

INSPECTION REPORT

WYNDHAM PRIMARY SCHOOL

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108488

Headteacher: Miss H E Quick

Reporting inspector: Colin Henderson
23742

Dates of inspection: 19th – 22nd March 2001

Inspection number: 206714

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Wyndsail Place Newcastle upon Tyne
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Brennen-Airey
Date of previous inspection:	September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23742	Colin Henderson	Registered inspector	Mathematics; physical education; English as an additional language	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed?
19443	Nancy Walker	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
12631	Margaret McLean	Team inspector	The foundation stage; art and design; design and technology; religious education	
8070	Joe Haves	Team inspector	Science; information and communication technology; geography; equal opportunities	
19041	Roger Linstead	Team inspector	English; history; music	How good are curricular and other opportunities?
18819	John Atkinson	Team inspector	Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wyndham Primary School is situated on the edge of the Kenton and Montagu districts to the north west of Newcastle upon Tyne. The school currently has 261 pupils on roll (132 boys and 129 girls) and a further 45 children (27 boys and 18 girls) attend the nursery part-time. It is broadly average in size and smaller than at the time of the last inspection. Some pupils transfer out of the school, often in Year 4, to attend local middle schools. Most pupils come from the nearby Montagu Estate, an area of mixed private and rented housing. The pupils are mostly of white, United Kingdom ethnic background. There are 46 pupils (18 per cent) for whom English is an additional language, which is above average. Twenty-one per cent of pupils are entitled to free school meals which is broadly average. There are 79 pupils (26 per cent) of pupils on the register of special educational needs which is just above average. They cover a broad range of different needs, including sensory impairment, emotional, behavioural and learning difficulties. One per cent has statements of need which is in line with the average of the local education authority. Attainment on entry varies from year to year, although assessment information shows that it is below average overall.

HOW GOOD THE SCHOOL IS

Wyndham Primary School has undergone a period of significant staffing difficulties which have restricted improvements. The school is beginning to stabilise and develop a more cohesive team approach. Relationships between staff and most pupils are good. Standards of attainment are too low, although beginning to improve. It is not yet an effective school. The behaviour of a significant minority of pupils is unsatisfactory. It affects levels of attainment and relationships between pupils. Teaching is sound, although some teachers' expectations of pupils' work and behaviour are not consistently high enough. The leadership of the headteacher, supported by staff with management responsibilities, is sound, although not rigorously enough targeted on improvement. Although the school applies the principles of best value soundly, it does not give satisfactory value for money.

What the school does well

- It establishes good relationships between pupils and teachers.
- The provision for children in the Nursery is very good.
- The provision for pupils' spiritual and social development is good.
- It provides a good range of activities outside of lessons at lunch times and after school.

What could be improved

- Standards of attainment in English, mathematics, science, information and communication technology and religious education at the age of eleven.
- Teachers' consistently high expectations of pupils' attainment and behaviour.
- Behaviour in some lessons and at break and lunch times.
- The governors' partnership in working with the school to target improvement.
- The role of staff with management responsibilities.
- The quality of information to parents on their child's progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not made enough progress since the last inspection in September 1998. An inspectors' visit in December 1999 reported that limited but satisfactory progress had been made in addressing the key issues which related to the school's serious weaknesses. Staffing difficulties have restricted the time and opportunities for the school to focus rigorously on improvement. Recent improvements mean that the school no longer has serious weaknesses, although there are significant weaknesses in the management of pupils' behaviour which impact on standards. Attainment has not improved overall since the last inspection, especially the standards attained by more-able pupils. There have been some improvements in monitoring and evaluation of teaching and learning. These have led to some improvements in teaching, although have yet to be fully developed. Improvements in the Foundation

Stage, assessment procedures and attendance are contributing to raising standards.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	D	C	C	B
mathematics	E	C	D	C
science	D	C	D	C

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

Test results show standards overall are below the national average. Standards in English are higher than those in mathematics and science. The proportion of pupils who achieved standards that are higher than the nationally expected levels are close to the national average in English; below average in mathematics and well below average in science. The school almost met its target of 78 per cent of pupils to achieve Level 4 or above in English in the 2000 national tests. At 63 per cent, the school achieved well below its target of 85 per cent in mathematics. Inspection evidence shows that the school is unlikely to achieve its unrealistic target for 2001 of 85 per cent of pupils to achieve Level 4 or above in both English and mathematics. Teaching inconsistencies and the unsatisfactory attitudes and behaviour of a significant minority of Year 6 pupils are not promoting high enough standards. Weaknesses in literacy skills, for example, spelling, and number knowledge and understanding, restrict attainment.

Assessment information shows that attainment on entry is below average overall. Children make good progress in the nursery as they benefit from very good teaching and team work. This is built on soundly in reception with a more limited range of opportunities and lower level of support. Most children are likely to achieve their Early Learning Goals by the time they leave reception. The results of national tests and teacher assessments for pupils aged seven, show that standards are below the national average in writing and well below in reading and mathematics. Compared with similar schools, they are average in writing, below in reading and well below in mathematics. Inspection evidence shows that the school is soundly developing its strategies for literacy and numeracy and pupils' skills are improving. Sound and often good teaching is enabling pupils to learn satisfactorily, although has yet to raise standards significantly. Attainment in information and communication technology (ICT) is in line with national expectations for pupils aged seven. It is below expectations for eleven year olds. Standards are rising as pupils benefit from improved resources. Improving skills have yet to raise standards in Year 6 who have not had sufficiently varied opportunities earlier in the school. Standards in religious education meet the expectations of the locally agreed syllabus for seven year olds but are below expectations at eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have sound attitudes to work. They listen carefully and respond well. The unsatisfactory attitudes and poor concentration of a few pupils significantly limit standards of achievement.
Behaviour, in and out of classrooms	Behaviour is unsatisfactory overall. Most pupils behave sensibly. The poor behaviour of a few pupils disrupts some lessons. They often intimidate other pupils in the playground and around school.
Personal development and relationships	The relationships between most pupils and adults are good. Pupils do not always show respect for each other. They willingly take on responsibility, although have limited opportunities in lessons.
Attendance	Attendance is satisfactory. Most pupils achieve very good levels. The unsatisfactory attendance and punctuality of a small number of pupils affects standards.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
65 lessons seen overall	sound	good	sound

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

Teaching is sound overall and often good or very good. It was sound in 42 per cent of lessons. It was good in 32 per cent, and very good in a further 15 per cent. Five per cent of teaching was excellent. Teaching was unsatisfactory in six per cent of lessons, particularly in Year 6. The teaching of English is good. It is sound in mathematics. Teachers effectively promote pupils' skills in literacy and numeracy. Teachers plan their lessons in detail to give a clear focus to learning. Most have good relationships with their classes. Teachers do not always manage pupils' behaviour consistently and ensure that activities are closely matched to pupils' different learning needs. This limits standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sound for the Foundation Stage and at both key stages. It is enhanced effectively by good contributions from the local community and a good range of extra-curricular activities.
Provision for pupils with special educational needs	The school has sound arrangements. It makes good use of extra support, for example in additional literacy sessions. This is not consistent in all class lessons. Pupils' individual learning targets are not always sufficiently clear.
Provision for pupils with English as an additional language	The arrangements are sound overall. The school gives good individual support to extend language skills. These skills are not consistently promoted in lessons to enable pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	It is good overall. The school provides successfully for pupils' spiritual, and social development. Arrangements for pupils' moral and cultural development are sound. Pupils are aware of school rules, although these are not consistently applied to reinforce their understanding. There are some opportunities to explore other cultural traditions.
How well the school cares for its pupils	The school provides a sound level of care for pupils' welfare, safety and personal development. It works effectively with support agencies, where needed. Procedures for promoting good behaviour are unsatisfactory. Assessment procedures are good in English, mathematics and science. They are not developed to track pupils' progress in all subjects.
How well does the school work in partnership with parents?	The school has sound links with parents. It keeps them informed well about what is happening in school and has tried to encourage their further involvement. Information on pupils' progress is unsatisfactory. It does not keep parents fully informed about how well their children behave and achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly managed. The headteacher is giving a clearer direction to the work of the school than at the previous inspection. The roles of a newly created senior management team and staff with subject responsibilities are not yet fully developed to target school improvement effectively.
How well the governors fulfil their responsibilities	Governors are supportive of the school and meet their requirements fully. They have an increasing understanding of the school's strengths and weaknesses. A close and effective partnership, enabling all governors to contribute to school improvement has yet to be fully established.
The school's evaluation of its performance	The school is beginning to use a broader range of information to evaluate standards and identify areas for improvement. It is not sufficiently developed to provide reliable and detailed school improvement targets. Better monitoring procedures are improving teaching but are not rigorously focused on raising attainment.

The strategic use of resources

School improvement plans are linked soundly to financial plans, although not consistently targeted on raising standards. There are enough teachers to meet curriculum requirements but not enough support staff to meet the needs of all pupils in some mixed-age classes. Recent improvements in computers and topic resources are helping to raise standards. The school makes sound use of best value principles. Low standards of attainment and unsatisfactory improvement since the last inspection means that the school gives unsatisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Responses from 103 questionnaires (33 per cent) and from the 21 parents who attended the meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Teaching is good.• Their children make good progress.• Staff are approachable and willing to discuss any concerns about their children.	<ul style="list-style-type: none">• Standards of behaviour.• Information about how well their children are doing.• The leadership and management of the school.• The number of activities outside of lessons.• The school's partnership with parents.

Most parents were supportive of the school, although a significant number were concerned about pupils' behaviour and bullying. Inspection evidence confirms some of the parents' positive views, for example, on aspects of good teaching. Pupils' behaviour is unsatisfactory and incidents of bullying are too frequent. Parents do not receive sufficient information about their children's progress. The school has tried hard to encourage a close link with parents. The school is soundly managed and there is a good range of out-of-school clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The results of the 2000 national tests for seven year olds show that standards in reading were well below average nationally and below the average of similar schools. In writing, they were below the national average and average compared with similar schools. The proportion of pupils achieving standards above those expected of their age was below the national average in writing and well below in reading. The 2000 results were lower than in previous years and girls achieved significantly higher than boys. The national tests for eleven year olds in 2000 show that standards in English were average compared with all schools and above the average of similar schools. The proportion of pupils achieving above the nationally expected Level 4 was just above average. The school almost met its target of 78 per cent of pupils achieve Level 4 or above. Test results over the last three years show that, although there has been some variation between different year groups, standards overall have been gradually improving. They have yet to achieve consistently average levels. Girls continue to achieve higher than boys.
- 2 Inspection evidence shows that attainment is below average at seven which is lower than in the last inspection. Attainment at eleven is below average and is similar to the standard reported at the time of the last inspection. The school is unlikely to reach its challenging target of 85 per cent of pupils to achieve Level 4 or above. Staffing difficulties and concerns over pupils' attitudes and behaviour have restricted standards. However, standards are improving, especially in Key Stage 1 and in Years 4 and 5. The school is implementing the daily 'literacy hour' and teaching has improved since the last inspection. Most pupils make good progress in most lessons, although some inconsistencies in teaching do not enable pupils to make consistent progress in lessons. This does not ensure that they build successfully on prior knowledge and understanding. Speaking and listening skills are below expected levels in infant classes. Standards have not been maintained since the last inspection. Many children enter school with limited speaking skills. Although they make good progress and improve the range and use of words, they lack confidence. Pupils in the junior classes continue to improve, although the range of opportunities for pupils to extend their speaking and listening skills is not full developed. Standards remain below those expected of their age by the time pupils are eleven. This is the same as at the last inspection.
- 3 Reading standards are below average at seven and eleven and remain at the level reported previously. Although there has been some improvements in the teaching of reading skills, for example, letter sounds and blends, many pupils do not have enough opportunities, either in school or at home, to extend their reading skills. Pupils' skills in reading for information and use of the library are not effectively developed. Writing standards are below average at seven and eleven. This is lower for pupils aged seven than in the last inspection but the same at eleven. Many pupils do not develop correct handwriting techniques and these restrict the development of their skills. They do not consistently apply the skills practised in their handwriting sessions to raise standards in other work. Writing standards improve in the junior classes, especially in Years 4 and 5. Pupils write for a broader range of purposes, although weaknesses in spelling, punctuation and planning and drafting their work limits standards.

- 4 The results of the 2000 national tests in mathematics show that standards were well below the national average at seven and below average at eleven years of age. They were well below the average of similar schools at seven and in line with the average of similar schools at eleven. Test results over the last three years show that attainment is well below the national average. At 68 per cent, the school fell well short of its 2000 target of 85 per cent of pupils achieving Level 4 or above. It is very unlikely to achieve the same target set for this year. Standards have not been maintained at the level reported in the last inspection. Inspection evidence confirms that standards are too low in Years 2 and 6. Weaknesses in pupils' number knowledge and understanding restricts achievement. Standards are improving in some years, for example, Years 1, 4 and 5, through good teaching and effective use of the numeracy strategy. Inconsistencies in teaching are limiting standards in some classes, for example, the management of pupils' attitudes and behaviour in Year 6.
- 5 The 2000 teacher assessments in science for pupils aged seven and the test results for pupils aged eleven show that standards are below average nationally and for similar schools. The number of pupils achieving the expected Level 4 at eleven years old was close to the national average, but the proportion achieving above expected standards was below average. Test results over the last three years show that standards have varied from year to year due to changes in the groups of pupils. A significant number of pupils leave year groups at the end of Year 4 to move to local middle schools. Girls attain higher than boys. Inspection evidence shows that standards are below average at the end of both key stages. Although there was evidence of some average levels of attainment, for example, in Year 5, standards have not been maintained at the level reported in the last inspection. Pupils aged seven have below expected skills in scientific enquiry. Attainment at the end of Key Stage 2 is restricted by teachers not closely matching learning activities to pupils' abilities and by the unsatisfactory behaviour of a significant minority of pupils.
- 6 Attainment in information and communication technology (ICT) meets national expectations at seven years of age. It is below expectations for pupils aged eleven. Standards have improved in Key Stage 1 since the last inspection. They have been maintained at a similar level in Key Stage 2. Attainment is improving, especially in the early junior years, as pupils benefit from improvements in resources. Key Stage 1 pupils develop their skills and knowledge soundly in all aspects. They are given an increasing range of learning opportunities. Improved teacher subject knowledge and confidence are raising standards. Key Stage 2 pupils are benefiting from a broader range of activities than in the last inspection. Standards in Year 6 are below expectations as they have not had sufficient opportunities in earlier years to extend their skills.
- 7 Attainment in religious education meets the expectations of the Newcastle Agreed Syllabus for pupils aged seven. It is below expectations for pupils aged eleven. Standards are similar to those reported in the last inspection. They are improving in most of the years in Key Stage 2, especially where good teaching is raising attainment. However, the improvements in pupils' knowledge and understanding have not promoted higher standards in Year 6. Pupils, particularly higher attainers, are not challenged enough to extend their knowledge and understanding.
- 8 Children in the Foundation Stage¹ make sound progress overall and the large majority are likely to achieve the Early Learning Goals² in all the six areas of learning by the

¹ The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development and personal and social development; but also includes

end of reception year. This is similar to the last inspection. Attainment on entry varies from year to year, although overall it is below the national average. Children settle quickly and happily into the nursery. The teaching and organisation are very good. These promote very good progress. This is not maintained at a consistently high level in the reception classes. Children do not receive the full range of learning opportunities appropriate for their age. They do not benefit from a sufficiently high level of adult support. This slows their rate of progress. It is sound overall, although higher attainers are not sufficiently challenged consistently to achieve the standards of which they are capable.

