

## INSPECTION REPORT

### **DELAVAL COMMUNITY PRIMARY SCHOOL**

Newcastle upon Tyne

LEA area: Newcastle upon Tyne

Unique reference number: 108466

Headteacher: Mrs. S. Marsden

Reporting inspector: Mrs. M. Fitzpatrick  
24326

Dates of inspection: 20<sup>th</sup> – 24<sup>th</sup> March 2000

Inspection number: 215534

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

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Axwell Park View  
Newcastle upon Tyne

Postcode: NE15 6NR

Telephone number: 0191 274 5290

Fax number: 0191 274 5290

Appropriate authority: The Governing Body

Name of chair of governors: Miss Joyce Wright

Date of previous inspection: 13<sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Moira Fitzpatrick	Registered inspector	English	What sort of school is it? What the school should do to improve further.
		History	School's results and achievements.
			How well the school is led and managed.
Sarah Drake	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
			Pupils' attitudes, values and personal development.
Ann Lowson		Special educational needs	
		English as an additional language	
		Under fives	
		Art	
		Music	
		Physical education	
Bob Willey	Team inspector	Equal opportunities	How good are the curricular and other opportunities offered to pupils?
		Mathematics	
		Religious education	
		Design and technology	
Arthur Allison	Team inspector	Science	How well are the pupils taught?
		Information and communications technology	
		Geography	

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Number of full time pupils	217	about average
Pupils with English as an additional language	2.3%	low
Pupils entitled to free school meals	85.7%	well above the average
Pupils on the register of special educational needs	58.1%	well above the average
Average number of pupils per teacher	24.4	about average

Although the attainment of pupils covers the full ability range, there are very few children in the school of high ability. Overall, the attainment of pupils when they enter the school is low, especially in language and literacy. There are few pupils from minority ethnic backgrounds. The number of pupils who speak English as an additional language is low and fluctuates because of the migrant nature of the school's population. The socio-economic circumstances of pupils at the school are very poor. The school has two resource base units for pupils with specific learning difficulties. At the time of inspection one class was being taught by a temporary teacher, replacing the English co-ordinator who had moved to another school.

### **HOW GOOD THE SCHOOL IS**

Delaval Community School provides a secure, caring environment in which pupils develop good social skills and learn to work together in a harmonious atmosphere. The school promotes good standards of behaviour and develops good attitudes to learning in the vast majority of its pupils. The headteacher provides effective support for the staff in maintaining good standards of discipline. Teachers' skills are improving in the teaching of science and mathematics and standards are rising in these subjects across the school. Taking into account these factors and the amount spent on the education of the pupils, the school gives satisfactory value for money.

#### **What the school does well**

- The school is making good improvements in standards in science and mathematics.
- The headteacher provides effective leadership for the behaviour and discipline in the school, both of which are good.
- The school promotes good attitudes to learning in its pupils.
- The teachers manage pupils in their care with sensitivity and understanding.
- Relationships in the school are good and support the pupils' learning.
- The quality of educational provision for children in the nursery and reception classes is very good.
- The quality of the school's environment is outstanding.

#### **What could be improved**

- Standards in English at both key stages.
- Although the quality of teaching is satisfactory at both key stages it could be improved further
- Assessment procedures and the use of assessment to raise standards.
- The provision for pupils with special educational needs in mainstream classes.
- The management structure of the school.
- The responsibility and accountability of subject co-ordinators.
- The role of governors in directing the work of the school.

*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 made good improvements in standards in science and mathematics since the last inspection in January 1997. The performance of boys in the National Curriculum tests has improved. There have been improvements in the planning for the learning of children under five and the provision in this area is now judged to be very good. The quality of teaching in the reception class has improved significantly since the last inspection and is now very good. There is improved provision for special educational needs with the appointment of two specialist special needs teachers who are responsible for resource base provision and pupils with special educational needs in mainstream classes. The role of co-ordinators requires further development. While assessment procedures have improved in science and mathematics this is not the case in English, where they require further development. The improvement since the last inspection in January 1997 has been satisfactory and the school has the capacity to continue to improve.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999		
English	E	E*	E*	D	well above A average B above
Mathematics	D	D	D	B	average C below average D well below average E
Science	B	A	B	A	

The table shows that the performance of pupils in the 1999 National Curriculum tests in English was below average of the performance of pupils in similar schools and very low in comparison with the national average. Pupils' performance in the English tests is in the lowest five per cent of results nationally. The performance of pupils in the mathematics tests was above the average for similar schools and below the average for all schools. In science, pupils' performance was above the national average and well above the average in similar schools. Results in English are well behind those in science and mathematics and standards seen during the inspection confirm that pupils make slower progress in this subject than in the other core subjects. By the ends of both key stages, pupils reach the expected standard in physical education, music, art and information technology. They attain below the expected standard in design and technology and history. In geography at Key Stage 1, pupils attain below the expected standard and there was insufficient evidence for inspectors to make a judgement about standards in geography at Key Stage 2. In religious education, pupils at both key stages attain just below the expectations of the Locally Agreed Syllabus.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The vast majority of children have good attitudes to school. They enjoy learning and work well in class.
Behaviour, in and out of classrooms	Behaviour is good in and out of the classroom. The majority of children are courteous and considerate and they make visitors welcome.
Personal development and relationships	Most pupils accept responsibility for their learning and willingly give support to others. They work well in pairs and small groups and develop strong, caring relationships with each other and their teachers.
Attendance	Attendance is unsatisfactory. Although it shows some improvement this year, unauthorised absence is still high compared with the national average.

The good behaviour of pupils is a strength of the school, reflecting the high value the headteacher and teachers place on a calm, secure working environment. Relationships are very supportive and teachers go to great lengths to instil in pupils a sense of their own worth and the worth of others. They take time to discuss difficulties with pupils and help them recognise how their behaviour affects others.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Satisfactory

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

The quality of teaching at both key stages was at least satisfactory in 96 per cent of lessons. In 30 per cent of lessons it was good and, in 16 per cent of lessons, teaching was very good. In four per cent of lessons, the teaching was unsatisfactory. The unsatisfactory lessons were one each in English and mathematics. In most mathematics lessons, pupils learn at a brisk pace and the basic skills of numeracy are effectively taught. In English, the quality of teaching is satisfactory, overall, at both key stages, with only one example each of good and very good teaching. In English lessons, teachers' expectations of what pupils can achieve could be higher in all aspects of the subject. In science, clear planning for the learning that will take place is a strength of the teaching. Although teaching is satisfactory in the majority of lessons, there is a need to improve the quality of teaching at both key stages. The teaching of pupils with special education needs in the main school is unsatisfactory; the individual education plans used to set targets for their learning are out-of-date and few teachers refer to them when planning tasks for pupils. The quality of teaching in both special needs resource bases is good with examples of very good teaching seen in both. As a result pupils in the bases make good progress. The quality of teaching for under-fives is very good, overall, and is never less than good. The children make very good progress as a result of this high quality of teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for all pupils is broad and balanced. Planning is satisfactory, but in some subjects, notably English it lacks detail of how pupils will progress in their learning. The school provides a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	Unsatisfactory at present. Individual education plans and pupil reviews are out-of-date. The appointment of two co-ordinators with the shared responsibility for improving provision has resulted in an appropriate action plan for improvement. The quality of provision in the newly established resource bases, led by these new co-ordinators, is good.
Provision for pupils with English as an additional language	Specialist provision is good, with good in-class support supplied by a volunteer linguist who supports refugee children.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Satisfactory provision, overall, with good provision for moral and social development. Pupils are taught to reflect on their experiences and how their behaviour might affect others. They are taught right from wrong. Pupils are given good opportunities to develop social skills by working together in class, supporting the learning of other pupils and taking part in school visits and extra-curricular activities.
How well the school cares for its pupils.	Teachers know the pastoral needs of their pupils very well. They make good use of praise to motivate them and encourage them to become independent. However, teachers' knowledge of pupils' learning is uneven and, in many subjects, they have only a weak knowledge of pupils' attainments because of the lack of effective assessment procedures. The school needs a written policy for health and safety procedures.

The school has satisfactory links with parents and carers. There is an appropriate home-school agreement and the majority of parents support the work of the school by ensuring that their children complete homework tasks. Reviews for pupils with special educational needs have not been carried out with consistent regularity.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	The headteacher gives effective leadership to the pastoral work of the school. She insists on high standards of behaviour and ensures that the learning environment is of high quality. The monitoring of teaching and learning needs to be improved and the role of co-ordinators needs to be extended to include accountability for standards in their subject.
How well the governors fulfil their responsibilities	The governors are supportive of the school, but they need to be more directly involved in setting a direction for the work of the school.
The school's evaluation of its performance	The headteacher and governors have some idea of the school's strengths and weaknesses, but not enough knowledge gained from systematic monitoring in the school. There is an urgent need to identify weaknesses in key areas, such as English teaching and the provision for pupils with special educational needs.
The strategic use of resources	Financial planning and administration are sound. The school makes careful use of its resources. Taking into account the standards achieved and the quality of provision for pupils' personal and social development, the school gives satisfactory value for money.

The school has sufficient, well-qualified staff to teach most subjects. However, there are some weaknesses in teachers' knowledge of English teaching which need to be remedied. There are enough learning resources to teach all the subjects of the curriculum. The school has outstanding accommodation and it is very well maintained. The headteacher and governors scrutinise tenders to ensure that the school makes good use of its resources.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That their children like school</li> <li>• That the school expects their children to work hard</li> <li>• That their children make good progress</li> <li>• That they would feel comfortable about approaching the school</li> </ul>	<ul style="list-style-type: none"> <li>• Some health and safety issues</li> </ul>

Most parents and carers view the school in a positive light. Inspection findings largely support parents' views of the school. In most areas of the curriculum, their children make satisfactory progress and they are expected to work hard in lessons. The school is a welcoming place and teachers all make themselves available to parents at the end of the school day. Inspectors discovered a number of health and safety issues which they brought to the attention of the headteacher during the inspection.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 On entry into the nursery, the children's attainment is well below the level expected of children of their age and literacy skills are very low, but the full ability range is represented. By the time they have reached the age of five, the majority of children have achieved the Desirable Learning Outcomes in language and literacy and mathematics, with the more able children working within the National Numeracy and Literacy Strategies. Children have also achieved the expected level in the other areas of learning, and are particularly competent in their physical skills. Children make very good progress in their early years' education and they make particularly good progress in their personal and social education, in language and literacy and in mathematical skills. Children in the reception class listened intently to a story about Peter Pan when they were developing early reading skills. In the nursery class in mathematics they count the number of children present for lunch and then count out the correct number of knives and forks. Since the last inspection, provision for the children in the early years has improved. This improvement is based on shared curriculum planning between the nursery and reception classes, and on the quality of teaching, which is now always good and is usually very good.
  
- 2 In 1999, the percentage of pupils achieving Level 2 or above in the National Curriculum tests for seven year olds in reading was in line with that of similar schools, but well below the national average. In writing, in the same tests, the percentage of pupils achieving Level 2 or above was well below similar schools and very low in comparison to the national average. No pupil achieved the higher Level 3. Taken over the past four years, the performance of pupils aged seven was very low in reading and well below the national average in writing. Pupils in the current Year 2 show similar levels of attainment. They have limited reading strategies and weak knowledge of letter sounds. Their writing is poorly formed and only the highest attainers write properly constructed sentences independently.
  
- 3 In the 1999 tests in English for eleven year olds, the percentage of pupils achieving level 4 or above was well below the average for similar schools and very low in comparison with the national average. However, the average point score achieved by pupils in these tests was just below the average of similar schools. Taken over the last four years, pupils' performance was well below the national average. In the same period, the performance of boys has improved more than that of girls. Standards in the current Year 6 are similar to these. Pupils' reading skills are under-developed and few pupils read for pleasure or information. Handwriting shows good improvement, but pupils' writing for different purposes is very limited and few can write at length independently. All pupils' writing is constrained by a limited vocabulary.

- 4 Standards in mathematics are improving. In the 1999 tests for seven year olds, the percentage of pupils achieving Level 2 or above was in line with that of similar schools and well below the national average. The percentage of pupils reaching the higher Level 3 was below the national average. The performance of pupils in mathematics over the last four years was well below the national average, but rising faster than the national trend. By the end of the key stage, pupils' attainment is below the national expectation, but improving. They have a sound knowledge of number facts. Higher attainers have a secure understanding of odd and even numbers. All pupils are developing good skills in estimation.
- 5 In the tests in mathematics at the end of Key Stage 2, the percentage of pupils achieving the expected Level 4 was broadly in line with the average for similar schools, but was below the national average. The percentage of pupils achieving the higher Level 5 was below the national average. The average pupil point score achieved in these tests places the pupils' performance above that of pupils in similar schools. Taken over the last four years, pupils' performance was well below the national average, but is rising faster than the national trend. Pupils at the end of Key Stage 2 have a sound grasp of tables up to ten; they understand symmetry and have a satisfactory knowledge of space and shape.
- 6 In the teacher assessments in science at the end of Key Stage 1, the proportion of pupils achieving level 2 or above, in 1999, was below the national average. The proportion of pupils achieving level 2 or above was above that of similar schools. By the end of the key stage, pupils achieve in line with the national expectation. They can make simple predictions and know that the properties of materials change by heating.
- 7 In the 1999 tests in science for eleven year olds, the percentage of pupils achieving the expected Level 4 was close to the national average; the percentage achieving the higher Level 5 was also close to the national average. The average pupil point score achieved in these tests was above the national average. The percentage of pupils achieving Level 4 or above was well above that of similar schools. Pupils' performance over the last four years has been close to the national average. The trend in attainment in science has risen faster than the national trend. Pupils currently nearing the end of Key Stage 2 are attaining in line with the national expectation and they make good progress. By the end of the key stage, pupils know that the earth spins on its axis and that shadows change in length according to the time of day. They know the properties of some materials and can classify solids, liquids and gases.
- 8 In the core subjects overall, the trend in the school's average point score, at Key Stage 2, was above the national trend. This is due to the very good improvement in science and the good improvement in mathematics results since 1997.
- 9 In information technology, pupils' attainment is in line with expectations for pupils at the end of both key stages. By the end of Key Stage 1, pupils control a mouse, can use the keyboard and know what a printer is. They can move a programmable toy with a sequence of commands. By the end of Key Stage 2, pupils use word-processing programmes to produce stories and accounts. They use programs, such as Encarta, to search for information and can enter information onto a database. Pupils make satisfactory progress at both key stages.

