

INSPECTION REPORT

IVY ROAD PRIMARY SCHOOL

Forest Hall

LEA area: North Tyneside

Unique reference number: 108606

Headteacher: Mr Alan Giles

Reporting inspector: Mr Keith Edwards

Dates of inspection: 27 - 31 March 2000

Inspection number: 215545

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Ivy Road Forest Hall Newcastle-upon-Tyne
Postcode:	NE12 9AP
Telephone number:	0191 200 8346
Fax number:	0191 200 8454
Appropriate authority:	Governing body
Name of chair of governors:	Mr John Hakin
Date of previous inspection:	28 January - 1 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Keith Edwards, Registered inspector	Art	What sort of school is it?
	Physical education	The school's results and pupils' achievements
		How well are pupils taught?
Graeme Norval, Lay inspector		Pupils' attitudes, values and personal development
		How well does the school care for its pupils?
		How well does the school work in partnership with parents?
Norman Bertram, Team inspector	Science	How well is the school led and managed?
	Information technology	
	Religious education	
Andrew Margerison, Team inspector	English	Special educational needs
	Under fives	
	Geography	
	History	
Morag Thorpe, Team Inspector	Mathematics	Equal opportunities
	Design and technology	How good are the curricular and other opportunities offered to pupils?
	Music	

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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Inspection Quality Division
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Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ivy Road Primary School occupies the premises of a former secondary school in the Forest Hall area of North Tyneside. Most of the pupils are drawn from the immediate locality where there is a balance between privately owned and council housing. There is a high incidence of unemployment in the area and the socio-economic circumstances are unfavourable for a significant minority of families.

Numbers have declined steadily over the last 10 years and the school has considerable surplus capacity. There are currently 233 pupils on roll, with an additional 39 children attending the nursery on a part-time basis. At the present time, over a third of the pupils are eligible for free school meals, which is much higher than the national average. Currently, almost all of the pupils are white and all come from homes where English is the first language.

Most pupils have participated in some form of pre-school education before they commence their full-time education. They are admitted into the reception class in the September of the school year in which they are five. Their attainment on entry is broadly average although there is a wide spread of ability in each class. There are currently 46 pupils on the school's register for special educational needs, four of whom have a formal statement.

In addition to the nursery, the pupils are taught in eight classes. Up to the age of seven the pupils are taught in single-age year groups and in Key Stage 2, three out of the five classes are mixed age. There are nine teachers employed in the school on a full-time basis as well as four part-time teachers.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a secure environment for its pupils' education. It has a positive ethos in which each pupil is valued as an individual. The quality of teaching is good and the school provides satisfactory value for money.

What the school does well

- The provision for those children under five years of age is very good.
- The pupils achieve well in the core subjects in relation to those pupils in similar schools.
- The pupils make good progress in art, music, design and technology and physical education.
- Standards of behaviour are good.
- The quality of teaching is good and it enables pupils to make good progress.
- The school has established very good relationships with its partner institutions and has good links with the community.
- The provision for those pupils with special educational needs is good.

What could be improved

- Procedures to ensure that all of the pupils have equal access to the curriculum and to the daily act of collective worship.
- The strategic development of the school through the development of the senior management team and the development of the governing body as a critical friend.
- The quality of the school development plan.
- The attainment of girls at the end of Key Stage 2.
- Procedures to promote good attendance and punctuality.
- The pupils' awareness of the multi-cultural nature of contemporary society.
- The use of the library for independent research.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then the school has made good progress and has met most of the recommendations of the previous inspection report. The school has made good progress in revising its assessment, recording and reporting policy and procedures. The school now makes detailed analyses of the pupils' performance, particularly in literacy and numeracy, and uses the information to organise groups of pupils, to set targets and to raise standards. There is scope for the greater use of assessment criteria in science to provide greater challenge for pupils of different attainment.

The school has been particularly successful in establishing the nursery as a first class facility. The curriculum for the children who are under five is now entirely appropriate and it is supported by good teaching. The planning for the topics-based curriculum in the rest of the school is now closely matched to the requirements of the National Curriculum and a clear progression of skills is evident, particularly in art and design and technology. However, although pupils make good progress in physical education, there is still no provision for outdoor and adventurous activity.

Furthermore, the introduction of the new computer suite has had a marked impact on raising standards in information technology. The Literacy and Numeracy Strategies are understood by most teachers and have been successfully introduced.

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 well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	C	D	B	
Mathematics	C	E	C	A	
Science	C	D	C	B	

Inspection evidence indicates that by the time the pupils leave school, they attain standards in English, mathematics and science that are close to the national average. In English and science, the attainment of the pupils is higher than that achieved by pupils in similar schools and in mathematics it is well above average. This represents a significant success for Ivy Road. The school recognised that the results in 1999 were let down by the pupils' performance in writing and has responded to this dip in the pupils' performance by allocating additional time to written work. The overall improvement in results over the last four years matches the national trend. However, the boys perform better than the girls at the age of eleven and this does not reflect the national pattern.

The children make good progress in the nursery and reception classes and by the age of five, the majority of children reach the Desirable Learning Outcomes in all of the areas of learning. At the age of seven, their standard of attainment in the core subjects is close to the national average. Pupils with special educational needs receive good support and are enabled to make good progress in literacy and numeracy. Pupils are attaining at least satisfactory standards in all other subjects. In art, music, design and technology and physical education, pupils make good progress and attain standards that are better than expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school life are good. Pupils enjoy coming to school and know they are there to learn.
Behaviour, in and out of classrooms	Standards of behaviour in and around the school are good. Pupils behave well in lessons. Movement around the school is orderly.
Personal development and relationships	Pupils generally show an appropriate level of maturity and confidence for their age. The quality of relationships in the school is good. Pupils are developing essential social skills and are polite and friendly.
Attendance	Attendance rates are satisfactory. However, a significant minority of pupils arrives late each morning.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. It enables the pupils at the age of eleven to achieve standards in the core subjects that are above those achieved by pupils in similar schools. In 93 per cent of lessons during the inspection, the teaching was satisfactory or better. In 43 per cent of lessons, the teaching was good and in 21 per cent of lessons it was very good. Only seven per cent of lessons were unsatisfactory and these were found in both key stages. The quality of teaching in literacy and numeracy is satisfactory and enables the pupils to develop a secure foundation in the basic skills. The school is effective in meeting the needs of most pupils in most subjects. In particular, the needs of the pupils with special educational needs are well addressed. The quality of learning throughout the school is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is satisfactorily broad and balanced. It is very good for the children under five years of age in the nursery and reception classes.
Provision for pupils with special educational needs	The provision for those pupils with special educational needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provisions for pupils' spiritual, moral, social and cultural development is satisfactory overall. Ivy Road is a caring school which successfully promotes the moral and social development of all pupils. The provision for the cultural and spiritual development of the pupils lacks consistency.
How well the school cares for its pupils	Procedures to promote the pupils' health and well-being are satisfactory. There is scope for improvement in specific areas.

The school has a satisfactory relationship with parents and encourages them to support their child's learning in school and at home. However, over a quarter of the parents who responded to the

questionnaire issued before the inspection felt that the school did not work closely with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The management of the school by the headteacher and senior staff is satisfactory overall. The headteacher and his deputy have formed an effective working partnership. The role of the senior management team is at an early stage of development.
How well the appropriate authority fulfils its responsibilities	The governing body is very supportive of the school. It fulfils its statutory duties, but has yet to develop its role in monitoring and evaluating the curriculum.
The school's evaluation of its performance	The school analyses assessment data from national tests and uses the information effectively to help raise standards.
The strategic use of resources	The school makes satisfactory use of its resources, including specific grants. However, the strategic role of the senior management team requires further development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school expects their children to work hard and do their best.• Their children like school.• Their children are making good progress.• The teaching is good.• The school is helping their children to become mature and responsible.• The behaviour of the children.	<ul style="list-style-type: none">• The range of activities outside lessons.• The working relationship with parents.• The quality of information about how well their children are getting on.• The leadership and management of the school.

Most parents support the work of the school. Their children enjoy coming to Ivy Road. Parents feel that their children respond well to the good teaching, behave well and make good progress. The school has taken steps to improve the quality of information about how well the pupils are getting on and the inspectors judge that the quality and range of extra-curricular activities is good and that the leadership and management of the school is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although the children's attainment covers a wide range on entry to the nursery, it is below average overall. The children respond well to the teaching to make good progress in all the areas of learning and, by the age of five, their attainment is broadly average. The children are beginning to read, turning the pages of books correctly and recognising words. A few children can write their name and are forming letters well. They are beginning to understand number and use mathematical language such as "more than" and "less than". They make good progress in their personal and social development. Children work satisfactorily together in pairs and groups, share resources and have established good relationships with their friends and the adults who work with them. The children are finding out about their world and learning to express themselves through art and music. They make good progress in their physical development and show agility in their movement.
2. The results of the 1999 National Curriculum tests at the end of Key Stage 1 were below the national average in reading but close to the national average in writing. Over the four years from 1996 the performance of pupils in both aspects of literacy has been well below the national average, although the trend is an improving one, particularly in writing. In comparison to similar schools, the results in 1999 were well above average in writing and above average in the reading tests.
3. At the end of Key Stage 2, the results in the 1999 National Curriculum tests for English were below the national average but well above average in comparison to similar schools. The results over the past four years show that the pupils' performance in English has been consistently close to the national average. This maintains the position at the time of the last inspection.
4. Pupils make good progress and achieve standards that are average in speaking and listening. Pupils of all ages have a satisfactory command of language and, by the time they leave school, most express themselves confidently to a range of listeners. Pupils make satisfactory progress in the acquisition of reading skills. By the time they leave school, pupils are able to adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. However, their reference skills are unsatisfactory and few know how to access books from the library. Their literacy standards enable them to work satisfactorily in subjects where they need to use their reading and writing skills. Pupils work in a range of forms including stories, poems, diaries, factual accounts and instructions. Standards of spelling and punctuation are similar to those expected of pupils at the end of both key stages. There are some good examples of writing, in which pupils use a wide range of punctuation marks, including inverted commas. Standards of handwriting and presentation at the end of Key Stage 2 are good.
5. The percentage of pupils achieving the expected level (Level 2) in mathematics during the 1999 Key Stage 1 National Tests was well below the national average but in line with the performance of pupils in similar schools. The percentage of pupils achieving the higher Level 3 was also well below the national average and below the average of similar schools. However, during the last academic year the pupils who were seven had a disrupted year in terms of teacher changes. The observations of the inspection indicate that pupils in the present Year 2 are achieving standards that are commensurate with the national average in all areas, a particular strength being number and mental mathematics. Last year girls achieved higher levels of attainment than boys.
6. The percentage of eleven year old pupils achieving the expected level (Level 4) in mathematics in the 1999 National Tests was very slightly above the national average but well above average when compared with pupils from similar schools. The percentage of pupils achieving the higher Level 5 was below the national average and below the average of pupils in similar schools. There was a significant difference in the levels of attainment between boys

and girls at the end of this key stage, with the boys achieving higher standards. This is in contrast to their comparative levels of attainment at the end of Key Stage 1. Trends over the past four years have shown inconsistency in levels of attainment at the end of both key stages.

