently good teaching. This is particularly evident in mathematics especially in Year 6. Pupils enjoy learning and are keen to get on with their work. They are well motivated, sustain high levels of concentration and respond positively to the challenge of learning. Pupils with special educational needs also have good attitudes to learning and this is one of the factors in their good progress.

27. Pupils' behaviour in classrooms and around the school is very good. There were no exclusions during the previous academic year. Pupils know right from wrong and try hard to achieve the high standards of behaviour expected of them. They are courteous, well mannered and treat each other, adults and property with respect.

28. Relationships between pupils and staff are also very good. These relationships have a major impact on the ethos of the school and the standards attained. Pupils try hard to please their teachers, confident that their efforts will be valued. Pupils work well together and value one another's efforts,

often offering spontaneous applause.

29. Throughout the school pupils take responsibility for their own learning often asking probing questions in order to extend their knowledge. They regularly carry out further research into topics at home and are eager to share this in class. Older pupils take responsibility for others as prefects, supporting younger pupils and acting as good role models. All pupils share the responsibilities in acting as monitors to assist the smooth day-to-day running of the school. Pupils are seen answering the office telephone during lunchtimes, distributing milk, collecting house points and keeping music resources tidy.

30. The school has maintained and improved the very good standards of behaviour identified at the time of the previous report. Pupils and staff work hard to keep the good order and sense of purpose that are features of the school.

4. **Attendance**

31. Attendance is satisfactory and unauthorised absence is minimal. Levels of attendance have been maintained in line with national averages since the time of the previous report. Pupils enjoy coming to school and arrive on time; this enables the staff to make a prompt start to each school session.

4.

QUALITY OF EDUCATION PROVIDED

4. **Teaching**

32. The quality of teaching is good in most subjects throughout the school. It is particularly strong in mathematics where teachers' knowledge of the mathematics curriculum and the numeracy strategy combine to give very good subject expertise. Teachers use assessment of pupils' work to provide pace, a sense of challenge and excitement in mathematics lessons. As a result they make good progress and enjoy lessons. When teaching in English lessons is very good, this same sense of pace, enjoyment and challenge is also evident. Work is also matched closely to the different abilities of pupils. In the majority of English lessons, the quality of teaching is good but the sense of enjoyment is not always present and assessment is not used so well to match work to the different attainment levels of pupils.

33. The quality of teaching is good in science. Lessons are well organised, carefully planned and well taught. Good subject knowledge and the emphasis placed on investigation and experimentation are reinforced by the high expectations of teachers. They insist that work is completed and presented appropriately and as a result pupils attain high standards.

34. The quality of teaching is good in geography, history, music and religious education. Teachers have a good understanding of the curriculum requirements in each of these subjects and have clearly stated priorities to be covered. They make good links between subjects to consolidate what has been learned. A feature of good lessons is the questions used to challenge pupils' thinking and check on understanding. Teachers manage pupils well, create a sense of enjoyment and purpose and make good use of resources. A strong feature of lessons in religious education is that teachers give pupils time to reflect on their thoughts and share them with others. This also gives pupils confidence to speak in a variety of situations. The organisation of the furniture in classrooms and the lack of a carpeted area do sometimes inhibit the lessons where pupils need to discuss ideas or undertake practical activities in lessons such as, art or design and technology.

4. 35. When information technology is planned the quality of teaching is satisfactory. The lesson is planned effectively, resources are made available and the teacher's subject knowledge is sound. It is not taught regularly enough for pupils to maintain the good progress seen in other subjects.

4. 36. Teaching in art, design and technology and physical education is satisfactory. Lessons are well planned and are often taught in a sequence so that pupils learn and consolidate a set of skills and use them, for example, designing and making a cake or the series of basketball lessons in Year 6. Some of the work in design and technology show some good teaching and in physical education good use is made of experts to enhance the quality of the curriculum

37. No information technology lessons were observed during the inspection although one was taught in Year 3. The lesson was well planned and the teacher made good use of the opportunity to use all of the PCs in the work area outside of the classroom. In most lessons during the inspection, computers were not being used. When information technology is taught the teaching is satisfactory. Teachers have a sound knowledge of the subject and know what has to be taught for pupils to attain the standards expected for their age.

38. The quality of teaching in physical education is satisfactory overall. Lessons are planned well according to the scheme followed by the school. Teachers join in with a good range of activities and many of them are involved in some sort of extra-curricular sport. Teachers clearly explain the tasks but do not always follow them up with explicit demonstrations of the importance of positioning feet correctly when throwing and catching. The coaching provided in Year 6 is good use of expert support and this is reflected in the enthusiasm and progress made by pupils.

39. In all classes teachers have established a good sense of order and discipline and have good working relations with pupils. Pupils with special educational needs and those pupils with English as an additional language are supported well by teachers and support staff. However, the individual education plans drawn up for pupils with special educational needs do not give a lot of detailed guidance.

40. It was not possible to observe the teachers employed to support pupils with an additional language or special educational needs in Year 5 and 6 due to absence. The quality of teaching pupils with special education needs in Year 3 and 4 is satisfactory and focused upon language and literacy skills. However, the targets set for pupils' learning are too vague to be used in planning or charting progress in the areas identified.

41. Marking is done regularly, often alongside pupils in mathematics lessons. Homework, usually English or mathematics, is given regularly by all teachers and without exception contributes to the lessons learned in school. The status given to homework by staff, parents and pupils is a factor in the good progress made by most pupils.

4. **The curriculum and assessment**

42. Despite the school having had to cut down the time allocated to some aspects of the curriculum, it continues to be good. It is broad and balanced to include all subjects of the National Curriculum, religious education, sex education and personal and social education. Emphasis is now placed on numeracy and literacy in line with national priorities. About one third of curriculum time is currently devoted to literacy and other aspects of English but insufficient time is devoted to information technology.

43. The large proportion of time spent on English, mathematics and science enables pupils to attain high standards in these subjects. The school has carefully analysed the essential content required in the

remaining subjects to retain broad coverage of these subjects. However, it has not been able to retain the former depth of the curriculum. Despite this, pupils are well prepared for the next stage of education. They leave the school with good literacy and numeracy skills and value education. A range of visits out of school enhances the curriculum and teaches pupils to work together and see themselves as part of a wider community. For example, pupils visit the church, the choir sings for the elderly in the community and older pupils have an annual field study visit to the Lake District. The school meets its statutory obligations.

44. Planning is effective and efficient because teachers make good use of subject policies and schemes of work to plan topics and lessons. Teachers of parallel classes plan the curriculum together and subject co-ordinators and senior staff monitor their plans.

45. The school actively promotes equality of access and opportunity. It makes careful analysis of all the data available to it to ensure that both boys and girls, pupils with English as an additional language or special educational needs make appropriate progress. For example, the school identified that girls achieved more highly in standard tests. Recently introduced strategies, including approaches within the numeracy strategy have largely overcome this trend as tests at the end of the key stage demonstrate.

46. Pupils are organised into ability groups (sets) across the year group in Year 4, 5 and 6. This is a very effective way of teaching mathematics and all groups make good progress. Occasionally in other lessons, teaching groups are organised by ability but this is not routine practice. As a result the tasks set for pupils are not always sufficiently challenging. The school ensures that all pupils have equal access to all aspects of the curriculum, including extra-curricular activities. This is seen in the mixed basketball teams and the success of the girls' football team. It is also noticeable that in the recent school production of *'Pinafore Pirates'* both boys and girls played a significant part. The school provides a good range of extra-curricular activities, such as sport, including matches against other schools, Internet club, choir and reporters' club. The few pupils learning English as a new language are fully integrated into the life of the school.

47. Assessment procedures are good. Pupils' progress is carefully charted and the information gained through assessment is used effectively to plan for future learning. Accurate assessment of attainment and progress in English, mathematics and science is supported by a range of tests including national standard tests. The data generated by standardised tests is analysed and acted upon so that any identified areas of weakness are addressed. Targets for improvement are set and met. This can be seen in the steady improvement in attainment at the end of the key stage.

48. The progress made by individual pupils is also charted and analysed. Reading tests identify where there are difficulties and these are effectively corrected. A portfolio of completed work is kept and this is a good record of individual progress. In mathematics the assessment of pupils has led to the formation of very effective ability groups. This is not so common in English or the other areas of the curriculum.