- 10 In religious education, pupils' attainment is slightly below the expectations of the Locally Agreed Syllabus at both key stages. By the end of Key Stage 1, pupils know many stories and traditions from the Christian faith. By the end of Key Stage 2, pupils have extended their knowledge of other faiths and know the concepts of creation from the Hindu and Moslem faiths.
- 11 The attainment of pupils with special educational needs at the end of Key Stage 1 is well below average in English and below average in mathematics. Pupils make unsatisfactory progress. At the end of Key Stage 2, the attainment of pupils with special educational needs in English is very low and they make unsatisfactory progress. Their attainment in mathematics is below average and they make unsatisfactory progress. They make satisfactory, and sometimes good progress, in science, but their attainment remains below average. Pupils with special educational needs are identified early, using assessment data in the reception class, but the targets contained in individual education plans are not specific enough to be later evaluated and measured for progress. This lack of a clear structure and focus has a negative impact on the progress pupils make, particularly in English. Pupils in the two special needs resource bases make good progress in their learning, evident in clearly focused targets against which their learning is assessed.
- 12 Pupils who have English as an additional language make satisfactory progress. The provision of a specialist support teacher is good and the pupils also benefit from the contribution of a volunteer linguist who supports their learning in class.
- 13 Pupils make satisfactory progress in art, music and physical education at both key stages; they achieve standards expected of pupils of a similar age. In history, pupils make satisfactory progress, but the standards they achieve are below those expected mainly because of their weak literacy skills. In design and technology, pupils make unsatisfactory progress, owing to the small amount of time given to the subject, and they achieve standards below those expected. In geography, pupils reach standards similar to other seven year olds in Key Stage 1, but insufficient evidence was obtained during the inspection to judge standards at Key Stage 2.
- 14 Literacy is developed in subjects of the curriculum other than English, such as 'circle time', where pupils are given some opportunity to develop their ideas through talk, and science, where they are required to write about their work. However, there is not enough emphasis on pupils reading in class in other subjects, nor is speaking well promoted, either formally or informally. In view of the very low levels of literacy the pupils have in both key stages, the school should give more weight to this aspect of pupils' learning and develop their skills of communication across the curriculum.
- 15 Standards of numeracy are improving and there is an impact in other subjects from pupils' increased knowledge and confidence. Pupils use their mental agility to calculate numbers for science and geography.
- 16 Although standards in most subjects are below or well below those expected for pupils at the end of both key stages, in the vast majority of subjects pupils' learning is sound. That the school manages to maintain this standard of learning with a population in which about one third of the pupils join and leave the school each year, reflects its commitment to providing a stable and effective learning environment. The school has succeeded in improving standards in both mathematics and science since the previous inspection. This is a result of improved teacher knowledge and planning in these subjects and, in the case of mathematics, of the use of effective assessment

procedures that are used to plan the next stage of learning. In-service training in English has not been as effective in raising the level of teachers' subject knowledge and skills and the task now facing the school is to raise the standards in English to a level similar to those in the other core subjects by providing teachers with the necessary knowledge and skills. The school has set realistic targets of 51 per cent of pupils achieving Level 4 in English and 52 per cent achieving the same level in mathematics in the national tests for eleven year olds in May 2000 and is on course to meet them.

### **Pupils' attitudes, values and personal development**

- 17 Pupils' attitudes towards school are good. The great majority of parents who responded to the questionnaire consider that their children like being at school, and pupils spoken with during the inspection confirm this view. At the beginning of most sessions, pupils enter the room happily and settle well, with interested anticipation for whatever activities their teachers have prepared for them. They are quick to start their individual work and there are always many keen volunteers to take an active part in answering questions or performing in assemblies. Children who are under five have very good attitudes to school. They are confident and relate well to adults. They quickly develop independence and establish effective relationships.
- 18 Despite these positive attitudes, pupils' levels of attendance are unsatisfactory. In the most recent academic year, attendance at the school was very low in comparison with schools nationally, while the rate of unauthorised absence was above the national average. There is a large number of pupils whose families move residence and school frequently and lead complicated lives. This affects the regularity of the children's attendance at school. Some of the pupils also suffer from ill health, which is exacerbated by their living conditions. However, some parents also keep their children away from school for inappropriate reasons, such as helping with siblings or because it is their birthday. Attendance so far this year shows some improvement, although the rate of unauthorised absence is still high. Almost half of the pupils have attended for more than ninety five per cent of possible time; less than thirty per cent have attended for less than ninety per cent of the year. Girls' attendance is noticeably better than that of boys, while the attendance of pupils with special educational needs is similar to that of the rest of the school. Many pupils regularly arrive late in the morning.
- 19 The great majority of pupils behave well in lessons, around school, when using local facilities and in the playground. They are cheerful and polite, always holding doors open for adults and move around the building in a highly orderly manner. Lunchtimes are civilised occasions and, during the one wet lunchtime in inspection week, pupils in every classroom behaved well, playing contentedly with the good variety of games and equipment available. Pupils, parents and others connected with the school agree that there is very little persistent bullying, although there are fights, almost exclusively among boys, which flare up through lack of temper control. Such an incident led to three fixed period exclusions during this academic year. The other cause of exclusions is the persistent refusal of some pupils to comply with accepted standards of social behaviour, as in the case of the one pupil permanently excluded last year.

- 20 Relationships between pupils, and between pupils and adults, are good. Staff and pupils treat each other with respect. Pupils support each other, working well in pairs and small groups. In games lessons, they play by the rules and, in classroom lessons, they are very helpful towards each other, which allows the teacher to concentrate on individuals. Pupils of all ages are patient, allowing others to have their say or to take their turn, and are quick to show their appreciation of others' efforts. During an assembly, they spontaneously applauded the juggling prowess of the visiting deacon and, in lessons, they are happy to applaud others' work. Pupils are happy to take on responsibility and efficiently carry out any tasks they are given. Examples were seen in the Year 6 'minders', who help staff on a rota basis and pupils who oversee the daily tuck shop. There are few occasions when they are required to use their initiative or to demonstrate their trustworthiness, but, overall, pupils grow in maturity while at the school, increasing their ability to work successfully as members of a harmonious society.
- 21 The attitudes of pupils with special educational needs are usually good in lessons. This was particularly evident in a Year 6 music lesson, when pupils performed their music with enthusiasm and they worked hard. Pupils are generally supportive and helpful to each other. Although some pupils are taught within the two special needs resourced classes, pupils are well integrated into all aspects of school life and develop positive relationships with adults and other pupils. The emphasis placed by the staff on providing a caring environment, where all pupils are valued, makes an impact on the personal and social development of pupils with special educational or emotional and behavioural needs.

#### **HOW WELL ARE PUPILS TAUGHT?**

- 22 At the previous inspection, teaching was satisfactory overall, with half of the lessons seen being good or very good. Teaching was particularly good in Key Stage 1 and good in lessons for the pupils under five.
- 23 In the current inspection, the quality of teaching was also satisfactory overall. In 96 per cent of lessons observed, teaching was satisfactory or better, with 48 per cent being good, very good or, in one instance, excellent. Four per cent of teaching was unsatisfactory. Teaching in the Nursery and Reception classes is very good and, in the two recently established units for pupils with special educational needs, it is good and sometimes very good. Teaching in Key Stage 1 is satisfactory overall, which represents a deterioration since the previous inspection. In Key Stage 2, teaching is also satisfactory. Unsatisfactory teaching was observed in one lesson in each of Key Stages 1 and 2.
- 24 Teachers have a satisfactory level of knowledge and understanding of their subjects, except in some aspects of English. In the best lessons, the subject knowledge of the teacher is good, planning is structured with clear learning objectives; the pace of lessons is good, as is the use of questioning to ascertain that pupils have gained in knowledge and understanding; pupils are interested and there is some differentiation of tasks. However, short term planning for all subjects is not consistently thorough or effective, particularly in the case of foundation subjects. The role of the co-ordinator in monitoring this aspect of teachers' work needs to be developed. Teachers sometimes make links in their teaching to pupils' experiences. For example, in a religious education lesson for Years 3 and 4 on 'Jesus choosing his disciples', leading to the concepts of friendship, trust and respect, the interest of the pupils was



captured by making a link to the manager of Newcastle United F.C. As a direct consequence, pupils responded positively and so made progress in the lesson, particularly in relation to 'trust' and 'respect'.

- 25 In Key Stages 1 and 2, the expectations of teachers are generally satisfactory. In the best lessons, teachers challenge the thinking of the pupils by asking probing questions and by insisting on clear explanations. In a Year 5 literacy lesson, in which the learning objectives included developing reading skills by using skimming and scanning techniques, the quality of the questioning and the good pace enabled pupils to develop these skills quickly. However, some teachers do not always have sufficiently high expectations of the pupils, nor do they use sufficient imagination in setting tasks, as was seen in a lesson where pupils were learning to program a toy with a sequence of commands. They achieved this more quickly than the teacher anticipated and the opportunity to take their learning forward more quickly was neither recognised nor acted upon.
- 26 When teachers build on the interest and enthusiasm of the pupils by setting a task which motivates them, learning is good. In an information technology lesson for Years 5 and 6, pupils successfully used a program to add trees, flowers, animals and buildings to a map of an island. Pupils used appropriate vocabulary in discussion with their partners and their concentration was sustained throughout the lesson. As a result, the development of their skills was good. In general pupils learn better when they are engaged in practical tasks. Learning is not so good when they have insufficient opportunity for the consolidation of skills as in speaking and reading.
- 27 Learning is also good when teachers make good use of appropriate resources. In a Year 6 music lesson, pupils listened well to Mussorgsky's 'Pictures at an Exhibition' before creating their own 'sound pictures' with loud and soft dynamics, using a range of instruments. Good use of support staff also promotes learning. In an art lesson for Years 3 and 4, a support assistant had been well briefed for her role with a group mixing paint. Questions such as 'Can you see where the horizon is on this picture by Turner?' drew attention to key points and enabled pupils to achieve the learning objectives set by the teacher.
- 28 Management of pupils is usually good. In a science lesson for Years 1 and 2, where an investigation into the properties of solids involved the use of hot water, the class was managed in such a way that some pupils were able to participate actively in the investigation and all were able to carry out observations which promoted both skills and knowledge. The teacher also drew attention to the health and safety reasons for seating the pupils as she did, thus reinforcing this element of the science curriculum.
- 29 Whilst some lesson plans contain clear learning objectives, assessment opportunities are not specifically identified. Marking of work, in line with school policy, is not consistent. These are weaknesses that inhibit pupils' progress.
- 30 The use of homework to consolidate learning is inconsistent. In particular, more homework could be set towards the end of Key Stage 2, to help prepare pupils for the next stage of their education.

- 31 Teachers with specialist expertise teach pupils with complex educational, or emotional and behavioural needs, in two special units. Teaching in these classes is good and often very good. The teachers' planning is very thorough and they have high expectations of what their pupils can do. Tasks and activities are well matched to the ability level of the pupils, but an appropriate level of challenge also encourages pupils to raise their standards. Support assistants are used very effectively in these classes. Approximately half the pupils within the special resource base classes are disapplied from the National Curriculum at the present time.
- 32 In the mainstream school, the teaching of pupils with special educational needs is unsatisfactory overall, and lessons and activities are not always matched to the ability level of the pupils. Lesson plans do not include tasks and activities for pupils that reflect the targets in their individual education plans; and some individual education plans are out of date. As a result, pupils do not make progress at a satisfactory rate and progress is sometimes poor in the acquisition of basic skills in literacy. All pupils within the mainstream school work within the programmes of study of the National Curriculum.