7. The teacher assessments in science at the end of Key Stage 1 in 1999 indicate that the pupils have attainments which are below the national average. Their attainment is close to those pupils attending similar schools. At the end of Key Stage 2, the percentage of pupils attaining the expected level (Level 4) is above the national average and well above when compared to similar schools. There is a gap between the attainment of boys and girls which is emphatic at the end of Key Stage 2, with the boys doing markedly better than the girls. The school has become aware of the discrepancy and is beginning to evolve strategies to take action.
8. The younger pupils engage in practical investigations and can classify materials according to their properties. By the end of Key Stage 2, the pupils engage in investigations and apply sound scientific methods to ensure secure conclusions. They check the validity of their predictions and know how to apply the concept of a fair test. However, assessment is not used as effectively as it is in English and mathematics to match the work to the different abilities of the pupils and this impairs the pupils' progress.
9. By the time most pupils leave the school, their understanding of information technology matches national expectations. They have regular opportunities to follow a clearly defined scheme of work in the recently developed computer suite and this aids their progress.
10. The pupils have satisfactory achievements in history, geography and religious education. These subjects are supported by clear schemes of work and field visits that stimulate the pupils' interest. Standards in art and design and technology are supported by very clear schemes of work and pupils attain standards that are above expectations. Art is used well to support learning in other subjects such as history and English and there is a clear development of skills. The high quality of the pupils' artwork is evident in many of the public areas of the school. Pupils achieve well in physical education and music. Their achievements in both subjects are well supported by opportunities to join with pupils from other schools in competitive and celebratory events.
11. Throughout the school, pupils with special educational needs are well supported and they make good progress. Care is taken to ensure that pupils who are experiencing learning difficulties are identified at an early stage and provided with individual programmes of work. The higher attaining pupils make satisfactory progress in the school in most subjects.

Pupils' attitudes, values and personal development

12. The pupils show positive attitudes towards their schooling. The good standards reported in the last inspection have been maintained. The great majority of pupils in both key stages are eager to come to school. They are happy to accept responsibility; a large number have duties as message carriers and register monitors. Year 6 pupils man the switchboard at lunchtime. Pupils support the wide range of musical and sporting extra-curricular activities provided by the school.
13. Pupils are eager to please, are attentive and concentrate well on the tasks set. Discussion groups in the majority of classes are lively and pupils think hard about their contributions, particularly in upper Key Stage 2. A good example of this was in a Year 6 literacy lesson when pupils discussed the moral issue of caged birds in a lively and well informed discussion led by the class teacher.

14. Behaviour inside the school is courteous and well controlled. Pupils respond well to the behaviour code and value the rewards for good behaviour. Visitors are treated with open friendliness and pupils and children under five are keen to demonstrate their work and discuss it. In the playground, behaviour is generally good although there are a significant number of incidents of 'play fighting', which are carried out in a good spirit. Pupils show respect for property and handle the school's artefacts and physical education equipment carefully. Overall inspection evidence supports the view of ninety per cent of the parents responding to the questionnaire, that behaviour is good.
15. Personal development is supported by the good knowledge that teaching staff have of all of the pupils. Teaching and support staff work hard to provide appropriate support for individual pupils, for example, by allocating tasks appropriate to their age, which develop their self-confidence. The pupils' involvement in the public performance of music and their close links with charities also contribute to their respect for others and aid their self-confidence. Personal development is monitored but not formally recorded. This is a slight improvement since the last inspection.
16. Attendance rates are satisfactory. From the evidence available, the national flu epidemic earlier this year affected some classes more than others. The school's overall attendance so far this academic year appears to be less than in the previous year but is still close to the national average. Inconsistencies in the marking and maintenance of registers make it difficult to determine accurate figures for attendance. However, attendance statistics indicate a decline in 1998-1999 from the figures achieved in the two previous years.
17. For a number of pupils punctuality in the morning is a daily challenge. The school opens at 0855. As many as thirty pupils from both key stages were observed arriving between 0900 and 0910.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching is good. It enables the pupils at the age of eleven to achieve standards in the core subjects that are above those achieved by pupils in similar schools. In 93 per cent of lessons during the inspection, the teaching was satisfactory or better. In 43 per cent of lessons, the teaching was good and in 21 per cent of lessons it was very good. Only seven per cent of lessons were unsatisfactory and these were found in both key stages. This is similar to the findings of the previous inspection. In both of the classes where there is a job share, the teachers involved have formed effective relationships with the children and an effective working partnership with their colleagues. Throughout the school, teachers maintain good standards of discipline. The school is effective in meeting the needs of most pupils in most subjects. In particular, the needs of the pupils with special educational needs are well addressed.
19. The quality of teaching for children under five in the nursery and reception classes is good in all the areas of learning. A scrutiny of planning and inspection observations show appropriate coverage of all aspects of the Desirable Learning Outcomes for this age group. Both classrooms present a stimulating environment. The teachers and nursery nurses work effectively together, planning activities that show a good understanding of how young children learn. For example, in the nursery, the children are presented with a range of stimulating activities based on the central theme of Jack and the Beanstalk. Not only do the children learn the basic details of the folk tale but they also find out about castles, the germination and growth of beans and how harps are played. The children are enthralled and the quality of learning is good. Baseline assessment is carried out on entry into the reception class and on-going literacy and numeracy assessments are made throughout the year. The planning for continuity and progression in the reception class is very good, with the curriculum planned well to link to the National Curriculum. The teacher has high expectations and the children make good progress.
20. In Key Stage 1, the pupils are taught in single-age year groups. Teachers and classroom

assistants work effectively together and make the most of the generous allocation of space. In most lessons the teachers maintain effective discipline but on occasions, when the tasks set for the pupils lack challenge or instructions are unclear, the quality of learning deteriorates. This was evident in a physical education and a numeracy lesson in Year 1 when the teacher never fully engaged the interest of the pupils and little learning took place. At the end of the key stage, the teaching is rigorous and lessons are characterised by good pace. Assessment information is used well to set work which is well matched to the pupils' abilities. For example, in numeracy lessons the class teacher plans effectively for five different ability groups and ensures that the pupils make good progress in their understanding of simple mathematical equations. The class teacher has good subject knowledge and is a very clear communicator who uses questions effectively to help the pupils to extend their thinking. At the age of seven, the pupils are enthusiastic and remain on task in most lessons.

21. The quality of teaching in Key Stage 2 is good. At the beginning of the key stage, the teachers use a range of methods to maintain the pupils' interest and to promote learning. It is clear that the teaching builds effectively on earlier learning. Lessons are thoroughly prepared and the teachers organise their resources well. For example, the pupils' experience of a graphics program is used effectively to help pupils to design a weather symbol in a technology lesson. Throughout the key stage, teachers have good knowledge in areas such as art, physical education and music which enables the pupils to make good progress in these subjects. In art, the teachers prepare the pupils well for the task and ensure that they have sufficient time to complete a careful piece of work. In music and physical education, the teachers are good role models and set very good examples of what is required. Good use is made of additional adult support in upper Key Stage 2 in design and technology lessons. Homework is used satisfactorily to support learning.
22. The quality of teaching in literacy and numeracy in both key stages is satisfactory and enables the pupils to develop a secure foundation in the basic skills. In most classes, teachers introduce appropriate challenge for pupils of differing abilities in the numeracy and literacy sessions. They are well prepared and, with the exception of the Year 6 class, their planning is closely matched to the strategies. In numeracy lessons in Key Stage 2, the setting arrangements work well and each group is sufficiently challenged. For example, in an effective lesson for the higher attainers, the pupils are challenged to establish the relationship between two and three-dimensional shapes. At the close of this stimulating lesson, most of the pupils are reluctant to return to their normal classes.
23. Through careful timetabling, the school ensures that all pupils have reasonable access to information technology in the computer suite. However, the library, which is located in an isolated position, is underused for independent research. There are some very good examples of marking and feedback to pupils that leads to improved performance but this high quality is not evident in all classes. Although assessment is used effectively in most lessons to organise groups of pupils of different abilities and to set appropriate work, this is not always the case, particularly at the end of Key Stage 2.
24. The provision for pupils with special educational needs is good. The special needs co-ordinator provides good support for colleagues and effective management. The school has developed individual education plans that contain clear targets for improvement. Teachers follow them in classes and they help the pupils to make significant advances in the development of their skills of literacy and numeracy. Teachers maintain good records and ensure that learning builds effectively on what these children already know, understand and can do.

