

INSPECTION REPORT

ST JOHN VIANNEY RC PRIMARY SCHOOL

Kings Oswy Drive, HARTLEPOOL, Cleveland,
TS24 9PA

LEA area: Hartlepool

Unique reference number: 111698

Headteacher: Mrs M Wilson

Reporting Inspector: Mr G Lund
Rgl's OIN 1948

Dates of inspection: 15 - 18 January 2001

Inspection number: 197344

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Kings Oswy Drive Hartlepool Cleveland
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr E Croghan
Date of previous inspection:	8 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1948	Mr G Lund	Registered inspector	Mathematics Music Physical Education	What sort of school is it? How high are standards? How well are pupils taught? How good are curricular and other opportunities? How well does the school care for its pupils? How well is the school led and managed?
9124	Mrs J Garland	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
31444	Ms G Ellis	Team inspector	Under-fives English Information Technology History	
30499	Mrs T Woods	Team inspector	Equal opportunities Special educational needs English as an additional language Science Art Design Technology Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John Vianney Voluntary Aided Roman Catholic Primary School is an average size primary school having 219 pupils on roll, including twenty nursery children. The school serves the local parish, consisting mostly of local authority housing. In addition, a small number of pupils who live in privately owned housing on the outskirts of the town choose to attend the school. The catchment area is located in a disadvantaged area, where unemployment is high. Government funding for the regeneration of the area has been made available and is used by the school. Attainment on entry to the nursery is below the level expected nationally, particularly children's use of language and personal and social development.

The pupils are all of white ethnic origin; no pupils have English as their second language. The percentage of pupils eligible for free school meals is in line with the national average. Twenty-two per cent of pupils are identified as having special needs; this is also in line with the national average. One pupil has a statement of special needs which is below the national and local authority averages. At upper Key Stage 2 there are significantly more boys than girls, particularly in Year 5.

HOW GOOD THE SCHOOL IS

St John Vianney RC Primary is a good school. It is effective due to the very good leadership and management provided by the headteacher and the good support provided by senior staff, subject co-ordinators and members of the governing body. The quality of teaching is good.

Standards observed are in line with the level expected at the end of the Foundation Stage and Key Stage 1. At the end of Key Stage 2, standards are below the level expected at the present time, due to a class of pupils where many are experiencing learning difficulties. Teachers are ensuring pupils make good progress. In relation to ability, pupils' achievement is good. The school provides good value for money.

What the school does well

- Provides good quality teaching, particularly of literacy and numeracy skills;
- Provides good learning opportunities, particularly at the Foundation Stage and at Key Stage 1 ensuring pupils' progress and achievement are good;
- Ensures most pupils behave well in lessons;
- Ensures pupils' personal development is good, very good provision is being made for pupils' spiritual and moral development and good provision for their cultural development;
- Has good procedures for monitoring attendance and for eliminating oppressive behaviour;
- Maintains good links with parents;
- The headteacher, staff and governing body work together; they demonstrate, through their work a commitment to provide the best education they can for pupils.

What could be improved

- The standards attained at the end of Key Stage 2, particularly in writing, numeracy, science, information and communication technology, history and geography
- Levels of attendance and the punctuality of pupils at the start of the day;
- The behaviour of a small but significant number of older boys in the playground at lunch-times and in a small number of lessons;
- The uses made of assessment to plan lessons and set targets for pupils;
- The curriculum content provided, so that it reflects pupils' interests and is made more relevant to their lives;
- A statement in the school's brochure on provision made for special needs, including behaviour.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and since this inspection improvement has been good. Good progress has been made on improving the quality of education provided, particularly curriculum planning and teaching. Schemes of work now provide good support to assist teachers with the planning of lessons. Teaching has improved; the percentage of very good and good teaching recorded has doubled at Key Stage 1 and the percentage of good teaching has trebled at Key Stage 2. The percentage of unsatisfactory teaching has fallen at both Key Stages. The improvements in teaching have led to improved performance in national tests for the past two years at both Key Stages. English, mathematics, information and communication technology, (ICT), and design and technology are taught better, but standards at Year 6 in science, history and geography have not been maintained; this is due to a high percentage of pupils with learning difficulties in this cohort. The teaching of physical education and music, although improved, still requires further development but standards attained are better. The role of curriculum co-ordinators has been improved satisfactorily but the skills for observing lessons requires further development; this is identified in the school's development plan. Members of the senior management team are still unsure of their role; this issue was also raised in the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	B	A	A	well above average A above average B average C below average D well below average E
mathematics	D	C	C	C	
science	D	D	D	D	

At Key Stage 2, standards attained in national tests in the past two years have improved in English, mathematics and science; the most significant improvement is in English. The progress made by the last Year 6 cohort from the end of Key Stage 1 was very high in English; above average for mathematics and close to the average for science. At Key Stage 1, the trend in improvement in national tests has improved most significantly in reading; steady improvement has been made in writing and mathematics but results for writing remain below the national average and well below the average for mathematics. In lessons and work observed, children in the nursery and reception classes make very good progress; from being below the level expected when starting nursery they are in line to attain the Early

Learning Goals expected for their age by the time they reach the end of the reception year. At Key Stage 1, pupils are attaining the levels expected in all subjects including reading, writing and mathematics. At Key Stage 2, Year 3 and Year 4 pupils attain the levels expected in all subjects but at the end of Key Stage 2 older pupils are attaining below expected levels in numeracy, writing, science, ICT, geography and history. This is due to the level of ability found in the Year 6 cohort and not as a consequence of the teaching they receive, which is often good. In nearly all lessons, teachers are ensuring pupils attain as much as can be expected in relation to their ability and overall, pupils' achievement is good. The level of ability of the Year 6 pupils will make it difficult to attain the challenging targets set for this academic year, but the teacher is doing all she can to achieve the target.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and all parents who submitted questionnaires and attended the meeting stated that their children like the school.
Behaviour, in and out of classrooms	Satisfactory. In nearly all lessons behaviour is good and often very good. In a very small number of lessons, at the end of Key Stage 2, behaviour is unsatisfactory. Behaviour in the playground is mostly good but there are isolated incidents of unsatisfactory behaviour at lunchtimes. Unsatisfactory behaviour is caused by a small number of older boys.
Personal development and relationships	Good. Good relationships between teachers and pupils, relationships between a small number of older boys is unsatisfactory.
Attendance	Unsatisfactory. Attendance is below the national average and unauthorised absences are above the national average.

Most pupils come to school enthusiastically. They take an interest in activities provided in lessons or after school. Behaviour, overall, is satisfactory and is particularly good amongst younger children up to the age of 9. The behaviour of a small number of older boys can be unsatisfactory on occasions, particularly in lessons where they have to organise and think for themselves and in the playground at lunchtimes. They do not take responsibility for their actions and how these might be affecting others. Teachers have good strategies for dealing with the boys who misbehave and overall behaviour ranges from satisfactory to good; incidents of unsatisfactory behaviour are few. More responsibility could be given to older more sensible pupils, so they can contribute more to the life of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

In more than half the lessons observed teaching is good or very good. In ninety-two per cent of lessons teaching is satisfactory or better; in only four out of fifty-one lessons (8%) is teaching unsatisfactory. The teaching of English and mathematics, including reading, writing and numeracy is good throughout the school. Good planning and good use of support staff ensures pupils with special educational needs make satisfactory progress and that more

able pupils make good progress. Teachers manage pupils' challenging behaviour very well and have high expectations of what pupils can and should achieve. The format used for lesson planning is good, but further development of the uses made of assessment in lessons and the marking of pupils' work is required to inform teaching and the planning of future activities. Also, the content of some lessons needs reviewing to ensure this is relevant and interesting for pupils. Pupils' progress is good as they are gaining new skills, knowledge and understanding in most lessons. However insufficient feedback is given to pupils on what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All areas of learning, and subjects of the National Curriculum and religious education are taught and a good range of extra curricular activities provided. The curriculum lacks relevance in a small number of lessons and pupils find it difficult to understand what is being taught; insufficient time is devoted to some subjects, for example geography and physical education.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs are identified, and given individual education plans; extra support is provided for literacy and numeracy but not consistently in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Opportunities provided for spiritual and moral development are very good; social development is satisfactory and cultural development good.
How well the school cares for its pupils	There are good procedures for child protection and ensuring pupils' welfare. Good procedures also exist for monitoring and improving attendance; eliminating anti-social behaviour; assessing pupils' attainment and tracking the progress pupils are making. Teachers show a great deal of care for pupils and want them to do well; they give pupils good support.

The school maintains good links with parents; they are invited to discuss problems with teachers whenever they occur. Formal meetings are organised to discuss pupils' progress and reports sent home annually. These reports require further development to include targets for pupils on how they can improve further and what needs to be done. There is good involvement of parents in the work of the school and good opportunities, starting in the nursery, for them to become involved in their children's learning at home. English and mathematics are the best subjects organised and provided by the school; further opportunities need to be provided for pupils to develop information and communication technology skills. The time allocated to subjects needs to be monitored. At Year 6 particularly, extra time has been allocated to literacy, numeracy and social development, reducing the time available for other subjects. The school spends well above the average time on religious education and should consider increasing the time given to physical education. Opportunities are provided within the curriculum to promote personal and social education but more responsibility could be given to older pupils, who could contribute much more to the work of the school and its development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Very good leadership provided by the headteacher. She is given good support by staff who have responsibilities for the curriculum and special needs provision.
How well the governors fulfil their responsibilities	Good. Governors have a good understanding of their roles and responsibilities. They give good support to the headteacher in managing the school and planning improvement and to staff with curriculum and special needs responsibilities.
The school's evaluation of its performance	Good. Headteacher, senior staff and governors monitor and evaluate the standards attained by pupils and the quality of education provided, to determine priorities. The school's development planning process is very good and all priorities listed are aimed at improving the school.
The strategic use of resources	Very good. Funding made available to the school, is targeted to improve the quality of education provided. Staff are deployed to support pupils' learning and to raise standards.

The headteacher and governing body have appointed good staff who are well qualified to meet the demands of the curriculum and pupils. Resources and the accommodation available to staff and pupils are satisfactory. Plans are in hand to further expand and develop the premises. The headteacher is rightly committed to the development of school self-evaluation and training is being provided to senior staff and co-ordinators to develop the skills required to make judgements on the standards being attained and the quality of education being provided to pupils. Senior staff have not had clear job descriptions and could have more responsibility delegated to them. The governing body's understanding of the principles of best value is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like the school. • The teaching is good and children are expected to work hard. • Their children make progress. • The headteacher and staff are very approachable. • The school is well led and managed. • Children's behaviour is good and children are given good support and help by the teachers. • The quality of the teaching staff has been improved since the last inspection. 	<ul style="list-style-type: none"> • The amount of homework given to children. • More information on the progress being made by their children. • More extra-curricular activities. • The behaviour of some boys in Year 5. • Children, who are capable, be allowed to move through the reading scheme more quickly, to maintain their interest and progress in reading.