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

- 33 The previous report stated that the school's curriculum is broad and well balanced for all pupils, including the under fives. This provision has been generally maintained. The curriculum meets all the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. Each subject is supported by a policy, except in physical education, and all subjects have a scheme of work, a number of which are in need of review and up-date. Subjects are also supported by a co-ordinator, except in geography. There are policy documents for other aspects of school life, including assessment, pupils with special educational needs and personal, social and health education. These areas are supported by designated co-ordinators. All pupils, except those in the resource base classes, have full access to the school's curriculum. The school has effectively implemented the National Numeracy Strategy. The implementation of the National Literacy Strategy has been less secure. Mathematics and English lessons are taught in year groups throughout the school and all other subjects are taught in mixed age classes. Booster classes operate during Year 6 in the form of a voluntary "homework club" in order to raise attainment for pupils who attend.
- 34 Curriculum time is apportioned to subjects with an emphasis being placed upon the core subjects of English, mathematics and science. The core subjects account for sixty per cent of teaching time. The previous inspection report said that English required considerable development to ensure that the full range of skills and knowledge were given due emphasis. This point has not been adequately addressed owing to weak co-ordination and the replacement of two co-ordinators for the subject within two years. The allocation of time to foundation subjects is variable. Foundation subjects, such as history and geography, are taught for short, blocked and intensive periods. Seven per cent of curriculum time in Key Stage 2 is devoted to history and geography. Subjects such as religious education and design and technology are allocated three per cent of curriculum time at Key Stage 2 and, consequently, are areas of the curriculum that are relatively under-developed. Much of the school's in-service training has been directed towards the core subjects and the foundation subjects have had little provision.

- 35 Collaborative planning takes place across cycle and year groups and is monitored by the head teacher and the subject co-ordinator. However, the role of the subject co-ordinators is restricted. They do not have a clearly defined job description and are not given the responsibility of taking a strategic overview of their subject. Such an overview would support the spread of good classroom practice, the enhancement of subject knowledge and understanding among teachers and the raising of standards of pupil achievement. The absence of this professional development is a weakness.
- 36 While cross-curricular links are made clear in long-term planning, this is not always evident in classroom practice. Pupils' research skills are under-developed and little opportunity is provided to develop these skills within the foundation subjects. Short-term planning is effective in mathematics and science, but variable and, often, too brief in other subjects. In mathematics, learning objectives are clearly stated, tasks are often well adapted to pupils' needs and an evaluative comment upon lesson or pupil achievement is often made. Policy documents are in place for health education, sex education and an awareness of the use, and misuse, of drugs. These are based upon the guidance in local education authority documents. Implementation of these policies, however, is not secure and teaching is too dependent upon external sources. This is particularly so in sex education, where provision is only made for girls and related entirely to visits from the school nurse. This is a very weak area of the curriculum and needs urgent attention to ensure teaching which is appropriate to both boys and girls.
- 37 The curriculum is organised so that the majority of pupils with special educational needs are taught within the mainstream school, with only a minority of pupils with specific learning, or behavioural and emotional difficulties, taught in very small groups in withdrawal classes. The provision the school makes for pupils with special educational needs in mainstream classes is unsatisfactory. Individual education plans to support pupils in their learning lack specific targets which can be assessed and reviewed at regular intervals. The majority of teachers' lesson plans do not include learning activities matched to the needs of pupils with special educational needs. Consequently, their individual targets are not met and, as a result, pupils make unsatisfactory and sometimes poor progress, particularly in their literacy skills. In the designated resource base classes, pupils' specific programmes of learning, as indicated on their statements of special needs, are met. Pupils within the resource base classes are integrated well into the mainstream school whenever possible. Pupils with special educational needs are fully included in all extra-curricular and social activities organised by the school. All pupils with special educational needs receive equal opportunities and all, except those in the resource bases who have been exempted from National curriculum study, have full access to school activities.

- 38 A satisfactory range of extra-curricular activities, which includes sport, music and choir, is provided for pupils. The football club is available to both boys and girls and the football team contains boys and girls. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning in music and sport. The school engages in a number of subject-based, day visits during the year, such as visiting a Hindu temple for religious education, the Farne Islands for geography and also visits to Denton Public Library. There is no opportunity for Year 6 pupils to go on an extended residential visit. However, during the last school year, Year 6 pupils visited Wooler on a two-day school journey, staying over-night in a local youth hostel. Such opportunities not only afford first-hand learning experiences for pupils, but greatly enhance their independence, self-confidence, social and cultural development. No pupils are excluded from visits on the basis of cost.
- 39 Provision for equal opportunities is satisfactory. Girls enjoy an equal proportion of teachers' time, questioning and classroom responsibility as boys. The school is very sensitive to potential gender issues linked to pupil attainment. Teaching methods and planning are inclusive of all abilities and tasks are sometimes adapted for ability groups. With the exception of poor provision in sex education, the school makes satisfactory provision in respect of equal opportunities. Overall, the school makes satisfactory curricular provision and opportunity for its pupils.
- 40 The previous report stated that provision for personal development was good and a strength of the school. Well-planned, inclusive daily acts of worship make a very strong contribution to pupils' spiritual development. Assemblies are planned according to a two-year cycle. Each term has a focus, such as "The Life of Jesus", "The man-made World" and "The Natural World". Assembly provision is enhanced by regular contributions from the local Anglican Church. The vicar is also involved in curriculum planning. During a topic on "Crosses" for pupils in Years 5 and 6, he was involved in the planning and teaching. Although mainly Christian in content, assemblies are not exclusively so. "Important people in other religions" is a focus in the assembly cycle. Assemblies were thought-provoking, but did not include a short time for reflection. The school provides a safe, happy and often stimulating environment where pupils feel valued. Pupils are good at listening to the views of others and show respect for opinions which are different from their own. In a Year 6 religious education lesson, pupils were thinking about talents. They were able to give thoughtful and mature responses to the question, "What talents do teachers you respect possess?" Kindness, knowledge and understanding were aspects discussed. Almost all pupils made a contribution. They learn to value and trust the contributions that people make. A religious education lesson for Years 3 and 4 ended with the saying of the Lord's Prayer. All pupils joined in and it brought the lesson to a quiet and appropriate conclusion. Through their religious education lessons and visits, pupils are taught about different beliefs and customs and begin to understand the significance of these in the lives of other people. In art, pupils are taught to think about what artists were trying to communicate and are afforded the opportunity to express themselves through composition and the use of different media. Satisfactory provision is made for pupils' spiritual development.
- 41 The school has a policy document on personal, social and health education. The school places a strong emphasis on moral and social development and teachers have high expectations of pupil behaviour. The school's code of conduct is well understood by pupils, who have a well-developed sense of right and wrong. This is a strong feature of the school. Circle-time is well used in classes as a means by which pupils

can discuss concerns and issues within a trusting and supportive environment. Pupils in Key Stage 2 are involved in a regular Circle-time involving personnel from the local play scheme. Their focus is environmental. Pupils are engaged in photographing aspects of the school environment they consider to be attractive and consideration is being given to how the environment can be improved. Pupils demonstrate care for the school environment. Litter, for example, is kept to a minimum, which is in stark contrast to the area surrounding the school. A group of local actors visited the school recently to help raise awareness of environmental issues. Pupils participate in an anti-racist project, promoted by the local football club. The scheme is supported on a wide sporting front and the school receives visits from local sportsmen and women. The provision for moral education is good, with teachers using opportunities to draw out moral issues. This is a strong feature of the school.

- 42 The provision for social education is good. This is a strength of the school. Pupils behave sensibly and responsibly throughout the school. They work collaboratively and enjoy sharing ideas and experiences with each other. Pupils are very supportive of each other. They work well in collaboration and show respect for the needs of others. In a Year 4 class, a pupil with limited English was well supported by other pupils using signs and signals to communicate. They did so in a very sensitive manner and caused no feeling of embarrassment. The school recognises pupil achievement on a regular basis through assemblies. This rewards not only academic improvement and progress, but also the contributions of pupils to school life and behavioural improvement. Older pupils relish the opportunities they are given to take responsibility. There is a mentoring system whereby pupils assist the school administrator and welcome visitors to school, directing them appropriately, distributing letters and collecting registers. They also help with younger readers, but generally there are insufficient opportunities to develop the pupils' independence and sense of social responsibility.
- 43 Cultural development is satisfactory. Work on the Ancient Egyptians and Greeks in history and on life in an Egyptian village in geography, helps to raise pupils' awareness of different cultural environments. Younger pupils learn about their school environment, whilst older pupils study the geographical significance of the River Tyne. Pupils learn about famous artists, such as Turner and Monet. They hear music from other ages and cultures. They learn about Christianity and other faiths, beliefs and traditions through religious education. The wide range of display in the school enriches the curriculum and serves to reward pupils' achievement. The nature and quality of displays contribute well to the cultural development of pupils and help to promote standards.
- 44 The school has established very good links with other schools through a school cluster arrangement. A very good transfer and induction programme is in operation for pupils moving from the primary to the secondary stages of education. The process of transfer is well supported by parents. Overall, the school cultivates pupils' personal development satisfactorily, with moral and social aspects being a strength of its provision.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 The school provides a predictable, welcoming environment for its pupils, one in which they feel well-known by staff and well cared for. Staff, indeed, do have good knowledge of individuals and their family circumstances and show a sensitivity to the particular needs of those in their care. Individual teachers have developed different strategies for promoting good discipline, but all pupils know the high standards of behaviour expected of them and the great majority respond positively to these expectations. Staff are prepared to spend much time with individual pupils, talking through incidents with them in order to encourage a resolution of any difficulties. In this way, pupils feel valued and are prepared to try to modify their behaviour.
- 46 The school management is open to the introduction of new initiatives in order to support the pupils better. Currently, play workers from the Social Services Department are providing focused, lunchtime activities for pupils to help them use this period more productively and companionably. The education welfare officer has introduced various new strategies this year, which are proving successful in raising pupils' levels of attendance and increasing their ability to cope with the great difficulties that some of them have to bear. Staff operate a homework club to help Year 6 pupils prepare for their tests at the end of the key stage and have built up good relationships with the neighbouring secondary school in order to help ease pupils' transfer from one stage of education to the next.
- 47 The procedures to ensure child protection are satisfactory, with a named member of staff who has responsibility for this area. Immediate action is taken when alarm bells ring. However, few staff keep confidential records of more minor concerns which, when taken together, could point to a pattern of distress. Staff are to receive training about child protection in the very near future.
- 48 The school's arrangements for health and safety are unsatisfactory. On a day-to-day basis, staff take appropriate action to ensure the safety of pupils. For example, movement around the building, which has many stairs, is always orderly and sensible. Regular checks are carried out relating to fire and electrical safety. However, governors have not drawn up a health and safety policy tailored to the school site and the only risk assessments were conducted when the school moved into the new building. Parents raised a legitimate concern about health and safety at the meeting with inspectors, who also highlighted two other problems to the school.
- 49 The school's assessment procedures for monitoring pupils' progress are unsatisfactory overall. Insufficient attention is given to regular, systematic assessment of pupils' work in the majority of subjects. Only in mathematics are assessment procedures satisfactory and appropriately used to plan the next stage of learning. In science end of unit tests inform teachers of strengths and weaknesses in pupils' knowledge. The school has an adequate assessment policy which, if rigorously implemented, would give teachers the knowledge of pupils' needs. The school uses assessment data to identify pupils with special educational needs in the reception class, but assessment procedures in Key Stages 1 and 2 are unsatisfactory. Procedures for identifying pupils with special educational needs are inconsistent and, as a result, the school does not fully comply with, or take sufficient guidance from, the recommendations of the Special Educational Needs Code of Practice. The inconsistencies in the identification and assessment of pupils with special educational needs mean that the school is presently ineffective in meeting the

needs of such pupils. However, the school does meet the statutory requirements of those pupils who have statements of special educational needs.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 50 Most parents and carers view the school in a positive light. They consider that the teaching is good, that their children are expected to work hard and that, in consequence, they make good progress. The great majority of parents feel welcome at the school and find the staff readily approachable should they have any concerns.
- 51 Inspectors agree with the majority, that the school is welcoming to parents, helped by the friendly and efficient office staff and the way in which parents have easy access to staff at the end of the day. The prospectus provides parents with sufficient, reasonably accessible information, but the governors' annual report does not include all the required information. Teachers provide parents with brief information about what their children will be learning in the coming weeks and issue adequate information of an administrative nature. The school holds two open evenings each year at which pupils' reports are issued and parents can discuss their child's progress. These are very well attended by around ninety per cent of families. Reports give a good indication of pupils' behaviour and attitude to work but little subject specific information about their levels of attainment or what they need to concentrate on particularly in order to improve.
- 52 The overall effectiveness of the school's links with parents and carers is satisfactory. A small number of parents operate a coffee club, help in school on a regular basis and organise fund raising events, the proceeds of which go towards subsidising the cost of educational visits. However, there is no regular forum through which parents and staff could meet to discuss issues of mutual interest and only a few parents regularly help their children with their reading and other homework. A small number of parents are currently taking part in the Family Literacy project which is hosted by the school.
- 53 The school informs parents at the earliest opportunity if an area of concern is identified. Parents of pupils with special educational needs are invited to attend reviews of individual education plans, but these reviews have not been done on a consistent or regular basis and so parents have not always been kept fully informed of the progress their child is making.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 54 The headteacher provides very effective leadership for the personal and social development of pupils. She has ensured that there are sound systems in place to manage the behaviour of pupils and that the environment in which they learn is of a high quality. Although the headteacher and deputy undertake monitoring of the core subjects of English and mathematics and have recently undertaken a self-review exercise, the school has no systematic monitoring programme for the curriculum from which the headteacher can know the detail of standards in all subjects. The role of the deputy headteacher has changed after her successful implementation of the numeracy strategy and, at present, she has no clear role in monitoring whole-school priorities. There is a need to clarify roles at the most senior level and to allocate time for the deputy headteacher to discharge whole-school responsibilities.