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

25. The school's curriculum is satisfactorily broad and balanced. It is very good for the children under five years of age in the nursery and reception classes. The improvement in the quality of the provision in the nursery represents a significant achievement since the last inspection. There is now much more collaborative planning of the curriculum and this has resulted in a high level of progress from the beginning of the nursery to the end of reception. This therefore results in pupils having a secure basis for beginning their primary school education in Year 1.
26. The curriculum in both key stages is satisfactorily broad and balanced and meets statutory requirements for the teaching of all subjects of the National Curriculum. The provision for information and communication technology has improved with the recent installation of the computer suite. Religious education follows the Local Agreed Syllabus and meets statutory requirements. However, there are a few occasions when some pupils miss lessons on a regular basis, particularly for additional support in literacy, and this is the element where statutory requirements are not fully met.
27. The National Literacy Strategy is being appropriately planned in the large majority of classes. The provision for the more recently developed National Numeracy Strategy is good and includes an appropriate amount of teacher training, good resource provision and is reflected in the pupils' improving competence in numeracy, especially the mental aspects.
28. The provision for pupils with special educational needs is good in the level of specialist support, monitoring by the co-ordinator and effective links with outside agencies and parents. The requirements of the Code of Practice for pupils with special educational needs, including those with statements, are well met. However, some pupils with special educational needs, while having good quality support, do not have equality of access to all areas of the curriculum and aspects which are the statutory right of all pupils. These include some collective acts of worship, some lessons in religious education and sometimes art, science, literacy and numeracy. Although the statutory requirements are met for the large majority of pupils, there is a group who do not share the same equality of access. Because of this the school is not offering a fully socially inclusive curriculum. Boys and girls have equality of access to the curriculum and to extra-curricular activities. However, monitoring by gender is in a very early stage of development and the issue of the relative underachievement of girls at the end of Key Stage 2 has not been fully addressed.
29. The governors have approved a policy for sex education which is appropriately incorporated into science and enhanced by visits from the school nurse. There is appropriate provision for all aspects of health education including a drug awareness strategy, pupils' awareness of the harmful effects of smoking and the value of a healthy lifestyle. One good example of this is in the nursery and reception classes where pupils have apple and milk rather than biscuits and milk at break time.
30. The provision for extra-curricular activities is good, predominantly those activities associated with music and physical education. A very significant minority of parents expressed concern that the activities outside lessons were not interesting or covered a wide enough range. Evidence from the inspection does not support this view. However, it is noted that the school no longer arranges residential visits for pupils to develop their social and other personal skills.
31. A strength of the school is the development of very good links established within the pyramid of schools where teachers have opportunities to share good practice in many subjects and aspects of school development, one aspect being the use of the reading record. The school has very effective links with both the local and more distant community and these contribute very well to pupils' learning in many subjects, especially design and technology, science and social, moral and cultural elements.
32. The preparation for pupils' transfer from Year 6 to Longbenton Community College is very good and begins in the autumn term with curricular visits. These include English, drama, science and visits to the Technology Centre together with visits by teachers from the

Community College. These arrangements progress to the summer term when pupils spend a full day at the college. One outstanding aspect of the links has been an information technology and design and technology link – the Millcam Project, where pupils, having designed printing blocks for Christmas wrapping paper, watched it being printed during their video-conferencing.

33. Literacy is satisfactorily incorporated into the curriculum, strengths being the increased technical vocabulary used in design and technology, science and the musical vocabulary such as crescendo and diminuendo. Numeracy is well incorporated into other areas of the curriculum, especially design and technology, geography and the data handling aspect of information technology. There are some cross-curricular links made between subjects, especially science and design and technology, and science and geography.
34. There are policies and schemes of work for all subjects and the schemes of work adopted by the school provide appropriate subject coverage and progression of skills to be taught. The long-term planning is accurately reflected in the termly planning and teachers' weekly and daily plans. The school is making appropriate plans for Curriculum 2000 and acknowledges the need for more frequent teaching of history, geography and design and technology. However, the cross-curricular skills and focused practical tasks in design and technology are very detailed and relevant in both progression of skills, knowledge and understanding, and links with other areas of the curriculum.
35. The school has an appropriate programme of homework and during the inspection the homework given, especially in numeracy, reinforced the content of the lesson in most classes. This reflects the opinion of the large majority of parents. They feel that their children have the right amount of work to do at home. The curriculum is enhanced by homework; by booster classes for literacy and numeracy in school time and by booster classes for numeracy, literacy and science which are taken after school and where teachers give their own time.
36. The provisions for pupils' spiritual, moral, social and cultural development is satisfactory and reflects the findings of the previous inspection report in most cases. Ivy Road is a caring school which successfully promotes the moral and social development of all pupils, together with some aspects of cultural and spiritual development. This has a positive effect on the attitudes and behaviour of pupils.
37. The provision for spiritual development is satisfactory but inconsistent. The planned programme of collective worship is mainly Christian in character and very detailed on moral and social development. However, it does not, in its planning, include a wide enough range of festivals and other important events of other faiths. Assemblies, which include prayers and appropriate stories, take place in well ordered and calm atmospheres. However, there is a lack of spirituality and sense of occasion in the majority of them. The good practice in the Key Stage 1 assemblies is not satisfactorily reflected throughout the others. For example, a particularly good assembly featured a clearly told parable which the pupils understood. There was a lively and positive atmosphere which promoted the pupils' enjoyment and active participation. It was further enhanced by well-chosen music to which the teacher referred and a very well handled time for reflection and prayer which had a heightened spiritual dimension. The school lacks a high level of spirituality and the good features, especially those found in music and art, are not sufficiently well shared. Religious education makes a satisfactory contribution to pupils' spiritual development.
38. The provision for pupils' moral development is good. The school has good strategies for encouraging a strong moral code where pupils are encouraged to distinguish between right and wrong and to understand what constitutes good behaviour. The headteacher, class teachers and support staff are good role models and in most cases the pupils learn to relate positively to one another and to accept the responsibility for their actions. Good behaviour and positive attitudes are rewarded appropriately and celebrated; examples include the rewards given by the lunchtime supervisors and pupils' entry into the Silver Book during Friday's assembly. The many collaborative activities, where pupils learn to share equipment, successfully enhance pupils' moral development and a significant result is the good behaviour and positive attitudes that pupils have to learning and to the school.

39. The school's provision for pupils' social development is good, a very good feature being the links with the community, the wide range of visitors to school and school visits, together with very constructive links with Longbenton Community College. All these aspects enhance pupils' social awareness of different groups from senior citizens to the police force and their general knowledge of the working of society. Positive relationships are successfully promoted in many aspects of the school's activities and opportunities for social contact outside the classroom are further enhanced through extra-curricular activities, particularly music and sporting, including good links with a well known football club and a cricket club. Pupils are involved in a wide range of productions, especially at Christmas, and informal class presentations. They take their responsibilities in school very seriously and conscientiously. Pupils are also encouraged to treat resources and the building with care.
40. The provision for pupils' cultural development is satisfactory. A good feature of this is developing pupils' awareness of their own cultures and those of people of the north-east of England. This is reflected in the range of visits, especially to different geographical locations, and their knowledge of songs reflecting Tyneside. The school fosters pupils' cultural development well by encouraging their own interests and achievements and by broadening their experiences. While pupils benefit from visits by the local librarian, the attractively set out library in school was underused during the inspection.
41. Design and technology has been successfully incorporated into a historical study of the Egyptians which culminated in a performance for which pupils had designed and made costumes. Another exciting venture was the increased cultural awareness as a result of the Year 6 visit to the Whitley Bay theatre.
42. The school aims are appropriate in terms of the development of knowledge, skills and understanding, together with attitudes and developing and understanding of social and moral development. These aims are appropriately met in school by the curriculum plan and the quality of teaching. The aims concerning citizenship and personal development are well met. However, although the aims refer to pupils developing as independent, well motivated adults, they do not refer to their living in Britain as a multicultural society or understanding the requirements of living in Britain in a multicultural society. This aspect of the curriculum is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has made satisfactory progress to overcome the two key issues, matching work and assessment, reported in the previous inspection. The majority of lesson plans now include the matching of tasks to meet the needs of pupils of different attainments. The tasks for pupils with special education needs are clearly matched to their needs and reflect their individual education plans. Tasks for the more able show improvement.
44. There is significant improvement in the procedures for assessing, reporting and recording pupils' academic progress. The recently appointed deputy headteacher has overall responsibility for this aspect. Procedures for analysing the results of baseline assessments and other statutory tests are in place. There has been satisfactory improvement in the use of analysis to aid teaching staff in the preparation of lessons to overcome areas of weakness. There are still exceptions, notably in the differing attainment of boys and girls, which have not yet been sufficiently addressed.

45. The clear behaviour policy is effective. Pupils and their parents are aware of the contents. The procedures support pupils for whom good behaviour remains a challenge. As in the last report, bullying is not a problem recognised by pupils. Pupils are confident that they can ask any member of staff for help and receive it.
46. The arrangements to ease the transfer of children into the school from the nursery and to the Community Technology College a strength of the school. The imminent re-location of the nursery will help to enhance the existing good arrangements. Transfer arrangements with the Technical College are excellent. The process starts in Year 5 with a full day visit. In Year 6, pupils spend a day and a half in college. By the time of transfer, most already know key staff and where their tutor room is located.
47. Pupils are cherished in this school and their health and well-being are a high priority for every member of staff. The procedures to promote the pupils' health and well-being are satisfactory overall with areas where the provision could be enhanced.
48. There is a health and safety policy. The risk assessment procedures are in place but do not contain provision for completion date, action or cost. They are not linked to the school development plan. There are an adequate number of qualified first-aiders but no co-ordination of their activities. The contents of some first-aid boxes do not meet the recommended levels. The box in general use by mid-day supervisors has no facility for the formal recording of injuries and treatment. It contains a chill pack for sprains which is not kept in a refrigerator. There is a cooker in the reception class with no fire blanket or foam extinguisher. The medical room has no couch where pupils can wait in comfort and privacy for collection.
49. The designated person for child protection is a member of the senior management team and has recently attended appropriate training. Teaching and support staff know the name of the designated person. The policy follows appropriate guidelines. There is no formal procedure for staff to receive in-service training to maintain and update their knowledge and understanding of child protection procedures. There is no evidence that the school has acceptable arrangements for attending case conferences. The procedures for delegation of authority to the designated person are incomplete. The lines of authority therefore are confused.
50. The majority of parents feel that their children are getting good support and guidance and that their welfare is in safe hands. Inspection evidence generally supports this view, with the reservation that the policies and procedures are inconsistently applied and in need of revision. However, at the parents' meeting there was some anxiety about accidents that were not appropriately documented. These included a broken arm and a bump to the head. The lack of formality in reporting accidents is partially substantiated. The school has no procedure to ensure that parents are informed in writing of accidents to the head.
51. There are unsatisfactory procedures to monitor and improve attendance and lateness. Registers contain no guidelines to indicate and identify reasons for absence. There is considerable inconsistency in the methods used to mark registers. There is no policy to indicate when registers should close, or guidance to teaching staff to define unauthorised and authorised absence. Letters from parents giving explanations for absence are not filed with the registers when completed and there is no formal signing-in procedure for pupils who arrive late. Registers are kept in the secretary's office during school hours so that they are available should the emergency services require them.
52. The last inspection report commented that there were no procedures to record temporary absence during the school day. This unsatisfactory situation continues. It is, however, noted that class teachers inform the headteacher if they have concerns about the attendance pattern of any pupil. The education welfare officer visits the school regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school works hard to establish a satisfactory partnership with parents. There are a small but reliable number of parents and an equal number of other members of the local community who help in classrooms. The school values this help and parents and other helpers recognise and appreciate that they are valued.
54. Regular newsletters are published and evidence supports the view of parents that they are kept well informed about forthcoming events. Information about homework is available in newsletters and on noticeboards. Parents expressed satisfaction with the recent increase in homework as preparation for transfer to secondary education. Reading record books are sent home and many parents sign and record their comments.
55. Inspection evidence indicates that class teachers are happy to assist parents with any concerns. There were several occasions during inspection where parents were observed talking to teachers and to the headteacher. This supports the views of the parents at the parents' meeting that they are satisfied that, should they have concerns, they will be listened to and action will be taken. Inspection evidence supports this opinion.
56. There are well maintained noticeboards near the main entrance doors to both key stages. The prospectus and the annual governors' report to parents are informative and clearly written. They comply with statutory requirements in all major respects. Pupils' annual reports to parents give clear indications of the work that children have done. There are variances in information on necessary improvement in work and methods that parents could use to support improvements.
57. The work that the parents' and friends' association do in raising money to benefit the school is much appreciated. Social events are well attended and the work of the small number of active parents is gratefully acknowledged.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The management of the school by the headteacher and senior staff is satisfactory overall. The clear direction since the last inspection has resulted in raising standards in the core subjects of English, mathematics, science and information technology. Furthermore, the school has brought about a significant improvement in the nursery provision, which was a key issue in the last inspection.
59. The delegation of responsibilities to subject co-ordinators has been achieved and they have detailed job descriptions. However, the recently established senior management team has no specific remit and its meetings are without agenda or satisfactory minutes. There has been insufficient progress in establishing itself as a dynamic force for planning and change. The day-to-day running of the school is unobtrusive and efficient, with the school using computer based administration systems. Items mentioned in the last audit report have largely been met and the rest are in hand. Finance has been brought into balance and the school has now achieved a modest surplus after critical years of deficit budgeting. All grants for specific purposes have been spent appropriately.
60. The governing body fulfils its statutory responsibilities and has a relevant committee structure. Many members of the governing body have loyally given a great deal of their time to the school over the years, are close to the head and care deeply for the school. They are, however, not properly fulfilling the role of being a critical friend of the school, thus depriving the headteacher and staff of this valuable feature, which is central to their purpose. Certain members of the governing body take a specific interest in subjects and aspects of the school, such as literacy and special education needs. However, their role is not perceived by them as one that requires being informed of the targets, programmes and the changing approaches to raising standards used in the school. There is a high regard for the professionalism of the staff, which is taken to such a level that it prevents significant detailed discussion or informed comment. The lack of recent training in many of the developments in education and the