- 9 Pupils achieve soundly overall. However, there are significant variations which reflect some inconsistencies in the quality of teaching and in pupils' response and behaviour. Good teaching, for example in Years 4 and 5, is raising standards in pupils' literacy and numeracy skills. These are being used with increasing effectiveness to support work in other subjects. Pupils do not achieve satisfactorily overall in Year 6. They have weaknesses in their literacy, for example, spelling and in their knowledge and use of number work. A significant minority of pupils have negative and uncooperative attitudes to their work. These restrict the amount of work they achieve and slow their progress. Pupils of higher attainment are not challenged consistently in some classes and they do not achieve as well as they should. Pupils with special educational needs make sound progress overall. Their progress is good when teachers and support staff work closely together to ensure that the learning activities are matched closely to the targets on their individual education plans. Progress slows when extra support is not available and the learning targets are not sufficiently clear to ensure that activities are suited to their needs. Pupils for whom English is an additional language make sound progress. They benefit from good quality individual support which promotes their language and reading skills effectively, for example, when withdrawn for specific work on improving their knowledge and understanding of initial letter sounds and blends. Their achievement is lower than that of which they are capable when, on occasions, there is no support available in whole class or group activities. Pupils who are in the early stages of English language development have difficulty reading the information on worksheets and are unable to understand what is required of them.

Pupils' attitudes, values and personal development

- 10 The majority of pupils have satisfactory and occasionally good attitudes to their work. This is almost always reliant on the quality of the teaching they receive. This is a similar situation to that reported in the last inspection. In lessons where teaching is sound or better, most pupils listen carefully and follow instructions well. They try their best and show an interest in what they are doing. However, a significant minority of pupils have unsatisfactory and even poor attitudes to their work. They are disinterested and pay almost no attention to what is going on. They have poor concentration spans and make little progress.
- 11 Pupils' behaviour in the main is unsatisfactory and it has deteriorated since the last inspection. Parents have also recognised this and it is of growing concern to them. In lessons, whilst most behave sensibly and show respect to the teacher, a small minority of pupils behave badly. They interrupt discussions and influence and distract other pupils. They make it extremely difficult for the teacher to teach. This is a

knowledge and understanding of the world, creative and physical development.

² Early Learning Goals – these are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in the six areas of learning.

significant weakness and is affecting the progress that pupils make. Outside lessons, when there are fewer teachers around, the behaviour of many of the pupils is unsatisfactory. They are often noisy and unruly in corridors and in the playground. As there are no games or play equipment, they engage in their own boisterous activities. It was, however, noted during the inspection week, that when pupils had to stay inside at lunchtime because of bad weather, they played table-top games sensibly and fairly. They behaved very well indeed. This demonstrates that when pupils have activities to occupy them, lunchtime supervisors are actively involved, relationships quickly develop and anti-social behaviour is eliminated. A small number of pupils behave in an alarmingly intimidating way, particularly in the playground at lunch times. Some pupils feel bullied and worry about coming to school. The 'minor accident' book in school shows clearly that many of the injuries sustained by pupils in school are as a result of rough, inconsiderate, and even some violent behaviour by others. The number of exclusions has risen over the past few years and so far this year stands at 11 short term exclusions plus another three for lunchtimes only. Half of these exclusions are for violence and threatening behaviour to others. Nevertheless, many pupils do behave well. They are polite and show good manners to others, particularly to adults. There was little evidence of incidents of racial harassment. In the main, there are good relationships between pupils and their teachers and with the headteacher.

- 12 Pupils' personal development is generally satisfactory. When they are asked to take on responsibility, for example, to do a job or sent on an errand, they do it effectively. The opportunities are limited in most classes for pupils to use their initiative sufficiently well in lessons, for example, to select reference material, such as dictionaries and other information books, to further their learning.
- 13 At just over 94 per cent, attendance is satisfactory. It is similar to that of all schools nationally and the majority of parents say their children like coming to school. Indeed, very many pupils achieve very good and even excellent attendance but a significant number of pupils have too many absences. The amount of unauthorised absence is less than at other schools across the country. Punctuality remains a concern. A number of pupils from every class arrive late on a regular basis. This often prevents lessons from starting on time and therefore less progress is made.

HOW WELL ARE PUPILS TAUGHT?

- 14 The quality of teaching is sound overall and often good or very good. It was sound at the Foundation Stage and in Years 3 to 6. It was good overall in Years 1 and 2. Teaching was very good in the nursery. There are examples of very good teaching in each stage. There was some unsatisfactory teaching in the Foundation Stage and in Key Stage 2, especially in Year 6. This significantly limits standards. Teaching was sound in 42 per cent of lessons. It was good in 32 per cent and a further 15 per cent was very good. Teaching was excellent in five per cent of lessons. It was unsatisfactory in six per cent. The standard is similar to that reported in the last inspection, although there has been a small increase in the proportion of teaching which is good or better and a decrease in the level of unsatisfactory teaching. The teaching of English is good. It is sound overall for mathematics. Teachers are making effective use of the literacy and numeracy strategies to promote pupils' skills soundly, although these are not yet good enough to enable pupils to achieve consistently average standards of attainment. Teaching is sound overall in art and design, history, geography, information and communication technology, music, physical education and religious education. There was insufficient evidence to give an overall judgement in design and technology. Teachers do not consistently manage

pupils' behaviour effectively. This restricts standards of attainment and the progress made by pupils. Where teachers' expectations are not matched closely to the range of different needs within the class, this does not ensure that pupils stay focused on their learning and limits their achievements.

- 15 Teachers plan their lessons soundly throughout the school. They make effective use of the literacy and numeracy frameworks to identify lesson objectives, although some are too broad to give a clear indication on how successful the teaching has been. Most teachers make pupils aware of what they are trying to achieve. This gives a good focus to the lesson. Most teachers use the class feedback activities effectively to check if pupils have achieved the learning objective. Teachers generally have good relationships with their classes. They know their pupils well, especially in Key Stage 1, and encourage them to sustain their interest and attention. Where teachers organise interesting and challenging activities which build effectively on previous learning, pupils respond very positively. They are enthusiastic and actively involved in their learning. This ensures their attention and promotes improving standards. For example, in a Year 5 mental mathematical activity, the teacher used a pendulum very successfully to challenge pupils to make sure that they kept up with the pace when recalling their multiplication tables. Pupils behaved very well. They focused intently and were very keen to stay 'on time'. The teacher then used follow-up questions effectively to challenge individual pupils to apply their tables knowledge to solve problems. This contrasts markedly with standards of pupils' work and behaviour when teachers do not ensure that the activity is matched closely to pupils' knowledge and understanding. For example, in a Year 6 religious education lesson, the teacher tried to encourage pupils to develop a role-play activity based on 'The Last Supper'. Pupils did not have a clear understanding of what was required of them. They did not have a secure knowledge of the main characters involved or of the events leading up to 'The Last Supper'. This led to lapses in concentration, some inappropriate behaviour and pupils achieving little from the activity.
- 16 Where teaching is excellent or very good, teachers maintain a brisk pace to ensure that pupils remain active and alert. They use praise frequently to recognise achievement and to motivate pupils to continue to work hard. Teachers have high expectations of pupils' work and behaviour and they readily respond. For example, in a Year 4 / 5 literacy lesson, the teacher maintained a challenging pace to the different parts of the lesson. She made it very clear to pupils what she expected them to achieve in the time available. The teacher organised the different learning activities to ensure that they challenged effectively the different ability groups. She managed the class very successfully and expected pupils to behave responsibly. She managed individual pupils sensitively and, with good support, encouraged them to stay on task and achieve their target. The teacher used the end of lesson feedback session very successfully to enable all pupils to share their learning and extend their speaking and listening skills. This high quality teaching ensured all pupils concentrated, worked well together and achieved some good quality work.
- 17 Where teaching is unsatisfactory, teachers do not manage pupils' behaviour consistently. They do not always have high expectations of pupils' work and behaviour. This inconsistency does not enable pupils to know exactly what is required of them and a small, but significant number, behave in an inappropriate and disruptive way. This influences the behaviour of other pupils in the class and reduces the standards and the amount of work pupils achieve. For example, in a Year 6 art and design lesson, pupils did not respond positively to the teacher's requests and instructions. Many were not prepared to concentrate on the practical activity of making a Victorian puppet theatre. A small group of boys actively disrupted the work

of other groups by moving around the class and removing some materials. The school is aware of some of these behavioural concerns and has provided additional teaching staff to work with these pupils. This enabled a high level of adult intervention and supervision to be used to ensure most pupils behaved acceptably, for example during the morning literacy and numeracy sessions. However, pupils did not respond in a consistently acceptable way with the different teachers. Some teachers use a procedure in which pupils are warned then sent out to another classroom to quieten down. Although this limits the impact of the disruptive behaviour of some pupils, it does not result in an improvement in their approach or behaviour. For example, a pupil who was sent to a Year 3 / 4 classroom, did not have an activity on which to focus his attention, so actively intervened in the class discussion on the video which the class had just watched. The inconsistency in teachers' management of pupils' behaviour in some classes is not improving pupils' attitude to work and is restricting attainment.

- 18 Teachers use homework soundly to support class work, for example, through the use of worksheets in literacy and numeracy. This contributes to raising standards and is valued by most parents. Teachers provide appropriate opportunities for pupils to develop their information and technology skills, although few were observed during the inspection as resources were being reorganised in the newly installed computer suite. Teachers use the end of lesson feedback sessions effectively to evaluate pupils' work, for example, in a Year 1 and 2 numeracy lesson, when the teacher used questions carefully to consolidate pupils' knowledge of months of the year and their order on the calendar. However, teachers do not consistently use opportunities, either in lessons or through constructive marking, to give clear guidance over ways in which pupils can improve the quality of their work. The evidence from the analysis of pupils' work showed that where it is done well, pupils respond positively to the teacher's constructive comments and standards rise. Where the teacher does not indicate areas for improvement or check to see if the pupil has responded to the guidance, the standards remain low.
- 19 The quality of teaching in the Foundation Stage is sound overall. There are particular strengths in the nursery where teaching, by the teacher and nursery nurse, is always good, or very good. They work exceptionally well as a team, and are excellent role models for the personal and social skills they develop with the children. They have a very good understanding of the areas of learning for young children. Children are managed very well, and there are high expectations both of children's behaviour and their involvement in activities. Teaching in nursery makes effective use of opportunities to develop children's language skills. Teaching in the reception classes is satisfactory overall. Children are managed well, although the absence of adult support sometimes reduces the standard of behaviour and concentration of a few children, when they are expected to work without supervision. Teachers have a sound knowledge of the Foundation Stage curriculum, and the teacher in the mixed reception and Year 1 class, works hard to plan for children still in the Foundation Stage. Where activities are not matched sufficiently well to children's previous learning, or the learning objective for the lesson, occasionally teaching is unsatisfactory and the rate of learning slows. When looking at children's previous work, children were often doing easy work, then harder work, then going back to easy work again. Higher attaining children are not sufficiently challenged in writing and mathematical tasks. Too often their work is on worksheets, which provides little challenge, and these are often coloured in carelessly. Teachers manage whole class discussions very well. They use skilful questioning to assess children's knowledge and understanding, and these sessions build well on children's learning. Children with special educational needs and English as an additional language receive good

support in their learning, both in classes and when withdrawn in small groupings for specialist support.

- 20 The teaching of pupils with special educational needs is sound overall. It is good when pupils are withdrawn for support on a specific programme which is targeted on their individual learning needs. Learning support staff and teachers work effectively together, for example, in the additional literacy support, where there is a clear focus on learning. Support staff are aware of teaching plans. Where they are involved effectively in supporting individuals or groups of pupils, for example, in the main activity part of a literacy lesson, they enable pupils with special educational needs to make sound, and often good progress. There is some inconsistency in level of support staff and the way in which they are used in some full class learning activities, for example, some teachers use support staff successfully in whole class introductory or feedback sessions to enable all pupils to be fully involved. There was limited evidence of teachers using information and communication technology often enough to extend the skills of pupils with special educational needs, for example, in literacy and numeracy.
- 21 The teaching for pupils for whom English is an additional language is sound. They benefit from good quality individual support, for example, when withdrawn to focus on their language and reading skills. Teachers use good resources effectively to target language aspects, for example, when working with a small group of pupils to consolidate and extend letter identification and initial sounds. Support teachers use detailed assessment information to closely monitor pupils' progress and ensure that class teachers are kept fully informed about how well these pupils are achieving. Class teachers do not always ensure that pupils for whom English is an additional language fully understand what is required of them in class or group activities. For example, in a Year 1 / 2 numeracy lesson, three pupils found the language aspects of the worksheet on months of the year too difficult, They relied on the work of others on their table to enable them to follow what was required. Where support was available, they made sound progress. It was limited when they did not get guidance with language weaknesses, for example, in recognising the difference between April and August.

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

- 22 The school gives all pupils a sound range of learning activities, which meet all requirements. This is an improvement since the last inspection when the curriculum did not meet the needs of pupils in the junior classes. Pupils experience the full range of work required in information and communication technology. The school gives pupils good opportunities to develop new skills and learning in extra activities at lunch time and after school.
- 23 The nursery curriculum is very well planned and provides a broad and balanced range of learning experiences. The nursery and reception teachers work together to plan effectively for the transition from nursery to reception. This impacts well on children's learning. A very good check is kept on how well children are progressing. This helps ensure that the curriculum is planned soundly to move children on in their learning. When the national guidelines for literacy and numeracy, and the National Curriculum subjects in the mixed reception and Year 1 class, are being taught, teachers have to rely heavily on voluntary support, and the goodwill of parents, to support the work they plan for the children.