There is overwhelming support for the school from parents. The inspection team agrees with parents on what pleases them the most. Areas identified for improvement are the views of a very small number of parents. The inspection team judges the amount of homework to be satisfactory and the number of extra curricular opportunities provided to be good. The team agrees that information on children's progress; what they need to do to improve and how they could do it could be further developed by the school and that children should be allowed to progress through the reading scheme at a quicker pace without having to read all the books. The team also agrees with the concerns expressed by parents regarding the behaviour of some boys in the Year 5 class. The teachers and school are doing all that they reasonably can to address the issue and the quality of teaching provided to this class, overall, is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the nursery is generally below that expected for their age and well below expectations in their use of language for communication and personal and social skills. By the end of the Foundation Stage, most children have made good progress and they are on line to attain the Early Learning Goals expected by the end of reception. Most children are gaining confidence in their use of language and they are beginning to recognise the names and sounds of individual letters and common words. Most children can count reliably to five; they are learning how to work co-operatively and respect the feelings of others in social activities.
2. In the 2000 national test for seven year olds, pupils performed well below the national average for reading and writing; attained very low results in mathematics and were below the national average in science. Pupils who attained the higher level, (level 3), did better in writing, where results were above the national average, compared to reading where results were close to the national average. Results for mathematics were below the national average and in science close to the national average. The girls out-performed the boys to the same degree in reading and writing, but to a lesser extent in mathematics, which reflects the national picture.
3. In comparison with similar schools, results were well below the average in reading, writing and science and very low in mathematics.
4. The trend in pupils' performance at Key Stage 1 shows, overall, annual improvement in reading, writing and mathematics since 1998. In reading, a sharp increase in performance in 1999 was not quite matched last year, whereas in writing and mathematics there has been steady improvement. Following a scrutiny by the inspection team of the scores recorded for the written test, results in writing would have been bettered had an incorrectly recorded result been counted. The inspection team also scrutinised pupils' test scripts and concluded that a small number of pupils could have possibly been awarded level 2; this would have improved performance results significantly.
5. At Key Stage 2, pupils performed well above the national average in the English test; close to the national average in mathematics and below the national average in science. The performance of the school, compared to similar schools was well above the average in English; close to the average in mathematics and below the average in science. The percentage of pupils who attained the higher level, (level 5), was well above the national average in English; close to the national average in mathematics and below the national average in science. Combining the scores for the three tests the overall performance of pupils was close to the national average. There was little difference in the performance of the boys, compared to girls in English; this was against the national trend where girls out-performed boys. In mathematics, girls outperformed boys, whereas in the national trend there was little difference in their comparative performance. In science, the boys out-performed the girls whereas nationally there was little difference between their scores. The combined results for the last three years' shows overall, boys have done better than girls in English, but girls have significantly out-performed boys in mathematics and, to a lesser extent, in science.
6. The rate of progress made by pupils from the end of Key Stage 1 to the end of Key Stage 2 was very high in English, well above the national average in mathematics and above the national average in science.

7. The trend in performance at Key Stage 2 shows outstanding improvement in English moving the school from well below average to well above average in two years. Over the same period, mathematics results show continuous improvement and the school's performance has moved from well below average to be close to the national average. In science, results have improved at the same rate as the national trend but still remain below the national average. The overall trend in results, combining the results of the three subjects, has been broadly in line with the national trend of improvement.
8. In lessons observed and from work seen, standards at the end of Key Stage 1 are broadly in line with the levels expected in all subjects except physical education, where a judgement cannot be made as no lessons were observed at Year 2. In reading, pupils are given structured support and by Year 2 most were able to read independently and attain the appropriate standard. In writing most pupils were able to use apt and interesting vocabulary to construct stories; spelling simple words correctly and using accurate punctuation and sentence construction. Standards in both reading and writing have been maintained since the last inspection. In mathematics, most pupils were able to recall addition facts to 10 and measure accurately in centimetres; more able pupils could draw a line to a specified length. All pupils used mathematical vocabulary to describe the work they were doing. Standards since the last inspection have been maintained. Standards in design and technology, information and communication technology and geography have improved.
9. At Year 6, there are a significant number of pupils who are experiencing learning difficulties; this is having an impact on the standards being attained compared to the previous year, where they were much higher. At Year 6, standards are in line with the level expected in reading, art and design and design and technology but below in writing, numeracy, science, geography, history and information and communication technology (ICT). Most pupils read accurately and fluently and used their reading skills to support work in other subjects. However, most pupils were not able to write sufficiently interesting and imaginative stories at length, or organise and structure their writing for different purposes. The range of vocabulary used was limited; spelling inaccurate; punctuation inconsistent and handwriting untidy. In mathematics, shape work observed was in line with the level expected; most pupils were able to recognise and describe angles and more able pupils used a protractor accurately and knew the sum of the angles of a triangle add up to 180° . However, in numeracy lessons most pupils were not able to use mental strategies quickly or accurately enough to solve addition and subtraction problems. Compared to the last inspection, standards have improved in design and technology and ICT; standards have been maintained in reading, but have fallen in writing, numeracy, science, geography and history. Music and physical education were not observed at Year 6. Standards being attained in all subjects at lower Key Stage 2 are at least in line with the level expected for their age.
10. The governing body has reluctantly agreed with the LEA to set a target of eighty-one per cent of pupils to attain level 4+ in the 2001 national tests for English and mathematics. Evidence during the inspection of pupils' work at Year 6 and records kept by the school of pupils' performance in standardised tests, lead the team to conclude that it will be extremely difficult to achieve this target; there is a high proportion of pupils with learning difficulties in this group. However, the school is doing its best to try and meet the target, employing additional staff and increasing the curriculum time given to English and mathematics, sometimes at the expense of other subjects, for example, geography.
11. At the Foundation Stage and Key Stage 1 all pupils are making good progress and achievement, in relation to their ability, is good. At Key Stage 2 progress is good overall but varies from the lower to the upper aged classes. At lower Key Stage 2, the

good progress made at Key Stage 1 is maintained and pupils' achievement is good. At upper Key Stage 2 progress is more variable. Most pupils are making satisfactory progress and achieving satisfactorily but in a very small number of lessons the behaviour of a small number of boys is effecting not only their own progress but the progress of others. Teachers work extremely hard to ensure pupils behave and make progress in lessons, and when lessons are more structured and directed by the teachers, such as in literacy and numeracy lessons, pupils' behaviour, learning and achievement are good, including the boys at upper Key Stage 2. Unsatisfactory behaviour emerges due to the unwillingness of a small number of boys to co-operate, particularly in lessons where they are trusted and rightly expected to work and think for themselves, such as physical education; it is not through unsatisfactory management of their behaviour by teachers.

12. Overall, pupils with special educational needs are achieving satisfactorily and they are making satisfactory progress in relation to the targets set in their individual education plans and at the annual review for a pupil with a statement. Progress is particularly good at Key Stage 1 in English and mathematics as work is generally matched to the ability of pupils and often designed to meet the individual needs of pupils. Pupils at Key Stage 2 make satisfactory progress in English and mathematics. Work produced in other areas of the curriculum such as science shows that progress and achievement are sometimes unsatisfactory, due to the work set being too difficult, or not relevant to the interests and experience of pupils.
13. The achievement of more able pupils is good in all year groups. The achievement of boys, compared to girls, is not significantly different at the Foundation Stage, at Key Stage 1 or at lower Key Stage 2. At upper Key Stage 2 girls, overall, are achieving better than boys, due to their mature approach and more positive attitudes to work, compared to some boys.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to the school are good. Pupils enjoy coming to school, and in the questionnaire distributed prior to the inspection, all parents agreed that their children like school. The youngest children in the nursery are confident enough to leave their parents and carers and soon settle down to activities prepared for their arrival.
15. Behaviour overall is satisfactory. Most pupils behave well around the school, moving about the building in an orderly fashion and behaving particularly well in assemblies. Younger pupils are attentive in their lessons and work hard. Pupils usually work productively in pairs, particularly in younger classes, and show they can concentrate on their work. All pupils enjoy carrying out practical tasks and investigations. However, there are some problems with the behaviour of a small number of older boys, at upper Key Stage 2. They find it hard to concentrate, and take responsibility when it is required in some lessons; their immature behaviour and manner sometimes disrupts the learning of others in the class. Some of these pupils also get into conflict situations in the playground, particularly at lunchtime.
16. Pupils' personal development and the relationships between pupils and teachers are good. A courteous approach from teachers and adults receive a positive response from pupils. Most pupils get on well with each other, but a few older boys who find it difficult to co-operate are not able to recognise the effect of their actions upon others. However, their teachers work very hard and are successful in improving pupils' behaviour and attitudes towards others; they use positive strategies requiring pupils to reflect upon their actions. The number of lessons that are disrupted is very few and teachers deal effectively with inappropriate comments made and actions taken by pupils.
17. Pupils when asked to perform jobs do these with pride and enthusiasm for example

pupils deliver registers to the office, younger children tidy away willingly, and some older boys and girls help with Key Stage 1 classes at wet play-times.

18. Attendance overall is below the national average. Unauthorised absences are above the national average, and a substantial number of pupils are late each morning. To minimise the impact lateness might have on standards achieved by pupils, teachers begin the day with individual activities such as reading, to ensure pupils who arrive late don't miss direct teaching. Parents at their meeting prior to the inspection were aware of the high levels of unauthorised absence but felt the school could do no more to reduce these levels as parents chose to take advantage of cheaper holidays in term time. The headteacher takes appropriate action to reduce unauthorised absence but does not receive the co-operation of parents concerned. The headteacher is also constantly trying to improve punctuality through working directly with parents and pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching, overall, is good. In fifty-seven per cent of the lessons observed there is good, or very good teaching taking place; in only four lessons out of the fifty-one observed, (eight per cent), is teaching judged to be unsatisfactory. Teaching is never less than satisfactory at the Foundation Stage and in seventy per cent of lessons it is good. At Key Stage 1, in forty-six per cent of the lessons observed, teaching is very good and at Key Stage 2 in forty-eight per cent of the lessons teaching is good or better. Two lessons at Key Stage 1 and an equal number at Key Stage 2 are unsatisfactory.
20. Since the last inspection, teaching has improved throughout the school. Good quality teaching has been maintained in the Foundation Stage and at Key Stage 1 the percentage of good or very good teaching has more than doubled and the percentage of unsatisfactory teaching has been slightly reduced. At Key Stage 2, the percentage of very good lessons is the same as in the last inspection but the percentage of good lessons is almost three times better. The percentage of unsatisfactory lessons has slightly fallen.
21. The improvement in teaching is linked to an improvement in planning, introduced since the last inspection. The "Stepping Stones" at the Foundation Stage; planning guidance for the National Literacy and Numeracy Strategies and exemplar planning guidance for the foundation subjects, issued by the Qualification and Curriculum Authority, (QCA) provide teachers with good structures to plan lessons. In the best lessons, teachers further modify the content suggested to meet the specific needs of the pupils, particularly in literacy and numeracy lessons, ensuring all pupils make good progress and achieve as much as can be reasonably expected. Further work is still required on adapting QCA planning materials provided for other subjects, to make them more relevant to the social background and differing abilities of the pupils.
22. The teaching of the basic skills of literacy and numeracy is very good at the Foundation Stage and good at both Key Stage 1 and Key Stage 2. Teachers in reception and at Key Stage 1 and 2 are structuring lessons using the recommended format for literacy and numeracy and all teachers, including those at the Foundation Stage, emphasise the teaching of phonics and numeracy. Teachers have a good understanding and knowledge of the content to be taught and how it should be taught in English and mathematics lessons. Where teaching is judged to be very good teachers are using the frameworks for literacy and numeracy more flexibly; basing lessons for less able pupils on learning objectives listed for pupils younger than those in their class. This is ensuring good achievement and progress for all pupils.