responsibilities of a governing body leaves many unable to offer the lay advice on the main strengths and weaknesses of the school that is a vital part of their function.

61. The number, qualifications and deployment of the staff are adequate to meet the needs of the pupils. Senior staff monitor the teaching of English and mathematics. Resources are good overall for the needs of the curriculum. The accommodation is good, with a number of specialist rooms, such as those for physical education, information technology and music, not often found in primary schools. The school is equipped with ramps to most entrances and a toilet for the differently-abled pupils, therefore enabling pupils of all abilities to be admitted to the school.
62. The school development plan is an unsatisfactory document for guiding the school forward. Its priorities are brief and narrowly academically focused, with no financial costings or specific targets by which the school can judge whether its plans are effective. The wider vision of the school as a community is not included within the plans. The actions taken on redressing the lower levels of attainment present in the last inspection have proved effective, an example of how the whole school has the capacity for further improvement, stemming from a firm and diligent commitment by the vast majority of the staff.
63. Taking into account the context of the school and the standards reached by the pupils, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

1. **Improve the strategic development of the school through:**
 - **The empowerment of the senior management team.** The process should involve regular meetings with agendas and immediately circulated minutes. The senior management team should monitor and evaluate interim progress towards the priorities that the school sets itself. It should act as a reference point and a disseminator of ideas and actions for school improvement. *(Paragraph 59)*
 - **A significant improvement in the school development plan.** The process should involve the regular and frequent analysis of the academic progress of the pupils. There should be regular consultation between staff and governors to determine priorities. The resultant school development plan should include a list of priorities, the actions to be taken to attain them, the criteria by which success can be measured and the costs in terms of finance and time. The plan should encompass a period of at least three years, with regular reviews built into the programme. *(Paragraph 62)*
 - **The development of the role of the governing body to act as a critical friend.** The process should involve further training for the governors to raise awareness of contemporary issues. The school should structure the access to school by the governors so that they can be more effectively informed of the strengths and weaknesses of the provision and be better placed to evaluate the outcomes of major decisions. *(Paragraph 60)*
2. **Secure equality of opportunity within the school.** The process should focus on ensuring that all pupils have equality of access to the full curriculum. There should be a daily collective act of worship for all pupils except for those with a special dispensation. The school should take steps to ensure that the girls are achieving as well as they can in Key Stage 2. *(Paragraphs 26, 28, 140)*
3. **Ensure that there are clear and consistent procedures for promoting punctuality, good attendance and accurate records of authorised and unauthorised absence.**
(Paragraph 17)
4. **Develop the use of the library for more independent research.** *(Paragraph 23)*
5. **Raise the profile of the multi-cultural dimension of the curriculum to better prepare the pupils for life in contemporary society.** *(Paragraph 42)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	21	43	30	7		

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	No of pupils
Number of pupils (FTE) on the school's roll	233
Number of full-time pupils eligible for free school meals	88

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	46

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	20	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	13
	Girls	17	20	18
	Total	31	32	31
Percentage of pupils at NC level 2 or above	School	82 (81)	84 (77)	82 (80)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	19	19	18
	Total	32	33	31
Percentage of pupils at NC level 2 or above	School	84 (81)	87 (80)	82 (77)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	19
	Girls	10	11	10
	Total	24	27	29
Percentage of pupils at NC level 4 or above	School	69 (68)	77 (55)	83 (63)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	10	10	10
	Total	24	26	27
Percentage of pupils at NC level 4 or above	School	69 (70)	74 (55)	77 (60)
	National	68 (64)	69 (64)	75 (70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	232
Any other minority ethnic group	0

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	42

FTE means full-time equivalent.

Financial information

Financial year	1998\99
	£
Total income	424,607
Total expenditure	402,266
Expenditure per pupil	1,571
Balance brought forward from previous year	-8,941
Balance carried forward to next year	13,400

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	45	9	0	0
My child is making good progress in school.	41	52	6	0	1
Behaviour in the school is good.	27	63	8	2	0
My child gets the right amount of work to do at home.	20	65	13	0	2
The teaching is good.	33	54	10	0	4
I am kept well informed about how my child is getting on.	29	46	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	42	42	10	3	3
The school expects my child to work hard and achieve his or her best.	45	52	0	1	3
The school works closely with parents.	28	43	25	2	2
The school is well led and managed.	26	46	16	4	8
The school is helping my child become mature and responsible.	32	55	5	1	8
The school provides an interesting range of activities outside lessons.	12	41	35	4	9

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

64. The provision for children under five years of age is very good and is a strength of the school. The curriculum is well planned, broad and balanced and through very good teaching the children make very good progress in learning. The majority of children enter the nursery class in the year in which they are three, with attainment that is below the level expected of children of their age. As they move through the nursery and reception classes, they make very good progress in all the areas of learning. Consequently, by the time they are five, the majority of pupils are achieving the Desirable Learning Outcomes for young children and are well into the early stages of the National Curriculum. Children enter the nursery class with underdeveloped speaking and listening, number and personal and social skills.
65. There are at present two part-time nursery classes. The morning class has 21 children and the afternoon class has 18 children, some of whom are only just three years old. The 30 children in the reception class, most of whom are under five years of age, have been in school for one and a half terms. The induction procedures to support the children as they begin their education are good with teachers having close links with the parents. The previous inspection report indicated that teaching in the nursery was satisfactory but good in the reception class. The report highlighted the need to develop the breadth and quality of the nursery curriculum and to develop the liaison between the nursery and reception teacher with particular reference to planning. There has been significant improvement in the provision for the children since the last inspection. The quality of teaching is now good in the nursery and very good in the reception class. The planning indicates that teachers liaise closely so that there is clear progression within each area of learning and the use of baseline assessment is now well established.
66. In personal and social education by the time they are five, most children attain the standards expected for this area of learning. The children have made very good progress and their social skills are developing well. They understand and adhere to the clearly established daily routines that create a safe, secure and consistent environment for the children to learn. In the nursery class these routines are quickly established so the youngest children can sit on the carpet for a short time and behave appropriately. Many pupils when they enter the nursery are not accustomed to playing with other children and so the teachers and the support staff encourage children to share equipment and to treat each other with care and consideration. By the age of five the children have developed self-confidence and have established constructive and positive relationships with other children and the adults so that they have established early friendships and can work as part of a group. In this situation they take turns and share equipment well. By the time they are five, the children have developed good levels of concentration and perseverance so that they can work on tasks, take part in whole class discussions and work independently with a minimum of supervision. They can make choices as to the activity they want to do and find the appropriate equipment. When they have completed a task they tidy away the materials at the end. Children who have special educational needs are identified early in the nursery and they are given appropriate targets for their individual development. Where necessary, external advice is sought and the pupils work well at these targets and make good progress.
67. The activities in the nursery and the reception classes are all designed to promote spoken language and the development of literacy skills, since children enter the nursery with very low speaking and listening skills. The children, including those with special educational needs, make very good progress so that in language and literacy, by the time they are five, the majority of children attain the expected standards. Higher attaining pupils are well advanced into early reading with a basic grasp of phonic awareness and a good sight vocabulary.
68. The youngest children in the nursery classes listen and respond to stories, nursery rhymes or

simple songs such as Jack and the Beanstalk or Five Currant Buns in the Baker's Shop. The reception children can explain their ideas and respond appropriately to the class teacher's questions. Higher attaining pupils can explain what it is they have done, are doing and why. They can take part in role-play and make up their own stories. The children in the nursery dress up and work in the role-play areas taking on, with some encouragement from staff, particular roles within the story. The reception children can work in the 'café'. They set the table for meals and pretend to take orders over the telephone from customers. The promotion of speaking and listening skills is a high priority to staff and all lessons contain a significant amount of talking and discussing. Stories and books are well used as a starting point for many activities including maths and creative activities. For example, the reception teacher read The Hungry Caterpillar as the introduction to a lesson on days of the week. Consequently, by the time they are five, the children handle books with care, they hold them correctly and turn the pages one at a time starting at the front. They enjoy reading and books are well displayed by teachers giving this area of work obvious value. Due to the emphasis placed by staff upon this area, the children in the reception class know the majority of the letters of the alphabet by name and sound. They recognise their own name and familiar words. In writing, they can write their names and the majority can underwrite a simple sentence. The higher attaining pupils can write a short sentence with little support, spelling the words correctly and accurately forming the letters. The development of reading is well supported by involving parents and carers. The children are encouraged to take books home and the reception class children make their own books based on short pieces of imaginative writing.