- 24 Teachers ensure that learning is broad, and that each subject has the right amount of time. The timetable covers all subjects of the new National Curriculum and religious education, which follows the Newcastle Agreed Syllabus. This is an improvement since the last inspection when there was not enough time for religious education. The topics pupils study also develop their understanding of issues such as conservation, the world of work, citizenship and Europe. The daily act of collective worship is of a broadly Christian character. Pupils are taught sex education and an awareness of the dangers of drugs through their science and personal, social and health education lessons. All pupils in the junior classes are taught swimming at a local baths.
- 25 The curriculum for pupils with special educational needs is appropriate to meet their needs. The school makes very effective use of additional literacy sessions in Key Stage 2 to provide extra support on promoting pupils' skills. Curriculum activities are not consistently planned to ensure that they meet the range of special educational needs in full class activities, for example, in the introductory sessions in literacy and numeracy.
- 26 There have been several improvements in the curriculum since the last inspection. Teachers now follow good quality national guidance for most subjects. The school has introduced the national strategies for literacy and numeracy effectively. These are raising standards in the juniors, although have yet to have much effect in the infant classes. Teachers are revising learning in each subject in line with the requirements of the revised National Curriculum. For example, they have decided which topics to use from the new national subject guidance. The school is aware of the need to use computers more in most subjects.
- 27 Arrangements to plan work over yearly, half-termly and weekly periods are now sound. Teachers' planning meetings and arrangements to monitor planning have improved the quality of learning. For example, all lessons now follow clear objectives. This is an improvement since the last inspection. Teachers link subjects effectively so that they make more sense to pupils. For example, teachers extend writing skills in subjects such as science and history. As a result, pupils improve the organisation and expression in writing as well as their understanding of the subject. Teachers plan carefully the sets of new words for pupils to understand in each lesson. In this way, they learn effectively the key ideas within each subject. Pupils often use drawing and illustration well to record new learning in science, design technology, geography and history. They apply and develop number and measuring skills effectively in science, design and technology and music. However, slow reading and writing rates delay most pupils' progress in ordering and recording new learning in the junior classes.
- 28 Arrangements to make sure all pupils have full learning opportunities are sound. There is sound provision for pupils with special educational needs. The school also provides some good quality extra support for pupils who are beginning to learn English as an additional language. Effective use of classroom assistants, parents, and volunteers from the local community gives pupils similar levels of support to those found in most primary schools. However, there is not always enough support for lower attaining pupils and those for whom English is an additional language. For example, there is no support for pupils in a significant number of literacy lessons.
- 29 The school's arrangements for children in their reception year do not give all of them the same learning opportunities. Those in the reception class work towards the Early Learning Goals for children under five. Those in the Year 1 class work towards the attainment targets of the National Curriculum.

- 30 The school uses good assessment procedures to identify the needs of pupils of different backgrounds and abilities. For example, the school provides extra support groups for pupils in Years 3 and 4 whose English standards are just below those expected for their ages. They make good progress. Teachers match work to pupils' understanding in most lessons in English and mathematics. However, the school has not made enough progress in ensuring that lessons always provide challenging activities to match all pupils' capabilities. As a result, their work is sometimes too easy and they do not make enough progress. For example, very few pupils reached standards in reading, writing and mathematics above those expected for their ages in the tests at the end of Year 2 last year.
- 31 The school's behaviour policy results in teachers excluding significant numbers of pupils in the junior classes from parts of lessons. Both they and the pupils who accompany them to a different classroom miss work as a result. This does not enable them to ensure that their skills and knowledge consistently build on prior learning. This restricts their progress.
- 32 There are sound arrangements to support pupils' personal education, to improve their social skills and their understanding of citizenship. The school uses weekly personal, social and health education lessons effectively to cover personal and social issues appropriate to pupils' ages. Pupils value these opportunities to speak, to be heard and, at times to set the agenda. These lessons develop pupils' self-confidence and speaking skills. For example, pupils in a Year 3 class learned how to share their feelings in a whole class discussion about what made them happy or sad. The teacher gave lots of praise to encourage them to speak and listen. By the end of the lesson, they were confident and very interested in each other's experiences. All pupils were disappointed when the lesson ended. A few pupils gain further understanding of citizenship as representatives on the School Council.
- 33 The school makes good arrangements to enrich pupils' learning and to improve their progress through many extra activities. During the inspection these included a good range of lunchtime and after-school clubs for groups, practices and teams. There were also an art club and after school club for older juniors as well three reading clubs, a gymnastic club and a table-top games club for pupils in Years 3 and 4. The use of local visits and a residential visit for older pupils also enhances the range of learning opportunities. A small number of pupils have lessons on drums, keyboard, guitar and brass instruments. Visits by local professionals in art and music extend pupils' creative and musical experiences. Nearly all pupils take up some of these opportunities during their time at Wyndham. Local excursions make a good contribution to pupils' first-hand discoveries of geography and history.
- 34 The school has good links with the local comprehensive school to which most pupils transfer. These ensure their smooth transition. Visits of both staff and pupils to and from Kenton School help to give pupils a confident start to their secondary education.
- 35 The school's good links with the local community significantly improve the quality of pupils' learning. For example, local firms provided musical instruments, writing boards and storage equipment. Local agencies helped to fund the new computer room. The school is only at an early stage of developing links with other institutions through the Internet or correspondence.
- 36 The school makes good provision for pupils' spiritual, moral, social and cultural development. This is an improvement in provision since the previous inspection,

particularly in the area of spiritual development. A particular, positive feature of curriculum planning is the inclusion of this aspect of school life within lesson plans.

- 37 The quality of whole school assemblies is good. These play a major part in developing pupils' spiritual awareness. They make good use of prayer and reflection, acknowledging beliefs in a supreme deity. For example, an assembly on the life of Jesus Christ explored the nature of beliefs about him. In response to questions, pupils identified a range of qualities, stating he "sacrificed himself and healed the sick". They recalled events from his life, as a miracle worker and knew he had many followers. Pupils are invited to think carefully and join in prayers. There is good provision where pupils are invited to write and then read prayers to help lead an act of worship. This is especially moving in a Key Stage 1 assembly. Music is used effectively to create mood and encourage reflection. A solo flutist, playing 'Colours of Day' and pupils singing 'Shalom' as they exit, create a sense of spirituality and order. Within some lessons this is reinforced effectively. For example, in numeracy, teachers encourage respect for each other's opinions. In science, pupils experience a sense of awe as they hear seeds rattling within a flower head and in religious education, where hearing a religious chant provides a moment for reflection.
- 38 The provision for moral development is sound. Pupils' are made aware of the standards expected in assembly and, here behaviour is good. The school has a broad range of rules and procedures in place, which inform classroom codes. All the staff are given clear guidance to establish a consistent approach for behaviour management. However, these guidelines are unevenly applied. For example, in one class disobedient pupils are sent from the room; whilst in another, a specific area within the classroom is set aside for pupils to reflect upon their misdemeanour. Where best practice occurs, for example, in a mathematics lesson, pupils are made fully aware of what is unacceptable behaviour, but having reflected on this are quickly re-integrated into the lesson. This helps protect pupils' self-esteem.
- 39 The provision for social development is good. Where activities are organised for pupils; for example, during wet lunch times, this promotes good social inter-action and pupils respond positively. Pupils are actively encouraged to accept responsibility for charitable fundraising, for example, supporting the establishment of a local hospice for children. They have responsibility as monitors in the library and for a range of routine tasks, such as ringing the bell. Care is taken to ensure that pupils are aware of the dangers of drugs. This is dealt with effectively in an assembly. Assemblies promote and celebrate success well. Pupils are invited to share aspects of their schoolwork and they receive commendation for this, through the 'smile book'. The school provides good opportunities to involve pupils in the life of the local community. They help raise gifts at Harvest and entertain elderly groups at Christmas. The re-established School Council provides good opportunities for pupils to put forward their own ideas for school improvement. All junior classes send representatives and they liaise effectively with infant classes.
- 40 The provision for cultural development is sound. There is sound provision to improve all pupils' multi-cultural awareness. Music is used effectively in assemblies. Visits are arranged to the theatre, concerts and museums. Pupils visited the Laing Art gallery to see the Lindisfarne Gospels on display. Theatre groups visit the school, for example, the 'Headway Theatre'. The school is currently involved in a project to provide it with a new sports/ art facility. There are some useful opportunities for exploring the multi-cultural nature of society. Visits are arranged to the Japanese school at Washington and speakers have talked to pupils about the Jewish faith. Links with other cultural groups are less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 The school provides a sound level of care but there are weaknesses within this care. This is a similar picture to that at the time of the last inspection.
- 42 In most classes, there are good and even very good relationships between teachers and pupils. Consequently, pupils feel confident to join in discussions and to ask for help when they need it. This improves their learning. Most parents confirm that their children are happy to come to school. A significant number of others have expressed concerns about the lack of success the school is having on improving behaviour and eliminating bullying and the effect this is having on their children's willingness and confidence to attend school. Inspectors' findings agree with their concerns.
- 43 Several members of staff have had training in first-aid and pupils receive good care and supervision should they become ill or injured at school. There are regular fire-drills and when a health and safety hazard is identified, swift remedial action is taken. However, detailed health and safety inspections of the building and grounds are not carried out regularly enough. The school does not give sufficient consideration to pupils' health and safety on out-of-school visits. Whilst no serious hazards were identified by inspectors, some minor concerns have been reported to the headteacher and the governing body. The headteacher has overall responsibility for 'child protection' and has a very clear understanding of this aspect. The recording and reporting systems are clear, known by all staff and used effectively. Staff keep a close eye on this element of pupils' well-being. There is no hesitation in seeking advice and support from other agencies, including social services should the need arise. Pupils themselves receive valuable guidance in personal safety and healthy living. For example, in a personal and social education, lesson pupils were reminded about the value of having a healthy breakfast, and in an assembly, pupils received very good advice about the correct use of medicines. In addition, the school regularly invites a number of visitors to give expert advice to pupils on leading a healthy and safe life. These have included the fire and police services, and a travelling theatre group.
- 44 Despite all of this sound and even good practice, the school does not do all it can to protect children from harm from other children whilst in their care. The ways in which the school tries to promote good behaviour are unsatisfactory. They are largely ineffective and, on occasions, they aggravate the situation further. For example, some pupils think that the practice of sending them out to join another class when they misbehave in their own class is an incentive for them to misbehave simply so they do not have to do any work. Subsequently, they often disrupt the class they have been sent to and prevent others from learning as well. There is also inconsistency in how staff expect pupils to behave. For example, teachers sometimes reprimand pupils for calling out in lessons and yet, at other times, it is accepted. Similarly, different pupils receive different treatment. When pupils line up in corridors or in the playground after break times, one class teacher will insist on calm and order from pupils whilst another accepts loud and unruly behaviour. As a result, pupils do not know what is expected of them. This ineffective behaviour management is having a negative effect on learning and it is a significant weakness within the school.
- 45 Of even more concern are the school's procedures for eliminating bullying, in particular the poor management of pupils at lunch times. Even though there are enough lunch time supervisors, most simply stand and observe pupils rather than

actively interacting with them. They have been given little guidance in how to instigate any games or activities to occupy pupils and how to build relationships with them. As a result, pupils are left to their own devices. These are often inappropriate and develop into actual bullying. Even though there are rules of behaviour and reward stickers are given out to pupils, there is little else in the way of incentives for pupils to achieve consistently good behaviour. Similarly, lunchtime supervisors can do little to punish pupils if they misbehave. Consequently, many pupils show little respect for them. Although the headteacher and governors believe that the behaviour of pupils is improving and the amount of bullying is decreasing, the school's own records clearly contradict this perception.

- 46 The 1998 inspection report required the school to “establish clear procedures for assessing attainment and charting the progress of pupils on a regular basis, to provide accurate data by which teachers can group pupils and set work which is appropriately matched to the varying abilities of pupils in each class”. Taken overall, the school has now made sound progress on this key issue.
- 47 The school has good procedures for assessing pupils’ academic achievement. Teachers use this information effectively to shape the next stages of some aspects of learning. The school uses a full programme of tests appropriate to pupils’ ages to measure and track their progress, especially in English, mathematics and science. Teachers keep a close eye on pupils’ personal development. Detailed reports give a clear view of all aspects of pupils’ achievements. These meet legal requirements. Staff and pupils also celebrate academic and personal achievements enthusiastically in weekly praise assemblies. In addition to the national tests at the end of Years 2 and 6, the school arranges for pupils to take national end-of-year tests in reading, writing, spelling, mathematics and science in Years 3, 4 and 5. The school assesses pupils’ attainment in reading carefully. Teachers test pupils’ reading ages annually to the nearest month.
- 48 However, there are still shortcomings in the way the school keeps track of pupils’ overall progress as they move through the school. For example, teachers assess progress in art and design, design and technology, geography, history, information and communication technology, music, and physical education each half term, mainly when they have finished work on a topic. These are not used to systematically assess the rates of pupils’ progress in these subjects as they move up through the school. However, the school does check on the progress pupils make between entering and leaving the school. Teachers compare pupils’ national test results at seven with their achievement at eleven. They therefore know what progress these pupils have made.
- 49 The school makes sound use of assessment information to improve learning and teaching. For example, analysis of the test results in Years 2 and 6 showed up weaknesses in writing development. The school then made writing development a priority for the year and improved both resources and teachers’ expertise. Pupils’ writing standards have begun to improve as a result.
- 50 Teachers use clear assessment information to plan to meet the needs of different groups of pupils in each age group. For example, the school provides very effective coaching three times a week for pupils in Years 3 and 4 whose reading and writing skills are falling behind. Such arrangements meet the needs of pupils as identified by previous testing. The school analyses national test data to check the achievement of some different groups of pupils. For instance, the school looks carefully at the results of pupils for whom English is an additional language. However, it does not compare

its own results for pupils who have been excluded or those with special educational needs to identify areas for improvement.