23. Individual lessons have clear overall objectives and, where relevant, objectives for different parts of the lesson where pupils are working as a whole class, individuals or groups. Lesson plans also identify objectives for more able pupils and those with learning difficulties. In the best lessons, learning objectives are made clear to the pupils and used to evaluate their progress during and at the end of the lesson, for example a physical education lesson at Year 4. This results in purposeful, focused teaching and good learning.
24. Where teaching is good or very good, in the majority of lessons observed, teachers have high expectations of the pupils and use different methods to provide good learning opportunities for all pupils, including the more able and those with learning difficulties. In these lessons pupils are being challenged; they are acquiring new skills and developing their knowledge and understanding; their achievement is good. For example, in a mathematics lessons in the reception class, the teacher, working with the whole class was using questioning very effectively to ensure all pupils could contribute answers at their own level of understanding, to describe the properties of shapes. The teacher in Year 2 constantly challenged pupils, delivered lessons at a very high pace and had high expectations of what pupils could achieve, as a consequence their progress was very good. Pupils concentrated hard, worked productively, and showed interest in their work, for example in an ICT lesson where they learned to “cut and paste” text and a mathematics lesson where they learned to measure.
25. Teachers make good use of the resources made available to them, including, the teacher employed to support pupils who form “target groups” within each class; the quality of this teaching is very good. Support staff are well used and make a good and sometimes very good contribution to the learning of pupils with special educational needs. They are told in advance of the lesson what will be covered and are given good guidance on how to support pupils. They provide a good balance between providing help and challenging pupils to think for themselves. Teachers also make good use of adults to support work done in lessons. A particularly good example was found in Year 2, where an adult helper showed and described to pupils the playground toys and games she played with as a child; providing first-hand evidence to support the teaching of history. The pupils listened attentively, asked intelligent questions and made good progress as they developed their knowledge and understanding of life in the past.
26. All teachers are good at managing pupils in lessons and insist upon high standards of behaviour. Pupils respond positively and in most lessons their behaviour is good. Isolated incidents of inappropriate behaviour do occur in lessons, particularly from boys in Year 5 and Year 6. Teachers concerned have good strategies for dealing with these incidents and soon gain control of the class with minimum conflict and minimum disruption to other pupils’ progress.
27. In the very small number of lessons where both teaching and pupils’ progress are unsatisfactory, teachers have not a good grasp of the skills required to teach the subject, for example, science and physical education at Key Stage 1 and history at Key Stage 2. In a geography lesson at Key Stage 2, the teacher’s knowledge of the pupils was not sufficiently used in planning the lesson; the content presented was inappropriate for their ability, and not relevant to their interest or lives.
28. The use teachers make of assessment to inform the planning of subsequent lessons is satisfactory but requires further development. Evidence in pupils’ work shows that teachers, when marking work, are not always assessing where gaps in pupils’ learning or misunderstandings are occurring, as a consequence they are not always

planning work that will help pupils overcome difficulties. The marking of pupils' work would be further improved by setting them targets for improvement and then giving them feedback on how well they have done. Pupils with learning and behaviour difficulties have individual education plans that are used effectively.

29. The use of homework is satisfactory but would be improved with more focused setting of targets for pupils; informing parents of these targets; providing work to address them and regular feedback to both pupils and parents on the progress being made.
30. Pupils' learning, including progress made in lessons, at the Foundation Stage and at Key Stage 1 is good. Teachers, through effective planning and teaching methods, are ensuring all pupils, including those with special educational needs, are acquiring basic skills and developing their knowledge and understanding of all the areas of learning or National Curriculum subjects. They are ensuring pupils' work productively and that work reflects and stimulates their interest. At Key Stage 2, pupils' learning and progress including those with special educational needs, varies from good to satisfactory. Further development of marking and target setting is required for all pupils to provide them with more knowledge of their own learning and what they need to do to improve. Further development of the planning of some subject content in foundation subjects is also required, to make it more relevant to pupils' interests and differing abilities.
31. The Special Educational Needs register is up to date and well maintained. The school has not been able to overcome parental anxiety about placing their child on the register as a result of unsatisfactory behaviour. Concerns about behaviour are not generally noted and individual education plans do not always include targets aimed at improving behaviour. Teachers' plans for literacy and numeracy lessons ensure that work is generally matched to pupils' needs. Individual education plans are kept in teachers' planning files and some have evaluative notes against the targets. Targets are sufficiently clear and practical for teachers to implement when support staff are not present. In subjects other than literacy and numeracy teachers do not always match activities to individual education plan targets. This is particularly so in Key Stage 2 where, for example, writing tasks in the Foundation subjects are sometimes too difficult. The result is that pupils with special educational needs are not always reminded to use literacy and numeracy skills they have learned in other areas of their work and their progress in these subjects is unsatisfactory. However their progress overall is satisfactory.

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

32. The quality and range of opportunities provided for learning are satisfactory. The statutory requirements of the Foundation Stage and the National Curriculum are being met satisfactorily and satisfactory provision is being made for pupils with special educational needs.
33. Good progress has been made on improving curriculum planning; these are regularly monitored by the headteacher and subject co-ordinators. The school is delivering much of the National Curriculum through following the National Literacy and Numeracy Strategies and using exemplar plans for units of study provided by the Qualifications and Curriculum Authority (QCA). The Strategies' planning frameworks and QCA's exemplar plans suggest work for pupils of a specific age but the content is not always appropriate. In the best lessons, teachers use the frameworks and exemplar planning units flexibly; planning work that is matched to pupils' ability and made interesting because it is relevant to them and their lives. For example, some teachers plan literacy and numeracy lessons using learning objectives recommended in the national frameworks for younger, average ability pupils because they best meet

the ability range in their class. At Key Stage 2 particularly, work is not always planned to this degree of sophistication which leads to the occasional example of unsatisfactory teaching and pupil progress, for example, in a geography lesson studying a contrasting locality. The school is aware of the work still required to fully implement the revised National Curriculum for the Foundation subjects and it is a priority on the development plan. The adaptation of learning objectives or exemplar plans will result in a curriculum that will be relevant to the social background of the pupils and meet their special educational needs.

34. Planning needs to be further developed to include the specific teaching of key skills for learning across all subjects, outlined in the requirements of the revised National Curriculum. This was a key issue raised at the last inspection and has not been fully addressed due to the statutory curriculum orders for the foundation subjects being suspended until this academic year. The time given to physical education is less than the average found nationally whereas the time given to religious education is nearly twice the average. The emphasis given to literacy and numeracy at Year 6 to attain statutory school targets is resulting in less time being spent on other subjects for example, geography; this has an impact on the standards in these subjects which are below the levels expected.
35. The school provides a good range of extra curricular activities, contrary to the views expressed by some parents. There are opportunities for pupils to play sport and to extend learning through computer, mathematics and homework clubs. Many pupils participate in these activities. However, as they are currently held after school, this prevents some pupils from attending, due to commitments they have at home or elsewhere. This was a concern expressed by a group of older pupils who would have liked the opportunity to attend some of the clubs. A Better Reading Partners scheme, held after school for adults and pupils has had a big impact on raising standards. Parents working with pupils are also encouraged to participate in a mathematical games club provided by the Adult Education services. The school's caretaker gives good support by helping to organise sport activities. A lending library takes place after school twice a week, and there is good use of this facility.
36. Pupils with special educational needs are organised in mixed ability classes. They are sometimes withdrawn to work in smaller groups, following the whole class session. Generally, pupils benefit from working in these groups because support provided, usually by support staff, is of good quality and focuses on targets agreed for individual education plans. Where pupils are withdrawn for the whole of lessons this is often because teachers feel pupils are not able to cope with activities planned for the rest of the class. The support provided is good.
37. The provision made for pupils' personal development is good. Opportunities for spiritual development are very good. Provision reflects the aims of the school. The school is rooted in the Catholic community and prayer is a natural part of the school day. Pupils are encouraged to reflect and think about issues that affect them. Religious education is an integral part of the school's approach to personal and social education and stems from Christian principles that are emphasised by all staff. Links to the parish increase opportunities for spiritual development through masses and catechism.
38. Provision for moral development is also very good. Pupils are reminded of the differences between right and wrong and when problems are encountered are invited to consider at length the right course of action to take. There is a strong moral tone to the school's assemblies and dealings with individual pupils. Teachers provide good role models for pupils in the way they approach dilemmas. Achievement assemblies recognise in public the gains which pupils have made through work or conduct, and are valued by them.

39. Provision for social development is satisfactory. The school endeavours to provide all pupils with the social skills that will help them succeed later in life. Extra curricular clubs and the yearly residential in the Yorkshire Dales enhance pupils' social development and sense of teamwork, while work with other schools encourages a wider social experience. Pupils are inspired to think of others by raising money for charities both local and national and by visits at Christmas to old people in the neighbourhood. However, insufficient opportunities are provided for pupils to develop the skills required to undertake more personal responsibility and to assist with the development of more responsible and mature attitudes amongst boys including their response to others and to social situations.
40. Provision for cultural development has improved since the last inspection, with a wider multicultural experience offered to pupils; the provision is now good. Pupils study their own religious community as well as aspects of other faiths. They learn about the history of the north-east by visiting places of local interest, and are introduced to a range of music they might not otherwise hear, via assemblies and recorder lessons.
41. Pupils have benefited greatly from recent visits from African and Indian artists, which excited and stimulated their imaginations, pointing the way to more work on the diverse cultures in British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school takes good care of pupils ensuring their safety and welfare. Appropriate measures are taken to provide a secure environment and outside speakers, such as police officers and the school nurse, emphasise particular themes relating to safety and health.
43. Guidance given to pupils reflects the school's Catholic nature and the "Here I Am" scheme for religious education is successfully used to introduce a range of topics to pupils, including sex education and how to deal with drugs misuse. Teachers know their pupils well and are conscious that some of them are experiencing considerable levels of stress in their lives; teachers' response to the needs of individual pupils is good.
44. Child Protection arrangements are satisfactory, with appropriate procedures in place; liaison with local agencies takes place when necessary. The school needs to further improve these arrangements by ensuring that all staff, including new members, are trained in the latest requirements in this area.
45. The school has good procedures for assessing pupils' attainment and progress. The LEA's baseline assessment scheme is used in both nursery and reception classes and pupils are regularly assessed as they move through the school. However, the use made of baseline data for the earliest identification of pupils with special educational needs requires further development, as they are not always identified until the end of the Foundation Stage. Good records of summative assessment results are kept for individual pupils, including those with special needs once they have been placed on the special needs register. This ensures pupils' progress is tracked and identifies those who require additional support with their learning. Pupils' work is moderated by staff, working with subject co-ordinators; samples of assessed work are kept in pupils' records with teachers' comments. The moderation and recording of last year's national tests for 7 year olds, where results were judged to be poor against both national and similar school averages, was found to be inaccurately recorded and, the possibility remains that they were 'levelled' too harshly in the writing test. If these results were included as level 2s it would have made a significant difference to the school's performance grade.