69. In mathematical understanding, by the time they are five, the majority of children are attaining the expected standards. Children in the nursery recognise some numbers and can count securely to five. By the end of the reception class, they can sort and match various everyday objects in a variety of different contexts. They can order, sequence and count up to ten and the higher attaining pupils can count to and recognise larger numbers. They are developing the basic skills of addition of numbers to five. When involved in mathematical activities, they understand and use appropriate language.
70. In knowledge and understanding of the world, by the time they are five, the majority of children are achieving the standards expected for this area of learning. Children throughout the early years and children with special educational needs make very good progress in their learning. Across the nursery and reception classes, teachers provide a well connected wide range of activities that are planned to extend early ideas in science, design and technology, geography, history and information technology. The subjects are linked and themed to provide the context for these activities. In the nursery, the book focus used is Jack and the Beanstalk, so the children have been growing beans, looking at the development of roots and shoots and have visited Newcastle Castle to look at the keep. Children are encouraged to use the computers within the context of the topic. This is particularly so in the reception class where comprehensive records are kept to ensure each child completes each activity. Teachers plan their work very well and have specific learning targets for their work and the work of the classroom support staff. This promotes the high level of interest in the children's learning and encourages them to be involved in all the tasks.
71. In physical development, by the time they are five, the majority of children are reaching expected standards. Children effectively develop their fine motor skills through activities such as working with playdough to make a Ginger Bread Man or cooking. They roll, squeeze, push and knead the dough before rolling it out and use cutters to provide the shape. Paintbrushes, pencils, felt pens and crayons are used efficiently and safely in creative activities. The youngest children in the nursery hold their pens correctly and paintbrushes well when they are painting. They make such good progress that the children in the reception class need very little help with tools or implements when cutting or shaping materials. The nursery children enjoy good opportunities for secure, outdoor play and have a wide range of wheeled toys and other activities to develop their skills. The opportunities for outdoor play for the children in the reception class is limited to play times and lunchtimes, with little access to a similar range of toys and climbing equipment but they have good access to physical education lessons. The school hall is used for lessons and the children enjoy the opportunities to use the space and the equipment. They travel effectively on different parts of their bodies and are beginning to develop an appreciation of body, shape and form. Most are confident and can combine several

different types of activity – sliding, walking up an inclining bench and climbing down wall bars.

72. In aesthetic and creative development, the children achieve the expected standards by the time they are five. Children in the nursery really enjoy painting and other practical activities. The reception children can use paint and a mixture of pasta, pulses and paper to make collage plans of the allotment they visited. They make good use of shape and colour to make these plans bright and informative. Teachers effectively promote children's interests, linking the activities to the overall class theme. The staff use the children's work to create lively displays in the classroom areas so that they see that their work is valued. The teachers encourage the children to express their feelings and ideas through music and singing.
73. Children receive a very broad and balanced curriculum, which contributes to very effective learning. The links between the nursery and the reception class have improved significantly with the oldest children in the nursery making a number of short visits to the reception class before transferring. The teachers have a consistently very good subject knowledge that ensures that the activities and the organisation of the nursery and the reception classes are particularly well suited for younger children. The teachers make effective use of the classroom support staff, who in their own right provide a very high quality of support to the children and the teachers. The adults provide good role models for the children and the close working relationship between them makes a major contribution to the quality of the provision. Staff evaluate and assess the children's progress on a daily basis throughout the early years and have evolved useful and informative methods of recording these achievements in the children's record file. The accommodation for the children is good and they benefit from good levels of resources that are well suited to their needs. The links with parents are good. Work is sent home to be completed. The parents come to the nursery to collect their children, during which time valuable discussions take place.

ENGLISH

74. Standards in English are in line with the national average at the end of both key stages. However, by the age of eleven, the pupils' attainments are above those of pupils attending similar schools.
75. The majority of pupils in Year 6 are confident when participating in whole class discussions and use an appropriate range of vocabulary depending upon the subject. The majority of pupils read appropriate texts with understanding. Higher attaining pupils read a wide range of books and express their preference. They show understanding of the main points and begin to identify the words the author uses to inject atmosphere. For the majority of pupils, attainment is in line with national expectations. The Literacy Strategy and the use of reading partnership across the school is having a positive impact upon the pupils' progress and confidence in reading. The higher attaining pupils write with imagination. They understand how the drafting and re-drafting process can improve their work; punctuation and grammar are generally correct. Work is less well presented by the lower attaining pupils and the content is more limited. They have greater difficulty transferring the knowledge gained during the whole class teaching sessions into their written work.
76. Following a very good grounding in language skills in the early years, the majority of pupils enter Key Stage 1 with skills in line with the national average. This is a very good improvement since the last inspection. The youngest pupils listen to their teacher and respond appropriately to questions and discussions. Most pupils in Year 2 listen carefully to their teacher and other adults. The majority speak confidently during class discussions. They enjoy books and the majority are developing an appropriate range of strategies for tackling unknown words, including phonics and clues from pictures. The higher attaining pupils write legibly in a cursive style for a range of purposes and audiences. Sentences are structured well and include capital letters and full stops. Spelling is generally accurate.
77. Pupils make satisfactory progress in reading in both key stages. Throughout the school they readily participate in shared reading and guided group reading sessions where they learn to enjoy reading and experience a wide range of texts. In Key Stage 1, the majority of pupils

already have an appreciation of books when they reach the age of five. Higher attaining pupils develop good word recognition skills and pupils become increasingly aware of letter sounds and blends. The majority of pupils become adept at using this knowledge to work out unfamiliar words. The majority know the difference between fiction and non-fiction. Higher attaining pupils talk well about the main characters and events in a story, can re-tell what has happened and read aloud with expression and appreciation of the punctuation. They can use the index and contents in non-fiction books to find appropriate chapters or to locate specific information. In Key Stage 2, pupils enjoy the shared and guided reading session of the Literacy Hour. They read a good range of texts and can identify with the characters being written about. A significant number of pupils read with expression and observe punctuation appropriately. They use dictionaries and the majority know how to use the contents and index pages to locate information. However, they are less confident in accessing books from the library.

78. Pupils make satisfactory progress in writing. In Key Stage 1, higher attaining pupils can write their names and familiar words well. They start the key stage with levels of attainment in line with those expected and these skills develop appropriately. By the age of seven, the higher attaining pupils can write sentences that are correctly structured and with accurate use of punctuation. Sentences show a logical order and a cursive style of writing is encouraged. There are opportunities for pupils to write independently. By the age of seven, the majority of pupils write clearly and legibly and their answers to questions are written out in full sentences. The majority of lessons are well planned and effective in teaching grammar, punctuation and style. However, there are too few opportunities for pupils to express their own ideas and to explain ideas in their own words. Nevertheless, there is clear progress in the quality and quantity of pupils' writing as they move through the key stage. Pupils with special educational needs make good progress towards the targets set in their individual education plans. They are well supported in this by the teaching staff.
79. Pupils' use of literacy skills in other subjects is satisfactory across the school. Particularly at the upper end of Key Stage 2, the opportunities are limited by the excessive use of exercises that involve filling missing words and copying results and information rather than recording things for themselves. The two-year curriculum rolling programme for history and geography limits the opportunities the pupils have in these subjects for independent research and applying their writing skills in different ways.
80. The pupils' behaviour and their attitudes to work are good. They enjoy learning and are always ready to begin lessons. By the end of Key Stage 2 the majority listen well and take turns to contribute. They are interested in what their teachers and other pupils have to say. Relationships are good and pupils value the ideas put forward by their classmates. The majority take pride in their own work and readily acknowledge when others achieve well.
81. Overall the quality of teaching is satisfactory. A consistent strength of teaching across the school is the control and management of the pupils. Expectations of behaviour are high and reinforced effectively in all classes. Most of the teachers have at least satisfactory subject knowledge and a clear understanding of the basic skills needed by pupils within the subject. They use this to take opportunities when they arise to reinforce particular aspects of spelling, punctuation or writing structures such as alliteration or simile. Most lessons are well planned to follow the guidelines of the National Literacy Strategy, but there are some lessons where some of the generic elements of the guidance are not used. This has an impact upon the pace of the lessons and the lack of group work leads to occasions when the activities are not varied or matched effectively to the different abilities of the pupils in the class. In these cases the pace of learning is unsatisfactory. In the best lessons, teachers are skilled at questioning pupils when they share texts at the beginning of the session, recapping on previous lessons, drawing on what the pupils already know and challenging them with vocabulary and previously learnt ideas. These lessons have a brisk pace that helps the pupils to stay focused on the lesson and therefore, to make good or better progress in the acquisition of the skills, knowledge or understanding identified in the lesson objectives. Resources provided for the pupils are generally appropriate to the objectives of the lesson but in the unsatisfactory lessons do not take into account different pupil abilities. Teachers use questioning appropriately to check that pupils have understood what they have been doing but marking of work, though completed

regularly, does not consistently provide sufficient information for pupils to know what they need to do to improve. Homework is incorporated into the lessons satisfactorily. Where pupils are withdrawn for specialist special needs tuition the quality of teaching is satisfactory. Activities are usually matched to the pupils' individual education plans and to their ability but there are occasions when this is not the case and there are generally insufficient links between the work that these pupils are doing and that of their peers in the main class.

82. Overall, the curriculum for English is satisfactory, being broad and balanced. Teachers use texts from other subjects such as science and history to act as the text focus for lessons which reinforces effectively pupils' understanding of these subjects. Elements of the curriculum such as work on traditional tales and myths and legends make a satisfactory contribution to the pupils' spiritual development and their knowledge of the local history and traditions. Information technology is used appropriately for pupils to present drafted written work. The school policy is clear and the school has adopted the National Literacy Strategy satisfactorily. However, the implementation is inconsistent across the school. For example, not all teachers are following the guidance in the lesson delivery or planning. Furthermore, pupils with special educational needs are withdrawn from the whole of some literacy lessons. For some pupils this can be for two or more lessons in a week so these pupils, who are already at an academic disadvantage, need to be updated to ensure they are able to take an effective part in the remaining lessons. With no link between the work they are doing or the texts being used in the parallel sessions, these pupils are not receiving the same opportunities for experiencing a range of texts or a breadth of approaches as their peers.
83. The co-ordinator gives good leadership to the subject. Particularly during the initial year of the National Literacy Strategy, lessons were observed and planning monitored. The monitoring of planning is on-going on a weekly and half-termly basis. The Local Education Authority consultant has been appropriately involved in the implementation of the strategy, resources have been developed to broaden the range of texts available for staff and in-service training has been provided for all the staff. The school has identified that the pupils' performance in the national tests has been consistently weaker in writing than reading and has set individual pupil targets related to this. As part of this initiative it has introduced the additional literacy support for pupils in Year 3. Over recent years the school has taken an active part in the local school 'pyramid' and been at the forefront of initiatives on reading. Resources for English teaching are good and the libraries contain a satisfactory range of books, both fiction and non-fiction. However, there is no planned use of this attractive resource and it is currently under-used by the pupils as a source of information or research.