- 51 Since the last inspection the school has curriculum policies and plans for nearly all subjects. These also include planned assessment opportunities. As this is a recent development, the school has further to go in making full use of these opportunities so as to improve each pupil's learning. At present the extent and effectiveness of marking varies widely from subject to subject. In English, teachers use assessment and marking information to give pupils individual writing targets. This good practice is an improvement since the last inspection but is not used in other subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 Parents have varied opinions of the school. In general, they are supportive but a significant number of parents continue to express concerns which cover a range of issues. Most parents believe their children are happy to come to school, although others say their children are sometimes reluctant to come to school because of bullying. They believe that teaching is good and most are happy with the progress their children make. They feel confident and able to approach the headteacher and teachers with problems or questions, and feel that they have a good relationship with the school. However, there is a feeling of disappointment at the lack of action taken to address their concerns, particularly about pupils' behaviour. Parents are also unhappy with the amount of activities and clubs provided for their children at lunch times and after school. Inspectors agree with parental concerns about pupils' behaviour, although there is a good range of extra-curricular activities.
- 53 Parents are given good information on the general life and events of the school as well as information on what is being taught in lessons. This is an improvement since the last inspection. However, information on pupils' progress is unsatisfactory. There is only one formal opportunity for parents to come into school during the year to discuss their child's progress with the class teacher. The quality of the end of year individual pupils' progress reports is still unsatisfactory overall. They mostly describe what areas of learning have been covered during the year and whether or not their child likes the subject rather than what their child has learned and can now do. None of the reports set future learning targets for pupils to aim for. All parents are given a termly, tick-list style report on their child's attitude, behaviour, and attendance, although these contain little information to identify areas for improvement. Most home/school reading records only contain comments from parents and few comments from teachers. They are simply a list of books and a record of when the child has been heard to read at home. They are not used as a method of communicating progress or as a way of informing parents of what to do to help with their child's learning at home.
- 54 Parents themselves are beginning to take more interest in the school and some are keen to become more involved in supporting and improving the school. Some parents often hear their children read at home and help with other homework tasks. A small number of parents provide help in school on a regular basis, for example, in helping to escort pupils to the local library and in giving valuable and knowledgeable help in lessons. A group of parents and friends of the school are keen to become an official parent/teacher association to be known as The Parents and Friends of Wyndham Primary School. Already, they have raised some funds to help the school. Very many parents attend the annual parents' evening to discuss their child's progress and many parents willingly attend their child's class assembly at least once each year. However, even though the school has tried hard to involve parents in the

work of the school, there is a reluctance on the part of many parents to take an interest. For example, meetings to explain how English literacy and mathematics is taught in school have been held. A meeting to talk about ideas for improving behaviour has also recently been held, but very few parents attended any of these meetings. Some parents whose children behave badly are also reluctant to work with the school to improve things and there are also high numbers of pupils who regularly arrive late each morning. The school needs the support of all parents in addressing these problems.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 55 The leadership and management are sound overall. They no longer have serious weaknesses, although there are still weaknesses in the management of pupils' behaviour. This confirms the view held by a significant minority of parents. There have been some improvements in the quality of leadership since the last inspection and since the follow-up visit by inspectors in December 1999, especially in improving assessment and in using a broader range of attainment information. The school has made considerable improvements in curriculum planning and monitoring and in assessing pupils' attainment more frequently. Teachers use the information regularly to group pupils for different lessons, for example, literacy and numeracy. However, they do not consistently use the information to ensure that work is appropriately matched to the varying abilities and ages in each class. Standards of attainment are still too low, especially at the end of Key Stage 2 and teachers do not consistently expect higher attaining pupils to achieve above average standards.
- 56 Following a period of significant staffing difficulties, which restricted school improvement and the development of co-operative team approach, the headteacher is beginning to provide a clearer direction to the work of the school. The headteacher created a new senior management team at the beginning of this school year, following a high level of staff changes. Their roles and responsibilities have been clearly defined, although are not developed enough to contribute significantly to school improvement. The school does not currently have a deputy headteacher, mainly for financial reasons. The headteacher carries a broad range of responsibilities, including special educational needs co-ordinator. She has focused her efforts on improving the quality of teaching. The headteacher, working closely with advisory staff from the local education authority, has improved the procedures to monitor and evaluate teaching. They have evaluated a broad range of lessons and given detailed feedback on teaching. These have led to improvements in its quality, although not specifically focused on managing pupils' behaviour. The headteacher has established opportunities for teachers to work together in co-teaching observations. Two teachers observe each other teaching different aspects of the lesson and give feedback on its quality. This has enabled teachers to share good practice, although the observations are not always rigorous enough to focus on improving higher standards of attainment. The improvements in leadership and management have led to different initiatives and procedures being developed. These are beginning to enhance teaching and support a team approach but have not been established long enough to achieve consistently higher standards of attainment and behaviour.
- 57 The school has set out its aims clearly in its 'Statement on Intent'. They give a positive direction to the work of the school, and many are reflected successfully in its day-to-day activities, especially those relating to the local community and preparing them for the next stage of education. Those aims relating to pupils achieving high standards of social behaviour are not consistently reflected in the daily life of the school. The high level of recent staff changes has restricted the development of a

cohesive team approach. Many staff with management responsibilities, including some subject co-ordinators, are new to their roles. Some are taking on their responsibilities enthusiastically and are identifying ways in which they can contribute to improving standards. Most monitor subject curriculum plans and provide feedback where needed to improve its quality. Although teaching has been monitored by the headteacher, few subject co-ordinators have had opportunities to evaluate the quality of teaching and learning. This does not enable them to gain a good understanding of the impact of teaching and to identify ways to promote higher standards.

- 58 The school has agreed challenging whole school targets for pupils' attainment in literacy and numeracy at the age of 11 years. The 2000 test results in English showed that 76 per cent of pupils achieved level 4 or above, which almost met the school's target of 78 per cent. Results in mathematics, 63 per cent achieving level 4 or above, were well below the target of 85 per cent. Although the school is using 'booster classes' and additional literacy support effectively to target groups of pupils who could benefit from extra support and guidance, inspection evidence shows that the school is unlikely to achieve its challenging target of 85 per cent of pupils to achieve level 4 or above in both English and mathematics. Assessment procedures have improved since the last inspection and teachers are beginning to use more assessment information to identify pupils' targets for improvement. The detail and quality of the information are not sufficiently developed to fully and accurately inform school improvement targets. However, the improvements in using target-setting and the increasing willingness of staff to work together in developing these procedures shows that the school is soundly placed to raise standards.
- 59 The governing body has had several changes in the last two years and has a broad range of experience and expertise. Governors continue to be supportive of the school, as reported in the last inspection. They fully meet their statutory requirements, including setting performance targets for the headteacher. Some governors work in school and a small number visit, often linked to a particular subject, to meet the co-ordinator and observe lessons, for example, in literacy. These are beginning to increase their knowledge and understanding of the school's strengths and weaknesses, for example, in teaching and learning. Some governors have received training, for example, in aspects of literacy and numeracy. However, their focus on core subjects has not enabled them to gain a full understanding of aspects of pupils' personal development, for example, social and behavioural concerns. Their valuable and supportive role as a 'critical friend' is being developed soundly. The involvement of governors in working with staff to contribute their expertise in an effective team approach focused strongly on school improvement is not fully established.
- 60 The governors' finance committee, working closely with the headteacher, school secretary and the local authority's financial services, has established sound procedures for financial planning and management. Governors monitor spending levels through regular and detailed information. Staffing difficulties have impacted on budget spending levels, although the governors have managed a budget deficit effectively to build up a more secure financial basis for the current school improvement plan. They link finances effectively to agreed development priorities by identifying the sources of funds. Governors, mainly through guidance and information from the headteacher, monitor and evaluate the effectiveness of their spending decisions. The school's improvement planning contains some strategic aspects, for example, in considering the use of funds to focus on developing the roles of senior staff, including the appointment and development of the role of a deputy headteacher.

The need to ensure that spending decisions are targeted on raising standards is not fully established.

- 61 The inspection included a specific focus on the provision for pupils with special educational needs. Funds have been used effectively to improve staffing and resources in this aspect. The school, with the support of the governing body, allocates additional funds to special educational needs and is considering further additional expenditure. The teaching and management of special educational needs are co-ordinated soundly by the headteacher. The school has effective systems for identifying and assessing pupils, although there is some inconsistency between teachers in ensuring that all the details of pupils' progress are consistently recorded. Although these procedures enable individual education plans to be developed, the learning and behavioural targets are not always specific enough to be helpful to teachers when planning suitable activities for these pupils, particularly in whole class lessons. The school has good links with external agencies to provide additional support where needed and generally makes good use of the increasing number of learning support assistants.
- 62 The school has recently improved its resources for information and communication technology (ICT), although these have yet to be fully implemented to have a significant improvement on raising standards. The school administrative area makes effective use of new technology to provide good quality day-to-day financial and organisational information. This contributes to the smooth running of the school. The school makes sound use of the principles of best value, for example, by requiring staff to look at the costs from different suppliers. However, improvements in management have not been developed enough to promote higher standards. The lack of overall improvement since the last inspection and the low standards of attainment mean that the school gives unsatisfactory value for money.
- 63 There are sufficient well-qualified teachers to meet the demands of the curriculum. The school has increased the number of staff teaching Year 6, through the use of 'booster funds' and working with the local education authority's advisory service, to focus on improving pupils' standards of behaviour and attainment. This is enabling more pupils to focus on their work, although it has yet to encourage a consistently positive attitude and a desire to achieve a good standard. The school uses support staff effectively especially when working with pupils with special educational needs and those for whom English is an additional language. They are not efficiently used by all teachers, particularly during whole class activities. The number of support staff is not sufficient to enable teachers to meet fully the needs of all pupils, for example, in promoting the early literacy and numeracy skills of the reception pupils in different classes.
- 64 The school's accommodation is of a satisfactory standard, which allows the curriculum to be taught effectively. The nursery has sufficient space and facilities for its children. It is secure and includes an appropriate outside play area and a useful covered area. In the main school building, all classrooms are light, spacious and contain sinks for use in art and design and other practical activities. However the two classes which contain pupils aged under five are separate from one another. This restricts easy access for integrating all of these pupils. The hall is of good size and provides a large and suitable space for assemblies, physical education and dining. However, there are occasions when the floor is not clean enough for physical education lessons after lunch. The library area is carefully laid out, to provide easy access to books and resources. However, its location does restrict its use as a teaching base for library skills. The new ICT suite is too small to accommodate a full

class. Although this is the main improvement since the last inspection, it has a significant impact upon the organisation of the ICT curriculum.

- 65 The outside accommodation is somewhat restrictive. The grassed areas for sport are too small. The playground areas are of sufficient size, but lack educational and social features. There are few marking to support organised games, no seating for children and little shade. This does not promote pupils' social development or enhance the range of opportunities to encourage improved relationships between pupils.
- 66 Resources for learning are adequate to support the curriculum for all pupils. For example, a number of new computers have been purchased and there is an increasingly wide range of software being purchased. In science, resources are being steadily improved, especially to help resource investigative work. In geography, a number of additional resources have been purchased to support new topics within the curriculum. Resources for physical education are satisfactory overall, and plans are in place for the school to get a new sports hall linked into the main building.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 67 In order to raise standards and improve the school's effectiveness, the headteacher, staff and governors should;
- (1) Raise standards of attainment;
 - a) in English by
 - Improving the quality of pupils' handwriting and the punctuation and detail of their written work.
 - Increasing the opportunities for pupils to improve their speaking skills.
 - Increase the support to improve each pupil's reading development.
(paragraphs 2, 3, 28, 81, 84 and 85)
 - b) in mathematics by
 - Ensuring that learning activities are matched closely to the needs of pupils of different abilities.
 - Improve pupils' number knowledge and understanding and their skills in applying them to solve problems.
(paragraphs 4, 9, 14, 30, 91, 93 and 98)
 - c) in science by
 - Ensuring that learning tasks challenge all pupils, especially the more-able.
 - Improving standards in the way pupils present the results of experiments.
 - Ensure that assessment information and teachers' marking are used consistently to guide planning and target areas for improvement.
(paragraphs 5, 103, 104 and 105)
 - d) in information and communication technology by
 - Ensuring that pupils have frequent opportunities to use computers in the ICT suite and in extending their skills in other subjects.
 - Extending the range of resources and of teaching strategies to ensure their efficient use.
(paragraphs 6, 99, 130, 131, 133 and 134)
 - e) in religious education by
 - Improving teachers' subject knowledge and their understanding of the Locally Agreed Syllabus.
 - Using assessment information to check on pupils' achievements and to ensure that learning builds on their prior knowledge and understanding.
(paragraphs 7, 9, 14, 148, 150 and 151)
 - (2) Improve behaviour by ensuring that all staff have high expectations and manage pupils consistently to enable them to work hard and play co-operatively.
(paragraphs 11, 14, 17, 45, 91, 131 and 145)
 - (3) Extend the partnership between school and its governing body to ensure that it is targeted effectively on improving agreed priorities.
(paragraph 59)
 - (4) Develop the roles of staff with management responsibilities to increase their understanding of the school's strengths and weaknesses and contribute to school improvement.

(paragraphs 56 and 57)

- (5) Improve the quality of information for parents about their child's behaviour and learning.

(paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	15	32	42	6	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)	23	261
Number of full-time pupils eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	46

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	21	22	22
	Total	34	36	36
Percentage of pupils at NC level 2 or above	School	77 (80)	82 (86)	82 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	22	23	23
	Total	35	36	38
Percentage of pupils at NC level 2 or above	School	80(86)	82(89)	86 (97)
	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	19	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	17
	Girls	15	12	16
	Total	29	24	33
Percentage of pupils at NC level 4 or above	School	76 (68)	63 (74)	87 (81)
	National	75 (70)	72 (69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	18
	Girls	17	15	17
	Total	33	29	35
Percentage of pupils at NC level 4 or above	School	87 (60)]	76 (58)	92 (68)
	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	8
Pakistani	21
Bangladeshi	4
Chinese	0
White	191
Any other minority ethnic group	4

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	1	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	7	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)	10
Number of pupils per qualified teacher	26
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	119
Total aggregate hours worked per week	145

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1999 / 2000
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	£
Total income	528650
Total expenditure	520441
Expenditure per pupil	1679
Balance brought forward from previous year	-19663
Balance carried forward to next year	-11454

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	43	8	1	0
My child is making good progress in school.	39	50	8	1	2
Behaviour in the school is good.	25	42	16	14	3
My child gets the right amount of work to do at home.	23	52	10	4	11
The teaching is good.	42	52	2	0	4
I am kept well informed about how my child is getting on.	29	46	17	8	0
I would feel comfortable about approaching the school with questions or a problem.	51	38	6	5	0
The school expects my child to work hard and achieve his or her best.	37	50	4	2	7
The school works closely with parents.	26	42	21	9	2
The school is well led and managed.	25	40	15	13	7
The school is helping my child become mature and responsible.	30	50	10	7	3
The school provides an interesting range of activities outside lessons.	15	27	20	20	17

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

- 68 Children in the Foundation Stage are taught in a part time nursery class and in two reception classes, one of which has seven reception-aged children in a class with Year 1 pupils. The provision for children overall is satisfactory with most children on course to achieve the Early Learning Goals in all the areas of learning. The school's baseline assessments confirm this, although in recent years children's attainment on entry has been below the average. Standards have been maintained at the level reported in the last inspection. The provision for children in the nursery is very good. In the reception classes, the provision is sound overall, although children do not always get the full range of learning opportunities appropriate to their age. There is insufficient timetabled adult support in these classes. This results in teachers being unable to consistently ensure that all children make sound rate of progress in independent small group activities.
- 69 The personal, social and emotional development of children is sound overall. It is very good in the nursery. Children are eager to learn and develop confidence, knowledge and independence through a variety of carefully planned activities. They listen confidently in discussions, such as Circle Time, and they take turns talking. They are developing an awareness of what is right and wrong. Some children were very proud when their name was put in the 'Happy Book' for showing kindness to each other. Children relate very well to adults working with them in the nursery. They share resources and work together in imaginary role-play situations, such as buying flowers in the 'Garden Shop'. Throughout the Foundation Stage, children enjoy coming to school, and quickly settle into classroom routines. In the reception classes children know the rules for lining up and moving around the school, although a few children have to be reminded not to push each other, and to behave sensibly. Occasionally, in the reception classes, when children lack adult support, they lose interest in activities and start wandering around the classroom. Resources are well organised in all classrooms to enable children to select their activities and later tidy away.
- 70 Children make sound progress overall in communication, language and literacy. Most are likely to achieve the standards expected for their age by the time they reach the end of the Foundation Stage. In the nursery, children are encouraged to talk about their work, and to join in discussions. The nursery nurse was very skilful in 'Circle Time' activities, in questioning children to encourage even those less confident to contribute their ideas. Children listen with enjoyment, and respond well, to stories, rhymes and songs. In the nursery children are provided with many opportunities to develop their vocabulary. For example, one child explained what she was doing when working with dry sand by saying she "was putting the compost into the pot to make the flower grow". Teachers use good questioning skills in whole class sessions, which promote children's speaking skills. However, in the reception class, children frequently have to be reminded to take turns talking. The children make steady progress in their early reading. In the nursery, children handle books correctly, and enjoy sharing books with each other, and with adults. They are taught to recognise their own names and that print carries meaning. The nursery nurse frequently promoted children's language skills effectively. For example, when supervising children painting, she held up two pieces of paper with different children's names on each and asked one child which piece of paper had his name on it. In reception children enjoy sharing books. They particularly like 'telling' the story from the pictures, and often talk at length! They learn a vocabulary of simple, commonly used words, to

enable them to read short sentences. However, their enjoyment of telling the story overcomes their interest in reading the words. The children regularly take reading books home. There is helpful guidance for parents when hearing their child read and, in the reception classes, parents regularly comment on their child's reading. This promotes children's learning successfully.