49. The school has maintained the consistent quality of assessment established at the previous inspection. Through the analysis and use of test data, it has developed and improved the use of assessment and looks set to continue with this upward trend.

4.

Pupils' spiritual, moral, social and cultural development

50. Overall the school makes good provision for pupils' spiritual, moral, social and cultural development. The provision made for pupils' moral and social development is very good. The provision made for pupils' spiritual and cultural development is satisfactory. The school's aims and documents make clear and positive statements about the promotion of these aspects of school life. The ethos of the school is one in which every individual is valued and cared for.

51. Pupils' spiritual development is satisfactorily promoted through daily assemblies and acts of collective worship. A calm atmosphere is created as pupils enter the hall during the playing of carefully chosen music. Pupils sing hymns and songs with obvious enjoyment and commitment to the words. They listen attentively and confidently share their feelings and thoughts with others. Opportunities are provided each day in collective worship and in the classrooms, for a brief period of reflection and prayer. A weekly assembly, which celebrates pupils' achievements, is a happy occasion where pupils celebrate swimming prowess or acts of bravery. For example, one boy was applauded for his considerable courage and care when he needed to summon an ambulance for a sick relative. Pupils enjoy visits from church workers, who add interest to assemblies and explore the meaning of Christian beliefs. Religious education lessons contribute well to pupils' spiritual development but few opportunities are identified in other subjects. The school is aware that some of the spiritual nature has been lost, as the national priorities of literacy and numeracy have curtailed the rest of the curriculum.

52. The way the school promotes the moral development of pupils is very good. Pupils are taught the principles which distinguish between right and wrong consistently. The school rules are consistently applied and therefore followed. Good behaviour is rewarded by a mention in assemblies, and a very effective house points system that is rewarded by an educational visit for the house with the most points. The school also takes a strong stance against bullying and as a result it is not a problem.

53. Pupils' social skills are promoted very well. In all classes pupils are taught to share resources and take turns. All adults working in the school provide good role models, encouraging pupils to be friendly, courteous and considerate. This has a positive impact on the development of good relationships. In lessons, pupils co-operate by sharing resources and working effectively in pairs. Every Friday afternoon, house meetings in *family groups* are held. Each house consists of pupils from each class in the school. They meet to consider a broad range of issues that impact on the life of the school. These activities successfully promote pupils' personal development and social skills. Sometimes issues are raised that are then acted upon, such as, the replacement of a water fountain at the upper end of the school. Pupils are encouraged to take responsibility and willingly undertake tasks, which help the school community. For example, pupils operate the overhead projector and cassette player in assembly, whilst others organise the milk for each classroom. The school community raises considerable funds for charities each year drawing in parents, grandparents and the wider community. The most notable event is the Children's Cancer Run where each year approximately half the school population is involved.

54. The provision made for pupils' cultural development is satisfactory. They are taught to value their own culture through English, art, history and music lessons and through a range of educational visits. Interesting displays of pupils' stories, poems and artwork reinforce their appreciation of their own area. Pupils study the work of famous artists and they listen to a good range of music. They enjoy drama and perform in lessons, assemblies or in large scale, musical productions. Such activities help them to experience and extend their own cultural traditions. The school does less well at providing images of different cultures or giving pupils an understanding of the multi-race society that is modern Britain.

55. The spiritual, moral, social and cultural development of pupils continues to be a strong feature of the school overall. This is a similar picture to the one seen at the time of the previous inspection.

4.

Support, guidance and pupils' welfare

56. The procedures for the support, guidance and welfare of pupils are very good overall. The monitoring of pupils' academic progress through regular analysis of data from standardised tests is good. The school procedures for assessment are also good so the staff can quickly identify weaknesses and set priorities for curriculum improvements. Day-to-day assessment of pupils' progress and attainment is less consistent. It is good in mathematics where teachers are using the strategies suggested in the National Numeracy Strategy to check out understanding and plan the next stage in

learning for groups of pupils. In English, although teachers are using the strategies suggested, they do not always match the work so accurately to the learning needs of the different levels of ability within the class.

57. The monitoring of pupils' personal development is very good. Teachers know pupils very well and use this knowledge to support individual pupils promptly and effectively. Parents and outside agencies are involved when necessary. Pupils with special educational needs are provided for well within the school although the individual education plans written for them do not clearly identify the targets for them to meet.

58. Procedures for monitoring and promoting discipline and good behaviour are also very good. The school has several whole school reward systems which are used consistently by staff and are greatly valued by pupils. These include the awarding of house points and entries into the merit book, which are celebrated each week in the whole school assembly. The family ethos promoted by the school and emphasis on rewarding good behaviour rather than punishing misdemeanours are key factors in the very good behaviour demonstrated by pupils. There is clear guidance for dealing with bullying and no incidents were seen during the week of inspection. Parents confirm the lack of bullying. Pupils know whom to approach for help if needed and feel confident to do so.

59. The school records authorised and unauthorised absence effectively and vigilantly follows up any unreported absence. Class teachers, the school secretary and the head teacher work together to ensure that any patterns of absence are noted. Pupils and their families are encouraged and supported to promote regular attendance.

60. The school's procedures for child protection and promoting pupils' well being, health and safety are good. Child protection arrangements comply with the guidelines of the local education authority. The head teacher, as the person with designated responsibility, has received appropriate training and this has been shared with teaching staff. The school programme of personal, social and health education is very effective. The school is proud of its success in gaining the Healthy School Award for three consecutive years. This includes the teaching of sex education and drugs education involving a variety of outside agencies. Effective procedures for reporting accidents are in place. First-aid procedures are clear and are fully understood by pupils. Governors and staff effectively carry out their responsibilities to check on the safety of the building, but problems identified are not always attended to promptly. This is the case with the on going problem of the uneven paving stones in each of the play areas.

61. The school has built upon the effective practice identified in the previous inspection report. The support and guidance provided for pupils are now very good with every indication that it can become excellent.

4. Partnership with parents and the community

62. The school's partnership with parents and the community is very good overall. This is an improvement since the time of the previous report. Parents are encouraged to help their children to learn and many do so. The impact of this effort at home is seen in good spelling, reading, knowledge of number facts and times tables. The high standards attained in mathematics are achieved through this effective partnership with parents.

63. The school provides parents with very good quality information enabling them to play a full and active part in their children's education. Regular correspondence, newsletters, the school prospectus, guidance booklets and workshops are all high quality and greatly appreciated by parents. Reports to parents regarding their children's attainment and progress are satisfactory. They often give details of pupils' attitudes to work rather than what it is they can do and the progress they have made. Most parents find it easy to approach the school for information or with problems they may have. A few parents regularly give valued support by helping in classrooms. Parents of pupils with special educational needs are fully involved in the regular reviews of their children's progress.

64. Links with the community are good. For example, two members of the local retired senior citizen volunteer group regularly work alongside pupils to share their expertise and life experiences. Visits from the minister of the local church, charities and the local home for the elderly all contribute positively to pupils' personal development.

4.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

4. Leadership and management

4. 65. The leadership and management of the school are very good. The educational vision promoted by the head teacher, governors and curriculum co-ordinators is very good and is a significant factor in the good progress made by pupils whatever their level of ability. Between them they have created an effective learning environment where parents and pupils can play their part in the high standards attained and the good attitudes to learning that pervade the school. Few pupils are considered to have special educational needs because the school demonstrates to pupils that they can attain the levels expected of them. The head teacher and staff are held in high regard by parents and parents are highly valued for the support they give to their own children's education.

66. Governors are proud of the school and supportive of the hard work and commitment of staff. They fulfil their legal obligations for the curriculum of the school and monitor the impact of initiatives through regular reports but also the standards attained. Governors who have taken on the responsibility for oversight of some aspects of the school curriculum fulfil that role conscientiously.

4. 67. Teaching and curriculum developments are monitored very carefully and thoroughly making use of all of the data available to the school. Staff have a good attitude to change and are used to critically analysing their own practice, being monitored by others and agreeing what is best for the school as a whole. This can be seen in the successful implementation of the National Literacy and Numeracy Strategies and the improvements made to the teaching of science.

68. The head teacher leads by his own example. He is fully involved in any curriculum changes and works alongside staff while new initiatives are being put into place. For example, he teaches one of the mathematics sets in Year 6. The staff of the school value his willingness to listen and take note of what they have to say. Regular senior management team meetings provide a good means of sharing concerns and recognising successes. Good attention is paid to the detail of implementing change, such as, the recently created work bays outside of classrooms. These are ready for the planned improvements to the information technology curriculum. Several teachers have had intensive training in this subject ready for the next step in its development.