MATHEMATICS

84. Pupils attain standards in mathematics that are close to the national average by the time they leave school. They achieve very well in comparison to pupils attending similar schools.
85. Pupils with special educational needs make good progress against their targets because of good provision. Pupils in Years 5 and 6 are given the opportunity to achieve their full potential by the setting arrangements in mathematics. During the inspection there was no apparent difference in the attainment between boys and girls in both the lessons observed and in the analysis of work. However, in the national tests for eleven year old pupils, the boys consistently

perform better than the girls. The overall standards attained by the pupils during this inspection reflect the findings of the last inspection at the end of both key stages.

86. By the end of Key Stage 1, most pupils understand place value to numbers over a hundred and the more able are secure in handling even larger numbers. They have good mental recall of addition and subtraction facts to a hundred and use the correct methods when solving problems in addition and subtraction. They count in twos from both zero and one and have a clear understanding of the number pattern of odd and even numbers. The successful teaching enables pupils to make good progress in learning and understanding the relationships between numbers in multiplication tables; for example, they know the commutative facts of

multiplication. They understand that when using the ten times table the answer always ends in zero. The pupils approximate well using numbers up to a hundred.

87. By the age of eleven, most pupils are well placed to achieve the national average with strengths in mental mathematics and measurement. This is reflected in their knowledge and use of multiplication facts up to and including the ten times table and their use of fractions, decimals and percentages. They add and subtract decimals to two places and are secure in calculations involving numbers over a thousand. Higher attaining pupils can create three-dimensional shapes from two-dimensional nets with an emphasis on pyramids with different bases developing to the understanding of hexagonal prisms. Higher attaining pupils use protractors well when measuring angles; other pupils in the group predict which two-dimensional shapes can be used to create a cube. They understand the equivalence between fractions, decimals and percentages, especially halves, quarters and three-quarters.
88. Throughout the school, the pupils' attitudes to mathematics are good and in some cases very good. The large majority listen attentively, work conscientiously and behave well. In Year 2 and some classes in Key Stage 2, there are good examples of pupils becoming increasingly independent in solving problems and responding to challenges but this aspect is inconsistent and linked to the quality of teaching. Pupils' standards of presentation are satisfactory but vary across the school and in some instances show little improvement compared with work from earlier in the year.
89. The quality of teaching is satisfactory overall. A strength of the teaching is the planning which has clear objectives related to pupils' levels of understanding. This promotes the pupils' progress as the activities are well matched to the needs of different ability groups. An example of this is where pupils in Year 2 have understood the concept of multiplication and moved swiftly on to understanding division as equal sharing and the language associated with it. The teacher related the division activities to the multiplication table and to the commutative facts previously understood and the higher attaining pupils used both the two times and the five times table. Throughout the school, the teachers explain the work clearly and provide resources which are carefully matched to the activities and the pupils' needs. They give pupils time to explain their thinking and this is reflected in their good progress in mental mathematics in the majority of lessons. The teachers' questioning is probing in most lessons and the pace is good. Where the teaching is very good, the pupils are encouraged to examine their work critically and discuss their standards. However, where the teaching is either satisfactory or unsatisfactory, the pace is slow and on occasions, the explanations are too hurried, although the planning and matching work to pupils' ability is still good.
90. There are examples of good and very good teaching in Key Stage 2. In these lessons, the teachers demonstrate secure subject knowledge and give clear explanations. The lessons have pace and challenge for all of the pupils. Teachers use methods that enable all pupils to learn effectively and use assessment thoroughly when planning the next stage of learning. These good features of teaching are reflected in pupils' good quality of learning, examples being pupils using previous knowledge concerning areas of rectangles and squares when calculating the area of triangles and having diagonals which are half of the quadrilateral. Pupils' mental strategies for calculating area and perimeter of shapes are well developed and they are constantly challenged and encouraged to think creatively and analytically. They make good progress in identifying different chances in probability from 50/50 to one in four and understanding probability in terms of certain, likely, possible and unlikely. However, an analysis of the pupils past work in Key Stage 2 shows the tasks set do not consistently provide sufficient challenge for the higher attaining pupils. Too much problem solving is derived from commercially produced work sheets rather than from the pupils own investigations. In most cases good use is made of regularly set homework throughout the school.
91. Features which contribute towards the improved standards in numeracy include the school's good provision for the National Numeracy Strategy, good training and effective use of well organised resources. Numeracy is used well in other subjects, especially design and technology, science, information technology and data handling in geography. The management is effective as the co-ordinator is well supported by the headteacher and a Leading Mathematics Teacher for the Authority. Teaching is regularly monitored by the

headteacher, deputy headteacher and co-ordinator and the scheme of work is supported by a published scheme. Other aspects which contribute towards pupils' good progress are the monitoring of a wide range of assessments, teachers' planning and homework. The school has recently begun to monitor by gender.

SCIENCE

92. Standards of attainment at the age of eleven are in line with the national average. However, the pupils achieve well in comparison to those pupils attending similar schools. By the end of Key Stage 1, pupils know the simple names for the external parts of the body. They are aware of the progress in the growth of plants and by using familiar examples such as toys, domestic objects and their own activities, can classify on the basis of how things move by pulling or pushing. From this early stage they conduct simple experiments such as how to make a bulb light up using a battery and wires. They draw conclusions from the falling away in brightness when more bulbs are put into the circuit. Their vocabulary is increasing constantly by being involved in the investigation of problems and finding out about the world around them. At the end of the key stage they are using early forms of prediction by asking questions such as 'Will it roll?' when investigating the forces needed to make things move.
93. By the time the pupils leave school, they progress to a deeper knowledge of plants, materials and processes mainly through the medium of experimentation. Pupils confidently handle the resources given to them, acknowledging the safety factors involved. The majority can understand the need for correct terms to eliminate misunderstanding, know that methodical approaches are needed to obtain satisfactory results and are increasingly aware of the need for ensuring that the experiments give a fair test. Though by the end of the key stage they can make some estimates based on previous learning and their own experience of the results before conducting experiments, they do not know 'hypothesis' as a scientific term and not all are sure of what is meant by a fair test, although they use the words. The great majority is competent at close observation, less so at drawing their own conclusions, relying strongly on guidance from the teacher for this element. Their clearly made notes and labelled diagrams are an aid to further learning. The pupils, including those with special educational needs, make satisfactory progress to the targets that are set for them and have at least a useful knowledge and understanding of the physical world, with those of higher attainment having a secure scientific approach.
94. Pupils listen attentively to the instructions given by the class teacher and obey them diligently. During experiments they follow what they have been told to do and co-operate with each other. When working on finding the differences in the make up of felt tip pen colours using chromatography, they share the tasks of putting the colour on to the filter paper, observing and making notes. When the investigation is over, almost all pupils make clear records on what has been seen in a neat hand. From time to time, as when noticing the changes in brightness that occur when more or less bulbs are inserted into a series circuit, there is a moment of surprise or excitement. Sometimes, as when finding out the properties of air, a sense of wonder arises out of the displacement of water in test tubes, causing puzzlement to grow into understanding, a process well known in scientific discovery. The pupils' behaviour is good and is consistent with the safe and methodical approach adopted.
95. The teaching in Key Stage 1, especially at the end, is good and at Key Stage 2 is mostly satisfactory with one lesson being very good. Sound planning is the basis that underpins all teaching to ensure accuracy of factual understanding. Scientific knowledge of the teachers is satisfactory and some specialist knowledge is used to the advantage of the pupils by exchanges of classes in Key Stage 2. Pupils are well managed, with everyone being clear as to exactly what is expected from them. When the teacher shows and conveys enthusiasm, it is taken up by the class and raises standards of expectation. Lively enquiry methods are a feature of the better lessons. However, work given specifically for pupils of different levels of attainment within the class is not a strong feature of science teaching. There is insufficient use of information and communication technology to, for example, record results, create graphs or make accurate measurements. In a few lessons there is rigid direction that does not allow sufficient questioning on the part of the pupils.

96. The organisation of the scheme of work ensures that all of the targets in the National Curriculum are covered, with investigations being strong at all stages. The good resources and accommodation at the disposal of the school allow a good variety of experiments but use of personal computers in the information and communication technology suite is underdeveloped, in contrast to other subjects, especially in Key Stage 2.
97. Since the last inspection, standards have risen steadily and progress has been satisfactorily maintained. There is still further room for improvement in allowing greater input from pupils in investigation sessions and the use of information and communication technology as a scientific tool to reflect its use in the greater world of science.

ART

98. The pupils, including those with special educational needs, make good progress throughout the school and achieve a high standard in their work. This represents an improvement since the last inspection. In Key Stage 1, the pupils build up their knowledge and understanding of a variety of media and techniques. They learn to control their brush strokes in their paintings and show an understanding of the use of colour in their abstract work with pastels. Pupils experiment with doodles and learn that lines can be thick, thin, broken, wavy, straight or zigzag and that they can be used to create different effects. In their observational drawing, pupils at the end of the key stage show a good eye for detail and good pencil control in their studies of vehicles.
99. In lower Key Stage 2, the pupils learn about simple printing techniques and they discover how collages using overlapping tissue paper can create a range of exciting effects. They appreciate the striking effect of using a combination of primary colours and geometric designs when studying the work of Mondrian. They learn about texture and experiment with media such as ink, water, paint, glue, chalk and wax. When working in the style of the Victorian artist, Joseph Turner, the pupils discover that the careful use of colour and brushstroke can evoke moods in their landscape paintings. Older pupils work in the styles of Monet and Manet and learn about reflection. They discover the influence of Asian patterns when working on paisley designs with chalk and pastel.
100. The quality of learning is good. The pupils appreciate the range of activities that are presented to them and they know that their efforts are valued. They concentrate and persevere when given challenging tasks such as depicting the tone and shade in a still-life study of bottles. The

pupils behave well and readily share equipment and materials. Most pupils discuss their work and can evaluate their efforts.

