

INSPECTION REPORT

KING EDWARD PRIMARY SCHOOL

North Shields

LEA area: North Tyneside

Unique reference number: 108573

Headteacher: Ms C Brown

Reporting inspector: Mrs L Murphy
16173

Dates of inspection: 19 – 23 June 2000

Inspection number: 215567

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Preston Avenue North Shields Tyne and Wear
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs F Drury
Date of previous inspection:	1 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs L Murphy	Registered inspector	Under-fives English as an Additional Language	What sort of school is it? What should the school do to improve further? How well is the school led and managed?
Mrs M Le Mage	Lay inspector		How well does the school care for it's pupils? How well does the school work in partnership with parents and carers?
Mr D Figures	Team inspector	English Art	The school's results and pupils' achievements. How good are the curricular and other opportunities offered to pupils?
Ms P Mitchell	Team inspector	Mathematics Information Technology Special Educational Needs	
Mrs G Salter-Smith		Science Physical Education Equal Opportunities	How well are pupils taught?
Mr P Hurst		Design Technology Music Religious Education	Pupils' attitudes, values and personal development
Mr P Balchin		Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

King Edward Primary School is situated in an established residential area of North Shields though almost 40 per cent of pupils attend from out of the school's immediate area. Currently 434 pupils are on roll aged between three and 11. The 39 place nursery takes children from an even wider area and not all of these pupils are admitted into the school. Similarly not all pupils in the school have attended the nursery. Children transfer to the school in the term in which they are five and at the time of the inspection there were 13 pupils under the age of five in the reception classes. A very small proportion of pupils from a range of minority ethnic backgrounds, including four asylum seekers, are learning English as an additional language. Eighty pupils have designated special educational needs, of whom six have statements of special educational needs. The nursery includes a special unit for profoundly deaf pupils which at the time of the inspection provided for two pupils.

The attainment of the children when they enter the nursery and the reception class is below that typically expected of children of their age.

The characteristics of the school have changed since the last inspection in respect of the area the school now serves. This is reflected in the higher number of pupils eligible for free school meals, just over 20 per cent which is broadly average nationally. A much higher proportion of younger pupils is eligible for free school meals which reflects the continuing changing circumstances of the school. There have been significant changes in staff including the headteacher, deputy headteacher and almost half of the teaching and support staff.

HOW GOOD THE SCHOOL IS

The school is effective in its work to raise standards. Pupils' attainment is overall typical of their ages by five, seven and eleven. The quality of teaching and learning is sound with a significant amount that is good though there is some inconsistency between classes and subjects to be addressed. Senior managers set a clear educational direction and the school provides sound value for money.

What the school does well

- The quality of teaching, learning and the curriculum is good in the reception classes and consequently children's achievement is good.
- Provision for pupils' spiritual, moral, social and cultural development is good and this leads to good attitudes, behaviour and personal development and supports the good standards achieved by eleven-year-olds in religious education.
- A very broad range of extra-curricular clubs and effective use of educational visits and visitors to the school extend pupils' knowledge of the world.
- There is excellent provision for deaf children in the Deaf Support Unit.
- The rate of pupils' progress is accelerated by contributions of parents to children's learning at home and at school.
- The headteacher and deputy headteacher provide good management.

What could be improved

- Standards attained by eleven-year-olds in science are not yet high enough.
- Standards of work with computers are too low by the ages of seven and eleven.
- The quality of teaching is inconsistent in identifying what is to be learned in each lesson by different groups of pupils.
- Learning targets for pupils with special educational needs are not sufficiently well defined and parents are not included in the setting of the targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1996 significant development has taken place with the appointment of the present headteacher and deputy headteacher who provide good management and leadership. Academic standards are improving gradually. The weaknesses in the teaching in the nursery have been addressed and the quality of teaching has improved overall though there is still further room for improvement to achieve a better consistency across year groups and subjects. The influence of subject managers is best in English, mathematics and science. This is reflected in assessment which is good in these subjects. It has rightly not been a focus in other subjects until now. The analysis of data from tests is good and it is used well to plan the next step in the school's thrust to raise standards. Improvements have been made in the school development plan yet there remains more work to be done including the incorporation of a precise timescale, a detailed link to the budget and the allocation of responsibilities for monitoring and evaluation. These refinements will enable monitoring to be more easily completed. The school is well placed to continue to improve.

STANDARDS

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

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

The table shows that in the 1999 national assessments for eleven-year-olds, results in English were average; in mathematics below average and in science they were well below average. When compared with similar schools, the English results were average though the mathematics and science results were below average. These results arise because not as many pupils as in other schools achieve at the higher levels and consequently the overall results are pulled down.