- 71 Early writing skills are taught systematically. In the nursery, children are taught to draw patterns from left to right and they learn to recognise their own names. When finishing their Mother's Day cards, children told the teacher what message they wanted to write inside the card such as "I love my Mummy because she is always not grumpy", and the child wrote over the teacher's writing, taking great care! One child in the nursery is writing some words independently. In the reception classes, children practise writing and recognising letters. They are taught where to position their pencil when writing different letters. They make sound progress from tracing over letters and words to copy writing simple sentences. A few children are writing a few words independently. However, looking at children's work, there is not enough evidence of free writing activities in workbooks, particularly in the reception and Year 1 class. Teachers provide too many published worksheets, which are not interesting enough and do not challenge the children sufficiently. Hence all they do is to colour them in carelessly without learning from them. The standards achieved by the higher attaining children are not high enough, and they make slow progress.
- 72 Most children achieve the expected level for their age in the mathematical area of learning by the end of reception. Teachers use incidental opportunities well to practise counting. In the nursery, when children were coming in from outdoor play, the teacher asked them to choose a number bigger than 6, then they counted that number of children in to take their coats off, then repeated the same number again. Adults manage children well in the whole class mental arithmetic sessions at the start of each lesson in the reception class. They count in unison up to 10 and then to 20, and recognise the place of zero in number sequences. They count on 1 more, and the majority of children count back. Children have a sound understanding of what numbers represent, but a few are confused with numbers more than ten. Children count up to 20 confidently, but a group activity to complete missing numbers up to 20 was not planned well enough. Children started writing the number 1 in the first square and then simply repeated the sequence up to 20. Those children working in small groups, without adult support, are not always challenged sufficiently well. For example, in one lesson, a group of children quickly finished, and another group did not know what to do. Children in the reception classes, use 'p' correctly when doing simple money sums. They understand some mathematical terms, such as smaller than and larger than, and name common shapes correctly. A few children consistently reverse some figures such as 2, 5 and 7. In the reception and Year 1 class, children are making sound progress in mathematical learning, for example, by using worksheets to complete simple addition and subtraction sums.
- 73 Children are given very good opportunities to develop their knowledge and understanding of the world. Most achieve their Early Learning Goal by the end of reception. They are learning to use words to describe the passage of time, for example when talking about photographs of themselves as babies and now. Children learn about the needs of plants through planting seeds and observing the changes as they grow. They use construction kits successfully and work with different materials and tools to demonstrate good manipulative skills. There are opportunities for regular sand and water activities in the nursery and one reception classroom, but these are inadequate in the reception and Year 1 classroom, because of limited space. Children cut paper and card, and stick with glue to make models or create story

sequences with pictures. For example, children in the reception classes have sequenced what happens to a snowman when the sun begins to shine. They know that water freezes to make snow, and becomes water again when it melts. They use the computer to support their learning, and are taught how to control the mouse accurately to match and move pictures and text. Some higher attaining children have recorded scientific observations about different materials. However, their work was not always correct, and suggests that this activity was not matched well enough to their previous learning. Children learn about some important religious festivals, such as Christmas and Easter. In the reception classes, children are developing awareness of the Hindu festival of Diwali, and the Chinese New Year. They have drawn diva lamps and made Chinese lanterns. Children listen carefully to stories about Jesus from the Bible.

- 74 Children make good progress in physical development in the nursery and most achieve their learning goal by the end of reception. They benefit from opportunities outdoors to climb and balance confidently on the climbing frame and to play safely using large wheeled toys. They are timetabled to use the school hall and are confident, with a good ratio of adult support, using space around them. Children respond well to instructions. They sing, and move different parts of their body in response to instructions. Children in the reception classes do not have access to the climbing and balancing apparatus in the nursery. They use the hall to practise skills of throwing and catching bean -bags with appropriate hand and eye co-ordination. The majority of children throw with reasonable accuracy with one hand, and use two hands to catch.
- 75 Creative learning is good and the majority of children achieve standards that match the expectations for their age. They use a range of materials and tools effectively to draw, paint and make collage pictures and models. In the nursery, children observe the colours in flowers and carefully use paints to copy their observations. In the reception classes, most children know the names of colours such as red, blue and yellow, and many recognise and name orange and pink. For example, children have mixed red and white to paint pink tulips. They have chosen a variety of materials to make a Spring frieze of daffodils, rabbits, chickens and blossom. Children enjoy singing well-known songs and action rhymes, which promote their language and mathematical development well. There are good opportunities for imaginative play in the 'Garden Shop', 'home corner' and other settings, such as a puppet theatre and the optician in the reception and Year 1 class.
- 76 The co-ordinator for the Foundation Stage has only recently been appointed. She is providing good leadership and support for teachers in reception. She is monitoring teachers' mid-term planning, and has identified the need to support the reception teachers with their lesson planning, to ensure children consistently build on their previous learning. She plans to monitor lessons in the reception classes, and has already identified areas for improvement.

ENGLISH

- 77 Standards are not high enough. Standards in speaking, listening, reading and writing are lower than in most primary schools at the end of both the infants and the juniors. Standards at the end of the juniors are the same as those reported in the 1998 inspection. Reading and writing standards at the end of the infants are lower than they were then.
- 78 The results of the 2000 tests at seven years of age were well below the national average in reading and below average in writing. They were below average in reading compared with similar schools and average compared with schools like Wyndham in writing. The results of the 2000 national tests at the end of Year 6 were close to the national average and above the average of similar schools. Three quarters of pupils reached the standards expected for their ages with almost a third reaching the level above. This was a sound achievement. This group of pupils had good standards in both reading and writing when they started in the juniors. They maintained an average level even though they had several changes in teachers and a significant number of pupils left at the end of Year 4. Inspection evidence shows that standards in the current Year 6 are not as high as last year. Teachers do not consistently expect enough from more-able pupils and the proportion achieving above average standards is lower than last year.
- 79 Last year's test standards in the infants were poor. Results have gone down in the years 1996 – 2000. One in five pupils did not reach the reading standards expected for the beginning of the juniors. One in six did not reach the writing standards. Only one or two reached standards above those expected for their ages. Girls did better than boys in these tests following the national pattern. There is clearly still a long way to go to narrow the gap between the standards achieved by seven year olds at Wyndham and those achieved in most schools. However, there are signs that standards are likely to improve. All classes now have a daily 'literacy hour'. The quality of teaching taken overall has improved since the last inspection and is now good. In most lessons all pupils, including those with special educational needs and those for whom English is an additional language, make good progress.
- 80 Most pupils in Years 1 and 2 speak accurately say what they think, feel, see and want to ask. However, by the age of seven, many pupils do not have enough words to enlarge on simple statements. Many do not speak confidently. This is because they have low speech standards when they first come to school, and often make slow progress in reading. Pupils rapidly gain speaking skills by copying teachers' good examples of speech and expression when they read and discuss stories. Because they are very interested, all pupils learn new words effectively at the same time. For example, at the beginning of a Year 2 writing lesson, the teacher re-read a favourite story. Pupils had to describe the character of the girl in the story. Half the class immediately put their hands up. They made thoughtful suggestions about her character and appearance. At the end of the lesson, pupils listened attentively to what other pupils in the class had written about her.
- 81 The quality of speaking and listening continues to improve in the junior classes. Pupils carefully follow teachers' detailed instructions and explanations of new work. They also take part thoughtfully in class discussions of new work and ideas. This is because, particularly in the second half of the key stage, teachers are skilled in stimulating pupils' speech. For example in a discussion on Victorian times pupils raised questions such as: "Who did we fight in the Crimean war?" and "What would

have happened if you had answered the teacher back?" Pupils talk confidently to visitors. For example, a group of Year 6 pupils explained clearly how Egyptian hieroglyphics were different from today's writing. They also suggested five ways of finding out about the past. In spite of these positive achievements, the school does not provide enough planned activities to develop pupils' speech as they move up through the school.

- 82 Reading standards are below those expected for pupils aged seven. In the last two years, there were shortcomings in the teaching of letter sounds and shapes at the beginning of the infants. For example, there was no specialist support for pupils for whom English is an additional language. Reading skills are now taught better, and pupils are achieving higher standards. However, the literacy hour has reduced the number of times adults hear pupils read each week. One pupil explained that he did not read much to grown-ups at school "because it is always somebody else's turn". The subject leader runs a lunchtime reading club to increase interest in story reading. Over 30 pupils in Years 1 and 2 attend. More-able pupils read simple stories with enjoyment and understanding, by themselves. Less able pupils and those with special educational needs in language often need help, because they forget letter shapes and sounds. Pupils with English as an additional language make sound progress because they have good support when they are just beginning to read. Other pupils read aloud accurately and expressively. Most pupils know how to use contents pages and indexes to find facts in books. All pupils begin to read back their own writing to check it. As they know alphabetical order, they can also use simple dictionaries to improve spelling and find meaning.
- 83 Reading standards by the end of the juniors remain below those expected for pupils' ages. This is mainly because the majority of pupils do not read enough outside school, particularly in Years 5 and 6. Pupils in Years 3 and 4 continue to need individual help, because many were still learning basic reading skills at the beginning of the juniors. To encourage reading, teachers run two reading clubs for pupils in Years 3-5. These allow teachers to give pupils effective individual help, and to revive their interest in reading. They are well attended and one has a waiting list. Teaching for special groups of pupils who are beginning to fall behind in the reading, is promoting improvement. Teachers found these did not make much impact last year because of some poor behaviour, but they are now improving both skill and interest. Nearly all pupils read by themselves for enjoyment at school in silent reading times. More-able pupils also read a good deal at home. Other pupils read less at home. The 'literacy hour' develops all pupils' reading skills effectively. They know how to work out both stated and suggested meanings in text. Pupils of all abilities read to learn from both computer screens and worksheets. More-able pupils read quickly and often widely. They show good levels of understanding when they compare and discuss books, characters and authors. Less able pupils and those with special educational needs in language now read simple text accurately but slowly. Pupils for whom English is an additional language read accurately but often with limited expression. Other pupils' secure reading skills contribute to their sound progress in English in the juniors. Pupils' skills in using libraries and finding information are not built on successfully in the juniors and lower than those found in most schools. Pupils know how to use dictionaries, thesauruses, indexes and encyclopaedias. However, few pupils know how to use catalogues and book numbers to find information in a library.
- 84 Writing standards, including those in handwriting and spelling are lower than in most schools by the end of the infants. Inspection evidence shows that standards are beginning to improve. For example, more-able pupils use sentences accurately and

make clear statements in joined-up writing. Less able pupils and those with special educational needs in language vary letter shapes and sizes too much. As a result, their work becomes hard to read. Most other pupils form letters, and space words carefully in simple sentences. Pupils for whom English is an additional language make good progress. Significant numbers of pupils pick up poor writing habits that lead to later difficulties. For example, some pupils do not sit straight or comfortably when they write. Others' grips stop them seeing their pencil points as they write. Letter shapes are not then true. Some pupils' efforts with writing result in their pressing too hard on the paper. All pupils shape their letters much more clearly in handwriting practice than in routine work. Writing rates are often slow and most pupils are not writing enough. Pupils write in a sound range of different forms including stories, letters, descriptions of animals, holidays and a local walk, and notes using bullet points.

- 85 Pupils make sound progress in writing in the juniors because of good teaching in the Year 4 and 5 classes. However, because of their low starting point in Year 3, over a quarter do not reach the standard expected for their ages by the time they leave. Less able pupils have effective extra support in small groups. This improves their spelling, descriptive writing and punctuation. Those with special educational needs in language benefit from high quality individual support when this is available. Pupils learn many new writing techniques, such as persuasive writing, because teachers match writing skills to their attainment and understanding. As a result, more-able pupils write quickly and neatly using well-chosen words effectively. For example, one pupil made a clear set of notes on the arguments for and against the existence of the Loch Ness Monster. However, weaknesses in spelling remain, and pupils do not make enough progress in planning, drafting, punctuating and paragraphing their writing. The school's handwriting policy keeps pupils writing in pencil for much longer than in most primary schools. Pupils match the tone of their writing to its purpose. Good writing also often develops from very close reading followed by detailed class discussion of language. For example, pupils used formal but polite English in letters of complaint. Pupils of average attainment used words such as "disgraceful" and "further consequences".
- 86 The quality of teaching taken overall is now good. There were no unsatisfactory lessons during the inspection. The quality varied between sound and very good. The improvement in teaching quality since the last inspection is beginning to improve standards to the level achieved in most schools. Most teachers have good knowledge of how to develop pupils' speech and writing skills. Standards are not consistently promoted due mainly to differences in teaching quality between classes and gaps in many pupils' learning from previous years. Teachers do not consistently challenge pupils to extend their literacy skills to support work in other subjects, for example, recording their results in scientific experiments. This does not improve standards.
- 87 In the high quality lessons, challenging teaching enlivens pupils' learning. Teachers expect pupils to do their best all the time even when work is difficult. For example, a Year 6 teacher challenged pupils to keep using their writing frame guidelines rather than immediately meeting their requests for individual help. His aim was to encourage pupils to write independently and extend their skills to a higher standard.
- 88 In the good lessons, teachers get and hold pupils' interest from the outset. As a result pupils are alert and active. They concentrate well on new learning. Clear planning, sharing of aims, careful preparation and stimulating resources also improve concentration. Teachers work closely with classroom assistants to strengthen

support for less able pupils, those with special educational needs in language and those with English as an additional language.