101. Only a limited number of lessons were observed during the inspection but it is clear that there are consistent strengths in the teachers' work. The planning is good and it ensures that, wherever possible, secure links are made with other subjects. For example, pupils in Key Stage 2 use the characters in a Harry Potter story as the inspiration for their work on portraits. Information technology is used to support the pupils' work on weather pictures. The teachers keep records of the pupils' experiences in art and lessons have high expectations. However, although teachers use a good range of artists to illustrate techniques and styles, too little attention is given to seeking the response of the pupils to their work. Teachers manage the pupils' behaviour well and make good interventions whilst they are working.
102. The co-ordinator is enthusiastic and committed and she makes a significant contribution to the achievements of the pupils. She ensures that the scheme of work is followed rigorously and that the pupils' work is celebrated through stunning displays of their paintings and drawings throughout the school. For example, there is a "Millennium" colour co-ordinated display of art in the main hall that reflects the range of skills that the pupils have acquired in different classes. An equally fine display of pupils' work transforms a corridor into a long gallery which demonstrates the pupils' progress in developing techniques and in using a range of media as they move through the school. The esteem of the pupils is further boosted by the success which they achieve in local art competitions. Resources for art are good. The co-ordinator ensures that pupils have the opportunity to visit galleries and to work with professional artists. However, not all pupils have equal access to the art curriculum as they are withdrawn on a regular basis to attend additional literacy classes and this is an area of weakness.

DESIGN AND TECHNOLOGY

103. Very few design and technology lessons were observed during the inspection but the evidence from teachers' plans, photographs and the wide range of pupils' work displayed, together with designs and drawings, indicate that pupils make good progress throughout the school. This represents an improvement since the last inspection when it was reported that pupils made satisfactory progress. Pupils with special educational needs make good progress in the wide range of demands made on them and because of good teacher support. Most pupils show a clear understanding of the design and making process and their designing, making and evaluating skills are developing well.
104. Good progress is made throughout Key Stage 1 where pupils build effectively on the wide range of experiences in the early years to design and make a range of vehicles using both construction kits and recycled materials. These activities show that pupils design, measure, cut, join and assemble parts well. Pupils in Year 2 progress from making a vehicle with wheels with fixed axles to wheels with moveable axles. They study an increased number of ways of powering vehicles, including wind power. Pupils in Year 1 visited a car park, took photographs and discussed the benefits of circular wheels. At this early age, there is a high level of visual disassembly. A good cross-curricular aspect of design and technology with science was observed in Year 2 when pupils dissolved a jelly and observed the changes.
105. Pupils of all abilities at Key Stage 2 make good progress in most aspects of design and technology including disassembly, food technology and the scientific aspects of design and technology. In lower Key Stage 2, pupils develop their abilities to cut with a greater degree of accuracy, join, shape and strengthen materials and choose the most appropriate material for the required activity. Many of these activities developed after a planned visit in the community. One focused on designing a sandwich after visiting a hypermarket and looking at the wide range available. Pupils meet the challenge of designing a sandwich, taking into consideration taste, food value and colour and they also make the bread. Other pupils, having visited a supermarket, make and design biscuits bearing as close a resemblance as possible to the ones they had seen. A further group, having visited three cafes, designed and made plates and served drinks and snacks to members of the community in the school, a very good

example of pupils' social development.

106. A further good example of progress is in pottery where pupils in Year 2 designed and made divas during the Hindu festival of Diwali and this is extended to Year 6 where they progressed to designing and making vases and a wide range of ornaments. There is a very high level of community contributions to pupils' attainment and progress in design and technology. An outstanding example is the link with Longbenton Community College where pupils during video conferencing observed their designs being made into Christmas wrapping paper, cards and calendars. Year 6 pupils, having considered board games that they play, have designed their own as part of a mathematics project with Durham University.
107. Pupils of all ages are involved in a wide range of activities which enable them to acquire a good range of skills and techniques and develop their knowledge and understanding of mechanisms, patterns and structures. Pupils develop a high level of awareness that the product should fit a specific purpose. They are encouraged to identify problems and evaluate the quality of many items they use. Where necessary they apply numeracy and literacy skills well and relate their investigations to items found in everyday life.
108. Pupils have positive attitudes towards the subject and the work reflects a high level of concentration and care in the quality of finishing and of using equipment. Pupils acquire a wide range of knowledge and skills throughout the school in all aspects of design and technology. The quality of the displays reflects good teaching across both key stages, although in the two lessons observed teaching was satisfactory. In one lesson, while the pupils had a range of skills for making, this was not reflected in the design element.
109. Aspects which contribute positively to pupils' attainment and progress include good curriculum planning, very effective leadership and management and good use of teachers' personal interests and specialist skills. The co-ordinator is well aware of the level of progress, the stage of curriculum development at the moment and has identified the next stages for development.

GEOGRAPHY

110. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1. Pupils become familiar with different types of homes and shops. They are able to describe the journey they make to school, identifying some of the main landmarks. They make satisfactory progress in the development of subject skills and knowledge. For example, pupils at the beginning of Year 2 use a simple letter/single figure co-ordinate to find a place on a simple map. As they move through the year they develop the ability to use 2-figure references to locate and place features on an imaginary map.
111. At Key Stage 2, pupils, including those with special educational needs, continue to make satisfactory progress. Pupils broaden their awareness of places in the United Kingdom and develop an understanding of the countries of Western Europe. They know about the physical and environmental characteristics of the environment, and how people use the environment for business and leisure. They understand the water cycle as a key physical geographical phenomenon and about different types of weather. They can use subject specific vocabulary appropriately within their discussion and writing.
112. The quality of teaching is satisfactory. In the two lessons seen, both teachers demonstrated good subject knowledge and used this to plan appropriate activities against a background of clear objectives for the session. The teachers make effective use of support staff, where present, to work with specific pupils. They manage the pupils well and select appropriate use of resources including worksheets and video extracts to illustrate the teaching point of the lesson. Teaching methods are well matched to the lesson objectives and the needs of the pupils, so the lessons have a lively pace and the pupils are interested, concentrate well and make good progress in their learning. Work is marked satisfactorily although the use of informative comment varies from class to class.
113. The attitude of pupils towards the subject is good. Their work is presented neatly. When they

discuss their work, they show good levels of recall and can explain what they have done clearly. Most pupils are enthusiastic and interested. They work well together, share ideas and resources well. Their behaviour is good and the relationship between the teacher and the pupils is good.

114. The curriculum is broad and balanced and fulfils current requirement at both key stages but the two year rolling programme means that there are long gaps between units of work so skills, knowledge and understanding are not consistently reinforced over time. The co-ordinator provides satisfactory leadership to the subject by monitoring planning and providing support and advice for colleagues when required. There is no clear direction to the future development of the subject in the context of the school. Resources are satisfactory but there is no guidance as to how teachers can use the information technology suite as an integral part of the subject as a research, presentation or investigative tool.

HISTORY

115. Due to the timetable arrangements during the inspection no lessons of history were observed. Judgements are based on talking to pupils and the scrutiny of work and displays. The pupils, including those with special educational needs, make satisfactory progress. They make satisfactory gains in knowledge and understanding of the topics that they study.
116. As they move through the school the pupils learn about particular periods and civilisations in history in more detail. The starting point for the youngest pupils is the local environment that gives a concrete basis for the teachers and pupils to build upon. As the pupils move through Key Stage 1 they develop an understanding of subject vocabulary such as then and now, old and new; they look at simple artefacts and decide which ones are old and new and through sequencing begin to develop a sense of chronology. They learn about important or famous people. In Key Stage 2, the pupils develop further their understanding of how life has changed for people through a topic on transport. They practise using sources such as photographs, pictures and models to find specific information to help them make decisions about the age and effectiveness of these vehicles. They develop an understanding of what life was like for people at various points of history such as during the Tudor period. They can compare the lives, food and houses of rich and poor people and develop an understanding of how this compares to their own lifestyles. However, the oldest pupils in particular are given insufficient opportunities to complete extended writing tasks for themselves or to use information technology to research topics and to present their ideas.
117. The response of pupils towards the subject is good. Their work is presented neatly and when talking about the work, they show good levels of recall and can explain what they have done clearly.
118. The co-ordinator provides satisfactory leadership for the subject by providing advice and support for colleagues and maintaining resources. The policy and scheme of work provide a satisfactory basis for the teachers to plan the work with the key points of learning identified for each topic. The current two year rolling programme of topics, linked to geography and design and technology, provides sufficient time for the subject to be covered. But there are long gaps between each topic so skills, knowledge and understanding are not being constantly and regularly reinforced. In addition, there is currently no formal approach to assessing pupils' progress. Although the development planning is informal, the co-ordinator has clear ideas regarding future developments in the subject. There are currently no opportunities for the co-ordinator to ensure a continuity of learning across the school by observing teaching or to share in other lessons. Resources for history are good although there are few planned opportunities for pupils to use information technology within the lessons either as a presentation tool or for simulation games. The school makes good use of the school library service and of visits to historical sites to enhance the curriculum and to raise the pupils' appreciation of their local history and heritage.