The standards achieved by both boys and girls are improving and are sound. The school sets suitable targets and helps pupils of all levels of attainment to make sound progress towards them.

Inspection judgement is that standards are sound by the age of five because children's achievement is good in the reception classes. Attainment in reading, writing and mathematics is average by the end of Year 2. At Year 6 standards are average in English and mathematics and below average in science. Nonetheless the judgement in science represents improvement from 1999 when it was well below average. Pupils' achievement is sound overall by the ages of seven and eleven. Particular strengths are in religious education by the ages of eleven and art by the age of seven where pupils' attainment is higher than typically expected. A weakness is in the standard of work with computers by the ages of seven and eleven which are too low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children want to do well and take pride in their work.
Behaviour, in and out of classrooms	Good. Pupils are attentive and well behaved and consequently teaching and learning can take place without interruption.
Personal development and relationships	Good. Pupils become quite mature in their outlook and have a good understanding of how their actions affect others.
Attendance	Very good.

TEACHING AND LEARNING

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

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

Teaching is sound for six to eleven-year-olds and leads to pupils learning at a sound rate overall. Teaching is not judged better than sound because there are inconsistencies in the quality of the teaching between subjects and year groups in both key stages. Consequently pupils learn at varying rates.

Across the school the quality of teaching and learning was satisfactory or better in 93 per cent of the lessons observed. This is an improvement since the last inspection. Teaching was satisfactory in 41 per cent of lessons, good in 33 per cent, very good in 18 per cent and excellent in one per cent. In seven per cent the quality of teaching was unsatisfactory.

The quality of teaching and learning is sound in literacy and other aspects of English, good in mathematics and very good in numeracy in Year 6. The high quality of teaching in mathematics has resulted in improving standards in recent years. This reflects the efforts the school has made to develop teaching and learning in numeracy. The good teaching of the six and seven-year-olds in science is helping to raise standards from below average to a standard broadly in line with national expectations. The sound teaching for older pupils in science is helping to improve standards that were well below average last year. The teaching meets the needs of all pupils satisfactorily. Overall strengths in the teaching are in the good relationships, well established classroom routines, high expectations of good behaviour, day-to-day assessment and the very good use of homework. Shortcomings lie in aspects of the lesson planning where learning objectives are not as clear as they should be. This occurs in most subjects though infrequently so in literacy and numeracy.

The teaching of five-year-olds is good and pupils learn at an effective rate. The teaching of deaf children in the Deaf Support Unit is excellent. The teaching of pupils with special educational needs is good when pupils are withdrawn for work in small groups or when teachers deploy other adults in the classroom to support these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The basic curriculum is sound. Strengths are in English, mathematics, and the curriculum for five-year-olds. A very good range of extra-curricular clubs enhances the curriculum. Effective contributions from visits and visitors enrich pupils' learning. A weakness is in the provision for pupils to work on computers.
Provision for pupils with special educational needs	Sound support. When withdrawn from class pupils receive good attention and follow a similar programme of study to other children. Targets for learning are insufficiently well defined and parents are not included in the setting of the targets.
Provision for pupils with English as an additional language	Good. Pupils are well supported by the school and by the Ethnic Minorities Achievement Grant.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. As a result an ethos is created in which pupils can concentrate on learning.
How well the school cares for its pupils	Soundly. Good care for pupils' health. The school has recently received an assessment of health and safety by the local education authority though has yet to take action to meet formal requirements.

The school has effective links with parents, and parental involvement makes a good contribution to the work of the school. The way in which the school and parents work together so that children can continue their learning at home is very good. The school informs parents regularly about their children's progress; however, formal written reports are inconsistent in quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led and managed and its work effectively monitored and evaluated. The school's aims and values are reflected well in the life and work of the school.
How well the governors fulfil their responsibilities	Soundly. The governing body are supportive and take an increasing role in the school's strategic development. They have a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	Good. An effective process of self-review has quickly led to measures to improve academic standards.
The strategic use of resources	Teachers and support staff work effectively, sound use is made of the accommodation and the school uses available funds well. There are too few computers for a school of its size and computers are under-used by pupils.

The school consults a range of people about important matters and ensures that resources are always obtained at the most reasonable price taking both cost and quality into account. Other than computers it uses resources to the best possible advantage for the achievement of its aims. The accommodation serves its purpose well but shows signs of deterioration and continues to require attention.

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 progress that children make. • Homework • Good teaching. • The way in which the school is managed. • Care and concern of the staff. • Children develop a sense of self-worth. • Children are well-behaved. 	<ul style="list-style-type: none"> • Closer work with parents. • More activities outside lessons.