4.

69. Roles and responsibilities are clearly identified so that people know what they are responsible for and who to turn to for help. All of the subjects of the curriculum are managed well within the overall curriculum framework. Staff are aware of the current priorities and work within them.

70. The aims and values of the school are clear. Pupils and parents are partners in the sense of purpose and responsibility. The support parents give to their own children is effectively harnessed because they know the school is doing its best for the pupils. Pupils have a high regard for staff and one another. They are proud to belong to the school and work hard to attain high standards academically and in behaviour. New staff are quickly inducted into the life of the school through a planned induction but the procedures and policies are so clear and accessible to new teachers that it is easy for them to adjust to school routines. Teachers are very supportive of one another.

71. The school development planning process is very good and results in a working plan that sets

priorities and targets for the school to attain. The current targets are appropriately focused upon literacy and numeracy and lifting standards of attainment in science. Information technology is identified as the next area for attention. This is exactly what the inspection findings suggest. Governors make good use of the development plan when targeting resources and parents are often prepared to raise funds for the priorities identified by the school, for example, resources for the literacy hour.

72. The ethos of the school is also very good. The school is orderly and well disciplined and pupils have very good attitudes to learning. Pupils and staff are committed to making good progress and raising standards of attainment. Pupils and their parents appreciate the education provided by the school. Pupils with special educational needs and English as an additional language are well supported by the school although the procedures for charting progress and setting targets are not firmly in place.

73. The school continues to benefit from strong leadership and management as was identified at the time of the previous inspection report. The senior management team of the school and governors are now very involved in the strategic management of the school. The school is well placed to maintain this very positive position.

4. **Staffing, accommodation and learning resources**

74. The school has an appropriate number of teachers who are suitably qualified and experienced to teach the National Curriculum. Teachers are supported by three, part-time classroom assistants and two part-time teachers for pupils who have special educational needs. All have a positive impact on pupils' education. Three mid-day supervisors make a valuable contribution to the school's work and have good relationships with the pupils. New staff are supported well by their colleagues on a day-to-day basis and by an effective mentoring system. Clear written guidance supports both newly qualified teachers, and those new to the school. Staff development is organised effectively to fulfil the priorities established through the school development plan. Regular appraisal of staff is instrumental in the overall process of setting targets. Job descriptions and areas of responsibility are clear. The role of curriculum co-ordination is shared among teaching staff who, without exception, provide good support to their colleagues.

75. The accommodation is generally satisfactory for effective teaching of the curriculum. However, narrow sinks and the absence of storage space or work-surfaces inhibit teaching of practical lessons such as art and design and technology. The lack of carpeted areas in all classrooms, at times, stops teachers from sitting pupils on the floor when it would otherwise be the most sensible arrangement. The large hall is used for a range of activities including, physical education lessons, assemblies and meals. It is kept immaculately clean by the cleaning and lunchtime supervisory staff. The school also has a library and well-appointed and spacious work bays outside each classroom. The accommodation is made attractive by pictures and prints, also by interesting displays of pupils' work. These create a colourful and welcoming, learning environment. The previous inspection report described the outside environment as being less attractive than the interiors, This continues to be so. The report stated that the school had identified this as an area of improvement. This too continues to be so. Because of cost implications, plans for improvement have been put on hold. There is a large field and an ample tarred playground space which are used for sport and recreational purposes. The school has recently planted trees and shrubs to break up a rather uninteresting play area. There are no areas where pupils could be apart from the bustling activity during break times. The school building is clean and tidy reflecting the care taken by staff and pupils.

76. Resources are sufficient to teach of all subjects of the National Curriculum and religious education. The school makes good use of loan services to increase the range of books and artefacts for lessons. A good range of books has been provided for the literacy hour but many books, particularly those in the reading scheme are in poor condition and not always well displayed.

77. This is a similar picture to that depicted in the previous inspection report although the reading

scheme books have aged. The grounds have not been developed to provide a greater range of activities for pupils. The school is still trying to raise the necessary funds and without them will be hampered in their efforts to improve play facilities. The reading scheme books have already been identified as an area for improvement.

4. **The efficiency of the school**

78. The efficiency and effectiveness with which resources made to the school are managed are good. Educational developments are supported through careful financial planning. The governors are provided with good and regular up-to-date financial information before they make any budgetary decisions. The school development plan is an effective means of identifying priorities and managing change.

79. Staff are well deployed. The head teacher gives good support to staff teaching numeracy in Year 6 by teaching one of the sets himself. This keeps him in touch with the changes in the mathematics curriculum and also enables staff to match lessons more closely to the needs of pupils. Teachers share expertise and give good support to one another through the practice of planning together in parallel classes. Support staff are generally well deployed in support of the Literacy Hour and additional English skills teaching. The support provided for pupils with English as a second language are effective because these pupils attain at least the levels expected for their age. No lessons could be seen during the inspection. Although pupils with special educational needs make good progress, the special educational needs support is not sufficiently focused upon the clearly identified needs of each pupil because the plans prepared for them are not specific enough.

80. The school makes satisfactory use of accommodation and learning resources. The careful management of funds has enabled the school to build up a good range of up-to date computers, trolleys for transporting them and suitable software. The school has also been able to equip the work bays outside classrooms with sufficient electrical sockets to make effective use of the computers. A good range of materials for use during the Literacy Hour has also been provided with some help from parents. Resources for subjects are used very well. Pupils and staff take care of them and there is little wastage.

81. The school has a rolling programme for the replacement of furniture, books and equipment that, on the whole, works well. However, this has led to the retention of some very old reading books, sink areas in classrooms that are not really suitable for practical activities and some long standing building repairs that still need attention.

82. Financial controls and school administration are very good. The head teacher and school secretary work as an effective team to keep the school running smoothly. The minor points raised in the last auditors report were acted upon promptly. Information is produced very efficiently and the secretary is a very good first point of contact for visitors. She unobtrusively supports staff by seeing that the day-to-day organisation does not interfere with lessons.

83. The funds set aside for pupils with special educational needs or English as an additional language are properly accounted for.

84. When pupils enter the school at the beginning of Year 3, they are already attaining levels that are broadly in line with the national average in English and science and above that level in mathematics. Their standards of attainment compare favourably with similar schools. The school builds upon these good standards and progress is good so that pupils' attainment at the end of Year 6 is high and improving. Pupils have very good attitudes to learning and behaviour and personal development are very good. The quality of the curriculum is good and so is the quality of teaching. The efficiency and effectiveness of the school are good and major spending decisions are carefully evaluated. The school gives very good value for money.

85. This represents improvement since the previous inspection report where governors and senior staff were not judged to be sufficiently involved in the strategic management of the school. Now that these improvements have been made the efficiency of the school is secure. Governors and staff are in a good position to maintain this strong situation.

4.

4.

PART B: CURRICULUM AREAS AND SUBJECTS

4. ENGLISH, MATHEMATICS AND SCIENCE

4. English

86. Standards of attainment at the end of the key stage are broadly in line with the national average but are well above the average when compared with similar schools. The percentage of pupils reaching the expected level (Level 4) or higher was above the national average in 1998. The proportion of pupils attaining at a higher level was close to the national average. Over three years up to the reporting year of 1998 the school's test results in English have shown a steady improvement. The inspection evidence confirms this positive picture. The standards attained in 1999 are higher again. Pupils make good progress in English and by the time pupils leave the school they have good literacy skills.

87. Pupils make good progress in speaking and listening. Pupils in Year 3 discuss issues of immediate interest or importance and talk confidently about their observations and experiences. In Years 4 and 5 pupils explain their work well, follow instructions and listen attentively to the teacher for lengthy periods. They listen with respect to the opinions of their classmates and reason with other pupils and adults. In Year 6 pupils extend and refine their skills and express their thoughts and ideas clearly in discussions. They distinguish between essential and non-essential information, for example when describing the characters in a book they are reading. They build a wide and interesting vocabulary and use technical terms related to other subjects. For example, *numerator* and *denominator* in mathematics lessons.