INFORMATION TECHNOLOGY

119. Standards of attainment at the end of both key stages are in line with those expected from pupils of ages seven and eleven. These have been achieved since the installation of the information and communication technology suite at the beginning of the current academic year and are commendable since the pupils in Key Stage 2 have had a shorter time to attain these levels.
120. By the end of Key Stage 1, the pupils are confident in the use of the mouse, clicking, click and drag and opening up programs. They can use simple word processing and create printed work of satisfactory quality, such as simple instructions and pieces of work from English lessons. Entering and saving of work is not a problem. They all know how to gain access to their own file, display what they have already stored and make any alterations they consider necessary. Most are well prepared to continue and expand their work into Key Stage 2.
121. Though they have had only a short time to develop their skills, the pupils are very enthusiastic when using computers. They enjoy using the hardware and see it as an integral part of their learning. They concentrate well for long periods and show a determination to improve their skills. They are keen to help one another and most pupils are sufficiently skilled by the end of Key Stage 2 to use information and communication technology as a tool for other subjects in the National Curriculum.
122. In Year 3 they display a commendable control of an art painting program to be able to produce creative material that complements the high standard of manual artwork seen around the school. By using the spreadsheet program available on the computers, Years 3 and 4 use bar graphs from their mathematics work on statistics and probability. By putting these alongside the hand drawn examples, they perceive not only are they of a higher quality of presentation but also are a more accurate and easier way of displaying results, which makes their use as sources of information more useful. In religious education, to complement the topic of celebrations, most produce birthday cards from the desk top publishing program that give scope for creativity and choice. The resulting cards were of a standard that could easily stand comparison with some commercial examples. In Key Stage 2, clip art is used effectively to produce book covers and calendars. In Years 5 and 6, they produce posters for a school disco and find that they can use different borders, change orientation and skilfully change font styles and sizes. Though not all of the subjects make full use of information and communication technology, where it is used it supports learning and raises standards of presentation and understanding. Most pupils, including those with special educational needs, make satisfactory progress.
123. The teaching of information and communication technology is good. The majority of teachers are competent to the level needed to use the subject in the National Curriculum teaching of other areas of learning, and display confidence to the classes. They know the basics of operations, supported by the co-ordinator and through collaborative projects involving the local Technology College. Especially in Key Stage 2, the majority are not afraid to try out new topics and to share new learning with and from pupils, some of whom contribute to the lessons from their own expertise. Most staff are aware of their need to upgrade their current knowledge and that this will be an on-going process but they approach it with diligence and with the good of the pupils uppermost in their minds.
124. The school is now sufficiently equipped to teach the subject in groups, which has been the basis of the leap forward in skill and understanding. The classroom use, for example, for individuals to do individual research and for teachers to use CD ROMS as a teaching tool is restricted by grouping the computers together. The school is aware of this and is including

plans to expand its hardware in its future development. Nonetheless, the pupils have benefited from the present arrangement.

125. The last inspection found that the standards at that time, in the light of the state of the technology available to the school, were satisfactory. They are still satisfactory and this is commendable and commensurate with the advances that information and communication technology have made in schools and the world in the interim. One significant advance is in the use of computers as tools for learning in other subjects although there remain weaknesses in science, history and geography. Pupils are limited in their understanding of computers in the world around them, such as traffic control, domestic and automobile control, and data handling by banks and credit card companies. Information and communication technology in the school has the capacity for rapid improvement and the co-ordinator and most of the staff are aware of what is needed to attain those higher standards.

MUSIC

126. Throughout both key stages, pupils make good progress in all aspects of music. Pupils with special educational needs also make good progress, both considering their abilities and in developing musical skills, because of the highly appropriate levels of support during the lessons and well-planned involvement. Higher attaining pupils also make good progress. Examples of this include accurate pitch, good feel for rhythm and the ability to sing in two and three parts.
127. In Key Stage 1, the pupils' singing has many good features including accurate pitch and feel for rhythm, good range of dynamics and vocal projection. They play an appropriate range of percussion instruments and follow and create scores. Pupils in Year 1 know, identify and play crotchets and quavers accurately and understand crotchet rests. The large majority listen intently, play accurately and evaluate the quality of their work.
128. These skills are enhanced throughout Key Stage 2 where pupils in Years 5 and 6 listen sensitively to each other and develop more advanced singing skills such as diaphragmatic breathing and awareness of the need for good posture. By the end of the key stage, pupils play a wide range of notes on the descant recorder and have progressed from reading crochets and quavers in Key Stage 1 to reading most notes in conventional notation, including tied notes. They understand an appropriate range of time signatures and bass and treble clefs. Singing and instrumental work, together with listening and appraising, help pupils to develop a high level of understanding about the ability of musical elements to communicate moods and effects. An example of this was in an early Key Stage 2 class where pupils devised their own accompaniment to the story of "The Forbidden Forest" from "The Philosopher's Stone". They selected the most appropriate sound effects which gave the story atmosphere and identified the most suitable instruments or pieces of equipment for the sounds. The lesson culminated with pupils listening to Peter and the Wolf and recognising the musical instruments which represent Peter, the bird and Grandfather. They also accurately identified brass, woodwind, strings and percussion instruments. Pupils have positive attitudes to music and the high level of involvement and commitment is reflected in their attainment and progress. Pupils listen intently, have confidence and initiative in both the creative elements of music and performance and respond well to the high levels of demands that are placed on them throughout each lesson. In all classes there is a buzz of excitement, determination, purposeful activity and commitment to producing high standard work. They understand and use an increasingly wide range of musical vocabulary in the correct context. A small number of pupils in Key Stage 2 extend their instrumental skills by attending flute and keyboard classes taken by visiting specialist teachers.
129. The quality of teaching is good and this, together with good management, impacts on attainment and progress. Lessons are well planned with an appropriate balance of musical activities. Teachers have high expectations and use a wide range of challenges. There are very good examples of assessment informing planning and where teachers ensure that pupils

leave the lessons having either consolidated and developed musical skills and knowledge or increased their understanding and quality of performances.

130. All teachers observed have high levels of personal skills in music and very good use is made of the specialist skills of the co-ordinator. Effective use is made of the specialist accommodation and the wide range of easily accessible resources.

PHYSICAL EDUCATION

131. Standards in physical education are above expectations in both key stages. The school has improved on the standards reported in the last inspection. Most pupils achieve standards appropriate to their age and a significant number exceed these standards.
132. Pupils in the reception class explore the apparatus in the gymnasium through a series of movements. They learn to take turns when using the apparatus and are aware of health and safety considerations. They co-operate very well and learn to share the space well when performing a wide variety of movements. Pupils in Year 1 learn to perform a sequence of actions using basic body movements. They are accomplished when conveying moods and attitudes such as sadness and pride when interpreting the story of "The Pied Piper".
133. End of Key Stage 2 pupils use dance to express character in movement, interpreting music with others in small groups to develop a narrative. They introduce many of their own ideas and practise and refine their sequences. They benefit from the opportunity to develop the skills for a range of team games such as soccer and netball.
134. The majority of pupils reach good and sometimes very good standards overall as they develop and improve their skills. There is equal access to all activities and the majority of pupils make good progress in developing the basic skills. Lessons in dance lead to a refinement of movements, improvement in physical control and appreciation of space. Pupils benefit from a range of well thought out activities each designed to offer them further challenge. In swimming lessons pupils develop confidence in the water and improve their strokes. Swimming lessons take place at a local pool and the school has a good record in ensuring most pupils swim 25 metres unaided by the time they leave the school.
135. The school benefits from having a generous allocation of hard and soft recreational areas as well as a separate gymnasium. The involvement with Sunderland FC has assisted the school in teaching a wide range of games. The school also provides a range of extra-curricular opportunities, including roller-blading and competition with other schools. However, pupils have no opportunities to participate in outdoor activities such as orienteering.
136. The pupils' learning is assisted by a wide variety of factors. They work enthusiastically and are keen to improve their skills. They co-operate well in groups and their behaviour in lessons is always at least good. The pupils observe the performance of others and applaud their achievements. The equipment is set out and put away in an orderly manner and the pupils are keen to help with these tasks. The quality of teaching is good. In the most effective lessons the teachers demonstrate good subject knowledge, plan their lessons effectively and have high expectations of their pupils. They give the pupils every opportunity to practise and to improve. These lessons start with good warm-up sessions that prepare the pupils well for the main programme of activities. Lessons are well planned to ensure the progressive development of skills. They have a high level of challenge and inspire pupils to work hard. Teachers are determined to achieve high standards and will settle for nothing less. They use pupil demonstrations very effectively to assess performance and to help pupils to improve. For example, pupils in a Year 5 class demonstrate how to build a series of high and low movements into a sequence. Their teacher effectively picks out the strong points of the demonstrations to show pupils how to improve. Teachers make the most of the school's good facilities for physical education to plan exciting and challenging lessons.

RELIGIOUS EDUCATION

137. Attainment in religious education is in line with the level of expectation of pupils aged seven and eleven as described by the Agreed Syllabus for North Tyneside. The pupils learn about the religious beliefs that are practised in the United Kingdom today. Most of the study accords with the principle that it should be, like the assemblies, mainly Christian in content.
138. In Key Stage 1, pupils become aware of important events in the Bible and know many of the names of the people mentioned, such as Moses, Aaron and Isaac. They know how the Israelites were slaves in Egypt and how they escaped, following the plagues that were visited on the people of the Pharaoh. From this account they draw conclusions about kindness and love – such as that for baby Moses by Miriam – as well as having opinions about slavery. They understand why the feast of the Passover is important to Jewish people and by use of artefacts and the relevant ingredients, know of the symbolism of the meal eaten at this festival. Most of the learning at this stage is in story form.
139. By the end of Key Stage 2, their knowledge of Bible stories has increased, as has their capacity for understanding deeper meanings. In Year 3 by studying the story of the Good Samaritan they are able to say which of the three people who walked along the road and saw the wounded man was the real good neighbour. By further discussion, they can begin to say what makes a good neighbour in the modern world and that good actions should not be confined just to people who are like them. The understanding of why birthdays celebrations are important is an introduction to the importance of many other celebrations of Christian and other religions, such as Hinduism, Sikhism, Judaism and Islam. There is, however, insufficient emphasis on non-Christian beliefs. The diversity of the contemporary society is not closely reflected in the immediate locality, which makes it all the more important to learn about the dignity and relevance of people of other faiths at school, prior to encounters in later life.
140. Pupils are attentive to the teacher for most of the time and are quickly and effectively drawn into the lesson. Most produce neat, well presented work closely related to their attainment levels. Where information and communication technology is used, these levels are high for all pupils including those with special educational needs. Some pupils are withdrawn from lessons for reasons other than by respect of their own and their parents' religious beliefs. For example, there are instances of withdrawal for learning support and instrumental tuition. While these are important elements for the pupils concerned, it nonetheless constitutes a breach of equality of opportunity, as religious education is a statutory part of every pupil's entitlement.
141. The teaching of religious education is mostly satisfactory with a few lessons in Key Stage 2 being good. Teacher knowledge of the subject is sound and their factual approach ensures that the pupils learn the basic facts. By quiet and careful discussion sessions of the inner meanings of, for example, the parables, pupils are made aware of moral judgements and values. Information and communication technology is used effectively to give relevance to topics such as celebrations. Where the teaching is better, the teacher's enthusiasm and use of practical methods raises the level of attainment by making the situation more real. Though there is a small amount of visiting of religious places of worship, this aspect is underused in a part of the country where there is a diversity of places such as synagogues, temples, gurdwaras and mosques within reasonable travel for a half day visit. There is sufficient resource material to support learning and understanding, though the use of external sources is underused.
142. The school continues to give an education that pays regard to the Agreed Syllabus, but there is a lack of depth to which aspects other than the Christian religion are covered.