- 55 The school has faced a number of difficulties with key post holders since the last inspection. Since that time, two years ago, the post of English co-ordinator has changed twice, most recently in February of the current year, and the special needs teacher was withdrawn by the local education authority in the summer term of the last academic year. These changes in personnel have had an adverse impact on the development of English provision and the provision for special educational needs. As a consequence, the monitoring of English has been inadequate in identifying shortcomings both in the curriculum offered to pupils and in teachers' subject expertise. This has meant that no one in the school has an accurate picture of pupils' attainment or of the strengths and weaknesses in the subject or of the in-service needs of the teachers. In the case of special needs provision the lack of monitoring of individual education plans and organisation of progress reviews has led to unsatisfactory provision for pupils with special educational needs. In the interim, the headteacher has taken on responsibility for both areas with only limited success in view of the weaknesses discovered and the time scale involved. The role of co-ordinators shows little development since the last inspection. At present, only the co-ordinators for English and mathematics have any responsibility for monitoring standards in their subject. Other subject co-ordinators have responsibility for checking and maintaining resources and ensuring that teachers follow agreed planning for topics. There is no monitoring of teaching or of pupils' work in these subjects. The two co-ordinators of the resource base provision have been in place for six months and three months respectively. Within that time they have established good provision for the pupils in the resource base. They share the role of special educational needs co-ordinator for pupils in mainstream classes and together with the headteacher they have identified the weaknesses in the school's provision for pupils with special educational needs and have formulated a clear strategy for improving the present unsatisfactory provision for such pupils.
- 56 The school aims to build a community where everyone feels valued and maintains a high standard of conduct and where the curriculum demands high expectations of achievement. In terms of pastoral care and the behaviour of its pupils, the school fulfils its aims well. Teachers succeed in creating a calm, secure environment in which pupils can learn. Relationships are good among pupils and between pupils and adults. The quality of the environment reflects the value the school places on pupils' self-esteem. The building is kept spotlessly clean and is free from any graffiti. In some areas of the curriculum the school succeeds in setting high expectations and realising good achievement, most notably in science and increasingly in mathematics. In other subjects, this is not so well realised and there is a need to monitor and evaluate all subjects to ensure that the high standards set out in the school's statement of aims are fully met.
- 57 The governing body is supportive of the headteacher and the school. The chair and vice-chair of governors have some understanding of the school's strengths and weaknesses. They are kept informed of developments in the school through the headteacher's reports and presentations from teaching staff. However, the weaknesses in monitoring mentioned above mean that the governors do not have a detailed picture of the school. Many of the governors contribute directly to the work of the school by giving in-class support. The school development plan identifies appropriate areas for the development of the school, but, because of the shortcomings in monitoring, does not always identify the correct priorities for development. For instance, some teachers' lack of subject knowledge in some areas of English teaching requires urgent attention if standards of literacy are to be raised. Statutory requirements are met in most areas, except in health and safety, where



there is no policy statement. The Governors' Annual Report to Parents does not give details of National Curriculum test results at Key Stage 1 and does not include the income per pupil in the budget information.

- 58 The school has made good improvement in raising the attainments of pupils in mathematics and science since the last inspection. The school has established two special needs units, on-site, providing education for pupils with communication disorders and for those with emotional and behavioural difficulties. At the time of the inspection, pupils from these units had adapted well to their new school and the quality of provision is good. There have been improvements in planning and assessment in the Early Years' provision and the reception class teacher now plans to build on the work done in the nursery. The quality of teaching in the reception class is much improved since the last inspection and is now very good.
- 59 Financial decisions are based on providing improved resources for learning. The school's decision to maintain a larger than average surplus is underpinned by its understanding of the fluctuating numbers of pupils on roll and their impact on income and staffing. In order to ensure the much needed staffing support, the governors retain funds for this purpose. The headteacher and governors are informed about the performance of similar schools and have succeeded in maintaining favourable comparisons with them in mathematics and science. The school makes appropriate use of information technology to support its administrative work and to monitor spending. The recommendations of the latest auditor's report have all been implemented. Overall the school's management of finances is satisfactory.
- 60 The school has very generous and high quality accommodation, which is maintained at an outstanding level of cleanliness by the caretaker and cleaning staff. Classrooms are spacious and well furnished with sinks and wet and dry work areas. Some spare rooms are put to good use for the community and part of the building houses a community play-group. The school library is a spacious room with facilities for video and television. However, although it is used for small groups withdrawn from classes, it is under-used as a teaching resource. Some of the books are out-of-date and are in need of replacement. The school has good access for disabled pupils, having a lift to all areas, apart from the information technology suite. The school facilities include a toilet for the disabled.
- 61 The school is adequately staffed to meet the needs of the curriculum. Teachers are suitably qualified and there is a good balance of experience. However, the school needs to establish a staffing structure which clearly delineates the roles and responsibilities of both co-ordinators and teachers and which establishes a regime of accountability through the establishment of line management. There is a particular need to improve the subject knowledge of teachers in English.
- 62 Overall, the resources to support learning are satisfactory, except in information technology, where there are no sensors for data-capture in science lessons. Specific funds available for special educational needs are used appropriately. Given the standards achieved, especially in science and mathematics, the good provision for pupils' social and moral development, together with the average unit cost per pupil, the school gives satisfactory value for money.

- 63 Overall, there has been satisfactory improvement since the last inspection given the timescale and the difficulties the school has had to face with staff turnover. Taking account of the rising standards in science and mathematics, the clear and appropriate strategy for the improvement of special educational needs provision in mainstream classes and the appointment of a new, external co-ordinator for English, the school has the capacity to improve further.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 64 In order to raise standards further, the headteacher, governors and staff should:
1. raise standards in English by improving teachers' knowledge and expertise and raising their expectations of what children can do.(paragraphs – 73, 74, 75, 76, 83, 84, 85)
  2. improve the quality of teaching by monitoring teaching in all subjects, identifying shortcomings and providing training to correct them. (paragraphs- 83, 92, 103, 125)
  3. fully implement the school's new assessment and marking policy by:
    - i. developing assessment procedures in every subject
    - ii. using information from these procedures to ensure that pupils are set appropriate and challenging work
    - iii. setting targets for pupils
    - iv. setting targets for subjects (paragraphs -85, 104, 111, 115, 119,126,132,135,139,144,150)
  4. improve the provision for pupils with special educational needs by implementing the strategy agreed with the co-ordinators of special educational needs (paragraphs – 55, 82)
    - i. revise the management structure of the school so that – all teachers have clear lines of accountability for standards in their areas of responsibility
    - ii. the role of the headteacher has a clearer focus on monitoring the work of teachers and the standards achieved by pupils in all subjects
    - iii. the role of the deputy headteacher includes an overview of whole-school matters and a clear definition of the responsibilities of the post.
    - iv. appropriate non-contact time is allocated to the deputy headteacher for the discharge of her duties (paragraphs – 54, 55, 56)

5. expand the role of curriculum co-ordinators so that they have responsibilities for:-
  - i. monitoring standards, taking action to improve them and planning developments in their subjects
  - ii. evaluating and reporting on their work so that the governing body has a clear picture of the school's strengths and weaknesses. (paragraphs – 55, 57, plus relevant subject paragraphs noted at 7 below)

these developments will require the provision of adequate non-contact time for the curriculum co-ordinators to discharge their duties
6. improve the governors' strategic role in directing the work of the school by increasing their knowledge of the school's strengths and weaknesses. (paragraph – 57, 83, 94, 106, 111, 115, 121, 127, 139, 144, 149, )

The school should also consider the following lesser weaknesses for inclusion in their action plan -

- that all statutory requirements are met with regard to a health and safety policy and in the annual report to parents (paragraph – 48, 57)
- continue to seek ways to improve the attendance of pupils
- raise standards in design and technology and increase the time allocated to teaching the subject (paragraphs 34, 112,113,)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	46

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	17%	29%	48%	4%	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 R - 6
Number of pupils on the school's roll (FTE for part-time pupils)	22	195
Number of full-time pupils eligible for free school meals		186

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Yr R- 6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register	22	104

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	43

### Attendance

#### Authorised absence

	%
School data	8.7
National comparative data	5.7

#### Unauthorised absence

	%
School data	0.8
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
	1999	13	10	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11 (8)	11 (8)	11 (13)
	Girls	7 (12)	7 (11)	7 (12)
	Total	18 (20)	18 (19)	18 (25)
Percentage of pupils at NC level 2 or above	School	78 (65)	78 (61)	78 (81)
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11(10)	11 (13)	12 (14)
	Girls	7 (12)	7 (12)	7 (12)
	Total	18 (22)	18 (15)	19 (26)
Percentage of pupils at NC level 2 or above	School	78 (71)	78 (48)	83 (84)
	National	82	86	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
	1999	13	16	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4 (3)	5 (9)	11 (13)
	Girls	7 (5)	9 (2)	13 (4)
	Total	11 (8)	14 (11)	24 (17)
Percentage of pupils at NC level 4 or above	School	38 (35)	48 (48)	83 (74)
	National	70 (65)	69 (63)	78 (76)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4 (6)	8 (7)	10 (8)
	Girls	10 (5)	10 (5)	12 (6)
	Total	14 (11)	18 (12)	22 (14)
Percentage of pupils at NC level 4 or above	School	48 (48)	62 (52)	76 (61)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	152
Any other minority ethnic group	5

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	1
Other minority ethnic groups		

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	24.4
Average class size	27.9

#### **Education support staff: YN – Y6**

Total number of education support staff	3.5
Total aggregate hours worked per week	112

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	44.0

Total number of education support staff	1.5
Total aggregate hours worked per week	48

Number of pupils per FTE adult	11.0
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1998-99
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	£
Total income	397557
Total expenditure	386896
Expenditure per pupil	1712
Balance brought forward from previous year	61795
Balance carried forward to next year	72456

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

217

Number of questionnaires returned

96

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	28	2	1	1
My child is making good progress in school.	67	23	4	2	0
Behaviour in the school is good.	50	29	6	4	7
My child gets the right amount of work to do at home.	42	42	7	4	1
The teaching is good.	68	27	0	1	0
I am kept well informed about how my child is getting on.	62	27	4	2	1
I would feel comfortable about approaching the school with questions or a problem.	70	19	6	1	0
The school expects my child to work hard and achieve his or her best.	70	23	1	0	2
The school works closely with parents.	48	31	10	4	3
The school is well led and managed.	60	25	5	4	2
The school is helping my child become mature and responsible.	57	31	7	1	0
The school provides an interesting range of activities outside lessons.	43	25	8	4	16

### **OTHER ISSUES RAISED BY PARENTS**

- Some health and safety issues were raised by parents at the meeting before the inspection. These were reported to the school and immediate action was taken to remedy weaknesses.

## **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**

- 65 Education for children under five is provided in the nursery and the reception class. On entry into the nursery, the attainment of the majority is well below the level expected of children of their age, and they have very low levels of attainment in literacy, but the full ability range is represented. By the time they have reached the age of five, the majority of children have achieved the Desirable Learning Outcomes in language and literacy and mathematics, with higher attaining children working within the National Numeracy and Literacy strategies. Children have also achieved the expected level in the other areas of learning and are particularly competent in their physical skills. Children make very good progress in their early years' education and they make particularly good progress in their personal and social education, in language and literacy and in mathematical skills. Since the last inspection, provision for the children in the early years has improved. This improvement has been achieved due to the focus on shared curriculum planning between the nursery and reception classes, and the quality of teaching, which is now always at least good and is usually very good. The curriculum is well planned and provides a broad, balanced and relevant programme of learning experiences suitable for children under five. The school is well placed to continue to provide children with a very good start to their education.
- 66 Provision for the children's personal and social development is very good and by the age of five the children are confident and readily engage adults in their activities. Their independence develops well and children are happy to pursue activities on their own, or in small groups. When working or playing with others, children establish effective relationships. Children are friendly, assured and well behaved at all times. They listen carefully to staff, follow classroom rules and understand the need to share and take turns. This was particularly evident in the nursery when children were keen to share biscuits, which they had baked earlier. In the nursery, children are aware of basic hygiene rules as they use the toilets correctly and wash their hands carefully. Children are quiet and respectful during circle times or when sharing a class prayer. Children take responsibility for registering their attendance in the morning by placing their name on a chart, then hanging up their coats carefully. Children in the reception class are developing confidence when moving around the school and use the changing room facilities to undress and dress for their physical education lessons. They are sympathetic and supportive of each other and readily accept that children or adults of a different culture are part of their school community. At lunchtimes, children take turns to count the number of children present for lunch and, with assistance, set the tables with knife, fork and spoon. Children have a meal or eat sandwiches quietly together and behave very well. They help to clear up after lunch and, at snack time, they wash their own milk cup after use.