- 89 Teaching is less effective when learning lacks such interest, challenge and support. Some teachers' knowledge of what pupils are capable of achieving is not secure. It also results from slow pace or too much time when pupils have just to listen and are not actively involved.
- 90 Leadership and management are satisfactory. Intensive monitoring has improved the quality of teaching. The subject leaders have clear views of standards and priorities. However, better achievement in the infants has taken too long and is now overdue. The school is fully aware of the continuing need to improve standards in all aspects of English so that pupils leave school with a stronger foundation for their secondary school learning.

MATHEMATICS

- 91 Attainment is below the national average at the ages of seven and eleven. Standards are lower than at the time of the last inspection. The results of the 2000 national tests show that standards in mathematics are well below the national average at seven years of age and below average at eleven. They are well below the average of similar schools at seven but in line with the average of similar schools at eleven years of age. Test results over the last three years show that, although there has been some variation from year to year due to the range of ability in different groups of pupils, standards overall are well below the national average. Inspection evidence shows that standards are improving in some year groups, for example, Years 1, 4 and 5, through good teaching and the effective implementation of the school's numeracy strategy. However, standards remain too low in Years 2 and 6 where weaknesses in pupils' number knowledge and understanding restrict standards. Although additional staffing and the use of booster classes in Year 6 are providing some valuable support to promote knowledge and understanding, attainment is below the national average. Teachers do not consistently manage the disruptive behaviour of a small number of pupils and this restricts the amount of work achieved and pupils' progress. Teachers do not always ensure that activities are closely matched to pupils' learning needs. These inconsistencies in teaching are limiting attainment.
- 92 Standards in Year 2 have improved slightly over the last two years but not as quickly as the national improvement. Boys do not achieve as well as girls due mainly to weaknesses in their number knowledge and understanding, for example, place value and the quick mental recall when adding and subtracting numbers up to 10. For example, in a Year 2 mental activity, although a group of three boys knew that doubling was the same as adding the same number to itself, they were not able to quickly work out double eight or nine. Most Year 2 pupils are achieving standards in other aspects of mathematics, for example, data handling, which meet standards expected of their age. Standards in Year 1 are improving and most pupils are achieving expected levels. For example, a large majority of the Year 1 pupils in a mixed Year 1 / Reception class used standard units of measurement to accurately measure the length of an object, such as a book. Some of the higher attainers were able to guess quite accurately how many plastic rods would be needed to measure the length of a shoe.
- 93 Standards in Year 6 remain low. This group of pupils has been affected by staffing changes and difficulties during their time in the school. Their attitude and behaviour are not always positive. They do not sustain their concentration if they do not find the

work interesting and matched effectively to their learning needs. Some higher attaining pupils have generally secure numeracy skills and use them effectively to solve some challenging problems, for example, when calculating a particular percentage discount in the cost of a shopping item. However, most Year 6 pupils have weaknesses in their number knowledge, especially their mental recall of multiplication and division facts. These significantly affect the speed at which they work and the amount achieved. The quality of teaching in Year 6 is not of a consistently high level and this does not promote improving standards. Samples of pupils' work show that activities are not matched to pupils' abilities; most pupils working at the same activity although many find it too difficult and achieve little in the lesson. During the inspection, the school made effective use of additional teaching staff to provide more support to individuals or groups of pupils. This enabled them to gain a greater understanding of what was required of them and to be challenged to achieve an increased amount and higher level of work.

- 94 Standards are improving in Years 4 and 5. Most pupils have improving numeracy skills and use them effectively to solve a good range of number problems. For example, in a lesson on fractions, most Year 4 pupils quickly worked out how many tenths there were in a half. Some clearly explained how they had calculated their answer, and a high attainer confirmed that "there were 10 tenths in a whole one and 5 is half of 10!" Good quality teaching in Year 5 is promoting higher standards, for example, by challenging higher attainers to explain what calculations they needed to make before writing down and working out how many cans in a particular number of crates. Most Year 5 pupils round numbers up and down to the nearest hundred, although those with weaknesses in their understanding of place value were not able to use their knowledge to work out possible answers to such multiplication sums as '12 x 16'. Many Year 4 and 5 pupils have a reasonably quick mental recall of multiplication and division facts up to 10 x 10. They are developing a secure understanding of fractions, decimals and percentages and are beginning to use a sound range of strategies to solve mathematical problems. However, evidence from pupils' work in Year 6, show that these are not being built on effectively. There is little evidence of pupils being challenged to extend and apply their skills. Many learning activities are similar for all pupils and lower attaining pupils only achieve successfully when they receive good support. They benefited from additional support during the inspection, although a scrutiny of their work from earlier in the year shows significantly lower standards of attainment.
- 95 Pupils with special educational needs make sound progress overall in their learning. Those with specific number weaknesses receive good quality support from teaching and support staff. Where the teacher has planned work which is closely matched to their learning needs, for example, in improving their basic number uncertainties, and pupils benefit from effective individual support, they make good progress. Those pupils with behavioural and learning difficulties do not make consistent progress towards achieving their targets as their challenging behaviour is not always managed in an effective way. Pupils for whom English is an additional language receive good individual support, both in lessons and when withdrawn for additional language activities. This enables them to gain a greater understanding of the range of mathematical vocabulary, although weaknesses in reading skills limit attainment. For example, in a lesson on months of the year, two pupils were uncertain over the initial sound in reading the names of August and April, and June and July. They were unable to work out in which order to place the months and waited until support was available. This restricted the amount they achieved in the lesson.

- 96 The quality of teaching is sound overall throughout the school. It is often good and occasions excellent. It was good in just over 40 per cent of the lessons observed. Teaching varies significantly, especially at Key Stage 2, where it ranges from sound to excellent. Teachers use the National Numeracy Framework effectively to prepare detailed lesson plans. They clearly identify learning objectives which most share with their pupils to give a clear focus to their learning. Some explain key mathematical vocabulary, for example, 'equivalent', which is then used to enhance pupils' language skills and support learning. Most teachers have good relationships with their pupils and encourage them to become actively involved in their learning, especially in the mental introductory activity. They provide a lively and interesting start to many lessons which captures pupils' attention. Where teachers have good class control, this promotes effective learning. For example, in a Year 1 and 2 lesson, pupils successfully copied changes in the teacher's voice to match the pattern of odd and even numbers. Where teachers' control is less effective, pupils do not respond suitably and their calling-out of answers restricts the opportunities for others to explain what mathematical strategies they had used. This leads to some pupils being unwilling to contribute to class discussions, for example, in a Year 6 feedback activity and not extending their knowledge.
- 97 Teaching is excellent when teachers have clearly established class management routines which ensure that pupils maintain their interest and concentration. Pupils know what is expected of them and that their contributions are valued and respected. For example, in a Year 4 / 5 lesson, pupils knew that they were expected to be quiet and listen to the views of others before contributing to the class discussion. One pupil who found it difficult to remain quiet while others explained their answers, was quickly and effectively reminded of teacher's expectation. He readily accepted the need for a 'quiet time' and was then effectively brought back into the activity. The teacher ensured that the pupil made an immediate and positive contribution to the lesson which enhanced his self-esteem and extended his knowledge and understanding. Teachers use resources very effectively to focus pupils' attention and extend their understanding. For example, in a Year 1 activity on doubling numbers, the teacher used place value number cards successfully to clarify pupils' uncertainties over why the value of the '2' in the number '26' was '20'. She then used follow-up questions to consolidate then extend pupils' learning, for example, by challenging them to explain the difference in the value of the number 3 in '35' and '23'.
- 98 Teaching is less effective when some teachers do not consistently manage the disruptive behaviour of a small number of pupils to limit its impact on the learning of others in the group. Where some pupils interrupt discussions by calling out loudly or talk when the teacher is trying to give out instructions or explanations, this limits the opportunities for other pupils to become purposefully involved. It restricts the opportunities for pupils to reinforce or extend their knowledge and limits standards of attainment. In lessons in both Year 6 and Year 3 / 4, teachers did not always manage effectively the disruptive outbursts of a few pupils. On occasions, they interrupted the lesson, slowing down the pace and making it very difficult for other pupils to sustain their interest and attention. When teachers did not ensure that the learning activity was closely matched to pupils' abilities, this led to some pupils losing concentration and behaving in an inattentive way. For example, in a Year 6 activity, the reading ability of some lower attaining pupils meant that they were unable to understand what was required of them to complete the work. They began to lose interest and disrupt others. However, the effective use of additional teaching staff enabled individual pupils to be given good support, a clearer understanding of the task and to achieve soundly by the end of the lesson.

- 99 Pupils do not have enough opportunities to use information and communication technology to promote higher standards in mathematics. Some teachers challenge pupils effectively to use their numeracy skills in other subjects, for example, when measuring and assembling boxes in Year 1 design and technology. However, the school does not consistently extend pupils' numeracy skills to support and promote standards in other subjects.
- 100 The subject co-ordinator has monitored planning and constructive feedback has led to improvements. The school has made effective use of the local authority's advisory teacher to encourage staff to identify more opportunities for pupils to improve their skills in applying their skills and knowledge to solve mathematical problems. Teaching staff make good use of improved procedures to assess pupils' attainment, although they do not always use the information to ensure that work builds consistently upon pupils' prior knowledge and understanding. There have been some opportunities to monitor and evaluate the quality of teaching and learning, for example, through the headteacher and local authority's advisory staff. These have yet to be fully developed to enable the co-ordinator to have a clear understanding of the subject's strengths and weaknesses.

SCIENCE

- 101 In the teacher assessments for science in the year 2000, pupils' attainment at the age of seven was below the national average. In the national tests for eleven years old pupils, attainment was below the national average. Pupils achieved close to the national average at Level 4, but were well below the national average at Level 5. In comparison with similar schools, the performance was average. Inspection findings broadly match these judgements. Attainment at the age of seven is below expectations. Attainment at eleven is also below expectations. Standards for most pupils are lower than at the time of the last inspection; they remain at a similar level for the more able pupils.
- 102 In Key Stage 1, the oldest pupils are aware that exercise, underpins good health in humans. They illustrate this through labelling a printed diagram. Pupils carry out simple tests to compare seeds. They are aware that these produce growth and recognise that they require water and warmth to do so. However, in discussing tests to study growth, some pupils demonstrated a lack of overall understanding. In other work pupils make simple comparisons of materials; for example, plastic and wood. The recording of this work indicates the more able pupils have a much clearer understanding of the results; for example, one explained why the properties of a metal make it suitable in motor cars. However, another pupil recognised 'plastic' is man made and then immediately suggested it was a natural substance. Despite this, standards amongst most pupils are higher where they study 'materials'. Most pupils' work is of a sound standard with some evidence of higher attainment. Standards are below expectations overall in 'scientific enquiry' and 'life processes'. Here, only the more able pupils work is of an expected standard. There was no evidence of work on 'physical processes', because this is taught in the summer term.
- 103 The standard of teaching is sound overall, with some examples of very good teaching. Here, the teacher made good use of imaginative resources and had a secure knowledge of the subject. Through investigation, pupils handle and categorise different seeds, they begin to use observational skills effectively to describe what they see and feel. These stimulate interest and pupils make good progress because they are keen to learn and be fully involved in discussion. Over time, however, there is insufficient evidence of pupils being challenged to achieve higher levels of attainment.

The work of some pupils of average and below average ability lacks clarity of presentation and is sometimes incomplete. This hinders opportunities for pupils to refer back to and consolidate learning. It also limits the overall progression of skills in such areas as investigative work. Presentation skills, for example, when setting out the results of an investigation are under-developed, because there is insufficient emphasis on this in lessons. A number of tasks are not sufficiently matched to ability and there is little evidence from the work scrutiny of extension work being set. Marking is not precise enough. In the example given concerning plastic, both answers were marked correct. These factors restrict pupils from achieving the higher levels of attainment necessary to meet national standards.

- 104 Year 6 pupils conduct a range of tests and demonstrate they know the stages of an experiment. They investigate solids, liquids and gases, recognising that some processes are reversible. Pupils observe and record differences in soils, using filtering to separate out substances and study the residue. However, a significant number of pupils do not record their experiments in sufficient detail. Some diagrams are unclear and written explanations lack clarity. Pupils do not always recognise the significance of their results. Whilst knowing the principles underpinning a 'fair test', some pupils do not apply them, for example, failing to time a soil filtration test, when using different soils. In other work, pupils demonstrate an adequate understanding of how a light beam is reflected or refracted by a mirror or prism. They carry out experiments and record their results clearly with diagrams. In studying wildlife, most pupils are aware that different species use different habitats. They categorise these and discriminate between them.
- 105 No lessons were observed in Years 3 and 4. However, the work of these pupils was scrutinised. In Years 5 and 6 the standard of teaching was satisfactory overall. However, much of this is due to the support teachers, currently assigned to Year 6. In Year 5, teachers plan lessons carefully and provide good opportunities for pupils to carry out investigative work. They manage resources effectively and use sound subject knowledge to set challenging tasks. This promotes effective learning as pupils have the information, resources and appropriate task which enable them to work with a degree of independence. For example, they handled and compared different plant roots to help determine the most suitable soil for growth. Some good teaching in the Year 6 class, by the support teacher, promotes learning effectively, through challenging questions and carefully designed tasks. Over time however, there is insufficient attention paid to matching tasks to ability. In the scrutiny of work there was little evidence of extension tasks being provided for more able pupils. This restricts opportunities for these pupils to recognise and experience those standards required to gain higher levels of attainment. A significant factor impacting upon progress amongst the oldest pupils is poor behaviour. Several pupils have poor attention spans and are easily distracted. A few pupils do not handle equipment with sufficient maturity. This impacts upon overall progress, where time is lost to re-establish class control.
- 106 The curriculum is organised over a two-year cycle, which is supportive of the mixed age classes. It is sufficiently broad and balanced to offer sufficient opportunities that enable all pupils to make sound progress. However, in planning, there is a lack of an appropriate match between differing pupil abilities and the tasks set. This results in teaching which relies on outcomes, rather than tasks, to promote higher achievement. Some useful links between subjects are used to promote standards for example, in design and technology. The co-ordinator has worked hard to improve resources and to develop a substantial set of assessment procedures. These provide useful information on standards, and are beginning to inform pupil target

setting. The curriculum meets statutory requirements and all pupils enjoy equal access to it.