88. Progress in reading is generally good. Younger pupils read simple texts with confidence and understanding. They spell out words and use pictures to make sense of unfamiliar words. Usually they realise when they have made a mistake and try to correct themselves. Older pupils will spell out words, break them into readable sections or use the context of the story to widen their vocabulary and correct their own mistakes. By the end of the key stage most pupils know how to use a contents page, index or glossary. However, very few pupils know how to use a library classification system. They know the terms fiction and non-fiction and the oldest pupils know which is which. They discuss what they have read with interest and understanding. More able younger pupils and older pupils compare authors or books and discuss preferences. They talk about character and plot and make sensible predictions about what might happen next. Whilst most pupils, including those with special educational needs, make good progress in reading, a few do not. This is usually where reading books are not closely matched to pupils' reading ability or interest. Some books do not challenge the more able reader, whilst others, with simple text for less able readers, do not match their age or interest level.

89. Parents play a valuable part in helping their children to make good progress. All pupils who read to inspectors said that they took their reading books home each day. Their reading record cards signed by parents confirm this. Voluntary helpers and classroom assistants enhance progress in reading; so does the daily period set aside in each class for silent reading.

90. Pupils make good progress in writing. The standard of handwriting and presentation of work are consistently good. Pupils form letters correctly, they are consistent in size and evenly spaced. Most pupils use full stops, capital letters and question marks accurately. Older pupils use more sophisticated punctuation accurately, for example speech marks and commas.

91. Spelling rules are known and followed. This reflects the effort made by children and their parents to learn the words provided for homework in readiness for the weekly spelling test. Pupils make good progress in learning to write stories and poems. They make good use of writing frames and planning sheets provided by teachers. They take pleasure in finding interesting vocabulary for their writing and by Year 6 pupils use a thesaurus to look for variety. When they are required to present work in other subjects, they choose the style of writing well. For example, in science they set their work out in chart form so that others can interpret their findings more easily. In religious education lessons pupils produce sensitive, reflective writing. They wrote a diary when they were learning about Anne Frank in history, or when they were sharing the "*Diary of a Killer Cat*". They plan, draft and improve their work to produce a best copy and sometimes use a computer as a word processor. Comprehension skills are developed and pupils' writing is grammatically correct.

92. Pupils have very good attitudes to their work in English lessons. They conscientiously learn spellings, try hard with handwriting, present their work carefully and concentrate on the tasks set by their teachers. Most pupils take reading books home on a regular basis.

93. The quality of teaching is good in English. It is never less than satisfactory and occasionally it is very good. Good teaching is characterised by the teacher setting out what will be learned by the end of the lesson, followed by activities that are interesting. The organisation of the classroom furniture suits the style of the lesson and the sense of order and discipline is good. If pupils are working in groups, the tasks are matched closely to the learning needs of the pupils. Where teaching is very good, teachers present lessons in a lively way, they maintain a brisk pace and inspire pupils to produce exceptionally good work. The knowledge of the literacy strategy and expertise of the teacher is very strong. This was seen in the lesson in Year 6 when the class was studying *The Wreck of the Zanzibar*. The teacher focused very closely on parenthesis and the use of prepositions whilst also maintaining the excitement of the text. However, lessons are not always sufficiently modified to ensure that each group is sufficiently challenged. The assessment of progress by the end of the lesson is not always identified in lesson plans.

94. All teachers are successfully implementing the National Literacy Strategy. They make clear links between reading, writing, and spelling and provide interesting activities to promote literacy. The amount of time spent on English is high, almost one third of lesson time being devoted to the subject. Literacy skills are promoted well across the curriculum and lessons on handwriting, reading or extended writing give pupils ample opportunity to practice their skills. The use of computers can be seen in displays of word processed work but planned opportunities to use computers for planning and re-drafting work are few.

95. English is managed well. The co-ordinator provides good support and advice for colleagues as seen in the guidelines provided for them. She monitors teachers' plans and teaching. She and other members of the senior management team analyse the data produced through annual tests to set targets for further improvement in English. Resources for the literacy hour are good and have been supplemented by recent fund-raising by parents. Pupils like them and are therefore encouraged to read more. The books in the school's reading scheme are not so interesting or attractive. Many are outdated and in poor condition. The school is aware of this and has identified the replacement reading scheme books in the current school development plan. Some new books have already been purchased and are popular with pupils.

96. The improvements in English since the previous inspection report are impressive. Pupils were already attaining at the expected level but have improved year-on-year. The good analysis of data from standardised tests and good teaching should maintain this continuous improvement.

4. **Mathematics**

97. Attainment in mathematics at the end of Key Stage 2 is above the national average. The results

of national standard tests in 1998 indicate that pupils attain well when compared with all other schools. The proportion of pupils achieving the nationally expected Level 4 was above the national average in tests. The proportion of those attaining a higher level was close to the national average. When compared with schools of similar background, attainment is very high. Apart from a slight decline from 1996 to 1997, the school is consistently attaining high standards and improving. Although there are no national comparisons available yet, the results of tests for 1999 give every indication of accelerated school improvement as almost all pupils attained the expected level. Significantly, in 1999 a greater proportion of pupils attained above that level than in previous years. Girls tend to attain higher levels than boys.

98. The progress of pupils is good. The most able pupils make good progress in their knowledge and understanding. Less able pupils acquire good skills. The progress of special needs pupils is very good in relation to their prior attainment. Most of these pupils achieve the nationally expected level 4 for eleven-year-olds before they leave the school. A small number of pupils learning English as a new language are well integrated through the school and make good progress in mathematics.

99. The inspection findings confirm these high standards, which are well above the level expected for their age, throughout the school. When pupils enter the school in Year 3, they are already competent in mathematics and this is built upon in every year group. They have secure knowledge of number bonds to 20 and more able pupils perform this process mentally. Pupils in this year group estimate length with reasonable accuracy and compare their 'reasoned and sensible guesses' with actual measurements. Pupils in Year 4 classify shapes by their properties. They use correctly the terms 'two-dimensional', 'three dimensional', 'side' and 'vertex'. Pupils in Year 5 have good recall of table facts with only the least able still needing to practice them. Also in Year 5 pupils begin to understand the equivalence of fractions, relating two quarters to $\frac{1}{2}$. They explain how to work this out by dividing. With the generalised rule in mind, they go on to show that six eighths is the same as $\frac{3}{4}$. By Year 6, even the least able pupils explain that complicated fractions can be simplified by dividing both the denominator and numerator by the same number. They explain accurately what 'denominator' and 'numerator' mean. They use the terms 'product' and 'quotient', successfully calculating up to and sometimes beyond 100 mentally. Average attaining pupils know the square of numbers up to 12 and the square root of numbers from 144. They calculate 50 per cent of a three-digit number and find one eighth of 64 correctly. They have sufficiently good understanding to convert any improper fraction to a mixed number. More able pupils in Year 6 see patterns in equivalent fractions and understand that a fraction is a way of expressing division. They reduce fractions to their lowest terms by cancelling out, using common factors of the numerator and denominator.

100. Pupils enjoy mathematics lessons and work hard. Pupils confidently use mathematical language and visibly enjoy the challenge of quick and accurate mental recall. Almost always, pupils are well behaved, listen well to the teacher and to each other. They concentrate very well on their work. Many show a great enthusiasm for, and interest in mathematics. The quality of teaching is a motivating factor in this. Pupils are determined to succeed.

101. The quality of teaching throughout the school is good and at times very good. Teachers have a clear understanding of the mathematics curriculum and all aspects of mathematics are taught effectively. This gives pupils a good mathematical knowledge and understanding that is used in subjects like science and geography. Teachers have high expectations of pace and levels of concentration so good use is made of all available lesson time. Lessons are planned effectively and brisk mental exercise sessions at the beginning of lessons start each lesson well. Teachers praise where it is due, to encourage pupils to even greater progress. They are also quick to challenge behaviour if the usual high standard looks like falling. Marking is done regularly although some comments in pupils' books are quite brusque. However, this is offset by the regular practice of marking work alongside the pupil and accompanied by verbal comment. Teachers are good at using question and answer sessions to clarify what pupils have learned and understood. Assessments of progress are accurate and used to set appropriate targets for learning. Homework is regularly given and all pupils are expected to learn tables at home. A feature of strong teaching is a good plenary session where pupils share what has

been learned. Many teachers have developed a good technique, encouraged by the numeracy strategy, of challenging pupils to explain their thinking, their methods and strategies. Pupils are beginning to be adept at this.