46. To support colleagues and to raise attainment the English and mathematics co-ordinators have provided records sheets that identify what is required to be covered by pupils to progress from one curriculum level to the next. This is very helpful and assists with the planning of these subjects, providing staff with guidance to ensure continuous learning for pupils. These co-ordinators also analyse results in national and optional tests and provide feedback to staff on what areas of English and mathematics require improvement.
47. The school makes good use of assessment to analyse and identify those pupils who are experiencing learning difficulties, including pupils who are slightly underachieving. Extra support is provided for these pupils through good use of support staff and the very good use of an additional teacher funded by the region's Single Regeneration Budget. Results show that pupils who are targeted for this extra support are making good progress. Pupils are learning to read with the assistance of their parents or adults trained to listen and to teach reading as part of an LEA initiative called "Better Reading Partners"; these pupils are making good progress. A similar scheme is being developed to involve parents and adults in raising pupils' attainment in mathematics. Pupils with special educational needs have the targets on their individual education plans reviewed regularly, at least every half term. Targets identify the next step in learning for each pupil in English and mathematics.
48. The school analyses the performance of boys, compared to girls, and has provided staff training to develop learning strategies best suited to boys. Steps are taken to address the issue of male stereotyping by providing positive examples of males involved in learning activities, for example, fathers are encouraged to attend the reading and mathematics clubs. More able pupils are identified and teachers ensure their needs are being met. The more able pupils perform well at the higher level in national tests for 11 year olds, scoring above the national average last year.
49. The uses teachers make of assessment information gained in lessons to guide the planning of future work is satisfactory but requires further development to attain consistency. The best teachers use their observations of pupils, or the marking of their work, to modify their lesson or to plan the next lesson, ensuring pupils' progress is continuous. They are flexible in their approach and able to adapt their teaching to ensure pupils make gains with their learning.
50. The support and guidance given to individual pupils, to raise their academic achievement and improve their behaviour, is satisfactory overall, but still requires further development. The school, through a system of rewards and a 'celebration' assembly, highlights good academic performance and behaviour and uses this to inspire and encourage pupils to achieve more and behave well. However, inconsistencies occur throughout the school in giving individual feedback to pupils on their performance and setting them individual targets for improvement. Explicit and specific targets for improvement, set within a timescale, are not communicated to all pupils and their parents so that all concerned can work together on improving attainment or behaviour.
51. Teachers and support staff know pupils with special educational needs well. They are responsible for writing targets for individual education plans. Annotated work and progress notes made by teachers and support staff generally show a good understanding of what pupils can do well and where improvements need to be made. However, teachers are not always consistent in their marking of work so that pupils with special educational needs do not always get appropriate written feedback on their achievements. Also pupils do not always respond to comments made by their teachers in books, which sometimes hinders their progress. Levels of support are generally well matched to the needs of pupils but there is no formal evaluation of their impact on progress by the special needs co-ordinator.
52. The best practice is at Year 3 where excellent records are kept and used to set

individual targets for pupils. All pupils are given copies of individual targets and marking is focused upon these so pupils can assess their progress against the target. Good oral feedback is also given to these pupils. In Year 6, a recently introduced system of setting targets to improve the behaviour of individual pupils provides a good model and should be developed further across the school, where appropriate. These two examples of good practice could be further enhanced by more involvement of parents.

53. Annual reviews for pupils with statements are up to date. The school has very good links with the Learning Support Service who has advised teachers on strategies and resources to support pupils. Links with the Educational Psychological Service have been affected by frequent changes to their staff; this has caused some difficulties for the teachers.
54. The school has taken good steps to improve attendance. Pupils are given rewards and recognition for good attendance and the school monitors the attendance and punctuality records of all pupils. Some success is achieved with particular pupils, but it has not yet had a bearing on the overall levels of attendance or punctuality at the start of the day.
55. Overall, the school has a good approach to behaviour management. Positive approaches produce an orderly atmosphere in school, for example in assemblies where pupils behave well with minimal supervision. The policy reflects principles of tolerance. There is particularly good work with younger pupils, who from their earliest days in the school are taught to share, to listen and enjoy their lessons. The school works well with individuals who have specific difficulties and there is much patient work in all classes to defuse arguments and settle differences. The school rarely excludes pupils, choosing to work very hard to resolve conflict.
56. The headteacher and staff are very aware of the disruptive behaviour of a small number of older boys, and they are taking appropriate action to deal with the situation. Teachers are working extremely hard with the boys concerned asking them to reflect upon their behaviour and its impact on others. Parents do feel that the situation has improved in this academic year, due to the work of the teachers concerned but as yet has not been fully resolved. Incidents of unsatisfactory behaviour in lessons were few and were soon dealt with by teachers, ensuring disruption to pupils' progress was kept to a minimum. Behaviour in the playground at break times was good and mostly satisfactory at lunchtime. The lack of interesting activities in the playground contributes to unsatisfactory behaviour and at times during the lunch break behaviour observed was unsatisfactory; in the most extreme case this resulted in a fight between two boys. The head teacher dealt with the situation very well, quickly resolving the problem and following up the incident by interviewing the pupils concerned and their parents.
57. Circle time themes cover a variety of subjects relating to pupils' welfare which encourage pupils to consider others' points of view. These themes include work on bullying and its solutions. The school should consider extending opportunities for this sort of approach.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The school continues to make a good partnership with parents, as found in the last inspection. Parents are overwhelmingly supportive in their views of the school expressed in the questionnaire and the pre inspection meeting. The school is a positive choice for parents, who value its Catholic ethos and there are strong family links.
59. Relations are good as the school makes a point of being open to parents, both in

terms of talking to them and involving them in any problems that may occur. Parents know that they can approach teachers and the head teacher if they have concerns or need information about their children. They receive a pleasant welcome from the school office. When incidents involving behaviour problems occur, parents are contacted from the outset to involve them in drawing up possible solutions. The school works hard with parents to dissuade them from taking too many holidays in term time, taking unauthorised absence and bringing them late to school in the morning.

60. Parents of children in the nursery and reception feel welcome and involved in their children's experiences from the outset, and the head teacher and class teachers maintain friendly relations by collecting all pupils every morning and afternoon from the playground. The school is good at accessing sources of support for its work with parents and is quick to join educational and social initiatives that are offered. A core of parents provides valuable help in the classroom.
61. The Home Loan book scheme in the nursery has been particularly successful and every child's parents and carers choose from a variety of bright, stimulating books to take home every week. The Better Reading Partners involves children and parents learning together and is raising standards in reading. These initiatives and various family literacy and numeracy projects are all testimony to the school's strong commitment to providing the best learning opportunities for all pupils and raising standards through partnership. Parents are canvassed as to which courses they would find most beneficial, for the school to arrange for them. The computer and games clubs currently in existence were largely requested by them, and are well attended by both parents and pupils.
62. There are regular consultations, newsletters and reports issued. The quality of information on pupils' progress and targets for improvement are not yet made sufficiently clear to parents on pupils' annual reports. However, the school has established satisfactory systems to give parents the information they need about their child's special educational needs and their progress. Information on the curriculum provided in the prospectus is very limited. The prospectus contains a lot of professional language that some parents would find difficult to understand and the presentation format is rather uninspiring. The prospectus does not make clear the school's approach to special needs provision, particularly for pupils with behavioural problems. Currently parents are anxious about having their children placed on the schools special educational needs register, particularly for school concerns about their child's behaviour; further work is required in this area. The prospectus, to meet statutory requirements, requires a statement about special educational needs provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are good. The headteacher provides very good leadership and is given good support from the newly appointed deputy headteacher, and subject co-ordinators. Members of the senior management team work hard but are not clear about what their duties are, over and above that of subject co-ordination. They do not have a job description outlining their managerial responsibilities and opportunities created to fulfil managerial roles are limited. This issue was raised in the last inspection and although some satisfactory development has taken place more is still required.
64. The headteacher provides a clear sense of direction to the school; she is very committed to raising standards and ensuring the best education possible is provided to pupils. She works with pupils requiring extra support with their learning and is always available to parents, pupils and staff. She deals with behavioural problems firmly, but fairly, ensuring pupils are as free as is reasonably possible from oppressive

behaviour, harassment and bullying. She has a very good knowledge of individual pupils and their needs and uses this to target areas for improvement, such as arranging training for staff on how to work with boys to promote their learning and raise standards.

65. There is a shared commitment amongst staff and the governing body to raise standards and they are continually striving for improvement. The monitoring and evaluation and development of teaching are satisfactory. The head teacher monitors teaching and provides feedback to staff, highlighting areas for development and how support will be given. A good strategy for appraisal and performance management has been developed and a good system exists for inducting new staff. The support available to staff and the expertise within the school places the school in a good position to provide training for new teachers. Standards attained by individual pupils are monitored and analysed and appropriate action has been taken to raise standards by providing more curriculum time for literacy and mathematics in an attempt to attain the targets set and agreed by the LEA. Curriculum co-ordinators monitor planning and give good support to colleagues. The school has identified as a priority the need to further extend the role to include monitoring, evaluating and developing teaching. A rolling programme of training has been identified.
66. The co-ordinator for special educational needs contributes satisfactorily to the overall leadership and management of this area of the school's provision. However, the amount of non-contact time the co-ordinator receives to manage this role is insufficient. Systems and processes are well established; records are up to date and well maintained. The co-ordinator has a good understanding of funding and its implications for maintaining levels of support, but has no system for evaluating the impact support staff are having on pupils' progress and on the quality of teaching for pupils with special educational needs throughout the school.
67. The school maintains a good balance between teachers and support staff and this is of particular benefit to pupils with special educational needs. The co-ordinator attends meetings organised by the LEA and has received training in managing Dyslexia. All teachers are encouraged to attend general courses about special educational needs so that they are better equipped to meet the needs of pupils through normal classroom activities.
68. The school's development plan reflects the school's commitment to improvement and priorities listed are all appropriate. The plan is a very good tool to support improvement and is constructed in consultation with the staff and the governing body. Governors are given regular feedback on the progress made with the plan and fully understand priorities and what needs to be done to address them.
69. The head teacher works effectively with a good governing body ensuring statutory responsibilities are fulfilled. Members of the governing body interviewed have a good grasp of their individual and collective responsibilities and exercise these appropriately to support the work of the school, including liaising with subject co-ordinators and the special educational needs co-ordinator. Governors attend training to help them develop their knowledge and understanding of their role. They visit the school regularly and it is planned that they will soon begin to observe lessons, to help them gain a greater knowledge of the school and to monitor its work. Currently the governor for special needs monitors the provision and reports findings to the full governing body as well as other information regarding special needs. The governors responsible for finance have a good knowledge of financial regulations. Governors approve funding to support priorities and ensure all funds and grants made available to the school are used for the purpose for which they are intended and that they provide good value for money. The use made of specific grants to raise standards is excellent. The governing body's understanding of the principles of best value is satisfactory. They are aware of competitive pricing; challenge themselves to ask if

what is provided is required; consult others and compare standards attained by pupils with similar schools. An area for further development is to compare the school's costs with those of similar schools.

70. The premises and accommodation available adequately support the demands of the curriculum; they are kept in very good condition and decorative order. The outdoor areas require further development to make them more interesting for pupils and to support physical development at the Foundation Stage; also storage facilities require extending. These needs will be met on completion of the school's proposed Early Years Centre which will involve significant development to the premises.
71. Support staff make a very good contribution to the school. The school clerk provides the head teacher and staff with very good administrative support to help them fulfil their responsibilities. The caretaker ensures the school is kept very clean and tidy, presenting a good impression to visitors.
72. Resources available are adequate but resources for ICT and special educational needs provision require improvement. The school is making very good use of new technology to support curriculum planning, to record pupil's progress on spreadsheets and to enhance the very good systems that currently exist in the administration of the school.
73. The libraries are well maintained and organised, stocks are adequate and backed by good book selections in the classrooms. Pupils know how to use the school libraries and most can access fiction and non-fiction books independently. More capable readers are encouraged to borrow books from the school's library. Strategies to encourage pupils' love of and interest in books are encouraged at both Key Stages. Planned opportunities are made for pupils to use the libraries, for example, in Year 6 they accessed books for history to support their studies and Year 3 pupils selected books to further enhance the fiction available in their classroom. This is an improvement from the last inspection where there were insufficient planned opportunities for using the library.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to raise standards and improve the quality of education provided, the governing body working with the headteacher should:

- (1) **Raise the attainment of pupils at the end of Key Stage 2 particularly in writing, numeracy, science, information and communication technology, history and geography**

Paragraphs: 9, 10, 12, 34, 91, 97, 98, 99, 109, 116, 121, 136, 140, 144, 146, 147.

This issue is highlighted in the school's Development Plan.