- 67 In language and literacy, children make very good progress because teachers and support assistants place particular emphasis on the development of speaking and listening skills. This was particularly evident in the nursery class when the teacher used a recent visit to a farm to focus very effectively on developing listening skills as children listened to tape recorded animal sounds. The children were then given opportunities to talk to the teacher and other children about the noises made by different animals and relate them to their recent visit. In the reception class, a literacy lesson was used to develop phonic skills by focusing on the letter sounds “t” and “n”, with children placing objects such as a toy telephone, teddy or trumpet into a circle containing the letter “t”. When practising early reading skills, children listened intently to a story about Peter Pan and re-told a story about “The Elves and the Shoemaker”, with great detail. Children read and share books with adults and other children, or sometimes sit quietly on their own. In the reception class, children enjoyed the reading of a shared Big Book, “Who will be my mother?” and joined in the repetitive phrases “I can’t be your mother”. Early writing skills are developed in the nursery as children write and copy shopping lists for their visits to a supermarket and practise writing letters and numerals. In the reception class, children write the letters “t” and “n” to follow up their lesson on phonics. They write their names carefully and higher attainers write correctly structured short sentences.
- 68 The skills, knowledge and understanding of mathematics are developed in the nursery as children use games and activities to extend their mathematical language. For example, when playing with water, they fill long, tall and short containers and establish the concepts of full and empty. They use matching games to pair animals and match teacups and plates on the table. They count the numbers of children present for lunch, then match the correct number of knives, forks and spoons. In reception, the majority of children count orally to 20 and close their eyes and use listening skills to count the number of pegs dropped into an empty tin. Awareness of shape and the properties of shape are established as children identify two-dimensional shapes and know that a shape with four equal sides is a square. They make very good progress in their knowledge, skills and understanding of mathematics, because teachers and support assistants give very structured learning activities, which constantly reinforce existing knowledge and provide further challenging activities to extend their learning. By the age of five the children have a secure knowledge of number up to 10 and can sequence numbers backwards and forwards with confidence. Children can read and record numbers using both numerals and pictures.
- 69 Knowledge and understanding of the world is developed well as teachers ensure that children are provided with first hand learning experiences to enrich the curriculum. By the age of five the children identify farm animals, know about some religious rituals and can operate a tape recorder independently. A recent visit to a farm interested and excited the children. They talked with much enthusiasm about the visit and constantly referred to the photographs, which were used as a valuable learning resource. Most children could identify the farm animals, but some children were confused over sheep and goats. Some children could identify the llama and all knew that the horse “Duke” had kicked the fence because he was still hungry! Teachers use opportunities to explore the local environment well; for example, children in the nursery are taken out in small groups each week. Reception children visited St. Margaret’s Church and listened to the vicar talk about the special celebration of baptism. Geographical and historical knowledge were developed on the journey there, getting to know the locality and looking at the buildings. Opportunities are provided for children to develop their technology skills as they operate the tape

recorder when listening to farmyard sounds; they use the play, stop and rewind controls with confidence. Early computer skills are developed as children use the mouse and keyboard to control and respond to activities on the monitor screen. Construction kits are used to build scenes and buildings. Cutting and pasting skills are developed in using collage materials to represent the farm, animals and farm-buildings in a three-dimensional model. Children explore the texture and properties of butter, flour, sugar and milk as they mix, roll and use animal cutters to make animal biscuits. Early concepts of science are developed as children appreciate that substances change their form as they are mixed together and cooked.

- 70 Children's physical development is good for their age and they use large and small apparatus in the gymnasium with skill. In the nursery, children use a variety of apparatus to climb and balance. They use large wheeled toys safely and play with other children using balls and beanbags. Children use tools and objects to press into wet sand and use cutlery appropriately when eating lunch. Paintbrushes, pencils and scissors are used efficiently and safely in creative activities. Construction kits are manipulated well as children build models of farms and zoos. Children in the reception class change for their physical education lesson quickly and quietly and wait sensibly for their turn on the apparatus. They run around the gym, being aware of their own safety and the safety of others and follow a pathway led by the teacher. They respond quickly to instructions. Children work well on their own to make a wide or tall stretched shape or work with a small group to move along a bench. Children are skilful in their use of apparatus.
- 71 Children make good progress in their creative development and this is evident in the wide range of attractive displays in the nursery and reception classes. Children explore colour when painting with primary colours. They explore marbling techniques using shades of white, blue, green and yellow. Gluing and cutting skills are developed as children complete a photo-montage of foods and different colours. Early printing skills are used as children make colourful handprints, or print patterns using fruit and vegetables. Neat observational drawings are made as children look carefully at the colour and form of bananas, apples and pears. A wide variety of materials were used to make collages of the "Bears' Cosy Café" in reception, or food collages using lentils, peas and barley. For their farm display, children mould play dough to make animals. Children listen to the sounds of recorded music or the piano. They enjoy singing and dancing to favourite nursery rhymes, and act out "Row, row, row the boat" with a partner.
- 72 In both the nursery and the reception class, teaching is always good, is usually very good and sometimes excellent. Teaching is good in all areas of learning. A high priority is given to teaching basic skills in literacy and numeracy, particularly in developing speaking and listening skills, and developing knowledge and understanding in mathematics, where numeracy skills are very well taught. Teachers give children many opportunities to develop personal and social skills. All staff act as very good role models and the children learn very quickly from their example. The relationships in class are very warm and caring and pupils respond to this by behaving very well and working hard. Activities are very well planned and organised and children respond to this structure by being very attentive. Support staff are used effectively to support small groups. Teachers use very good assessment strategies to know the strengths and weaknesses of individual children, and plan lessons and activities to support their learning. Resources are used very effectively either to teach specific concepts, or to enable children to develop independence. Relationships with parents are very effective and liaison between playgroups enables children to move

from playgroup to nursery smoothly. Children with English as an additional language are few, but have their needs well supported. Children with special educational needs are identified early, and staff are now beginning to liaise effectively with the new special educational needs co-ordinators. Teachers in the nursery and reception class are very effective and use their support staff well to ensure that children are well taught and receive a very good start to their education.

## ENGLISH

- 73 Pupils enter the school with very low levels of attainment in literacy. In the 1999 National Curriculum tests at the end of Key Stage 1, the average points scored by pupils were well below the national average in reading and were very low in writing. The percentage of pupils reaching the higher Level 3 was well below the national average. When compared with the standards of similar schools, results in these tests are average in reading and well below average in writing. During the period from 1996 to 1999, the attainment of seven year olds was consistently well below the national average. Attainment in the reading tests rose in 1999. In writing, the performance of boys and girls has been erratic in the past four years and showed a fall in the 1999 National Curriculum tests. Evidence gathered during the inspection confirms this picture of low attainment in literacy by the end of Key Stage 1, despite the school's adoption of the National Literacy Strategy and related training for teachers.
- 74 In the national tests at the end of Key Stage 2, pupils' average point score for English was very low compared with the national average. The percentage of pupils reaching the higher Level 5 was well below the national average. When compared with those in similar schools, the results are below the average. The trend in results has been erratic over the last four years and attainment rose in 1999. Evidence gathered during inspection reflects this picture of well below average attainment. The school's targets are realistic and likely to be met but remain at levels well below the national average.
- 75 Standards in listening are below the national expectation by the end of Key Stage 1; in speaking they are well below. Pupils listen to their teachers' explanations and questions but their answers show a limited understanding of what they have heard. By the end of the key stage, higher attaining pupils begin to offer appropriate answers but very few have the vocabulary to expand their ideas or give clear explanations. At Key Stage 2, pupils' speaking improves, but remains below the national expectation. The majority answer questions clearly and audibly, but their answers are brief and only where teaching is very good do they elaborate their thoughts in response to probing questions. Listening follows the pattern seen at the end of Key Stage 1 in that many pupils do not sustain active listening and only follow closely when they are addressed directly. Their restricted skill in speaking hinders the development of pupils' ideas.
- 76 Standards in reading are below the national expectation at the end of Key Stage 1. Only the highest attaining pupils have an appropriate range of strategies to read unfamiliar words so that they read with some fluency and understanding. Average attaining pupils read hesitantly, often misreading common words and they are insecure in their understanding of what they have read. Low attaining pupils look for support or guess when faced with new words. Overall, pupils' knowledge of letter sounds is inadequate. Standards in reading have fallen since the last inspection.

Since the last inspection the school has based planning in English on the National Literacy Strategy, but has not yet found a satisfactory solution to providing more time for pupils to practise their reading. This is an important consideration given that so few of them read regularly at home and one that the school is trying to overcome with investment in a good range of reading books.

- 77 By the age of eleven, attainment in reading is well below the national expectation. Although the highest attainers reach the expected level, these are greatly outnumbered by those pupils whose reading skills are well below expected standards. Average attaining pupils often fail to recognise errors when they are reading and lower attaining pupils read slowly and hesitantly from simple texts and wait for help with unfamiliar words. Average and lower attaining pupils seldom read with expression, although average attaining pupils read a variety of texts with some understanding. The higher attainers read with understanding, are able to explain the plot and predict what will happen. By the end of the key stage, higher attaining pupils have sound skills in locating information in non-fiction books and know how to use the library reference system. Those pupils involved in the paired reading scheme said that they enjoyed the reading activities with Key Stage 1 pupils and that it helped them with their own reading.
- 78 Pupils' attainment in writing by the age of seven is poor. Scarcely any pupils produce extended writing and the majority rely heavily on key sentences given by the teacher to support the structure of their writing. Average and lower attainers find difficulty in forming simple sentences; their story writing lacks structure and often ends lamely. In much of their writing, average and lower attainers ignore punctuation and their spelling is weak. The majority of pupils have poor control over letter formation and poor spacing makes their written work difficult to read. By the end of Key Stage 2, the writing of most pupils is still well below the standard expected for their age. Pupils' writing for different purposes is immature and heavily dependent on support from the teacher. There is little evidence of pupils developing any style in their writing, or an understanding of different tone for formal and personal writing. Handwriting shows good improvement and many pupils produce work that is neat and legible and is in line with national expectations. Punctuation and spelling remain weak.
- 79 Progress in Key Stage 1 is satisfactory. However to raise standards, pupils need to make better than satisfactory progress and at present the planning for English and its use in other subjects, prevents this. Pupils have too few planned and structured opportunities for speaking and listening. Progress in reading is hampered by a lack of opportunities to consolidate learning of letter sounds and reading strategies. The absence of a structured reading scheme means that pupils' reading experiences are not planned to develop the necessary skills progressively. Pupils are given too few opportunities to practise writing in different contexts across the curriculum and, as a result, they do not learn a range of styles and structures to write for different purposes and different audiences. Too much of their writing is based on filling gaps in work sheets, which gives them no opportunity to develop emergent writing skills and to recognise the structure of language. Few pupils show a real understanding of the purpose of writing as a means of communication.
- 80 Pupils currently in Year 6 have made satisfactory progress overall since the end of Key Stage 1. However, progress is not uniform across the key stage. There are some examples of clear and effective promotion of literacy skills, which leads to good progress in some lessons. There is good progress in lessons in Years 3 and 5. In all classes pupils make the best progress in handwriting. Progress in writing for different

purposes is not satisfactory and pupils need more planned opportunities for writing independently. Higher attaining pupils, who read with understanding, make satisfactory progress in writing simple accounts and in writing about what they have read. Average and lower attainers make unsatisfactory progress and find difficulty in sustaining their writing for any purpose. In general, across Key Stage 2, pupils have too few opportunities to write either in brief or at length and they are still over-dependent on a given structure for their writing through the use of worksheets or teacher direction.

- 81 Although there is some in-class support for pupils with special educational needs, because of the inadequacies in special needs provision, planning for this support is inconsistent. Few current individual education plans, from which teachers could measure the progress of pupils, were seen during the inspection. In the majority of cases, pupils made unsatisfactory progress, except where the class teacher and the classroom assistant had planned together for these pupils as seen in a Year 5 lesson.
- 82 Pupils' attitudes to learning are good at both key stages. They arrive at lessons ready to listen and learn and, although they need a good deal of support for this, they show themselves as biddable and willing. When they are given the opportunity to work in pairs or in groups, they are encouraging and supportive of each other. The majority do not allow themselves to be distracted and, once they begin a task, they concentrate until it is completed. In a few instances, pupils do not work steadily, but these are usually where the work provided is not sufficiently challenging, or has not been well explained by the teacher. In Year 5, response is very good. Pupils are keen to start the lesson and organise their materials quickly and efficiently. They listen closely to the teacher and to each other and when the teacher works with one group the others work independently in silence.
- 83 The quality of teaching in English was satisfactory at both key stages during the inspection. There is some unsatisfactory teaching at Key Stage 1, mainly as a result of weak planning. At Key Stage 2, there are examples of good and very good teaching. The strength of teaching in the subject overall, lies in the teachers' knowledge and management of pupils. Their expectations of good behaviour are clear and they have an effective system of rewards and sanctions to motivate pupils. Where teaching is very good, the lesson is pitched at a level that makes new learning possible for all pupils. The teacher involves pupils in discussion about language, as in a Year 5 lesson on non-fiction writing. In the same lesson, the teacher's use of a scanning game sharpened pupils' reading skills as they rapidly scanned the text to find answers. In a good lesson in Year 3, the teacher made very effective use of directed questions to draw in pupils who were less confident about volunteering answers. Generally, however, teacher's questioning skills are restricted by the level of their subject knowledge. Only two teachers were seen who made good use of questions to develop pupils' thinking and to extend their knowledge about the subject. In the majority of instances, teachers use questions to confirm what pupils already know and are too readily satisfied with brief or one-word answers. The tasks set for pupils do not sufficiently challenge or interest them in some lessons and pupils work quietly, but mechanistically through these.