102. The mathematics curriculum is good. The school has made a good start to the National Numeracy Strategy initiative. The start of the project was used to audit the mathematics curriculum and resources and identify training needs. This is evident in the vibrancy of the mathematics curriculum. The strategy has provided a sharper focus for a subject that was already being successfully taught. The policy and scheme of work enable teachers to plan the curriculum effectively in year group teams. Literacy skills are extended through the use of mathematical language and pupils use computers to collect and analyse data. This is not a regular enough feature of mathematics lessons.

103. Assessments of pupils' attainment and progress is accurate and used to plan for future learning. The school analyses the data generated by standardised tests identifying areas that need to be targeted in future planning. The improving results each year are a result.

104. Mathematics is a well-managed and efficiently taught subject. The school has maintained the high standard identified at the time of the previous inspection and has continued to improve its national test results.

4. **Science**

105. Standards of attainment in science were broadly in line with the national average and above average when compared with similar schools in the end of Key Stage 2 tests in 1998. The proportion of pupils that attained the expected Level 4 in 1998 is close to the national average. The number of pupils attaining a higher level is below the national average. This is greatly improved in 1999 and most pupils attained the expected level and several attained above it. There is not yet a national comparative figure for 1999. The improvement in levels of attainment reflects the work done by the school over the past few years in science. The way science is taught is structured throughout the school; in all classes there is strong emphasis upon developing skills in experimental and investigative science, and a good revision programme is followed in Year 6. Pupils with English as an additional language do well and pupils with special educational needs make good progress to attain the level expected for their age.

106. When pupils start the school at the beginning of Year 3, the proportion that attain the level expected for their age is already above the national average. They are already making good progress in the experimental and investigative aspect of science and this is sustained throughout the school. This is a major factor in the good progress and high attainment made in all of the other aspects of the subject.

107. Pupils in Year 3 know that a prediction is a reasoned guess and are prepared to put forward suggestions based on their previous knowledge and understanding. They carry out a fair test and record their observations in simple chart form. They accurately explain cause and effect, for example, when a bulb goes out when an electrical circuit is broken. In Year 4 pupils begin to note patterns in the way materials behave, make more careful measurements and record their findings in ways that will help them to compare results to see similarities and differences. In Years 5 and 6 pupils build upon the skills already acquired to firmly establish the need for tests to be carried out fairly and in identical ways. They know how to vary one factor whilst keeping others the same, for example, when dissolving sugar or salt in a given amount of water. Some more able pupils also recognise the need to take account of a greater range of variables, for example, the need to record the temperature of the water used. They present their observations and measurements clearly, using tables, bar charts or the method cards devised by the school. They collect data using computers to make graphs and interpret patterns or trends. More able pupils repeat their experiments to check observations and measurements and offer simple explanations for any differences they encounter. By the end of Key Stage 2 pupils use scientific diagrams to show what they know, for example, the circulatory system of the body, the parts of a plant or an electrical circuit.

108. Pupils build upon their sound understanding of life processes and living things and make good progress throughout the school. By the time they are at the end of Year 6, almost all pupils attain the level expected for their age and several attain above that level. This includes pupils that have English as an additional language or special educational needs. Pupils know that living things grow and reproduce. They appreciate that creatures live in different habitats such as ponds or woods. They describe differences between living and non-living things. They know that diet and the health of humans or other animals is related and that a plant starved of light will not stay green and one starved of water will die. They identify ways in which an animal is suited to its environment as can be seen in work on the life cycle of a frog. By the end of the key stage, they identify and name the major organs of body systems using scientific names. They identify the lungs, heart and blood as the circulatory system, and identify the position of them in a diagram of the human body. They understand the working of the lungs as was evident in the lesson seen in Year 6 where pupils readily described the surface area of the lungs as, *the same size as a football field*. They measure the effects of exercise upon their own bodies by measuring their pulse rates before and after exercise. They recognise that animals feed upon one another and that a simple food chain always begins with vegetation being eaten by an animal.

109. The progress made by pupils in learning about materials and their properties is good. Pupils use their knowledge and understanding of materials to sort them into groups and also learn that they may need to refine their initial findings. For example, in Year 3 when deciding on materials that conduct electricity, some pupils realised that not all metals do so. They describe why some materials are suited to specific purposes, such as insulating and conducting. They recognise that some changes, such as the freezing of water, can be reversed and some, such as the baking of clay, cannot. In Year 5, pupils are beginning to realise that a solution can be reversed by drying out the water. Older pupils describe differences between the properties of different materials and classify substances as solids, liquids and gases. They use technical words to describe some methods, such as *filtration*, *evaporation* and *condensation* and identify situations in their own lives where these processes can be seen.

110. Pupils make good progress in understanding physical processes. Pupils at the beginning of the key stage link cause and effect in simple explanations of physical phenomena, for example, the direction or speed of movement of an object changing because it is pushed or pulled by a force. They know that sounds fade the further they are from the source. Pupils in Year 4 were observed investigating the relative weights of objects in air or in water and had high levels of understanding of the measurement of a pull using *Newtons*. They fully understood that if an object will float it will have no weight in the water. Older pupils explain physical phenomena, such as how an electrical circuit can be broken by the insertion of an insulator. They learn about the solar system and explain the movement of the Earth around the Sun. They understand that the Moon reflects light generated by the Sun and that light travels in straight lines. They describe the force of gravity as an attraction and describe magnetic force using terms like *attract* and *repel*.

111. Pupils with special educational needs and those with English as an additional language make good progress because of the good work habits that have been established, a carefully planned curriculum and the good use made of classroom support assistants in science lessons.

112. Pupils have very good attitudes to their science work. They enjoy practical investigations and work well in small groups or as a class. They are also very good at completing the tasks set for them. A feature of all the work seen was that it was presented carefully, dated and completed. This good attitude to work is a major feature in the good progress made by all pupils. They use materials safely and regularly follow up work begun in class at home or in indoor break times.

113. The quality of teaching is good in science. Teachers' knowledge of the subject is good and they organise lessons very effectively to promote good progress in all aspects of the subject. They build upon what pupils already know and in each class the teacher places a great emphasis on pupils following the scientific methodology and this contributes to the good progress in all strands of the science programmes of study. Discipline is good and pupils are expected to work hard and complete work carefully. The school's scheme of work is followed by all teachers and resources are well

prepared. Lessons are planned carefully and assessment tasks are built into lessons. These assessments are used to plan the next steps in the learning and set revision tasks where needed. This also contributes to the good progress made in this subject. Very good teaching is characterised by a good revision of what pupils already know coupled with exciting challenges to extend and develop pupils' understanding. This was seen in a lesson in Year 4 where pupils were experimenting with weight registering on a spring balance when items were weighted in water. The teacher used a good range of technical language such as *upthrust*, *buoyancy*, *gravity* and *balanced forces*. This vocabulary was consistently reinforced and gradually assimilated by the class.

114. The school has devised its own scheme for teaching science. It is very thorough, fully meets the requirements of the National Curriculum programmes of study and builds assessment into every stage of learning. Classroom support assistants provided good support for pupils with special educational needs or pupils with English as an additional language.

115. Assessment procedures are good. Staff have a good understanding of the levels of attainment of the National Curriculum and therefore assess pupils' progress accurately. This reflects some good in-service training undertaken by staff recently. Teachers constantly and consistently check pupils' understanding through oral quizzes or more formal tests. Reports to parents do not reflect this good assessment of pupils' knowledge and understanding. Comments such as *enjoys science and has worked well* are common and do not give parents a clear picture of what their children know and understand or need to do next.

116. During Year 6 pupils undergo a good revision programme based on standardised assessment tests from previous years. Teachers use these test papers to identify areas for further work. Work is marked carefully in all classes and targets for future learning are identified. The school analyses the data generated by national tests to identify any areas of comparative weakness and then set targets to overcome them. The improvement in standards attained at the end of 1999 is an indicator of their success.

117. Speaking and listening skills are promoted well through science as most lessons end with a time of reflection on what has been learned and the use of technical vocabulary is reinforced. The skills learned in numeracy lessons are consolidated through the use and application of mathematics for measuring and collecting data. Good links are also made with design and technology; for example, the work on designing a cake in Year 5 reinforced the notion of irreversible change. Information technology programmes are identified for each topic covered but is not used often enough on a day-to-day basis. It is used more effectively in Year 6 to produce graphs and charts and make use of an encyclopaedia programme about the human body.