- (2) **Take further steps to improve pupils' attendance and punctuality at the start of the day.**

Paragraphs: 18, 54, 59

- (3) **Extend and build upon the work already undertaken to improve the behaviour of a small but significant number of older boys, so that the incidents of unsatisfactory behaviour found in some lessons and in the playground are eliminated.**

Paragraphs: 11, 15, 26, 31, 50, 56, 57, 58, 62

- (4) **Further develop the uses made of assessment to:**

- (i) inform the planning of individual lessons so that the needs of all pupils, in relation to their ability, are met and their learning is continuous.
- (ii) set individual pupil's specific academic and personal development targets that are to be completed within a defined time-scale; inform pupils and parents or carers of these targets so they can work together and then provide regular feedback to pupils and parents on the progress made and what needs to be done next.

Paragraphs: 28, 29, 30, 31, 33, 45, 49, 50, 51, 62, 101, 113, 123, 125, 146, 156.

- (5) **Ensure the curriculum provided meets the needs of all pupils by making the content relevant to their ability, interests and the area where they live.**

Paragraphs: 27, 30, 33, 34, 124, 138.

This issue is highlighted in the school's Development Plan.

- (6) **Include a statement in the school's brochure for parents on the provision and management of special educational needs, including pupils' behaviour.**

Paragraph: 62.

75. **The following issues, but not requiring inclusion in the governing body's action plan, should be considered:**

- (i) Increase the opportunities, particularly for older pupils, to show initiative, take personal responsibility and contribute to the life of the school

Paragraph: 39.

- (ii) Re-drafting the school's aims statement, published in the school's brochure and development plan, to reflect the vision and values of a fully inclusive school, that aims to meet the needs of all pupils and also stresses the emphasis the school places on raising standards of attainment and pupils' achievement.

Paragraph: 62.

- (iii) Clarify with staff the function and purpose of the senior management team and how it contributes to school improvement, issuing job descriptions to members of the team.

Paragraph: 63.

- (iv) Improve the outdoor environment for the Foundation Stage and the playgrounds for other pupils, to provide a more stimulating learning and recreational environment.

Paragraphs: 56, 70, 86.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22	35	35	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	170
Number of full-time pupils known to be eligible for free school meals	0	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	41

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	7
	Girls	9	10	8
	Total	15	16	15
Percentage of pupils at NC level 2 or above	School	71 (72)	76 (68)	71 (72)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	9	9
	Girls	9	9	9
	Total	15	18	18
Percentage of pupils at NC level 2 or above	School	71 (76)	86 (72)	86 (80)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	13	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	13	18
	Girls	12	11	9
	Total	29	24	27
Percentage of pupils at NC level 4 or above	School	94 (76)	77 (70)	87 (76)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	13
	Girls	12	11	9
	Total	23	21	22
Percentage of pupils at NC level 4 or above	School	74 (70)	68 (70)	71 (79)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	153
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.3:1
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	35

Number of pupils per FTE adult	1
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	361230
Total expenditure	355522
Expenditure per pupil	1933
Balance brought forward from previous year	13900
Balance carried forward to next year	19608

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	170
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66.0	34.0	0	0	0
My child is making good progress in school.	52.0	47.0	2.0	0	0
Behaviour in the school is good.	52.0	42.0	3.0	0	3.0
My child gets the right amount of work to do at home.	55.0	37.0	8.0	0	0
The teaching is good.	63.0	37.0	0	0	0
I am kept well informed about how my child is getting on.	52.0	45.0	3.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	69.0	30.0	0	0	2.0
The school expects my child to work hard and achieve his or her best.	70.0	28.0	2.0	0	0
The school works closely with parents.	50.0	44.0	6.0	0	0
The school is well led and managed.	46.0	51.0	2.0	0	2.0
The school is helping my child become mature and responsible.	57.0	41.0	2.0	0	0
The school provides an interesting range of activities outside lessons.	33.0	43.0	13.0	3.0	8.0

Other issues raised by parents

- Children's progress in reading is sometimes limited by strict over adherence to reading all books in the reading scheme.
- More homework to be provided for pupils.
- More information required on the progress being made by their children.
- More extra curricular activities are required.
- The poor behaviour of boys in Year 5.

These issues were raised by a very small number of parents. The inspection team judge teachers should use the reading scheme more flexibly; the amount of homework given to pupils is satisfactory; parents should be given more information as requested above; extra curricular provision is good and that the behaviour of boys in Year 5 is a concern. All issues are highlighted in the appropriate section of the report.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Children under the age of five are taught in the nursery and reception classes which together make up the Foundation Stage. Good links are maintained between the nursery and reception classes. Good provision, including teaching, is made for all areas of development. Particular attention is paid to Language and Personal Development which is very appropriate for these children. Children enter the nursery with a broad range of previous experience and skills. Most children have difficulty communicating because of a limited vocabulary, and a small number find it difficult to share, socialise and respond appropriately to others; attainment on entry is below that expected for their age. Teaching in the nursery is carefully planned and focussed to compensate for low attainment and most children make good progress towards the Early Learning Goals for each area of learning. By the end of the reception year, most children are on line to attain standards expected nationally. Children's achievement is good. Teachers set high expectations and ensure children work as hard as they can. Children's attitudes to learning and behaviour are good. The tracking of children's progress in the nursery requires further refinement as steps in learning are too broad and don't sufficiently highlight the small stages in learning to support planning.
77. Positive links with parents are fostered through a book loan scheme, organised in the nursery. A pleasant atmosphere is created and there are good opportunities for staff to talk informally with parents. Males attending these sessions provide positive role models for children. Teachers in both classes are supported well by the nursery nurse, other support staff and parent helpers. This enhances provision as more opportunities for speaking and interacting with adult role models are made available.

Personal, social and emotional development

78. Children settle well into the nursery, quickly understanding routines and rules which help to make the classroom harmonious. Many of them need careful guidance on how to play and communicate their feelings and needs to others; this is provided by the staff. They explain and help children to gain the skills required to assist with their personal, social and emotional development. Staff are patient in their discussions with the children and set an example showing courtesy and respect for others. Children are shown how to look after and take responsibility for themselves. For example, to put on aprons and to tidy up when they have finished working. They are being helped to understand how to play together by sharing equipment in the sand tray and using the role play area. Children make good progress and by the time they enter the reception class they can work in small groups interacting with one another independently and effectively. For example, three boys played very well in the role play café; they took turns to be both customers and staff, offering different food and charging according to the menu. Children also shared instruments well in music sessions.

Communication, language and literacy

79. Well planned and prepared language sessions promote good learning in both nursery and reception classes. In the nursery focussed language sessions involve all of the children. They learn to participate and to listen to others. They concentrate well and enjoy the content of the sessions. For example, when learning the letter 'e' toy elephants and eggs of various shapes and sizes were used to illustrate the letter, which fascinated the children; books and pictures also supported teachers' work.

Activities within the session were short and sharp and maintained the children's interest. Those who were unable to recognise letters were encouraged to write them in the air and point to them on the board. Good use was made of sharing books, showing their value and promoting an interest in them. In particular the nursery nurse spends time in the book corner sharing books and helping children select the ones they want. Pre-writing skills are supported by opportunities to play with 'small world' figures to glue, cut, stick and mould play dough. Some children are able to form some letters; pencil grip and orientation are carefully taught.

80. Elements of the Literacy Framework are used in the reception class. Word and sentence level work helps to reinforce the children's knowledge of sounds and letters. They are able to write simple regular words independently and most children are on line to attain the expected level by the end of the reception year. Children's reading skills are developing well and they are making good progress through regular sessions of group and independent reading. The teacher models reading for them frequently, which supports their knowledge of what good reading should sound like, for example, the necessary expression and notice taken of full stops and capital letters. This is ensuring children make good progress with reading. Some of the children are beginning to demonstrate their understanding of this through their own reading.

Mathematical development

81. Mathematical experiences are provided in the nursery through a range of activities. Through joining in with counting songs the children demonstrated that they could mostly count in order to five. The activity was developed into actions, providing opportunities for children to 'buy' currant buns, acting out the role of shopkeeper and shopper; this was developing a basic understanding of exchanging goods for money. The teacher dealt sensitively with unwilling children and inspired their confidence, as a result they performed more confidently.
82. They have opportunities to bake and weigh ingredients and respond enthusiastically to questions such as 'how many have we bought, how many left?'. Children have regular use of water and dry and wet sand to develop their understanding of volume and weight. Displays support maths through counting lines and repeating patterns.
83. In reception, the National Numeracy Strategy lesson format is used. Children are able to identify different shapes and say how they differ. Some older children can name common 2D shapes more able accurately identify a cone, cylinder and cube using mathematical vocabulary confidently and accurately.

Knowledge and understanding of the world

84. Children's general knowledge on entry to the nursery is limited. They have limited knowledge of a number of everyday objects and activities. Teachers do much to compensate for this. In the nursery, all activities are supported by adults who use the opportunity to talk and hold discussions with the children. For example, when making buns they talked about where things come from, about fruits, colours and shapes. In reception, children joined in with a story about growing vegetables; where they grow and what they look like. They were able to identify common vegetables and less common ones with some prompts. They knew what plants need to grow and that some vegetables grow under the ground and some on top.
85. Opportunities to develop ICT capability are demonstrated in both the nursery and reception. In nursery, children took turns to work with an adult on a computer game; they matched clothes to characters and were able to use the mouse confidently. In reception, sessions of direct teaching of ICT are undertaken. The children are made aware that machines are controlled and have sources of power. A very useful

demonstration on the computer showed video footage of customers in a supermarket using checkouts and queuing systems. The children were able to identify with this and clearly understood the concept of control within the examples on the video and that the computer itself is controlled. In the reception class there were good examples of children using ICT to make pictures using a variety of shapes and colours.

Physical development

86. The nursery children have access to an outdoor play area regularly but not constantly. The area and its use require improvement; equipment is basic but sufficient to develop children's physical skills. Staff have not focussed on improving this area mainly because the school is to be developed as a centre of Early Excellence in the near future; this will enhance all facilities for the youngest children. In addition to the outdoor area, staff provide a good range of other activities both indoor and outdoor. For example making patterns with long ribbons in a large space was providing children with the opportunity to demonstrate their growing physical control. They were aware of their space and that of others, most moved with imagination and safely. Response varied depending on the confidence of individuals but most children thoroughly enjoyed the session and despite it being very exciting their behaviour was very good. Other activities of which the school had photographic evidence was use of a huge colourful parachute to develop movement, control and co-operation and use of a range of small apparatus to practise physical control of throwing and rolling a ball. These activities compensated for the lack of continuous outdoor provision. In reception, the children had experience of physical development on three occasions during the week; these lessons were not observed. Planning showed that activities were well targeted, varied and interesting. Daily planned provision would further enhance this area of learning and reflect its importance for young children.

Creative development

87. Opportunities for Creative Development are frequent and varied in both the nursery and reception classes. Role-play is used extensively to promote children's imaginative and social skills. Children showed their appreciation of music through rhythm, song and dance; they were able to interpret sound through their movement at a basic level and were able to clap simple rhythms. Children demonstrated how they were able to make pictures from a variety of materials using a variety of methods. For example imaginative collages were produced in the nursery in response to the story of 'Elmer the Elephant'. In reception vegetable prints were made in a variety of colours.

ENGLISH

88. In the 2000 national tests for seven year olds the percentage of pupils who reached level 2 or above in reading and writing was well below the national average. Following sharp improvement in previous years, standards dropped very slightly in reading but improved in writing. The results placed the school well below the average for similar schools. The percentage of pupils achieving level 3 was above the national average. The school's trend in performance in writing has improved slightly in the past four years; standards in reading have risen more. However, results are still below the national average.
89. In the 2000 national tests for eleven year olds the performance of pupils in English was well above the national average. Results showed a significant improvement on the previous year. The results for eleven year olds also placed the school well above the average, in comparison with similar schools. There has been a steep rise in improvement in two consecutive years from well below national average to well above. The percentage of pupils achieving level 5 was well above the national

average.