- 84 All of the teachers have had some training to implement the National Literacy Strategy. The process has raised levels of linguistic and literary awareness. However, the training was not extensive, it suffered interruption due to circumstances beyond the school's control and in effect gave teachers little confidence to implement the literacy strategy. The result is that there remains a need for teachers to develop a deeper understanding of the processes of language development. With more secure subject knowledge, teachers could plan their lessons with more emphasis on what pupils will learn rather than what they will do and they would have the skill and confidence to adapt the literacy strategy to meet the considerable needs of the pupils they teach. With better subject knowledge teachers' expectations of what pupils can do would be higher as they presently are in mathematics and science. There is a need to develop assessment procedures, such as those being used in mathematics and science, that will give teachers a detailed picture of pupils' attainments from which to plan future learning.
- 85 The co-ordination of English is unsatisfactory and this is one of the main reasons for the difference in standards between it and other core subjects. The school has been unfortunate since the last inspection in having two co-ordinators both of whom have left the school after a very short time. At present the school is without a coordinator and the headteacher has oversight in the interim till the new appointee takes up the post at the start of the next term. Although there has been some monitoring of the subject since the implementation of the literacy strategy this has not been sufficiently rigorous or well focused to identify the underlying weaknesses in provision. For instance, areas of weakness in teachers' knowledge have not been identified; the weaknesses in reading have been overshadowed by a focus on improving narrative writing. There are no systems for moderating pupils' work in English as a means for teachers to gain a better understanding of the National Curriculum levels. Records of pupils' attainment are not rigorous or detailed and there is little diagnosis of reading difficulties. The newly appointed co-ordinator has much to do in order to raise confidence, expertise and expectation among teachers and to set in place a scheme of work, procedures and systems to ensure that pupils are well taught and making the best progress. Fortunately, there is now very good language teaching in the Early Years from which to develop good practice across the school and build on the higher attainment of pupils joining Key Stage 1 from the foundation stage.
- 86 Since the previous inspection the school has made improvements in pupils' handwriting, which is now in line with national expectations by the end of Key Stage 2. On the other hand, reading skills in Key Stage 1 have deteriorated, mainly as a result of unsatisfactory leadership in the subject which has failed to provide appropriate planning for the development of reading skills. The success of the teachers' implementation of the Numeracy Strategy, where they had effective training and guidance, indicates how the quality of literacy provision might improve with similar support and guidance.
- 87 Literacy is developed in subjects of the curriculum other than English, such as Circle Time, where some pupils are given the opportunity to develop their ideas through talk, and in science, where they are required to write about their work. However, there is not enough emphasis on pupils reading in class for other subjects, nor is speaking well promoted, either formally or informally. In view of the very low levels of literacy the pupils have in both key stages, the school should give more weight to this aspect of pupils' learning across the curriculum in order to develop all communication skills.

## MATHEMATICS

- 88 Levels of attainment have improved at the end of both key stages since the last inspection. At Key Stage 1, attainment in 1999 National Curriculum tests showed that 78 per cent of pupils had achieved Level 2 or above. This is well below the national average. Thirteen per cent of pupils achieved Level 3. This is below the national average. Teachers' assessment of pupils' attainment was exactly in line with test scores. However, test scores have improved annually and, over the past three years, improvement has been slightly above the national trend. The school's results are now broadly in line with standards in schools in similar contexts. At Key Stage 2, attainment in 1999 National Curriculum tests showed that 48 per cent of pupils achieved Level 4 or above. This is well below the national average. Fourteen per cent of pupils achieved Level 5. This is also well below national averages. Teachers' assessments were exactly in line for pupils achieving Level 5. National test scores continue to improve annually. This is confirmed by a rising trend, which is above the national trend over the past four years. Compared with standards in schools in a similar context, pupils achieving Level 4 or above was in line with the national average, but above the average for pupils achieving Level 5. School targets for attainment are realistic, rising and being met. Boys and girls are given fair and equal access to the mathematical curriculum. Teacher questioning, assessments and giving of responsibility also reflect this. Improvement in attainment is being well sustained across the whole school.
- 89 By the end of Key Stage 1, pupils are developing sound number skills. Mental arithmetic skills are being well developed. There is good coverage of the National Curriculum attainment targets for mathematics, with an appropriate emphasis on number and algebra. Higher attaining pupils have a secure grasp of odd and even numbers, multiples of 2, 3, 4, 5 and 10 and sharing by 2. They can identify two and three-dimensional shapes and have a secure grasp of basic measures. They can tell quarter hours and interpret time from digital and analogue clocks and recognise halves and quarters. Pupils are developing good skills of estimation and this is frequently in evidence in their work. They understand a range of mathematical signs, including 'greater than' and 'less than' and use mathematical vocabulary appropriately. Lower attaining pupils can sequence numbers to 100, order numbers and have a basic understanding of place value to 100. They can add and subtract coins to a value of 50p and understand the concept of halves. All pupils collect and use data in the production of graphs and tables. By the end of Key Stage 2, pupils generally have a sound grasp of all tables to 10, multiply four figure digits by any single digit, add and subtract decimals to two decimal places and understand the process of long division of four figure digits by single digits. They have an understanding of symmetry, area and volume. They produce bar and line graphs of data and have a secure knowledge of units of metric measurement. Lower attaining pupils are able to round to the first decimal place, use co-ordinates appropriately and multiply three digit numbers by up to ten. Pupils' knowledge and understanding of shape and space are satisfactory. Skills are also well applied to other subject areas for example in calculations in science and in finding co-ordinates in when reading maps in geography.
- 90 Pupils' progress in Key Stage 1, at all levels of achievement, including those pupils with special educational needs, is generally satisfactory. A very high profile is given to all areas of mathematics, including numeracy, and this is reflected in the volume of work that pupils do and the improving standards they achieve. This encourages pupils to try hard and supports the levels of progress made. Progress is enhanced

by the constant reinforcement of number facts and mathematical vocabulary, whenever the opportunity arises. In Key Stage 2, pupils make satisfactory progress overall, and pupils with special educational needs make satisfactory progress at least, whilst a significant number make good progress. Progress is satisfactory across all the attainment targets in mathematics and particularly so in aspects of number. Information and communication technology is beginning to have an impact upon standards in data handling and especially since the introduction of the new suite. A good emphasis has been placed upon the development of mental strategies and this has much to do with the school's positive response to the introduction of the National Numeracy Strategy. A good start has been made to implementing the strategy and standards of attainment are rising as a result.

- 91 Pupils have a positive attitude towards the subject. They are keen to answer questions and show sensitivity when wrong answers are given. Pupils enjoy explaining the strategies they have used to solve mental tasks posed by their teacher. They generally concentrate well and sustain interest. Pupils work collaboratively, often in pairs, and support and help each other well. They work hard and demonstrate an enthusiasm for the subject. This is reflected in parental comment. Behaviour is good. At the parents' meeting, it was stated that many pupils liked mathematics. The evidence found at the inspection endorses this view.
- 92 Three numeracy lessons were observed in Key Stage 1. All teaching was satisfactory and it was good overall. All lessons were well structured and in line with the requirements of the National Numeracy Strategy. Planning was good, objectives were well defined and lessons were conducted at a brisk pace. In a lesson with Year 1 pupils, tasks were appropriately matched to pupils' needs and they responded well to them. The learning objectives were achieved. Teachers' focus on mathematical vocabulary was good in all lessons and the pupils' thinking was continuously challenged. Pupils were well managed in all lessons.
- 93 Four numeracy lessons were observed in Key Stage 2. Overall the quality of teaching was satisfactory. Three were satisfactory or very good and one lesson was unsatisfactory. In a Year 6 lesson, pupils posed each other questions as part of a game. Pupils explained the mental strategies they had used to solve the question and other pupils were given the chance to suggest alternatives. This they responded to in very positive fashion. The lesson was conducted at a very brisk pace and pupils' thinking was continually challenged. Pupils were asked to estimate the capacities of five vessels. Upon resolution of the first, pupils were invited to revise their estimates for the other four. Pupils were totally focused throughout the lesson and learning was good. The only unsatisfactory lesson was largely due to the teacher's temporary status in the school and unfamiliarity with pupils' levels of attainment. Overall, teaching at Key Stage 2 was at least sound. Teachers, generally, have sound subject knowledge, plan lessons well and enjoy good relationships with their pupils. Where tasks are well adapted to pupils' needs, pupils' learning and progress is good. A more consistent approach to adapting tasks for pupils, so that all abilities are challenged, would ensure that the current level of improvement in pupils' attainment is maintained. The amount and regularity of homework is not adequate, especially at Key Stage 2 where pupils would benefit from more independent study in preparation for the next stage of education.



- 94 The subject co-ordinator who implemented the Numeracy Strategy worked very hard to ensure that this was successful. Effective lesson planning is in place and assessment procedures are developing well. Good use of statistical data from national tests and commercial tests is being made and monitoring of pupil progress is developing. The school's policy document and scheme of work were produced in 1996 before the introduction of the National Numeracy Strategy. The school's documentation has yet to be reviewed in the light of the national strategy. The introduction of the National Numeracy Strategy has been well supported through training arrangements and further development is already planned to improve assessment procedures and focus on raising standards at both key stages. However, the new subject co-ordinator does not have a clearly defined job description and is not given the responsibility of taking a strategic overview of the subject to support the spread of good classroom practice, the enhancement of subject knowledge and understanding among teachers and the raising of standards. The absence of this professional development is a weakness.
- 95 The school has no portfolio of moderated work to assist teachers and support the promotion of standards.
- 96 Although resources are generally adequate, teaching would be rendered more effective with improved provision in white-boards and overhead projectors. The school needs to improve the range of equipment to support work in capacity and mass.
- 97 The school has made good improvement in the subject since the last inspection. Pupils at both key stages now make satisfactory progress. Pupils now have a secure understanding of number and use a range of strategies for solving mathematical problems. As a result of these improvements pupil's attainment in the subject is rising.

## **SCIENCE**

- 98 In the 1999 National curriculum tests at the end of Key Stage 2, the percentage of pupils achieving Level 4 or above, 83 per cent, was close to the national average. The percentage reaching Level 5 or above was also close the national average. This marks a significant improvement since 1996, when the percentage of pupils achieving Level 4 or above was well below the national average. The trend of improvement since 1996 is above the national trend. The performance of boys is better, though not significantly, than girls, both being close to the national average. This is also an improvement, as the performance of boys in 1996 was well below national expectations, whilst the performance of girls was below national expectations. In 1999, pupils' results at 11 were well above those for similar schools. Inspection findings confirm this level of attainment for pupils in Year 6.
- 99 Teacher assessments at the end of Key Stage 1 in 1999 indicate that the percentage of pupils attaining the national expectation (Level 2 or above) was below the national average. Teacher assessments of the percentage attaining Level 4 or above at the end of Key Stage 2 was close to the national average. This demonstrates the security of teachers' assessment of pupils' work in science.

- 100 Pupils make satisfactory progress in Key Stage 1. Pupils in Years 1 and 2 know that the properties of materials can change by heating and use appropriate vocabulary such as 'heat', 'warm', 'melt' and 'runny' to describe outcomes. Year 2 pupils are able to make simple predictions and show that they are beginning to understand the concept of a fair test. Progress in Key Stage 2 is good. Pupils in Year 4 are able to observe experiments and to make predictions. For example, in a lesson on evaporation for Years 3 and 4, pupils predicted that 'It will go foggy', if hot water is poured into a plastic container and the lid put on. Pupils in Year 6 know that the earth spins anti-clockwise on its axis every twenty-four hours and that shadows are shorter at mid-day than earlier or later in the day. They also know the properties of some materials and can classify the materials as solids, liquids and gases. They are able to record observations in a variety of ways, for example by using a chart to record the properties of common materials. They know what constitutes a fair test.
- 101 Learning is satisfactory in Key Stage 1 lessons and satisfactory overall, with some examples of good teaching in Key Stage 2. Where learning is good, pupils are involved in a practical activity, even though teacher directed and controlled, and are able to contribute ideas, as in a lesson on materials for Years 5 and 6, where, in an investigation into the solubility or otherwise of two materials, pupils were instrumental in devising a fair test. Learning is consolidated by homework. In a class for Years 1 and 2, pupils were asked to find three more materials that changed shape on being heated.
- 102 Pupils with special educational needs make satisfactory progress in both key stages. At Key Stage 2 they can record work in a variety of ways and can describe what constitutes a fair test. At both key stages pupils benefit from learning through practical activities.
- 103 Pupils' attitude to work is never less than satisfactory and is often good. Pupils listen well and are keen to answer questions. Where the attitude to work is good, as in a Year 2 lesson on investigating materials that change shape when heated, pupils concentrated throughout the lesson, applied themselves to the task and so made progress in their learning.
- 104 All teaching in science is satisfactory. Teachers' knowledge and understanding of the subject are satisfactory. Learning intentions are clear in the planning. There is some adaptation of tasks in some lessons. Teachers use questioning to involve pupils in their learning. In a lesson for Years 5 and 6, a film was shown to aid pupils' learning about soluble and insoluble materials. A weakness is the lack of specified opportunities for assessment in lesson plans to help subsequent planning and so lead to improved learning opportunities. Some assessment takes place at the end of a block of lessons. A class for Years 5 and 6 completed an assessment worksheet following an introductory question and answer revision session.
- 105 The scheme of work is appropriate for the pupils. The science element predominates in the cross-curricular topics. The available resources are appropriate for the needs of the curriculum, particularly with the recent acquisition of video recordings on the senses, body parts, materials, plants and animals and the environment. There is also an excellent central courtyard garden area with a bird table and an aquarium, well stocked with fish.