118. The subject is managed very well. The co-ordinator is enthusiastic about the subject and staff have worked hard to produce a scheme of work that supports good teaching. As a result, all aspects are covered thoroughly, the subject is taught effectively and all pupils make good progress. Teachers are well qualified to teach the subject; in-service training and support for the subject are good. Teachers' plans are monitored and the programme for monitoring teaching is in place. Classroom assistants are used well to support any pupils who need additional help. Resources are regularly checked but because staff and pupils are careful with them and the curriculum is planned effectively there are always enough resources for the topics covered at any one time. There are sufficient books and relevant computer programs.

119. The school has maintained a good level of attainment throughout the school since the previous inspection report. The drive to improve standards further has resulted in even higher levels of attainment at the end of the key stage in 1999. Many more pupils are attaining at the expected level or above. The effective curriculum, good teaching, good revision programme at the end of the key stage combine with pupils' good attitudes to learning to put the school in a strong position to maintain high levels of attainment in science.

4.

OTHER SUBJECTS OR COURSES

Art

120. Only one art lesson was observed during the week of the inspection. However, evidence gathered from samples of work, from talking to pupils and from teachers' planning shows that the majority of pupils attain the standards expected for their age.

121. All pupils, including those with special educational needs make satisfactory progress in art. By the end of the key stage pupils know about the work of William Morris, L.S. Lowry and the Impressionists. They paint portraits and make careful observational drawings of musical instruments. There is a good range of two- and three-dimensional work. Pupils make clay coil pots, mould masks from papier-mache, they weave and they use computers to produce striking images working with programs such as "Dazzle". The arrangement of furniture in the classrooms is not conducive to practical lessons. When pupils are sitting at desks to carry out their tasks this restricts their development of skills and techniques and makes the process of evaluating and improving their work difficult. Pupils broaden their experience of working with different media, but in the lesson observed during the inspection they were prevented from selecting relevant equipment and materials themselves because everything was set out for them.

122. In the one lesson seen the quality of teaching was satisfactory. Displays of pupils' work and teachers' planning confirm this. Lessons are planned carefully and often link to other topics, such as a period in history.

123. Pupils enjoy art lessons. They work with care in a purposeful way, quickly becoming engrossed in their tasks. They talk sensibly about their work and what they will do to improve it. They are sensitive to the work of other pupils and supportive of each other. They talk about the work of famous artists, for example *Van Gogh*, and express what they like or dislike about it.

124. The subject is managed efficiently by an enthusiastic co-ordinator who has good knowledge of skills and techniques. She recognises the need to share these with colleagues who are less confident but this has not been a priority for the school. Attractive displays in classrooms and around the school show how art can develop pupils' awareness of other cultures and contribute to their personal and social development. Pupils throughout the school use the *Dazzle* computer program to create pictures and patterns. In the main there is not sufficient use made of information technology as part of the art curriculum.

125. The school has made improvements since the last inspection by purchasing additional prints and posters of the work of famous artists, to support pupils' knowledge and understanding of aspects of art history. Work continues to be displayed well.

Design and technology

126. Very little teaching in design and technology was observed during the inspection. However, from discussion with pupils, looking at teacher's planning and pupils' previous work, it is evident that pupils attain the standards expected for their age.

127. All pupils including those with special educational needs make satisfactory progress and develop skills in both designing and making. They become increasingly accurate in their use of tools and in measuring and cutting materials. They evaluate their work to improve it and they generate new ideas.

128. In the lesson seen the quality of teaching was satisfactory. Photographic evidence and samples of work show that teaching is often good. Lessons are planned carefully and due regard is given to health and safety issues. Good use is made of literacy and numeracy skills and in science pupils consolidate their understanding of materials used in design and technology. There is little evidence of information technology being used on a regular basis.

129. Pupils enjoy talking about work they have done. They are interested, work sensibly and safely, take a pride in their work and obviously enjoy it. Pupils in Year 5 tasted a variety of cake samples. They compared them in terms of flavour, weight, texture and appearance and recorded their findings on grids they had produced themselves. They used a good range of vocabulary and awarded "marks" to each sample. Pupils considered their results and used them to design their own recipe for a cake. In other year groups pupils evaluate the effectiveness of joining materials, construction materials and simple mechanisms. They follow health and safety and hygiene procedures, for example, washing their hands before working with food and using tools carefully as instructed by the teacher. The arrangement of furniture in most classrooms facilitates the literacy and numeracy hours and is not conducive to practical activities. There are no worktop areas near to the sinks in the classrooms and this also inhibits practical lessons.

130. The subject is well managed. The co-ordinator actively supports colleagues and ensures that resources are available for lessons. This is the same situation as seen at the time of the previous inspection report. The subject continues to be managed and taught well and is integrated into other subjects effectively despite cuts in the time allocated to it.

4. **Geography**

131. Pupils attain the standards expected for their age and the progress made is satisfactory. Despite a significant reduction in available curriculum time, the school has maintained standards in geography and meets the requirements of the National Curriculum.

132. Pupils study their own locality, a different locality and somewhere far away. They learn about the meaning of maps. They discuss environmental issues and see how the geography of an area influences the growth of industries such as mining or agriculture. In the two lessons observed, pupils made good progress due to their good attitudes to work and activities that extended their understanding. In the Year 3 lesson seen, pupils planned their route from home to school translating what could be seen in picture to a sketch map. They used the lessons learned to debate the issues of access to a housing estate. Pupils in Year 6 use large-scale maps of the area around the school and orienteering compasses accurately and with confidence. They learn to set the compass to the north and chart a route using the map and the compass. They use the symbols and grid reference on ordnance survey maps to identify places and landmarks. They make good use of their numeracy and information technology skills in geography lessons. Pupils in Year 6 use computers to find out information about the field study centre regularly used by the school. This web-site was created by staff and pupils of the school. One of these residential visits was planned for the week following the inspection. A few pupils used a laptop computer to access the web site of the area that they were to visit on their residential week.

133. Pupils have good attitudes to their work in geography. Work is presented well, books are looked after carefully and pupils work hard. They are eager to discuss geographical ideas and to answer questions. Occasionally, particularly towards the end of day, there is some restlessness and pupils have to be reminded about concentrating on the task. Pupils work well in small groups and therefore they all learn from the tasks set.

134. The quality of teaching is good. Teachers have a good geographical knowledge and this is used to promote good progress in lessons. Sometimes, this enthusiasm for the subject results in over-long explanations and pupils start to lose interest. Teachers use good questions to assess knowledge, probe understanding and challenge thinking. Teachers manage pupils well, even when they become

occasionally restless. Resources are well organised and prepared and usually lessons maintain a brisk pace.

135. The subject is managed well. The curriculum has been carefully analysed in view of the restricted amount of time available. As a result, the school continues to give good curriculum coverage, although it is not possible to teach the curriculum to the same depth. This does result in progress over time being satisfactory although teaching is generally good. The curriculum is considerably enriched by, local visits out of school, the annual residential week in the Lake District and the orienteering course set up in the school grounds. As a result map-reading skills are good. Good links are made between geography and numeracy. There is ample evidence of pupils handling data, mentally calculating numbers and using grid references. Geographical vocabulary is built upon from one year to another and therefore helps to build their literacy skills. Although there is use of computers in Year 6, insufficient use is made of information technology in most classes.

136. Since the previous inspection report, schools have had to make cuts to many curriculum areas, including geography. The standards attained by pupils at the time of the previous inspection were judged to be good; they are now judged to be satisfactory despite good teaching. Geography continues to be well managed, well taught and meets the National Curriculum requirements. The school is in a good position to maintain its good record.

History

137. Only two history lessons were observed during the inspection. However, evidence gathered from looking at pupils' books, from talking to pupils and from teachers' planning files, show that pupils attain the standards expected for their age.

138. All pupils including those with special educational needs make satisfactory progress and know about the history of their locality. They accurately sequence the order of events of the periods they study. They know that the development of Britain has been influenced by invaders, such as the Romans and the Vikings. Old maps, pictures or artefacts are interpreted to provide accurate impressions of life in past times. The youngest pupils describe differences between Celtic settlements and Roman towns. They recognise that there are reasons why people in the past acted as they did; for example there were no shops so people had to make their own clothing and household articles. Older pupils find answers to questions about specific aspects of the periods they study. They use books to find more detailed information about soldiers, homes, food, religion or clothes. They work with a partner to produce informative reports as a result of their research. By the end of the key stage they can demonstrate factual knowledge and understanding about the Aztecs, aspects of the Victorian Era and life in Britain since 1930. They accurately describe the characteristics of past societies and can give reasons for events and changes.