ART AND DESIGN

- 107 Standards are average at the end of both the infant and junior stages and have been maintained at the level reported in the last inspection. Most pupils develop their skills effectively, although more-able pupils in Year 6 are not always challenged enough to extend their skills and knowledge. The majority of pupils, including those with special educational needs and English as an additional language, achieve soundly.
- 108 The standards in Years 1 and 2 are promoted by teaching which is always at least sound. Very good teaching was seen by the subject co-ordinator, who has very good subject knowledge. Pupils were intrigued and listened attentively while the teacher explained some of the similarities and differences between the way designers use flowers and plants in their work. Pupils were challenged well through homework. They were asked to look for objects in their homes where flowers and plants had been used. Pupils have designed their own classroom displays of natural and man-made materials. In Year 2, pupils are making good progress in using a wider range of skills. Some pupils are learning how to sew beads and sequins to develop their fruit designs. Teachers use resources well to introduce pupils to the work of a range of ceramic and textile designers, for example, the work of some Mexican artists and designers.
- 109 In Years 3 to 6, pupils continue to acquire skills successfully in a range of activities. Some pupils have used a range of materials to reproduce their own designs of chairs. Pupils use sketch books to make pencil drawings and designs, but in Year 6 these are not used carefully enough. Pupils in Year 6 have visited a local art gallery to see the Lindisfarne Gospels, but there is little work related to the visit. They know about the styles of some famous artists, such as Salvador Dali and Leonardo da Vinci. Pupils in Year 5 have learnt and understood 'pointillism' technique. Their patterns of adjacent colours of dots make new colours. Pupils in Year 6 have drawn simple designs of Victorian puppet theatres and are now working in small groups to make their designs using card and fabrics.
- 110 The quality of teaching is sound overall. It is much better in the co-ordinator's class, where her specialist subject knowledge is used effectively to promote higher standards. Teachers make good links with other subjects, such as history and religious education. They plan lessons in detail and clearly identify the resources to be used. This impacts positively on learning, because pupils observe and talk about examples of work of different designers in the introductory part of lessons. They are then well prepared for the tasks they are given to do. Where there is parental and other adult support, this is not always planned and used effectively support many pupils. A parent was working very effectively with a group of five pupils teaching them to sew, and the school's adult support was also working with this small group. Teachers do not clearly identify safety factors in their planning. Although one teacher did remind young children not to walk around carrying scissors, other pupils were not warned of the dangers of putting beads or sequins into their mouths. Teaching was unsatisfactory in Year 6. The efforts of three teachers had to focus continually on dealing with the poor behaviour of many of the pupils. They were unable to develop pupils' skills and as a result learning was unsatisfactory. There was no opportunity for pupils to consider how they might adapt their work. Many pupils were unwilling to take responsibility for resources. In other lessons, pupils behave well, and there are good relationships between adults and pupils.

- 111 The school has adopted the national guidance for teaching art and design. However, planning does not clearly indicate how pupils, in mixed aged classes, will make systematic progress through each year group in knowledge, skills and understanding. There are no planned assessments of pupils' progress to ensure that work builds on prior skills and knowledge. There are few opportunities for the subject co-ordinator to monitor work in the subject, other than seeing teachers' planning and looking at work displayed in classrooms and around the school. The co-ordinator runs a weekly art club at lunch times. These sessions are well attended, and enrich the curriculum well.

DESIGN AND TECHNOLOGY

- 112 Only one design and technology lesson was seen during the inspection but pupils' previous work was examined and discussions took place with staff and pupils. Standards are average at seven and eleven years of age and have been maintained since the last inspection. Most pupils develop their skills effectively, although teachers do not always expect enough of more-able pupils in Year 6. Many pupils, including those with special educational needs and English as an additional language, achieve soundly.
- 113 In Year 1, pupils took apart and reassembled cardboard boxes accurately looking at shape and construction. Pupils, in Years 3 and 4, tasted and recorded in detail the texture, appearance and flavour of bread. They evaluated different examples of packaging to identify areas for improvement. When designing and labelling 'belt bags', pupils named the material used, and some of these pupils wrote good explanations of what they did. Other pupils designed and made a Nativity scene, with an electrical circuit. They evaluated their work effectively, making comments like, "I was not happy with the models of people, they were too small".
- 114 The school has adopted the national guidance for teaching design and technology. Planning clearly identifies the knowledge and understanding, as well as the designing and making skills to be taught in each year group. Teachers make good links between subjects where appropriate, for example, with science, mathematics and religious education. Pupils used their knowledge of electric circuits successfully when making a Nativity scene. Teachers extended pupils' knowledge and use of mathematical language, for example, 'nets', 'sides' and 'edges', when pupils disassembled cardboard boxes. The co-ordinator has begun to develop a collection of pupils' assessed work, and is monitoring teachers' planning to check that pupils are making progressive gains in design and making skills. Classroom monitoring identified weak coverage in some classes, and the subject is now timetabled more carefully. The co-ordinator has identified the need to assess the key skills taught in each year group.

GEOGRAPHY

- 115 Standards of attainment meet national expectations at the age of seven. Pupils achieve sound rates of progress in their learning. Standards of attainment for pupils aged eleven are well below national expectations. Overall progress, to the end of Key Stage 2 is unsatisfactory. However, standards in Years 3 and 4 and the mixed 4/5 class broadly match those expected for pupils of that age and their progress is sound. The principal reason for the low standards, at the end of Key Stage 2, is an absence of any sustained work having being taught last term. The little work seen does not promote appropriate standards of attainment. Whilst standards have been

maintained in Years 1 and 2, and in Years 3, 4 and 5, they have declined significantly for the oldest pupils in the school. Teachers' expectations are not consistently high enough in Year 6.

- 116 Infant pupils develop a sound understanding of a contrasting location, by studying Tocuaro, in Mexico. They discuss its climate and the impact of this upon daily life. Pupils are aware that the local foods are different to those produced in the UK. They gain useful insights through a lesson that focuses upon Mexican cooking. In a comparative study, pupils identify some valid differences between living in Newcastle to life on a Scottish island. Through this they develop and improve their basic mapping skills. This satisfactory progress is maintained through sound and, frequently good teaching. This promotes effective learning. Lessons are carefully planned with appropriate resources used and relevant tasks are set. For example, a good range of photographs and artefacts from Mexico stimulate and maintain pupils' interest. Most concentrate well and this contributes effectively to their learning.
- 117 Year 3 and 4 pupils develop their mapping skills to appropriate levels. They understand that a map is a source of information, that it displays a range of physical features and can be used to plan a journey. Pupils develop their skills in locating features through using co-ordinates. For example, they identify the correct map square containing a village. Through a local survey, they identify patterns of employment and match these to transport movements as adults travel to work. This helps pupils gain useful insights into the local economy. Standards of attainment are appropriate for this age group. This is achieved through sound and sometimes good teaching. Lessons are carefully planned and key points are identified, pupils are clear how to prioritise their learning. Lesson pace can be variable and insufficient time is sometimes given to written tasks. This can restrict some pupils' opportunities to consolidate their learning. Overall, however, progress is satisfactory.
- 118 In Years 5 and 6, little work has been completed during last term when geography featured on the curriculum plan. Mapping skills are under-developed, so that there is little evidence of pupils using scale, direction or co-ordinates. Some limited work is completed to identify water use in the home. In Year 5, this is represented graphically, using information and communication technology. In Year 6, hardly any work has been completed and there is little evidence of skills being developed. Overall, standards by the end of Year 6 are well below expectations for this age group. No lessons were observed, as geography does not feature on this term's curriculum plan. On the evidence from last term, however, the progress of these pupils is unsatisfactory.
- 119 The quality of teaching is sound overall and good or better in half of the lessons observed. It was never less than sound. However, no lessons were observed towards the end of Key Stage 2. A scrutiny of pupils' work shows that teachers do not expect high enough standards, especially in Year 6. Teachers plan their lessons in detail and use good resources and good subject knowledge to focus pupils' interest and improve their level of understanding. For example, in a Year 4 / 5 lesson, the teacher made very effective use of a video of the Millennium Bridge in Newcastle to extend pupils' knowledge and understanding of its impact on the local area, especially the re-development of the south bank of the River Tyne. They use questions very effectively to challenge pupils' thinking, for example, when Year 1 and 2 pupils were considering how their lives were different to children living in the Mexican town of Tocuaro. Teachers maintain good pace to lessons, for example, by stopping the video to check on pupils' understanding. However, on occasions, they do not use

these opportunities to extend pupils' knowledge, for example, Year 3 and 4 pupils' use of words such as 'gradient' and 'tension', which were included in a video commentary.

- 120 The co-ordinator is aware of the standards achieved. She has some opportunity to monitor work and displays. She is working hard to develop the curriculum and ensure that assessment procedures feature in medium term planning. Some imaginative resources have been purchased; for example, to support work on Mexico and for a new unit of work, 'Passport to the World'. Good use is made of a residential visit to Langdon Beck, where mapping skills are developed. An improvement since the last inspection is the introduction of a more structured assessment scheme, although this has yet to promote higher standards.

HISTORY

- 121 Standards have been maintained since the last inspection and are broadly in line with national expectations for pupils aged seven and eleven. Pupils' knowledge and understanding of history and their skills in finding out about the past are as expected for eleven-year-olds. They recall key facts about Ancient Egyptian, and Greek civilisations. They understand how Romans, Anglo-Saxons and Vikings invaded and settled in England. Pupils describe how life for children and families was different in Tudor and Victorian times. They recall many features of school life in the second half of the nineteenth century. Through their work on local history, pupils of all abilities have a good understanding of life in Newcastle in the past. They also describe the main causes of changes in the city that have taken place within living memory. Pupils use historical documents effectively, such as census records, to find information about life in the past. They also learn to find information about the past by examining artefacts and photographs. Discussions with pupils showed a thoughtful interest in the past. They had clear memories of what they had learned, particularly through visits and drama.
- 122 By the end of Year 2, pupils recall the causes and effects of important historical events such as the Great Fire of London. They understand the importance of famous people in the past such as Florence Nightingale. Pupils of all abilities understand how we learn about the past from eyewitnesses who wrote down or depicted what they saw. They extend their knowledge and understanding of the more recent past by talking to older members of their families. Pupils begin to use artefacts to learn about the past by comparing old and new objects such as kitchen utensils and toys. They improve their knowledge about family life, homes and holidays in the past by looking at and discussing pictures, videos and old photographs.
- 123 The quality of teaching and learning taken overall is sound. Teachers plan work carefully and have good knowledge and understanding of the topics studied. As a result, pupils work with interest and begin to raise their own questions about the past. They are enthusiastic in their approach to learning when it starts with investigation and first hand experience. For example, pupils in Years 4 and 5 began their work on Egyptian history by visiting a local museum, taking photographs and studying artefacts.
- 124 In the best lessons, teachers' enthusiasm and detailed knowledge of history stimulate pupils to think about differences between past and present. For example, when a Year 6 pupil heard details of lessons and subjects in Victorian schools, he commented: "We don't learn about the Queen". Teachers start such good lessons by making sure pupils understand exactly what they are to learn, as well as what they are to do. They also give pupils challenging tasks, but then support learning well

through clear directions and very effective individual guidance. For example in a lesson for pupils in Years 4 and 5 the teacher aimed to sharpen pupils' skills in classifying Egyptian historical artefacts. The lesson was very successful because of the high quality of the teacher's organisation and direction of the work. Teachers also use displays effectively to help pupils remember new learning. For example, the local history display in the year 5 classroom highlighted key evidence of the most important changes in the region. It gave pupils step by step knowledge of the progress of their own learning.

- 125 Teaching and learning are less effective when teachers' explanations and reviews of learning are too long. When pupils are required to sit and listen for long periods of time, many lose interest and concentration. They lose focus on their individual or group work and pupils make only limited progress.
- 126 Teachers make effective use of national guidance. They make the most of the historical heritage of Newcastle to stimulate and enrich pupils' learning. Pupils visit local museums and study old photographs and large scale local maps to extend their knowledge of how the locality has changed.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 127 Standards of attainment broadly meet the national expectation for seven year olds. Standards are below the national expectation by the age of eleven. However, there is evidence of standards improving amongst the younger pupils in Key Stage 2. This is because teachers are making more effective use of improved resources.
- 128 Standards of attainment in Key Stage 1 have improved since the last inspection and are continuing to rise. Year 2 pupils know how to insert, edit and save text. They use the mouse effectively to highlight and change the font and size of text. Pupils use these skills accurately to write short stories, produce invitations and Christmas cards. They use 'clip-art' to combine text and pictures. Pupils' experience of ICT is improving; for example, they make good use of drawing programs to produce sketches and diagrams, knowing how to colour them. More able pupils use additional skills to insert features, such as people, into a drawing. Pupils know that floor robots are controlled through programming instructions, further work on control is planned later this term. Their experience of using data is more limited. They are beginning to explore how lists of items are managed through a computer program. Pupils experience some modelling activity through simple simulation exercises, such as 'Milly's Book House'. Through this and earlier work when in Year 1, they gain a full range of required experiences.
- 129 The improvement in standards over time is a result of increased opportunities and improved teacher confidence in teaching this subject. Standards of teaching are sound, with some examples of good teaching. Teaching is good when teachers use their sound subject knowledge to demonstrate and develop particular skills successfully, for example, in word processing. Most teachers use whole-class demonstrations to show key skills, followed by individual practice to consolidate them. All pupils have a 30 minutes lesson each week and follow this up, usually working in pairs on the computer, for about 15 minutes. There is now regular access to computers for all pupils and a more structured approach to their learning. Class teachers are sufficiently competent to demonstrate differing programs and teach specific skills. They record pupils' work carefully, though this reflects coverage of the subject rather than individual standards. Assessment procedures are still being developed and the introduction of a collection of pupils' assessed work supports this

effectively. Sound and, on occasions, good teaching ensures effective progress in the development of the skills of all pupils. They are gaining a good range of experience and appropriate skill development. The pupils' positive attitudes contribute significantly to the quality of their learning. Most are keen to use computers and enjoy demonstrating what they know.