106 Since the last inspection the school has made good progress in raising pupils' attainment in the subject this has been particularly good in the case of boys at the end of Key Stage 2, whose attainment was behind that of girls. Although the previous co-ordinator succeeded in raising the expertise and confidence of teachers in the subject a key issue in the previous report was the development of the role of co-ordinator in the school. This has not happened. The present co-ordinator has been in post for eight weeks. Her vision of the role, if put into practice, would enable her to be an effective co-ordinator to the further benefit of both pupils and colleagues.

## **ART**

107 Although few lessons were observed during the inspection, sufficient evidence was available from pupil's previous work on display and discussions with the subject co-ordinator, to allow judgements to be made. Pupils' attainment in both key stages is average for their age and the pupils make satisfactory progress throughout the school. Pupils with special educational needs make satisfactory progress over time. Standards have improved in Key Stage 1 since the last inspection and have been maintained in Key Stage 2.

108 In Key Stage 1, pupils used chalk and pastels to represent the Great Fire of London and used the "hot" colours of yellow, red and orange. They explored tie and dye techniques in shades of one colour. Early batik skills were developed as pupils explored the technique and answered questions such as "Why have some parts of the material coloured?" Pupils used collage techniques to good effect when using wooden materials and made puppets using pipe cleaners. Colour mixing is used to explore tones and shades of green, red, blue and orange. Pupils appreciate the work of famous artists, for example, as they compared the impressionist styles of Van Gogh and Cezanne. They used paint well to practise the dabbing brush strokes of Van Gogh and used light shades of watercolours for representations of Monet and Cezanne.

109 In Key Stage 2, pupils in Years 3 and 4 looked at and compared the work of Mondrian and Turner. They appraised the works thoughtfully and expressed their likes and dislikes, being quite appreciative of Turner's powerful seascape pictures. They explored mixing paints in shades and tones of green, explored the properties of charcoal to draw effectively in the style of Mondrian and used shades of overlapping tissue paper to represent how colour can change gradually. In Years 5 and 6, pupils explored African design by looking at the traditional patterns and colours of the Zulu and Ndebele tribes of South Africa. Pupils then designed a pattern to reflect this study of African art, using both computer-generated design and freehand drawing. The process of batik is then used using fabric dye and hot wax. The results were effective and pupils were proud of their work. In their earlier painting work, pupils used watercolours effectively to represent the landscapes and seascapes of Turner, with shadows and reflections well expressed and executed.

110 The teaching of art is satisfactory with appropriate emphasis placed on the correct development of techniques, the appreciation of art from different cultures and the work of famous artists. In lessons, pupils are given clear instructions and teachers ensure that correct vocabulary is used, for example 'shade', 'tone' and 'texture'. Support assistants are used well to ensure that correct techniques are used. Teachers include a progressive element to their art lessons and thus enable pupils to appreciate that designs often have to be changed or adapted. Pupils in Year 6 make

good progress in the skilful use of fabric dye and in the understanding of how hot wax needs to be applied quickly. Pupils with special educational needs are given clear guidance and then receive peer group support to ensure that satisfactory progress is maintained.

- 111 The school offers a satisfactory art curriculum, but skills in observational drawing and three-dimensional modelling work are under-represented in both key stages. The curriculum benefits from a good range of resources. The subject co-ordinator provides satisfactory guidance and leadership, but the scheme of work is not always followed. The assessment of pupils' work has not been carried out and there is no art portfolio of work. Pupils do not use sketchbooks and, therefore, an opportunity for pupils to monitor their own progress is lost. The co-ordinator does not monitor the teaching of art throughout the school and so has no clear picture of how skills are taught. The school is in a position to maintain standards. However, further improvement in standards depends on the school's commitment to use the co-ordinator in a more active and clearly defined role.

## **DESIGN AND TECHNOLOGY**

- 112 Attainment in design and technology is below national expectations at both key stages. At the previous inspection, standards of attainment were reported to be slightly below national expectations at both key stages. This represents a decline in standards of attainment between the inspections. Evidence on standards was drawn largely from pupils' work, work on display, discussion with pupils and examination of long, medium and short term planning. The school planning cycle for units of work meant that no teaching was observed during the week of inspection. Long-term and medium-term planning is done within a two-year cycle and within a topic framework. Design and technology is taught for short, intensive periods.
- 113 By the end of Key Stage 1, pupils are developing their ability to use simple tools to cut and shape materials such as fabric, paper and card to make static models like houses. However, these had been made without prior design and not subjected to finishing techniques. There was no evidence of joining materials to create moving models. Pupils had designed and made objects for the classroom shop. Design skills and modelling techniques are most evident where they related directly to science work. In the "Keeping Safe" project, for example, pupils had designed a reflective armband, identified the materials to be used and constructed the finished article. They evaluated their work on the basis of being satisfied or dissatisfied with the outcome. A number of pupils were not satisfied and were able to express their reasons for this. However, the good standard of this work is not reflected in other work across the key stage. Learning opportunities are infrequent and progress is inconsistent. There is little planning for the acquisition and development of skills. At Key Stage 2, pupils design and make masks in card and disassemble boxes in order to make a template for their own box and logo. They design kites and windmills, design posters to promote a product like toothpaste and design and make a book cover. Year 6 pupils had designed a board game modelled on snakes and ladders. They were able to describe the process of design, construction and testing clearly. Pupils appreciate the need to modify and change design and the significance of evaluating the outcome. This work had been effectively linked to literacy work through the use of a writing frame for instructions. The work was purposeful and well structured. Year 6 pupils have also designed and tested paper aeroplanes. The design aspect was restricted by the use of photocopied aeroplanes. Pupils had tested

their aeroplanes on the playground. Little by way of evaluation was recalled and pupils had no written evidence of the work. Although no teaching was observed, there were examples of pupils' work that indicated good classroom practice. However, this was not a consistent feature. The small quantity of work available at both key stages is fragmented and presentation is often unsatisfactory. There was no evidence that differentiated work had been given to the pupils. Pupil attainment is significantly higher when design and technology is well integrated with other subjects. Curriculum time allocated to the subject is less than four per cent overall, and often results in tasks not being completed.

- 114 Pupils throughout the school respond enthusiastically to the subject. They discuss their work with interest and talk about the processes involved in designing and modelling. They understand about using tools safely and the importance of hygiene when working with food.
- 115 There is no formal assessment procedure. Assessment is undertaken by class teachers within the cycle group at the end of the planned project. The school has no subject portfolio. The subject co-ordinator is also co-ordinator for mathematics. Since the last inspection, the co-ordinator has produced a policy document and a comprehensive scheme of work. The scheme of work has been sub-divided into two-year cycles for use by teachers. Although this is appropriate to mixed age groups, it does not put into context the development of skills in designing and making, or give an overview to continuity and progression. The scheme of work needs review to ensure that it is shorter, cohesive and more user-friendly. The co-ordinator is involved in monitoring planning and, as and when requested, involved in class teacher and cycle group assessments. The co-ordinator has no overall strategic role in observing lessons, in sharing good practice, in improving teacher knowledge and understanding, or in raising pupil attainment. This is a weakness. There is little availability of in-service training to develop subject knowledge and understanding for teachers. Resources are adequate for subject delivery, but are often under-used. Construction kits remain unopened and there is an abundance of consumable materials, particularly wood. There is a lack of motors and control technology for older pupils to use within their designs.

## **GEOGRAPHY**

- 116 It was only possible to see teaching in one lesson at Key Stage 1 during the inspection because of timetabling arrangements. The limited opportunities available during the inspection to gather a wide range of evidence prevent an overall assessment of the levels of attainment of pupils at Key Stage 2. Levels of attainment were below national expectations in the previous inspection at both key stages. Levels of attainment are below those expected of pupils at the end of Key Stage 1, but it was not possible to assess the levels at Key Stage 2. The standards and provision in the subject have been maintained since the last inspection.
- 117 In Key Stage 1, pupils learn about weather and keep a weather diary. They also draw maps of the school and the local shops. They know that different shops sell different goods. Displays in Year 3 and 4 classes included a scale plan of the room with a key and written explanations of how the plans were drawn. There are also weather displays linked to the 'Water Cycle' topic. In Years 5 and 6, displays included the location of the continents on a world map and database work using the IT Encarta CD. Pupils can use a key to identify and locate items on a plan.

- 118 Pupils have a positive attitude to their work. Pupils in Years 1 and 2 respond to questions and work at a satisfactory pace, which enables them to make progress within the lesson. Pupils in Years 5 and 6 also respond to questions, despite being tired and finding difficulty in concentrating during the last twenty minutes of the day.
- 119 The teaching is satisfactory at Key Stage 1. Planning is satisfactory in identifying learning intentions, methodology and tasks, but does not identify assessment opportunities to aid future planning. Teachers manage pupils well. Teachers have a satisfactory level of knowledge and understanding of the subject. They also take opportunities to use tasks to consolidate learning in other subjects.
- 120 The policy statement and scheme of work indicate a curriculum that meets National Curriculum requirements and is appropriate for the pupils. Continuous assessment is unsatisfactory and this inhibits learning. There are adequate resources to deliver the curriculum and teachers make use of the local area. The classes in Years 1 and 2 had visited both the local and town centre shops as part of their work. The integration of geography with other subjects sometimes reduces the time spent on the subject.
- 121 There is no co-ordinator for geography. This is unsatisfactory. To raise pupils' levels of achievement, an effective co-ordinator, with a clear brief to monitor teaching and learning, is essential.

## **HISTORY**

- 122 Owing to the school's curricular arrangements for foundation subjects, it was possible to see only two lessons in history in the classes for Years 3 and 4 during the inspection. Besides this, there was very little written evidence upon which to base judgements of pupils' attainment in the subject and pupils who studied topics in the previous term had insecure recall of what they had learned.
- 123 Attainment in history is the same as at the previous inspection in that it is below the standard expected of pupils at the end of both key stages. Higher attaining pupils at the end of Key Stage 1 recall events in the Great Fire of London and know that information about this came from diaries written at the time. Younger pupils in the key stage have the beginnings of a subject vocabulary. They use phrases such as 'long ago' and 'in the past' or 'the olden days'. However, overall, pupils have very little knowledge and understanding of the past or of how we can learn from it and about it.
- 124 At Key Stage 2, pupils learn about significant eras and changes over time. Classes in Years 3 and 4 study local maps to discover what changes there have been in the area in the past one hundred years. Higher attaining pupils link changes in building patterns and road systems with developments in technology. Although the pupils do not have the skill to express these ideas fluently, it is clear from their observations in the lesson that they make accurate deductions from the evidence on maps.

- 125 Those pupils in Years 3 and 4 who were observed in a history lesson showed interest and enthusiasm for the subject. Initially, some pupils interrupted discussion, but soon realised that this would not be tolerated. They worked well, both in pairs and individually, to find information from the maps they used. They listened politely to each other when describing their findings and were genuinely disappointed when the lesson ended.
- 126 Teaching was satisfactory in the lessons seen. Teachers made good use of resources and allowed pupils time to investigate the maps and photographs. In one lesson, there was insufficient work for higher attaining pupils who were not well challenged by the work, though they were interested in the topic. Teaching in the subject, overall, does not provide enough content for pupils to build historical understanding. Teachers' planning is too brief and there is no assessment in the subject.
- 127 The co-ordinator has responsibility for ensuring that resources are available for the subject and that teachers' planning covers the correct topic for the year groups concerned. There is no responsibility for monitoring standards of pupils' work or of teaching. Standards of attainment and provision are as they were at the time of the last inspection. There is, at present, no planned development of the subject, nor has there been a review of existing provision in readiness for changes in the next academic year. The role of the co-ordinator is unsatisfactory without the responsibility and time for monitoring and accountability for standards in the subject.

## **INFORMATION TECHNOLOGY**

- 128 Attainment at the end of Key Stages 1 and 2 is in line with that expected of pupils at the ages of seven and eleven. In the previous report, attainment was also in line with national expectations. The standards of attainment have been maintained. There is no evidence to suggest a difference in the levels of attainment of girls and boys.
- 129 Pupils make satisfactory progress in Key Stage 1. For example, they know how to control a mouse, can use the keyboard and know what a printer is. Year 2 pupils can program a toy with a sequence of commands. By the end of Key Stage 2, pupils can use word-processing software to produce, for example, autobiographical writing. They can also use a CD-Rom drive to search for information. They can enter information into a database and print from this database using different fonts and colours. This resulted in an attractive display of work by pupils in Years 5 and 6, which included pictures on 'Cities' which included the sub-fields 'Country', 'Continent', 'Neighbouring Countries', 'Population,' 'Rivers', 'Language', 'Currency' and 'National Dish'. These pupils are also able to produce designs, as they did for a batik activity in art.
- 130 When the level of challenge is good activity is good, pupils learn well, as in one of the Year 2 lessons with the Roamer and in a lesson for Years 5 and 6, used software to add features to a map of an island following instructions on a worksheet. In other lessons learning is satisfactory.
- 131 Pupils with special educational needs make satisfactory progress in information technology. In a small class for pupils with special educational needs, a Year 1 pupil made satisfactory progress in control of the mouse using a software programme in which he had to click on the appropriate part of the screen for a missing facial feature to be inserted.