139. The quality of teaching in history is good. Teachers' planning is good and focused on the skills and knowledge that pupils will learn. Interesting activities are provided which establish good links with other subjects and promote pupils' spiritual and cultural development. A good range of material is provided for pupils to develop research skills through small group and class discussions. The arrangement of the furniture in classrooms sometimes hinders work in groups.

140. subject is managed well by a well-informed co-ordinator. Resources are sufficient to meet National Curriculum requirements. The school has purchased some artefacts and makes good use of museum loan services to supplement these. Good use is also made of local sites of interest; visits to St. Simian's Church and to a Roman fort in South Shields enhance pupils' learning experiences. A visit to a monastery nearby enabled pupils to dress up as monks and brought the topic to life. The school has created its own Internet website about the visit, and so produced an excellent resource for future work. Generally however, there is not enough use of computers in the history curriculum.

141. Standards in history were judged to be good in the previous inspection report and now are

judged to be satisfactory. This reflects the cuts in curriculum time for teaching history. The school continues to provide sufficient history to meet National Curriculum requirements and should continue to do so.

Information technology

142. Standards of attainment in information technology are broadly in line with the level expected at the end of the key stage. Most pupils are able to use a computer appropriately and understand some of the uses of computers in their day-to-day lives, for example, super market checkouts and the Internet. Few recognise that computers control machines like video recorders or microwave ovens. Pupils who are more knowledgeable generally have access to a computer at home. These pupils had heard of the *Millenium Bug* and know that it has the potential to disrupt the use of computers. In their final year in the school pupils use encyclopaedia programs to provide information about topics, such as the *Human Body*. They have a basic understanding of the need to frame questions to get an appropriate response but are not yet able to compare the benefits of using a computer with other methods as their experience is still limited. They access the school's own web site on the outdoor education centre prior to their own visit. Some pupils amend and interrogate information that has been stored. They understand that computers can be used to program a robot to follow a pre-determined route.

143. The progress made by pupils is satisfactory overall but the lack of regular information technology lessons means that the skills learned are not well enough consolidated. Pupils in Year 6 still recall using *Logo* or *Grannie's Garden* in their previous classes showing the potential for good progress. Lower attaining pupils do not make the same good progress seen in other subjects. Few of them are confident in the use of computers by Year 6.

144. At the beginning of the key stage pupils use cassette and video recorders and the telephone to share ideas and learn about the world around them. They interact with a computer screen by following simple instructions as seen in the exploration of *Grannie's Garden*. They also use the computer as a word processor to display their work. Pupils make a decorated border to enhance a piece of written work and with some help from the teacher can transfer text onto the page, retrieve and store their work and print it out. In all classes pupils use *Dazzle* an art program, to create patterns and pictures. They gain increasing dexterity when using the mouse to control the cursor on the screen and change the size and style of the fonts used in word processing. In all classes they use a simple graph program to present charts and graphs and *My World Tiles* to explore shape and angles. In Year 6 they learn to make choices about the best way to present their data. Pupils with a greater access to computers are familiar with the Internet, importing pictures into text and saving and retrieving information.

145. Pupils enjoy the opportunities for using computers. They show that they can persevere with tasks by the quality of the poems and stories reproduced on the computer. They are keen to talk about what they know and understand and help one another.

146. One lesson of information technology took place during the inspection week but it was not observed by inspectors. The lesson notes showed that the lesson was well planned and that the teacher made good use of the opportunity to use all of the PCs in the work area outside of the classroom. In most lessons during the inspection, computers were not being used. For the majority of each day they are standing idle, despite the teachers' plans that show which programs will be used. When information technology is taught the teaching is satisfactory. Teachers have a sound knowledge of the subject and know what has to be taught for pupils to attain the standards expected for their age.

147. Information technology is not timetabled on a regular basis. The plan is that each class has one half day with all of the computers together in the teaching area outside of each classroom. The teachers demonstrate new skills and these are consolidated during the next half term. Teachers make use of this time but with the exception of Year 6, they are not providing enough time or support for pupils to build up their expertise with the computer. The interest and enthusiasm of teachers in Year 6 compensate for the lack of progress made lower down the school. There is no reference to the use of information

technology in the individual education plans drawn up for pupils with special educational needs. Staff have devised assessment procedures but these are just in the early stages of implementation. They are careful to see that pupils take turns and that a few keen pupils do not dominate computers.

148. The subject is managed effectively. Equipment and software have been updated, several staff have undergone a significant amount of training and the scheme of work and assessment procedures are agreed. The co-ordinator has received training in monitoring and evaluating this area of the curriculum and is ready to do so. Staff know that they need to integrate the use of information technology into literacy and numeracy lessons but have rightly focused attention on establishing these national strategies first.

149. The work bays set up outside of classrooms provide a good resource for information technology lessons as they have been provided with sufficient electrical sockets. When needed all of the computers can be brought together as they are all stored on movable trolleys. This creates a mobile computer suite available to each class.

150. The national context for information technology has changed since the previous inspection report. The school has made significant changes in the computer equipment and it is now up-to-date. The school has rightly prioritised English, mathematics and science and information technology is the next subject for their attention. This is the right time for them to bring this core subject up to the high standards of the others.

Music

151. Pupils make satisfactory progress throughout Key Stage 2 and attain the standards expected for their age. The school has made careful analysis of the National Curriculum orders for music, to decide what is possible in the time available for music lessons. The result is a range of experiences for pupils that cover the legal requirements and enable all pupils, including those with special educational needs, to make satisfactory progress.

152. The scrutiny of pupils' work shows that they acquire a suitable range of skills, knowledge and understanding across the two main threads of music: listening and appraising, composing and performing. For example, pupils listen to the music of Holst and discuss the effect of listening to *'The Planets Suite'*. They write about how they feel as they listen to Prokofiev's *'Peter and the Wolf'*. They devise symbolic ways of writing down their own compositions and devise musical patterns. Pupils play the music they have composed conventionally on percussion instruments, but also, they invent music using unconventional instruments such as their own body. In discussion, Year 6 pupils display a comprehensive knowledge of instruments of the classical orchestra, the instrument families and how different instruments produce their sound. Pupils discuss what they sing with some interest, but name only well-known songs sung in assembly.

153. Pupils sing very enthusiastically in assembly. Collectively they have good grasp of diction, tone is strong and they reveal a good sense of rhythm. The music played at the beginning and end of assembly is listened to quietly and respectfully. This good atmosphere for listening is a useful indicator of pupils' sensitivity to music. In the two lessons seen, pupils made good progress. Year 4 pupils' answers to the teacher's questions demonstrated that they listened with a much more discriminating ear as the lesson progressed. They learned during the lesson to use what they had heard as a basis for explaining the effect of different instruments. They talked about how the composer used instruments to create a picture in music. Year 6 pupils have made sufficient progress to sing confidently as a group with good diction and rhythm. These pupils know and use musical elements such as dynamics. They have acquired and use musical terms such as *crotchet* and *quaver*. Although the school makes use of the computer program *'Music Box'*, there was no evidence of this during inspection week. Nor is there evidence of pupils using computers for research on musical topics.

154. Attitudes to music lessons are good. Pupils demonstrate enthusiasm and interest. They enjoy

the challenge of working together, for example, when accompanying the assembly singing with percussion instruments. They have matured to the point where they are aware of audience. This was evident, for example, in the video of their end of term performance 'Pinafore Pirates'. During that performance, pupils performed for their audience with great verve and spirit.

155. The quality of teaching is good overall. Only two lessons of music were seen during the week of inspection. Evidence of teaching is drawn from planning, pupils' music books and music seen in assembly as well as in the lessons seen. Although the evidence is not fully consistent across the school, pupils' music books show a secure knowledge of music on the part of teachers. Teachers understand what the elements of the music curriculum are and they plan accordingly. They impart enthusiasm into pupils. In the lessons seen, teachers taught confidently and managed pupils well.