90. As pupils move through school, their speaking and listening skills are further developed; achievement and progress are good. By the end of Key Stage 1 pupils' speaking and listening skills are generally in line with national expectations. Most are able to discuss the content of their reading books and other texts very confidently. In a Year 2 history lesson, they discussed and described artefacts in a lively, interesting and thoughtful way, in their Study of "Life in the Past". However, there are still a number of pupils who have a restricted vocabulary, and are not able to converse in extended sentences. Pupils usually listen carefully and respond with increasing appropriateness to what others say, pupils usually take turns to speak and their comments are appropriate.
91. At Key Stage 2, more opportunities are being provided for class discussion, this is an improvement since the last inspection. Pupils are generally confident and most are happy to participate in class discussions or as part of a group, they willingly volunteer ideas and answers. Some pupils are able to function at a more sophisticated level; talking and listening with confidence and give opinions that they are able to discuss and modify. However, most pupils are still not able to engage in a debate at an appropriate level; this is mainly due to a lack of maturity and social development. Their limited vocabulary and general knowledge often restricts learning. Achievement in relation to pupils' ability is satisfactory, however a significant number of pupils at Year 6 have learning difficulties resulting in attainment at the end of the Key Stage being below what is expected.
92. Attainment in reading on entry to the school is below that expected nationally. At the end of each Key Stage pupils' attainment in reading is broadly in line with that expected for their age.
93. At Key Stage 1 progress is satisfactory. Systematic attention is given to the development of the pupils' reading skills and reading is promoted well during literacy and other lessons such as history where the pupils use a reference book to support their investigation of 'life in living memory'. The good quality graded reading scheme supports pupils' learning and enables them to consolidate their learning and read accurately. In Year 2 pupils read independently from the reading scheme and other books and clearly enjoy reading. They use more than one strategy including phonic, graphic and contextual cues to gain meaning from the text. A Year 1 pupil read fluently with expression from the 'Enormous Turnip' and could identify what she liked about the story. A good home reading arrangement encourages parents to read with their children at home. This system works well and constructive, thoughtful comments are written by both parents and teachers in the pupils' reading record books. Pupils are motivated and encouraged through regular discussion and changing of books.
94. At Key Stage 2, pupils' achievement in reading is good, including those with special educational needs. In Year 5, pupils learn to differentiate between fact and opinion, through looking at the work of an estate agent, they were able to make a distinction between what is description, eg a spacious garden, and what is fact eg three bedrooms. Amongst the sample of Year 6 pupils heard to read the most were confident and very happy to read, they had favourite authors and stories. Most pupils have developed a sufficiently dramatic and expressive tone to enliven the stories; encouraged by their teachers, pupils are motivated to further develop these skills. The previous inspection reported that pupils were expected to read every book in the scheme, which is not always necessary, this is still the practice and should be reviewed. A Year 3 pupil was heard to read the book 'Charlotte's Web' fluently and

with understanding; this is a text which is considerably more complex than her scheme reading book provided by her class teacher her progress, therefore is being inhibited. This was an issue raised at the parents' meeting prior to the inspection. Improvement in book provision has been made since the last inspection as all pupils have other books to read to supplement the scheme. Pupils with special educational needs talk enthusiastically about current books but could not recall plot, character or events.

95. The school has made very good use of the scheme 'Better Reading Partners'. Its impact has been very beneficial to those pupils and adults involved, the progress made by these pupils has been very good.
96. Attainment in writing on entry to the school is below that expected nationally. At the end of Key Stage 1 pupils' attainment in writing is broadly in line with that expected for their age; at the end of Key Stage 2 it is below the level expected. At Key Stage 1 pupils are developing the use of apt and interesting vocabulary and some writing demonstrates a good awareness of the reader. Achievement is satisfactory. By the end of the Key Stage, the majority of pupils can spell simple monosyllabic words eg. went, like, will; they identify dialogue and understand sentence structure; attaining the level expected for their age. In Year 2 pupils worked well constructing the beginning of a story about a visit from 'Biff and Chip', ensuring that the teacher's modelled writing was accurate in punctuation and sentence construction. This challenged the pupils and ensured good progress.
97. At lower Key Stage 2, pupils writing is becoming more organised and clearer, and adapted for different purposes and readers. For example, in Year 4 pupils 'wrote home' as if they were Roman soldiers in Britain; this work was in line with the national expectation. At upper Key Stage 2, a few pupils were able to write in a range of forms and in lively and thoughtful ways. For example, in Year 5 a description of why the Spanish should think Henry VIII would make a good husband for Catherine of Aragon and in Year 6 an empathetic historical account of evacuees in World War 2. However, this standard is only attained by a minority and overall standards at the end of Key Stage 2 fall below that expected for their age. The majority of pupils are not able to produce sustained writing, which is organised and clear. Vocabulary choice is not adventurous and words are not used well to give effect. Spelling of longer words is not accurate and punctuation is very inconsistent. Achievement at Key Stage 2 is satisfactory; standards attained at the end of Key Stage 2 are affected by a class where there are a significant number of pupils who are experiencing learning difficulties.
98. At both Key Stages spellings are taught then practised and learned at home for homework this is having satisfactory impact on pupils' progress particularly at Key Stage 1. However, progress through Key Stage 2 is unsatisfactory and standards attained at the end of the Key Stage are below the levels expected. There was evidence of the use of ICT to support spelling.
99. Handwriting is taught regularly at both Key Stages. At Key Stage 1 pupils' achievement is satisfactory and most are in line to attain the appropriate standards by the end of the Key Stage. Letters are carefully formed and generally correctly orientated. At Key Stage 2, a significant number of pupils produce untidy work; standards are below the levels expected and achievement is unsatisfactory. For example some pupils are not writing in a legible, consistently formed, joined up style. There is evidence that pupils have had experience of the use of computers for word-processing, particularly at Key Stage 2 but during the inspection this activity was not observed in lessons.
100. The teaching of English at Key Stage 1 is mostly very good and never less than satisfactory. At Key Stage 2, it is mainly satisfactory and sometimes good and very

good. This is an improvement upon the quality of teaching observed in the previous inspection. Use of the National Literacy Strategy supports teaching well. The best lessons maintain a good pace and sharp time-scales. For example pupils know how much time they have to complete the task. The teachers demonstrate enthusiasm and energy and their personal interest in the subject, encouraging good progress to be made in the lesson. As pupils' powers of retention are limited, the best teaching repeats and reinforces knowledge and skills tirelessly for example, phonic awareness, grammar, punctuation and new vocabulary in Year 2. In the best lessons teachers take the opportunity to develop and extend pupils' speech by carefully targeted questions. When teachers demand longer and fuller answers, the pupils' speaking skills improve; they make good progress and reach standards that are at the levels expected for their age. At Key Stage 1, books and reading are effectively promoted by the displays set up by teachers and by effective presentation of books in the classrooms. Good use is made of big books in literacy lessons. At Key Stage 2, teachers ensure good progress in reading by making opportunities to recommend books for pupils to read ensuring they are challenged.

101. Teachers use good strategies to ensure pupils behave and concentrate in lessons, enabling them to focus on the objectives of the lesson and ensuring they make good progress and achieve as much as they can. Some pupils at upper Key Stage 2 however, do not always focus on their work; they become restless and inattentive. This is usually due to their inability to concentrate but sometimes due to tasks being insufficiently engaging and interesting to them, or a mismatch of task to ability. In some lessons the opening or the group sessions are too long and pupils lose concentration, there is lack of pace and challenge, consequently progress is unsatisfactory.
102. In the best lessons, assessment is used well to differentiate work, for the different abilities of particularly groups of pupils ensuring that their needs and interests are fully met. The marking of the pupils' work is done regularly but varies in quality between the teachers. The best marking helps pupils to make good progress by explaining what they need to do to improve their learning; the least helpful marking gives praise or criticism without explaining reasons for the comment.
103. A teacher has been employed for four mornings a week to support literacy at the end of each key stage using the Single Regeneration Budget, funding. This is having a direct impact on improving pupils' progress and demonstrates good value for money. The deployment of support staff is always effective in supporting pupils' learning; their work is targeted to have maximum impact and to provide pupils and staff with the full benefits of their employment. Good support is given to pupils with special educational needs, either by extra support within the class, or by being withdrawn for intensive specialist teaching in a separate room.
104. The school's Policy for English is good and the monitoring and evaluating of the subject are good, the co-ordinator provides good support to staff in planning work using the Literacy Strategy.

MATHEMATICS

105. In the latest national tests the school's results at Key Stage 1 were very low in comparison with the national and similar schools' averages and at Key Stage 2 they were close to both the national and similar schools' averages. These results do not reflect the attainment of the current Year 2 and Year 6 cohorts of pupils. In contrast to the national test results attainment by the end of Key Stage 1 lessons and in work seen is in line with the level expected; at Key Stage 2 attainment is below the level expected for the age of the pupils. At Key Stage 2, this is due to a significant number of pupils experiencing learning difficulties. The results in national tests show that more able pupils performed below the national average at Key Stage 1 and close to the

national average at Key Stage 2.

106. In lessons and work seen more able pupils are challenged and make good progress at both key stages. Pupils with special educational needs are making good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Girls outperformed boys in national tests at both key stages; a similar picture occurred during the inspection at Key Stage 2 but not so marked at Key 1.
107. Results at Key Stage 1 show steady improvement for the past four years but not as much as that achieved nationally, whereas at Key Stage 2 results have dramatically improved from well below to close to the national average in two years. During the inspection pupils were judged to be achieving satisfactorily at Key Stage 1 in relation to what could be expected. At Key Stage 2 pupils' achievement was good due to high teacher expectations of what pupils could achieve and the planning of challenging activities.
108. By the age of seven most pupils in lessons were able to recall addition facts to 10 and measure objects accurately in centimetres; more able pupils could use a ruler to draw lines to a specified length. All pupils use mathematical vocabulary associated with their work confidently. In the work seen and in discussions with pupils they were confidently using number to 100 and could describe properties of common two-dimensional shapes. Pupils with special educational needs were learning how to measure everyday objects and most could understand how to use a ruler.
109. By the age of eleven most pupils are not attaining the level expected their understanding and use of number. In lessons most were not able to use mental strategies quickly enough for adding and subtracting pairs of 2 and 3 digit numbers. In shape work, standards are at least in line with expected levels and more able pupils attain higher than expected standards. They could measure accurately using a protractor and knew that the sum of the angles of a triangle add up to 180° . Pupils with special educational needs could identify angles and describe clockwise and anti-clockwise movement. Evidence from work seen in books shows more able pupils, who form the minority in the class, are working at the level expected for number. The majority of the remainder of the class are working within some aspects of the levels expected for their age but more than a third of the class are working below the expected level, which will make the school's target difficult to achieve.
110. Attainment since the last inspection has remained at the same level at Key Stage 1 but is not as high at Key Stage 2. Records show that this is due to the nature of the ability of the cohort and does not reflect the quality of teaching in the year group which is good.
111. Teaching overall, is good in mathematics lessons; during the inspection no unsatisfactory teaching was observed. There is some inconsistency in the quality of teaching at Key Stage 1 but overall teaching is satisfactory. The Year 2 teacher has high expectations of the pupils; delivers lessons at a brisk pace and with enthusiasm which inspires and challenges pupils ensuring good progress and achievement. In Year 1, where the pace was slower, pupils lost concentration and became restless for example during a whole class lesson using the computer to sort and record data. This led to unsatisfactory progress and pupils under-achieving in this part of the lesson.
112. In the best lessons observed, particularly at Key Stage 2, teachers are working at a

brisk pace constantly challenging pupils to achieve their best. They use questioning very effectively in whole class discussions to target pupils of different abilities to contribute answers and to remain engaged with the lesson. Pupils' response to this type of activity is very good. In group activities, teachers target groups to work with and use discussions and the response of the pupils to the work being studied, to assess their knowledge and understanding. They then use this information to re-structure their teaching within the lesson or the next lesson to deal with the problems pupils are encountering, providing good, continuous learning.