- 130 Standards for eleven year olds are similar to those seen at the last inspection. However, the range of experience for all pupils in ICT is now considerably wider and therefore true comparisons are difficult. The main reason why standards are still below average is that these older pupils have not had sufficiently varied opportunities earlier in the key stage. Improved funding and resources have only recently been allocated to the school and their impact is only just being seen. Teacher development in ICT is still at an early stage and most staff have just begun their national training courses. Despite this, and the significant difficulties with equipment, most teachers do display a commendable determination to provide good learning opportunities for pupils. In most ICT lessons learning is satisfactory. However, long term progress is still slower than it might be.
- 131 The oldest pupils have sufficient experience in communicating information through text and pictures, though they have no experience of working with sound. They are unclear about how to adjust their style of writing to meet the needs of different 'audiences', for example, report writing and presenting detailed information. They write stories and poems and know the basic routines to save and retrieve their work. Pupils are beginning to explore 'spreadsheet modelling', but their skills in this area are still limited and they do not understand the potential for its wider use. Pupils have some experience of finding information using a CD ROM. They have also used the Internet, but have not used e-mail. They know and use some control and modelling activities, for example a floor robot, but have little experience of on-screen control through such programs as 'logo'. They have insufficient knowledge and understanding in these areas. Pupils have no experience of using sensing equipment and only a limited appreciation of the importance of ICT within society. The behaviour of the oldest pupils is quite variable. They respond well to good teaching. For example, where a support teacher handled behaviour skilfully and provided a stimulating activity in the ICT suite. In the classroom lessons, teachers do not manage pupils' behaviour consistently. A small number of pupils display poor attitudes towards learning, although others are keen to learn. The current teaching arrangements in Year 6 left a second support teacher working hard to promote learning in difficult circumstances. The class-teacher was unable to gain the pupils' attention successfully and did not promote their learning satisfactorily
- 132 In Years 3, 4 and 5, standards are improving and are close to those expected of their age. For example, pupils in Years 3 and 4 are quite confident in word processing, combining text and graphics successfully. They used these skills effectively to produce a 'Book of Monsters'. These pupils benefit from an earlier introduction to basic skills and increased opportunities; for example, developing a database on birds. During the inspection a range of different teaching situations was observed, including class, small group and individual learning activities. The standard of teaching varies significantly. It is sound overall, with examples of good teaching that extends pupils' learning and unsatisfactory teaching which restricts their progress. Continuing technical difficulties in the ICT suite means that much work continues to be classroom based. Teachers demonstrate their skills competently, but do not always employ the most effective routines to promote follow-up work. When pupils do not gain swift enough access to classroom computers, this limits the overall rates of progress. Where lessons take place in the new ICT suite, class teachers are still

learning how best to use it. Good teaching included a confident demonstration of using a database in Year 5. The good teaching helps pupils make rapid progress in applying basic skills to new situations; for example, using a mathematical formula to analyse numerical data and patterns.

- 133 The curriculum meets statutory requirements and offers pupils some good opportunities to develop their knowledge and skills. There is equal access to the curriculum for all pupils, including those with special educational needs and those for whom English is an additional language. However, there are not enough opportunities to enable all pupils to use ICT and support their work in other subjects.
- 134 The co-ordinator is working hard to improve resources in ICT and develop its use through different subjects. The new ICT suite has the potential to improve learning opportunities for all pupils. However, there are significant problems associated with its organisation and management. These restrict the range and frequency of learning opportunities and the development of different teaching approaches. Because of its size, only half a class, at best, can be accommodated at any one time in the ICT suite. This leaves the other half working in another room, usually on a similar writing or drawing activity. During the inspection, in one class, 11 pupils were taught in the suite and 17 in the classroom. This did not promote consistently good behaviour and progress. In another lesson, two groups of 13 pupils were rotated in turn, each having 30 minutes direct access to information and communication technology in a lesson of 60 minutes. This left them with insufficient time to consolidate the skills taught to them. It requires two staff to teach and supervise any class using the ICT suite. Indeed, during the inspection on one occasion, three qualified teachers were needed to teach 26 pupils, of whom only 11 actually used the computer suite. These issues continue to restrict standards, as they reduce teaching and learning opportunities using computers, sometimes adversely affect behaviour and require considerable duplication of effort by staff.

MUSIC

- 135 The school maintains the sound standards reported in the last inspection. Pupils' attainment in music is as expected for their ages at the end of both infants and juniors. The school's planning for music gives all pupils balanced development in playing, composing and appraising skills. Pupils enjoy an appropriate range of music making and listening activities. However, the school has not made enough progress since the last inspection in raising both expectations and the quality of singing, particularly in the juniors, where it remains below expectation for pupils' ages. The school arranges specialist tuition in drums, keyboard, guitar, brass and woodwind instruments for pupils in the juniors. The school rightly ensures that no pupil is excluded from such musical activities on financial grounds. Pupils in both the infants and juniors have opportunities to take part in musical performances each year. The programme of music in assemblies enhances the quality of pupils' listening experiences.
- 136 Pupils in Years 1 and 2 quickly learn the names and sounds of percussion instruments. Year 1 pupils learned that metal objects made special sounds. They recognised and made long and short sounds and learned that many instruments are made of metal. One girl was delighted by the sound made by a kitchen utensil. She commented: "It sounds like a bell! It sounds like a church bell!" In a similar lesson, Year 2 pupils rose to the challenge of singing a new song about metal when the teacher said: "I am sure you could sing that chorus". At the end of the lesson they mimed accurately the playing of brass instruments such as trumpets and trombones, as they listened to a recording of a jazz band.
- 137 Year 5 pupils made good progress in learning to read a score accurately. All joined in singing practices at the beginning of the lesson with accurate rhythm and satisfactory projection. The teacher encouraged good listening which enabled pupils of all abilities to learn to recognise "steps, leaps, repeats and sequences" in both singing and recorded music. However pupils' lack of enthusiasm for singing, noted at the previous inspection, limited both the tunefulness and clarity of their performances in the second half of the lesson.
- 138 The overall quality of teaching is sound, although some teachers lack confidence. During the inspection there was very good teaching in one lesson and a sound standard in the remainder. In the better quality lessons, teachers lead and organise musical activities at a good pace, involving pupils of all abilities fully and well. For example in a Year 5 lesson on sight reading, the teacher taught pupils to record the rise and fall of a series of notes as a line graph. They were excited to hear her playing the notes on a saxophone and therefore listened intently. As a result, pupils of all abilities heard and recorded the pattern of the series of notes accurately. Pupils listened carefully in all the lessons and activities observed. They clearly enjoyed and rose to the challenge of the opportunities they were given for making and listening to music.
- 139 Teaching is less effective, although still sound, when pupils have only limited opportunities to take part in performance. For example, when two teachers put their infant classes together for a half hour lesson the number of pupils able to make percussion music went down by half. The development of singing remains unsatisfactory mainly because teachers do not expect the higher standards which pupils are capable of achieving.

- 140 The school gives all pupils good opportunities to try out and learn to play percussion, brass and woodwind instruments and guitar. At the time of the inspection, 33 junior pupils were having such extra lessons. In addition, eight pupils from the infant classes were learning to play the descant recorder. The numbers of pupils involved in such lessons are higher than in many primary schools and contributes effectively to standards of attainment.

PHYSICAL EDUCATION

- 141 During the inspection, the focus was on gymnastics and dance. Attainment meets national expectations for pupils aged seven and eleven. Standards have been maintained since the last inspection. Although swimming was not observed during the inspection, attainment certificates show that pupils continue to perform at the above expected levels reported previously. Sound teaching and the good range of extra-curricular sporting activities promote the development of pupils' knowledge and skills. Although some parents were concerned about the range of extra-curricular activities, the school has arranged for pupils to receive specialist coaching in such activities as rugby, football, cricket and basketball. This significantly enhances the opportunities for pupils, especially in Years 3 to 6, to participate in sports and to improve their standard of performance.
- 142 Pupils clearly enjoy physical activities and most participate enthusiastically. When their efforts are fully directed into working hard and trying to improve their standard, pupils, including those with special educational needs, make good progress. On occasions, their enthusiasm leads to some lapses in attention and incidents of silly behaviour, for example, when some Year 4 boys slithered across the hall floor rather than walking to the side as requested. This demanded more of the teacher's time and limited opportunities for her to work with those pupils who wanted to raise standards.
- 143 Pupils move with good co-ordination and increasing control. This is developed soundly in Year 1 when pupils develop a suitable range of movements to interpret a taped story. Some are beginning to use changes in speed and facial expression to emphasise mood. Year 2 pupils demonstrated increasing control as they copied the movements of their partner in a short gymnastic sequence. They linked two movements successfully then extended them into a sequence of three movements. They made good use of changes in speed and height, although pupils' lack of awareness of body position and extension restricted the quality of movement. Many pupils observe the performance of other pairs and accurately identify where their movements were matching or not. They are less confident about identifying ways in which they or others could improve the quality of their work.
- 144 Year 5 pupils build on these gymnastic skills soundly to develop short movement sequences on the floor and apparatus. Many showed good control, for example, balancing carefully on one leg on the top of a gymnastic table. They demonstrated good poise in holding their balances and moved smoothly from one movement to the next. Pupils did not get enough time to extend their sequence fully as the apparatus layout meant that pupils had to queue for their turn on each item of equipment. This restricted opportunities and the standards achieved. Year 6 pupils showed a broad range of rolling movements when developing a sequence with a partner. Only a few tried to achieve high quality control and standards in the lesson were below those expected for their age. Many show little control in completing different rolls, with a lack of awareness of correct technique or the need to be aware of space for themselves and others. Some extended their initial two-roll sequence to include a

third movement, for example, two higher attainers included a good quality bridging movement before moving into a sideways roll to finish. Pupils observed carefully and recognised the achievements of others. However, teachers do not require pupils to evaluate their own performance or that of others and identify ways in which the quality of movement could be improved. This did not promote higher standards.

- 145 Teaching was sound in five out of the six lessons observed. Teachers plan in detail, with clear lesson objectives and identify ways in which the activities could be extended, for example, by challenging pupils to extend a gymnastic sequence. Most use pupils' demonstrations effectively to illustrate a range of ideas and to encourage pupils to participate enthusiastically in their performance. Few challenge pupils to improve the quality of their work. Where teachers have good subject knowledge, they use it well to improve pupils' skills. For example, in a Year 5 gymnastics lesson, the teacher reminded pupils of their work in dance to focus their attention on the need to vary speed and height in their gymnastic sequence. This led to a broader range of movements being tried. Where teaching is unsatisfactory, teachers do not manage pupils' behaviour consistently. This leads to uncertainties in pupils' response and a lack of focus on their work. For example, the teacher reprimanded the inappropriate behaviour of one pupil but accepted that of another. This led to others responding in a similar way. The teacher had to spend too much time stopping the lesson to control the behaviour of a very small number of pupils. This significantly limited the time available for other pupils to develop their dance ideas and little was achieved.
- 146 The subject co-ordinator started at the school at the beginning of this school year. She has taken on her role with enthusiasm and has already implemented a more detailed curriculum programme which ensures the effective development of pupils' skills. She has helped to organise and co-ordinate a good programme of sporting clubs and activities. The school makes good use of parental helpers and the coaching expertise of local sporting clubs, for example, Newcastle United and Newcastle Falcons. Pupils are involved in playing some competitive matches against other local schools. The school is waiting to hear if it has been successful in a bid to improve its indoor sporting facilities by building a sports hall extension for community and school use.

RELIGIOUS EDUCATION

- 147 The last inspection reported that standards were in line with the expectations of the Newcastle Agreed Syllabus by the end of Key Stage 1, but below these expectations by the end of Key Stage 2. This inspection confirms these judgements. There have been improvements since the last inspection, but these have not yet had time to impact on the standards in Year 6. There is a wide variation in the quality of teaching and learning. Looking at pupils' previous work, there is a lack of challenge for many pupils, for example, more should be expected of higher attaining pupils.
- 148 The school has made good progress against the action plan, following the last inspection. There is guidance for teachers about what to teach in the two religious faiths at Key Stage 1, and the three faiths at Key Stage 2. This is taken from the Agreed Syllabus. All the teachers plan the same way, and ensure sound opportunities for pupils' written work throughout the school. The subject now meets statutory requirements. Monitoring of planning and teaching takes place, but is not yet sufficiently rigorous to improve standards and the quality of teaching and learning. Resources have been improved, and there is now a good range of artefacts to support teaching all the faiths taught, although there are insufficient visits to places of worship. Assessment procedures have been put in place, but the results of

assessments are not used well enough to inform lesson planning. The school is planning to use the assessment guidance recently issued by the local education authority.

- 149 Younger pupils recognise that some stories in the Bible tell Christians how they should live their lives. They know about the important Christian festivals of Christmas and Easter, and the Jewish festival of Hanukkah. In Years 3 and 4, pupils learn why some Christians go to church on Sundays, and about some important aspects of Christian worship. They are taught the Hindu belief in 'One God', with many characteristics, and they recognise some important artefacts used in Hindu worship. Pupils in Years 5 and 6 suggest how they could be a good neighbour, and ways they might make up for doing wrong, for example after telling a lie. However, their work on Islam is brief, and they are not learning to use the correct religious terms, such as 'hajj', when referring to Islamic pilgrimage.
- 150 The quality of teaching and learning is sound overall, but it is much better in some classes than others. The excellent, and good, teaching by one teacher, is used effectively to teach two classes in lower Key Stage 2. These lessons are planned well with clearly identified learning objectives. Teachers match activities closely to pupils' abilities and provide appropriate challenge. There are very high expectations of pupils' behaviour and the quality of their work. As a result, these pupils achieve sound, and often good standards. They are attentive, work hard and want to succeed. Teaching is unsatisfactory in Year 6. Teaching and learning are too frequently interrupted to manage the inappropriate behaviour of a few pupils. The learning objective for lessons is often too broad. This results in pupils not knowing what they are expected to learn. Teachers do not ensure that lessons build successfully on what pupils have recently learnt. For example, pupils' role-playing characters at the Last Supper did not understand the significance of the Last Supper to Christians, nor did they know about the Jewish festival of Passover. This resulted in unsatisfactory learning. Pupils responded in role-play with phrases like "I don't know", and "We sat at a table".
- 151 Some teachers lack sufficient knowledge about Judaism and Islam. Pupils' previous work indicates that teachers' expectations of what pupils can do are too low. Frequently, all the pupils in a class are given the same task to do. This provides little challenge, particularly for higher attaining pupils. Published worksheets are used too often, and are frequently used for colouring activities. Pupils' written work is very brief, and poorly presented. Teachers plan for pupils' spiritual, moral, social and cultural development in their lessons, but this is often not specific to the lesson being taught. Some good opportunities for spiritual development were seen, for example, when pupils were asked to sit quietly and think about their work, and to share their thoughts with classmates. Other pupils listened in silence to reflective music, and thought about the work they were going to do. Pupils talk about their understanding of the difference between right and wrong. They learn about Christianity and Hinduism, but their understanding of Judaism and Islam is not so well developed.