156. The school has succeeded in maintaining a broad curriculum with restricted curriculum time. This explains the satisfactory progress when teaching is good. Opportunities for listening to music and singing are created at times other than in music lessons. This helps to maintain the breadth of experience pupils receive. The co-ordinator has made good use of recent national guidance to redevelop the school's programme of study. The school choir enhances the musical experience of pupils, when they sing in the community. School productions are invaluable in supporting the curriculum. Insufficient use is made of information technology within music lessons.

157. Standards of attainment and progress in music were judged to be good in the previous inspection report. They are satisfactory now and illustrate the impact of a reduced amount of time allocated to music. The enthusiasm and expertise of staff will enable the school to maintain this situation.

4. Physical education

158. The physical education curriculum has been curtailed in the light of other national initiatives but through careful planning the school has ensured that all aspects of physical education are taught. There were few opportunities to observe teachers taking lessons. The weather stopped one lesson part way through and in another, the pupils were taught basketball skills by a sports instructor from the nearby college.

159. Despite the cuts in curriculum time, pupils attain standards that are appropriate for their age and make satisfactory progress in all aspects of physical education. At the beginning of the key stage pupils throw and catch beanbags and small balls using both hands. They pass a ball to a partner over a short distance. They make use of all of the space in either the hall or the outside hard play area and follow the safety rules established by the class teacher. By the time pupils leave the school they can obey the rules of games like basketball, netball and football, pass a ball to a partner using hands or feet and score goals by getting a ball through a hoop or into a net. They mark an opponent and follow a simple strategy for protecting the ball from an opponent. They perform a sequence of movements and have a sense of performance as seen in the annual school productions. They maintain physical exercise for extended periods of time and understand the need for warming up and cooling down. By the end of the key stage most pupils can swim the required 25 metres and some are already strong swimmers.

160. Pupils enjoy physical education lessons and behave well. They learn to listen to the instructions given and obey rules. Older pupils respond very well to coaching instructions and as a result their performance improves and they make good progress during lessons.

161. The quality of teaching is satisfactory overall. Lessons are planned well according to the scheme followed by the school. Teachers join in with a good range of activities and many of them are involved in some sort of extra-curricular sport. Teachers clearly explain the tasks but do not always follow them up with explicit demonstrations, for example, the importance of positioning feet correctly when throwing and catching. The coaching provided in Year 6 is good use of expert support and this is reflected in the enthusiasm and progress made by pupils.

162. Activities such as athletics, games, dance or gymnastics are taught in blocks of time throughout the year. Swimming and adventurous activities are also planned into the range of activities covered. Older pupils have regular opportunities to take part in a residential visit to an outdoor education centre in the Lake District. Activities vary from sailing and canoeing to walking and orienteering. The school makes good use of visiting coaches to provide tennis, football, netball and basketball. Parents help with extra-curricular netball and football for both boys and girls. The basketball coaching provided in Year 6 culminates in a tournament involving other local primary schools.

163. The subject is well organised and managed. The scheme of work provides helpful guidance for teachers, resources are sufficient and kept in good order. The co-ordinator is enthusiastic about her subject and several staff help with extra-curricular sport in some form. The hall is a good size for physical education lessons and the school grounds consist of large playing fields and hard play areas that are marked out for games.

164. The standards attained by pupils seem slightly lower than at the time of the previous inspection. This reflects the cut in time allocated to the subject but is compensated for by extra-curricular activities. Given the constraints this is a good position that would only be improved by changes in the timetable.

4.

Religious education

4. 165. Standards of attainment in religious education are high. At the end of Key Stage 2, virtually all pupils attain the expectations of the locally agreed syllabus. Scrutiny of work shows that pupils have an effective working knowledge of the themes in the syllabus. They have skills that enable them to relate what they learn in religious education to their own life and experience. This fully meets the requirement for pupils to learn about and from religion. In this respect the school has maintained the standard set at the time of the previous inspection report.

166. Pupils in Year 3 have a good knowledge of the Biblical creation story. They recognise that the story shows that God gave man stewardship of creation. They relate the story, through discussion and writing, to their own life experiences and present day environmental issues. Pupils in Year 4 discuss the Ten Commandments. They know the difference between right and wrong, discuss their feelings about different levels of rules, such as class and school rules and the over-riding rules of society. Year 5 pupils discuss the teaching of Jesus Christ about caring for others, relating this to the life of famous personalities in Christian life such as Dr. Barnardo and Mother Teresa. They explain how they try to care for others and how they feel about those who care for them. Pupils in Year 5 and Year 6 learn about Islam and relate the Old Testament to their knowledge of Judaism.

167. All pupils make good progress in religious education. They cover a good range of work and build up their knowledge and understanding from one year to the next. There is open-ended questioning which challenges the thinking of all pupils. However, teachers also ask direct questions, adapting their questions to challenge the ability of pupils to answer. This successfully involves all pupils, from the most able to the least able.

168. Pupils enjoy listening to stories and discussing what they know following the story. They have eager discussions about how the story has affected them, or how the story relates to their own life. They work willingly and concentrate well, listening to and reflecting on what others have to contribute.

169. The quality of teaching is good. Teachers have a good sense of how to achieve the balance of the curriculum required through good guidance provided by the subject co-ordinator. Lessons are effectively planned, classroom discipline is good and in the best lessons tasks are provided to challenge pupils' thinking at the different levels of ability. There is not always this sense of challenge for more or less able pupils. The strength of the teaching in all classes, is the time and patience of teachers when they encourage pupils to talk about what they think and how they feel.

170. The subject makes a very significant contribution to the school's promotion of spiritual, moral, social and cultural development. Pupils are encouraged to reflect and understand how they fit into the world of school and home. There is very strong moral teaching throughout the agreed syllabus. Pupils are taught to have respect for the opinions, thoughts and beliefs of others during lessons. They are made aware of their own and other cultures but insufficient emphasis is given to projecting the multi-cultural nature of Britain.

171. The subject is managed well and therefore staff know what to teach and what resources are available to them. Since the previous inspection the school has maintained the quality of curriculum. Although there is now less curriculum time for teaching the subject, standards have been maintained. The school is in a good position to continue in this way.

4. **PART C: INSPECTION DATA**

4. **172.**
INSPECTION EVIDENCE

SUMMARY OF

59 lessons or parts of lessons were observed

30 pupils read to inspectors from their current reading book and inspectors talked with groups pupils about their work.

School documents, including the current development plan, previous inspection report and the resultant action plan were scrutinised.

Documents and individual education plans relating to pupils with special educational needs were examined.

Examples of work from all classes, representing all areas of the curriculum, were scrutinised.

Displays in classrooms and central areas of the school were examined.

Resources for learning and the quality of accommodation were evaluated.

All teaching staff were interviewed and the inspection team met with non-teaching staff.

The head teacher met regularly with the Registered Inspector and all members of the inspection team met with him.

Parents gave their views of the school through a meeting with the Registered Inspector and responses to a questionnaire sent out to all families. Eight parents attended the meeting and 93 responded to the questionnaire.

The governors, including the Chair of governors, met with the inspection team.

4. **DATA AND INDICATORS**

4. **173. 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
Y3 – Y6	224	0	12	86

4.

174. Teachers and classes

4. **Qualified teachers (Y3 – Y6)**

Total number of qualified teachers (full-time equivalent):	9.6
Number of pupils per qualified teacher:	23

4. **Education support staff (Y3 – Y6)**

Total number of education support staff:	6
Total aggregate hours worked each week:	46

Average class size:	28
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4. **175. Financial data**

Financial year:	98/99
	£
Total Income	333813
Total Expenditure	339384
Expenditure per pupil	1522
Balance brought forward from previous year	19241
Balance carried forward to next year	13670

4. **176.**
SURVEY

PARENTAL

Number of questionnaires sent out: 223
Number of questionnaires returned: 93

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	45	51	2	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	34	1	2	1
The school handles complaints from parents well	42	45	8	3	2
The school gives me a clear understanding of what is taught	44	48	4	2	1
The school keeps me well informed about my child(ren)'s progress	52	45	0	3	0
The school enables my child(ren) to achieve a good standard of work	63	36	1	0	0
The school encourages children to get involved in more than just their daily lessons	41	51	4	3	1
I am satisfied with the work that my child(ren) is/are expected to do at home	47	51	4	3	1
The school's values and attitudes have a positive effect on my child(ren)	54	42	3	1	0
The school achieves high standards of good behaviour	61	33	3	1	1
My child(ren) like(s) school	57	38	2	2	1