113. A scrutiny of pupils' work and records show that teachers do not consistently give feedback to pupils on how well they are doing and what they need to do to further improve. The best example is in Year 3, where the teacher keeps comprehensive notes on pupils' progress; sets targets on how they could improve and then marks work in the context of these targets; this is very good practice. Marking of pupils' work and an analysis of tests administered in the school provide enough evidence to set individual targets for pupils and provide them with regular feedback on their progress. Teachers should also share targets with parents/carers to provide opportunities for them to contribute to pupils' learning and to measure progress.
114. In lessons, teachers' management of behaviour and the pupils' response is very good. In most lessons teachers have high expectations of both the behaviour and the work to be produced during lessons. This contributes to good progress observed and to pupils achieving as much as could be expected, in relation to their ability. Pupils enjoy mathematics lessons and personal relationships in group and whole class activities are good. Pupils respect each others' ideas and give support and encouragement to each other.
115. All teachers are using the National Numeracy Strategy very confidently and overall planning is very good. Individual lessons are carefully planned to a three part structure, each part having clear learning objectives and appropriate activities to ensure learning takes place. Planning also draws upon pupils' individual education plans, for those who are experiencing learning problems and sets out clear guidance for staff or adults who are supporting pupils. Teachers make good use of support staff using them very effectively to support individuals or groups of pupils experiencing learning difficulties; these pupils make good progress. The sample planning provided to teachers is used as the basis for lessons and to record and track pupils' progress. Teachers ensure pupils use and understand correct mathematical vocabulary and displays of vocabulary and weekly or individual lesson objectives are constantly referred to during lessons to aid pupils' understanding. Plenary sessions to end lessons are not used effectively by all teachers and often these are rushed and have little impact on pupils' progress.
116. The use made of mathematics in other lessons requires some further development. However, the use made of ICT in lessons has improved since the last inspection. Good use of ICT was being made in Year 1 where pupils were sorting and presenting data to identify the most popular fruit eaten by pupils in this class. ICT was also being used to reinforce number work in several classes.
117. Good leadership is provided by the co-ordinator, both in the very good teaching in lessons and the support given to staff, she analyses pupils' performance in tests, providing teachers with priorities they should address with pupils. She has led the implementation of the National Numeracy Strategy, monitors teachers' planning and suggest activities they could develop. This has led to an improvement in both curriculum planning and the quality of teaching observed since the last inspection. She is committed to raising standards and very good action has been taken through the use of additional support funding to try to meet targets set for 2001 and 2002. Her work will be further enhanced when training planned for later in the term has been undertaken to develop her skills for monitoring lessons and giving feedback to

teachers on their performance.

SCIENCE

118. The results of the National Curriculum assessments made by teachers in 2000 show that by the end of Key Stage 1 the percentage of pupils reaching level 2 or above is below the national average. The percentage reaching level 3 or above is broadly in line with the national average. Overall teacher assessment indicates that pupils' results are broadly in line with the average for similar schools.
119. Attainment at Key Stage 2 in the 2000 national tests, shows the percentage of pupils reaching level 4 or above was below both the national average and the average compared with similar schools. The percentage reaching level 5 is below the national average. Despite being below the national average, the trend in attainment at the end of Key Stage 2 shows a considerable improvement in the last 2 years. The progress pupils made from the end of Key Stage 1, to the end of Key Stage 2, was close to the national average.
120. In lessons observed, and from a scrutiny of pupils' work, attainment by the end of Key Stage 1 is broadly in line with national expectations. During the inspection an example of low attainment was observed in one class but this was directly linked to unsatisfactory teaching in this lesson. By the end of the Key Stage pupils know, when prompted, the correct terminology for crocodile clips, connectors, bulb and bulb holder. They know how to make a circuit to light a bulb. They are able to give examples of sources of light and know that we need them to be able to see. They can record their observations using tables and diagrams as well as using simple sentences to describe what they have done and seen. A small number of pupils sometimes have difficulty in recalling the correct words for equipment or processes they have used. This is recognised by teachers who take time at the start of lessons to revise previous learning.
121. At lower Key Stage 2 pupils' attainment is broadly in line with expectations but by the end of the Key Stage, attainment is below that expected nationally. In investigative and experimental work the majority of pupils need considerable support when carrying out an investigation and have difficulty in recalling the correct terminology and previous learning about electricity. Pupils know that a battery stores energy and that some materials are not good conductors of electricity, but find it difficult to apply this knowledge when making a switch for a circuit. They have a basic understanding of solids, liquids and gases and can describe in simple terms what happens when a balloon is submerged in water.
122. Pupils' progress at Key Stage 1 ranges from unsatisfactory to good. Pupils with special educational needs make satisfactory and sometimes good progress at Key Stage 1. When provided with good teaching and opportunities, pupils respond well to questions about how they might find things out and improve their understanding of how to carry out an investigation. They show interest in their work and sustain their concentration. They learn to co-operate with one another as they work in small groups and begin to share ideas and work through errors together. Overall, pupils at Key Stage 2, including those with special educational needs, make satisfactory progress in relation to their ability. They draw on their writing and mathematical skills when learning how to record their investigations in the form of a report. They use diagrams and record their findings in tables. With support, they build on their knowledge of a fair test and improve their understanding of changing one factor and observing its effect. Limited verbal skills affect the progress of some pupils

particularly when asked to explain or give reasons. For example when explaining how a switch operates in a simple circuit.

123. The quality of teaching at Key Stage 1 ranges from unsatisfactory to good and at Key Stage 2 is satisfactory. Most teachers have satisfactory and sometimes good subject knowledge and they all make sure that pupils know at the start of the lesson what they will be learning. With the exception of the unsatisfactory lesson, teachers plan their lessons thoroughly but not always with sufficient knowledge of what pupils have experienced and achieved in other classes, particularly at Key Stage 2; this sometimes results in repetition of tasks, for example work on electricity. However, despite repeating some activities completed in previous classes most pupils were gaining new knowledge and insights and making satisfactory progress.
124. Teachers have worked with the co-ordinator to agree improvements to a long term plan for science, based on the QCA schemes of work; this will help teachers to improve planning. The units of work studied within the current scheme have yet to be fully evaluated and adapted to meet the experience and needs of pupils as they move through the school. Since the last inspection teachers have improved the level of scientific enquiry and are expecting more of pupils when asking them to carry out an investigation. Where this type of challenge is missing, teaching is unsatisfactory because pupils make insufficient progress in extending their knowledge and understanding of science.
125. Generally pupils are managed well in all classes but there are occasions, particularly in Years 5 and 6, when pupils find it difficult to concentrate and lose interest in the lesson. This is because teachers have not always used their assessments of pupils to plan their next step in learning. As a result activities are not sufficiently well adapted to meet the needs of all pupils in these year groups and their progress is therefore unsatisfactory. Marking in pupils' books is often inconsistent in its quality and does not always help the pupil to know what to do next to improve. This was an issue in the last inspection and as yet is not resolved. Some work particularly, that of pupils with special educational needs, is unmarked and shows that these pupils are sometimes expected to complete the same writing task as others. This often leads to incomplete work and, therefore, unsatisfactory progress.

ART AND DESIGN

126. Evidence from lessons observed and work displayed around the school shows that pupils' attainment is broadly in line with national expectations at the end of each key stage. Completed work shows that pupils' achievement in relation to their ability is satisfactory overall. However the use of sketchbooks and IT are underdeveloped as a means of collecting visual and other information to help pupils develop their ideas and make choices.
127. Attractive displays contribute to the appearance of the learning environment and show that pupils' art is valued in the school. Displays are sometimes interactive, for example the names of fruit and vegetables are hidden next to pupils' drawings and paintings, encouraging pupils to check their answers for themselves. Other displays sometimes support work in other areas of the curriculum such as literacy where, for example, pupils paint pictures of the characters in Mr Magnolia after reading the story. Extending this type of opportunity for cross curricular work is seen as an area for development by the school.
128. In the small number of lessons and samples of pupils' work observed teaching is good. Teachers use the work of artists such as Wassily, Kandinsky and Renoir to generate discussion and inspire pieces of work. Pupils are encouraged to use their observational skills, for example when sketching everyday and unusual objects to produce a still life composition. Pupils also benefit from working with artists in

residence, for example, during African and Indian Week. This project gave pupils an opportunity to work with a range of media, including clay, where simple pottery and African masks were made. Discussions with pupils show that this project also broadened pupils' knowledge and understanding of the role of artists in a different culture as well giving them further insight into the every day life of people in a far off place. The school has also taken part in community based projects linking with other primary schools and local secondary schools to produce large scale work using textiles. Pupils benefit from the collaborative quality of this type of project based on the local area and experience the use of a range of techniques including stitching, knitting and simple quilting. Opportunities for pupils to experiment and choose between the skills and techniques they have learned to create their own effects are underdeveloped, an issue raised in the last inspection.

129. Finished work shows that pupils are generally encouraged to take care and pride in their work. Landscape work shows that pupils are taught brush control and colour mixing techniques. For this type of work pupils' experience a range of media that includes pastels, crayons and pencil. They respond very well to the teaching of simple perspective.
130. The co-ordinator provides good leadership and management; advising teachers on resources and monitoring the implementation of the school's new scheme of work based on QCA guidance. The scheme, which was not in place for the last inspection, has yet to be evaluated fully so that it can be adapted to meet the needs and interests of all pupils in the school.

DESIGN AND TECHNOLOGY

131. In the small number of lessons observed and in the samples of pupils' work, attainment in design and technology is broadly in line with national expectations at the end of both key stages. This is an improvement since the last inspection, where standards of achievement were judged to be below expectations at the end of both key stages. However, some skills remain underdeveloped at the end of Key Stage 2.
132. Overall pupils make satisfactory progress. By the end of Key Stage 1 pupils were able to use simple marking, measuring and cutting skills to make a felt puppet. They planned and used their own designs to complete the puppet's features and could label their drawings. They could list the materials they needed and could use simple techniques to join them together. By the end of Key Stage 2, the majority of pupils can apply skills learned in mathematics to measure and mark in order to produce a design with labels for a doll's shelter. They know the difference between a permanent and temporary join. They could describe in detail the process used to make a holder for a candle and give reasons for changes they had made to designs and decoration.
133. Overall teaching is satisfactory. All pupils have opportunities to be creative and use their imagination; Key Stage 1 pupils chose their own character for pop up puppets and at Key Stage 2 they made choices about the decorative quality of material suitable for their doll's shelter. All pupils learn about safe procedures for handling food; whilst evaluating the qualities of a variety of bread in Key Stage 2, pupils were mindful of the importance of food hygiene. Overall the quality of finish on pieces of work is of a satisfactory standard and indicates that pupils are generally expected to take pride in their work. This was particularly noticeable in the quality of musical instruments made by Year 5 pupils and the puppets made in Year 2.
134. Some skills are, however, underdeveloped. The quality of research, where pupils find out information for themselves, is variable across the Key Stages and does not always draw on all resources available to the school, particularly ICT. The recording process is also of variable quality across Key Stage 2 with insufficient support given for less able pupils in the writing element of their work.

135. The co-ordinator provides good leadership and management for this subject advising teachers on appropriate resources and monitoring the implementation of the recently agreed long term curriculum plan. This is based on QCA schemes of work enabling teachers to plan for progression in learning and continue to raise levels of attainment. However, these have not yet been fully evaluated or customised to meet the needs and interests of all pupils. The co-ordinator assists teachers in the evaluation of planning and lesson outcomes but has not yet monitored the quality of teaching throughout the school. This is recognised as a development in the school improvement plan.