- 132 Teaching is satisfactory in 75 per cent of the lessons seen and is good in 25 per cent. Teachers' knowledge and understanding of the subject is satisfactory. Lesson plans identify learning intentions, but do not specify assessment opportunities. Where teaching is good, teachers kindle the enthusiasm of pupils by their choice of task, as in the Kids Pix 'Island' work, which has a positive impact on their learning. Where the expectations of teachers are lower than they might be, then progress is slower. Teachers use information technology skills to support learning in other subjects, including English and art. One teacher uses a digital camera in physical education when pupils are demonstrating a skill and the display of digital pictures consolidates their learning.
- 133 The attitude of pupils to work is good in half of the lessons and very good in the others. Pupils work at a good pace. They work well in pairs and share the resources well, as illustrated in the lessons using the programmable toy. A consequence of this is the progress made in lessons, which ranges from satisfactory to good.
- 134 The scheme of work for Key Stages 1 and 2 is appropriate for the needs of the pupils and is in line with National Curriculum requirements. The resources for information technology are good. The information technology suite is a very good resource.
- 135 Assessment is a weakness. Lesson plans do not specify assessment opportunities, so the impact on subsequent teaching and learning is unsatisfactory. The weakness of assessment is reflected in the school improvement plan for information technology. The provision of hardware, software and teachers' in-service training is linked to enhancing the learning opportunities for the pupils, but the criteria for success, for monitoring and evaluation and for assessing the overall effectiveness of the subject are either absent or insufficiently rigorous.

## **MUSIC**

- 136 Very few music lessons were observed during the inspection, but sufficient evidence was gained during those lessons, by looking at the planning for music and by talking with the subject co-ordinator to allow judgements to be made. Pupils' attainment in music is average for their age at the end of both key stages and the pupils make satisfactory progress. Standards have improved since the last inspection in both key stages.
- 137 In Key Stage 1, Year 1 pupils develop their knowledge and understanding of notation, for example following instructions on a flash card to perform long and short sounds using a selection of un-tuned percussion instruments. Pupils sing short songs and identify the long and short sounds in the song. They use hand movements to show long sounds by making sustained sweeping movements and express short sounds with sharp claps. Pupils are quite confident when they play percussion instruments, either independently or in groups, while other pupils listen carefully and appraise their performance. Early composing skills are developed as pupils make up patterns consisting of long and short sounds.
- 138 In Key Stage 2, pupils in Year 6 appreciated the dynamics of loud and quiet music as they listened to "Byllo - the ox cart". They appreciated the quiet sounds as the ox cart approached and the loud sounds as the ox cart passed by. Pupils discussed their feelings and thoughts about the music. They then worked very effectively in small groups to select instruments and practise composing a short piece of music



using un-tuned percussion, to represent their version of the ox cart passing by. Pupils were able to compose a thoughtful piece of music, integrating the dynamics of loud and quiet music. Their compositions were recorded and pupils took turns to listen respectfully to each composition, which was then appraised. Pupils with special educational needs and one pupil for whom English is an additional language performed their music with less flair, but with enthusiasm. Pupils make satisfactory progress over time in their knowledge and skills and make good progress in some lessons as a result of the impact of thoughtful teaching and well-prepared lessons. Pupils' response to music is generally enthusiastic and, when listening to music or when composing a short piece of music within a group, their attention and enjoyment are evident. Pupils are less skilful when singing together, particularly on occasion in assembly, when their singing is energetic, but lacking in structure and melody. They have a good sense of rhythm and clap their hands or snap their fingers to music in assembly. They develop skills in written notation during the peripatetic music lessons, when they learn to play the tin whistle, but skills in written notation are not developed systematically throughout the school.

- 139 The quality of teaching is satisfactory and good in some lessons, when resources are carefully prepared and the planning is linked closely to the school's scheme of work for music. Lessons are less successful when planning is brief, when learning outcomes are unclear and when opportunities are missed to enable the pupils to experience a range of musical instruments to develop their knowledge and understanding. The subject co-ordinator provides satisfactory guidance and leadership, but does not monitor the quality of teaching across the school in music, or assess the quality of the pupils' work. The school offers a satisfactory music curriculum and provides pupils with extra-curricular opportunities to play the recorder or practise singing. Resources are good and are to be enhanced with a varied selection of multi-cultural instruments. The school has consolidated and improved standards of music in school, but its capacity to improve further depends on the school's commitment to use the subject co-ordinator in a more active and clearly defined role.

## **PHYSICAL EDUCATION**

- 140 Although it was not possible to observe the full range of work in physical education, scrutiny of the scheme of work and discussion with the subject co-ordinator indicate that the school teaches a broad and balanced curriculum, which includes health-related exercise. Outdoors and Adventurous activities are included when Years 5 and 6 visit Wooler.
- 141 The National Curriculum requirement that all pupils achieve the 25 metre-swimming certificate by the age of eleven was met by only 45 percent of pupils in 1999. This year, pupils in Year 6 are making better progress in their swimming, as 64 per cent of pupils have already gained their certificate. Pupils attend lessons fortnightly from Year 3 onwards. They enjoy their lessons and are generally attentive to instruction: the majority of pupils behave well.
- 142 By the ages of seven and eleven, pupils have made satisfactory progress in their physical skills and reach standards that are average for their age. Pupils collaborate with each other to put out apparatus safely and sensibly, following the instructions of their teacher. They use the space in the gym effectively to practise warm-up exercises and are aware of the safety of themselves and others when moving around

quickly. When using apparatus, pupils use large climbing frames, ladders and ropes with confidence. They jump from a large box and land safely, in a controlled way, on both feet. Pupils watch others perform their skills and are beginning to appraise the quality of their movements. In a mixed Year 3 and 4 class, pupils practise their basketball skills as they dribble the ball around their partner competently. They make chest and bounce passes with a good degree of accuracy using a large ball. Moral and social education is developed as pupils understand the specific rules of competitive team games and appreciate the concept of fair play.

- 143 The quality of teaching is satisfactory. Teachers wear appropriate clothing and footwear for physical education lessons and, therefore, set a good example to pupils. Safety rules, relating to the correct way to carry and move equipment and apparatus, are regularly reinforced. Pupils are managed effectively and this ensures that the majority of pupils behave well during lessons. Pupils enjoy their activities and are always eager to demonstrate their skills to others. Teachers incorporate a warm-up activity prior to the full lesson, but sometimes opportunities are missed to explain why it is important to warm up before exercise. Opportunities to assess pupils' skills are not identified in teacher's planning, but oral assessment often provides effective feedback to pupils during the course of a lesson.
- 144 The co-ordinator provides satisfactory leadership for his colleagues. There is no policy documentation for the subject and the scheme of work requires up-dating. The subject co-ordinator does not monitor the teaching, but does look at teacher's planning and asks for an evaluation of the work covered at the end of every term. No assessment of physical education takes place, so the co-ordinator has no clear picture of how pupils' skills are developed. Extra-curricular activities include football and basketball. Where possible, the school involves the pupils in community sporting events or initiatives. For example, the Newcastle Eagles Basketball team has met pupils in assembly and soon will be providing them with coaching lessons. Resources are good and the accommodation, which includes a fully equipped gymnasium, is also good. Since the last inspection, the school has improved the standards in physical education at the end of Key Stage 1 and maintained standards at Key Stage 2, but its capacity to improve further depends on the school's commitment to using the subject co-ordinator in a more active role to monitor teaching and learning throughout the school.

## **RELIGIOUS EDUCATION**

- 145 In both key stages, work in religious education meets the requirements of the Locally Agreed Syllabus. Attainment is slightly below average, but progress is satisfactory. This represents an improvement since the last inspection. By the end of Key Stage 1, pupils know many stories and traditions about the Christian faith. Pupils are familiar with stories from the Old Testament, such as 'Jonah and the whale', 'Noah' and 'David and Goliath'. They are also familiar with stories from the New Testament, such as the feeding of the five thousand. Pupils in Key Stage 1 visit the local Anglican Church in connection with a topic on the locality of the school. Classroom lessons are well supported in assemblies. There is a termly focus on themes such as "Important people from other religions" and "The life of Jesus". Pupils also know of the Hindu celebration of Divali. By the end of Key Stage 2, pupils are familiar with stories from the Old and New Testaments, such as the Ten Commandments, the parables of Jesus and the role of the disciples. They know of concepts of creation from other religions and aspects of the Muslim and Hindu faiths. The work on Hinduism is linked to a visit to a Hindu temple. Work on Christianity is linked to

further visits to the local Anglican Church and to a visit to Durham Cathedral. Visitors from local charity organisations like "Help the Aged", talk to pupils about the work that they do. The local Anglican vicar and curate visit school to take Christian assemblies on a regular basis. The quality of the assemblies makes a significant contribution to the religious education curriculum. The vicar was involved in the planning and teaching of a Year 5 and 6 topic on "Crosses". Following the school's harvest festival, visitors from "The People's Kitchen", who receive harvest food, visit the school to tell the pupils how their gifts have been used.

- 146 Across the school, all pupils, including those with special educational needs, make satisfactory progress. Progress is good where lessons are well focused and challenge pupils' thinking. In a lesson for Years 5 and 6, pupils listened to the parable of the talents and were asked to consider the talents that a favourite teacher possessed. The discussion that followed was both thoughtful and mature. Pupils explored, with interest and understanding, the implications of the parable.
- 147 No teaching of religious education was observed at Key Stage 1. Four lessons were observed in Key Stage 2. All teaching in Key Stage 2 is satisfactory or better and, in 75 per cent of lessons, teaching is good. Lessons are well planned and pupils are actively involved through good questioning techniques. Pupils demonstrate good biblical knowledge when teachers recall work in previous lessons. Bible stories are linked well to pupils' experience in order to aid their understanding. In a lesson with Year 3 and 4 pupils, the teacher linked a discussion about Jesus and his relationship with the disciples to that of a "team". Pupils understood that working as a team required levels of trust, respect and co-operation. In a similar lesson with a parallel class, the teacher successfully used good questioning techniques to develop the pupils' understanding that friendships are built upon qualities of trust and respect. Teachers demonstrate good subject knowledge and good questioning techniques that develop discussion and challenge pupils' thinking. Pupils develop a good knowledge of bible stories as a result. Most lessons in Key Stage 2 end with the Lord's Prayer. All pupils join in and this draws the lesson to a quiet and purposeful close. This is a very good feature. Pupils' attainment in written work in the subject is below average.
- 148 Pupils show interest in lessons and contribute thoughtfully and constructively to discussion. They listen well to stories and to each other. They enjoy the challenge of their teacher's questions and respond appropriately. Pupil behaviour is good.
- 149 The co-ordinator is knowledgeable and enthusiastic. There is, however, no school-based policy or scheme of work. Planning is related directly to the recommendations of the Locally Agreed Syllabus. The school has no assessment practice in religious education and no portfolio of pupils' work. This is a weakness. However, the subject co-ordinator does not have a clearly defined job description and is not given the responsibility of taking a strategic overview of the subject to support the spread of good classroom practice, the enhancement of subject knowledge and understanding among teachers and the raising of standards. The absence of this professional development is a weakness.

- 150 The teaching of Christianity is strong and teachers promote good learning about the Christian faith. However, the development of pupils' awareness and understanding in relation to other faiths is weak. This was a reported weakness at the time of the last inspection and has not been appropriately addressed. Only Hinduism receives appropriate coverage. Supportive in-service training for the development of teachers' knowledge and understanding is not in place and this is a weakness. Resources are barely adequate to support and develop the subject curriculum and do not sufficiently support work about other faith traditions.

### **Resource Base Provision**

- 151 The school has two resource bases for pupils with special educational needs, most of whom have statements. These were established in the term prior to the inspection, following the local authority's review of its provision for pupils with special educational needs. One base is to provide for pupils with communication disorders, all of whom are in Key Stage 1. The other resource base provide for pupils with emotional and behavioural disorders across both key stages. Each unit has specialist teacher provision as well a support assistant.
- 152 The quality of provision in each of these bases is good. Teachers with specialist expertise teach pupils with complex educational, or emotional and behavioural needs, in two special units. Their teaching is always good and often very good, because of their professional expertise and the care with which they plan for the pupils' learning. Their planning is very thorough and they have high expectations of what their pupils can do. Tasks and activities are well matched to the ability level of the pupils, but an appropriate level of challenge also encourages pupils to raise their standards. Support assistants are used very effectively in these classes at the present time. Teachers are keen to involve and include pupils in the activities of the mainstream school. This was well illustrated in an assembly where pupils from both bases were awarded certificates for their efforts to improve. The emphasis placed by staff in the resource bases on providing a caring environment where all pupils are valued, makes a very positive impact on their personal and social development.
- 153 Pupils in both bases make good progress in their learning as a result of the clearly focused targets they are set and against which their progress can be measured. They form good relationships with their teachers and support assistants that are trusting and respectful and these too make a good contribution to their learning. While pupils in the bases are exempted from following the National Curriculum, those in Key Stage 2 follow the National Literacy and Numeracy Programme successfully.
- 154 The teachers in charge of the support bases each manage these well. They have high expectations of their pupils, good systems for monitoring and assessing their progress and both make very good use of the support assistants, involving them in the planning of work for pupils. They are both robust in their attitude to include pupils from the bases in the life of the school and have been successful in winning the acceptance of other pupils for the children with special learning needs.