GEOGRAPHY

136. It was only possible to observe a small number of lessons in geography during the inspection. However, evidence was also gathered from talking to pupils, looking at their work, teachers' planning, schemes of work and class displays. At the end of Key Stage 1 pupils' attainment is in line with national expectations; at the end of Key Stage 2 pupils' attainment is below national expectations. There has been a decline in standards since the last inspection when they were broadly in line with national expectations at the end of Key Stage 2. This is mainly due to the school's decision to reduce the time made available to teach the subject, in an attempt to improve standards in literacy and numeracy and improve pupils' behaviour and social skills in Year 5 and Year 6. The reduction in time given to teaching the subject has resulted in unsatisfactory levels of progress by the end of Key Stage 2 with many pupils in Year 5 and Year 6 unable to locate Hartlepool on a map or name and locate countries, in relation to the United Kingdom.
137. By the end of Key Stage 1 pupils make satisfactory progress in developing their geographical skills through their studies of the local area. Discussions with pupils show that they are developing an understanding of where they live and how it is different to other places in the world. They draw on their experiences gained in the school's project on Africa and India and can use an atlas to find these continents as well as locate countries such as Ghana. Pupils in Years 3 and 4 also make satisfactory progress. They benefit from a good range of activities that develop their understanding of map work and how settlements evolve. Pupils in Year 4 can describe different types of pollution, particularly noise pollution, and its effects on the environment.
138. Overall, teaching is satisfactory with some good features. Teachers plan their lessons using the QCA schemes of work and this ensures that they cover the necessary content of the geography curriculum. Teaching is good where the teacher has good subject knowledge, the pace of the lesson and discussion are well managed and less able pupils are supported with their writing. Teaching is unsatisfactory when the learning objectives of the lesson are not clear and the teacher has not correctly assessed pupils' previous learning or their general experience of the local area or places further afield. The school's new scheme of work should now help to address these issues as well as providing further opportunities for field study, during which pupils can apply their skills of geographical enquiry.

HISTORY

139. In the small number of lessons observed and from samples of pupils' work attainment in history at the end of Key Stage 1 is in line with national expectation; standards have largely been maintained since the last inspection. In lessons, pupils are developing their understanding and knowledge of life in the past and gaining insights into such aspects as the games children played and the uses made of different household objects. They were encouraged to empathise with life in the past by listening to a 'grandma' describe what happened when she was young and by looking at a very good range of artefacts provided by the teacher to illustrate everyday life. The pupils were also able to have 'hands on' experience of artefacts and talk and play with the games in small groups with the adult visitor, all this helped to motivate them, to investigate and be active learners. Pupils were able to demonstrate an awareness of the differences between toys and games used in present times and compare this with the past. At the end of the Key Stage they were able to answer questions about the past on the basis of simple observation.
140. By the age of eleven attainment in history is below that expected nationally and their progress is unsatisfactory. This is because the programmes of study require further development. This shows a decline in standards since the last inspection particularly at upper Key Stage 2. At lower Key Stage 2 pupils written work demonstrates an empathy with people in the past through colourful descriptions contained in letters written as if pupils were Roman soldiers. They show knowledge and understanding of some of the main events during the period studied; attainment is in line with that expected part way through the Key Stage. In Year 5, only a small number of pupils could demonstrate factual knowledge and understanding of aspects of history, for example significant individuals in Tudor times such as the wives of Henry VIII. They could also accurately describe main events, people and changes within this period. However, the majority were not able to do this accurately, demonstrating confusion through their writing. In Year 6 pupils could not select and combine information from different sources to produce a piece of well structured work.
141. At Key Stage 1 the teaching of history ranges from satisfactory to very good and pupils make good progress. Teachers bring the past to life for the pupils by inviting visitors to talk to the children and gathering interesting artefacts to show them. Lessons are well planned and purposeful activities result in pupils being motivated and excited by the work. For example pupils were able to hold artefacts and then work out together a range of ideas on what they were and how they were used. Teachers demonstrate good knowledge of the subject and how to convey history to young pupils in a meaningful way relating it constantly to their own lives. For example, describing how a little girl of seven was expected to light and tend an open fire and then comparing this with the expectations of the present day. Time is managed well and adult support is used to engage groups in discussion, providing additional learning opportunities.
142. In the lesson seen at Key Stage 2 teaching was unsatisfactory. When setting up a research topic insufficient information was given to pupils to enable them to access the correct information from the library. Lack of structure to the lesson contributed to challenging, and inappropriate behaviour and unsatisfactory progress.
143. Management of the subject is not yet fully developed and further work is required on the development of the programmes of study.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. From the small number of lessons seen and evidence of pupils work in other lessons, standards of attainment at the end of Key Stage 1 in Information and Communication Technology (ICT), are in line with those expected nationally. This is an improvement

since the last inspection, where standards fell below expectations. Pupils gain skills at the Foundation Stage and continue to make satisfactory progress overall at Key Stage 1. Overall at Key Stage 2 pupils make satisfactory progress in relation to their ability but not enough to bring standards up to the levels expected nationally for eleven year olds.

145. Provision for ICT has also improved considerably. The curriculum is planned using QCA units of work to ensure continuity and progression. Pupils are confident to explore and experiment and use ICT for a range of purposes. The school now has good access to a large computer suite, housed in the secondary school, very close to the school. This has been provided through SRB funding as a shared facility and represents good value for money. ICT skills are taught effectively and regularly to all age groups at Key Stage 1 and 2. The use of ICT in other lessons is less well developed. This is due partly to there only being one computer in a classroom but also to the fact that opportunities are not planned frequently enough into short term planning; this prevents pupils from practising the skills they have learned and making more progress, especially at upper Key Stage 2.
146. In Year 2, pupils learn to copy and paste, some are adept at selecting shapes and pasting them precisely. Another group showed that they had understood basic techniques of selection and manipulation of the mouse. A few pupils in the class had difficulty using the mouse; these pupils were given good support by an adult helper and made good progress. Pupils knew how to save and close programs and they produced very good work and made very good progress in the lesson. There is no evidence however that these skills are used in other lessons. In Year 6 a demonstration, through use of a laptop and multimedia projector operated by one of the pupils, reinforced what pupils already knew about handling data. Pupils were able to access programmes effectively to use the drop down menu and to search using and/or choices. The task was not differentiated sufficiently to meet the very evident range of ICT competence in the class. This resulted in insufficient progress being made by most pupils and, for more able pupils, under-achievement. In Year 5, pupils used computers to search for details of houses for sale when investigating fact and opinion. This was good use of ICT but, because there was only one computer and the task was time consuming, the rest of the group waited too long for their turn and, for this group, progress in the lesson was unsatisfactory.
147. The quality of teaching observed in two lessons, one at each key stage was very good and satisfactory. Strengths observed in teaching were the organisation of the lesson including well focused and well paced activities for individual pupils. The wide range of abilities and skills were known to the teacher and reflected in planning and the teacher had good knowledge of levels reached by pupils. As a result progress was very good. Clear explanations were given, pupils' interest was maintained and the teachers' subject knowledge was good. Where teaching required further development there was insufficient differentiation of the task; this limited the progress and achievement of the more able pupils. Lack of regular access to practise skills learnt in lessons significantly impacts on pupils' progress, which although satisfactory or better in ICT lessons could be improved further.
148. Evidence of a range of ICT opportunities can be found in a portfolio of work kept by the co-ordinator. This shows that pupils have had opportunities to work with different aspects of ICT for example multimedia presentations, modelling and web cams. The subject is supported well by an ICT club, which takes place each week. More able pupils have had opportunities to join with pupils from other schools to experience activities which challenge and engage them.

MUSIC

149. Music lessons in Year 2 and Year 6 were not observed during the inspection and

consequently it is not possible to judge standards of attainment at the end of both Key Stages. Only two lessons of music were observed, both at Key Stage 2. In addition, opportunities to observe singing were provided in assembly time.

150. When opportunities were provided most pupils enjoyed singing, they performed to expected levels following both the tune and words accurately; keeping time, controlling pitch and the volume of their voice to interpret phrases with some sensitivity.
151. Teaching is satisfactory. The music provided in lessons was based upon the BBC radio programmes and the use of QCA units. The units are selected for their appropriateness for the age and ability of the pupils. In lessons where pupils were studying African music and developing their knowledge and understanding of rhythm and notation, they were able to draw comparisons between the structure of African music compared to popular music in their own culture. Pupils contributed their ideas sensibly and attained in line with the expected level. In a further lesson at Key Stage 2 attainment was below the level expected. Pupils had little knowledge of musical terms or how to appraise music, for example, discuss the musical effects created to interpret the text of T S Elliot, used in the musical 'Cats'. The teacher worked hard to develop their understanding and by the end of the lesson they were familiar with the terms legato and staccato and could explain how they are used to create a musical effect. In the same lesson, pupils tried hard to improve their singing, following requests made by their teacher. Progress in both lessons and pupils' attitudes to the musical activities were satisfactory.
152. The subject co-ordinator supports individual teachers by helping with planning and organising resources. Resources are satisfactory and support the provision made for multicultural development. The range of musical instruments and tapes is satisfactory. However, the use of these tapes in assembly time is under-developed as insufficient opportunities are provided for pupils to listen and to appraise the music played. Training provided to staff has been limited.
153. The school makes use of peripatetic support services who visit once or twice a year to work with pupils. Two Year 6 pupils receive individual tuition for the clarinet and it is hoped to extend this provision to younger pupils and to re-introduce the teaching of instruments, such as the recorder.
154. The school organises a number of special events for its pupils for example African and Indian weeks that involve song and dance and emphasise the enjoyment and pleasure which can be gained from music. Pupils also develop an understanding of the pleasure music can provide to others by performing concerts for parents and singing to people in a local home for the elderly.

PHYSICAL EDUCATION

155. Too few lessons were observed to form an overall judgement about pupils' attainment at the end of each Key Stage. In two out of the three lessons observed pupils' attainment is below the level expected for their age and in line with expected levels in the remaining lesson.
156. Where attainment is below the level expected teachers are not sufficiently challenging pupils or providing them with opportunities to evaluate their own and others work to improve their own performance; activities are not making physical demands upon them and they are working well within their capability. Consequently, teaching and progress are unsatisfactory. In the best lessons teachers had very good plans and they became involved in the lesson, ensuring a brisk pace was maintained. They provided opportunities for pupils to develop their own ideas and gave very good support and encouragement, providing feedback based upon the lesson's objectives.

As a result, pupils were motivated and made very good progress. Most pupils had good, and in one lesson, excellent attitudes to the subject and perform to the best of their ability; they work extremely hard, showing thought and consideration to others. In one lesson a small number of boys acted immaturely and couldn't accept responsibility for, or control, their behaviour when asked to be creative. The teacher worked hard with this group but they failed to respond and disrupted the lesson for others.

157. Since the last inspection the school has taken satisfactory steps to improve provision and teachers now follow a structured scheme. Further work is still required and is planned, including the appointment of a co-ordinator for the subject. Currently there is no one person named to co-ordinate physical education, due to lack of experience and teacher expertise. Responsibility, therefore, is shared between three members of staff. Teachers attend training provided by the LEA such as Top Sport and Top Play and more training is planned for the summer term. The introduction of the scheme of work ensures that all elements of the physical education curriculum are being covered. The Headteacher has carried out some monitoring of the quality of teaching and has provided teachers with feedback about their lessons.
158. Opportunities for extra-curricular sport are provided and are open to both boys and girls. The school has adequate facilities both indoor and outdoor and an adequate range of equipment.