The inspection judgements wholeheartedly agree with the positive views of parents. Judgements on links with parents show that the school works very well with parents and particular strengths are the arrangements and high priority given to children's work at home. The range and number of extra-curricular activities is very good and much better than is often found in primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The standards achieved by both boys and girls in the school are improving and are satisfactory. The school sets suitable targets and helps pupils of all levels of attainment to make sound progress towards them. Overall, pupils achieve soundly across the school, achievement being best where the quality of teaching and learning is good or better and subjects are managed very well.
- 2 Though on entry to the nursery children's attainments are overall below those expected of their age, by the age of five standards in personal and social development, language and literacy, mathematics, knowledge and understanding of the world and creative development are typical of those expected at this age. In physical development standards are above those expected. The very young children achieve soundly and the five-year-olds' achievement is good because of the good quality teaching, curriculum and overall provision.
- 3 In the 1999 national tests for eleven-year-olds, results in English were average and in mathematics below average. In science they were well below average. When compared with similar schools, the English results were average; the mathematics and science results were below average. The below-average results came about because, although a satisfactory proportion of the pupils were attaining the expected level, too few pupils attained standards higher than this.
- 4 The results of the national tests and assessments for seven-year-olds in 1999 were close to the national average in writing but below average in reading and mathematics. They were in line with the average for schools with a similar intake in writing but well below average in reading and mathematics. In parallel with eleven-year-olds, these results arise from very few pupils achieving above the level expected for their age.
- 5 The trend at both key stages has been upwards over the last four years, helped latterly by the introduction of the national strategies for literacy and numeracy. Improvements in the quality of teaching and in the management of English, mathematics and science have impacted positively on standards.
- 6 In English, standards of speaking and listening are sound across the school. By the age of seven most pupils speak clearly in well-formed sentences, and by the time they are eleven, pupils discuss their work with adults in appropriate terms although many lack confidence when they speak in more formal situations. Pupils learning English as an additional language make good progress and with support become articulate and confident.
- 7 Standards of reading are sound for seven-year-olds where the highest attaining pupils read accurately but others make errors and some have insecure comprehension. By the time they are eleven, some pupils read accurately and fluently, but most, while broadly accurate, are less fluent. Attainment is sound overall. Those pupils for whom English is an additional language make good progress and rely on visual cues to a much lesser extent as their confidence and spoken language develop.

- 8 The standard of pupils' writing is sound at both key stages. Seven-year-olds have good ideas, and the most able have the skills to express them well, although for some, skills are less well established. The writing of eleven-year-olds is satisfactory over a range of styles. Some is good. The best narrative is well written, with convincing characters, good dialogue and well-organised paragraphs. More typically, pupils have interesting ideas which they develop competently after careful redrafting into suitably structured writing. Pupils for whom English is an additional language progress well improving their sentence construction and their choice of vocabulary. Handwriting, spelling and punctuation are satisfactory overall, though for a significant minority of pupils handwriting is below expectation because they do not hold their pencils properly and consequently letters are often ill-formed.
- 9 Standards in mathematics are sound. Seven-year-olds solve problems, competently manage number operations up to 100 and have a sound grasp of weighing, measuring and shape. By the time they are ready to leave the school at eleven, pupils understand fractions, percentages and decimals. They carry out calculations using addition, subtraction, multiplication and division to solve problems. They handle data with increasing competence and record and interpret information using different forms of charts and graphs.
- 10 Standards achieved in science are satisfactory at the age of seven. By the age of eleven, they are less than satisfactory but improving. Seven-year-olds investigate well, collect and classify information and acquire detailed knowledge about living things. They know about physical processes such as how to make an electrical circuit. Eleven-year-olds acquire a good understanding of plants. Their knowledge of materials and their scientific skills develop appropriately. Pupils develop sound investigative skills but seldom devise their own investigations, and they do not always demonstrate sound scientific understanding when talking about their observations. Pupils have too few opportunities to put together their own investigations and higher attainers in particular are insufficiently challenged in this.
- 11 In information technology at both key stages standards are below those expected for pupils of the same age as a result of too little access to computers and lack of regular teaching. This has come about because the subject is insufficiently well managed. Standards in religious education are sound in the lower part of the school and by the age of eleven higher than expected when judged against the Agreed Syllabus. The good standards are the consequence of the good teaching. Pupils gain a strong understanding of comparative religions.
- 12 Literacy skills are used well in subjects such as history and religious education. Numeracy skills are also used effectively in subjects such as science and design and technology. Information technology is not sufficiently used to support pupils' work in other subjects.
- 13 Seven-year-olds reach good standards in art and they achieve well because of the specialist teaching they receive as part of the activities afternoon. The effect of this has not yet worked through to the end of Key Stage 2 where standards and achievement are sound.
- 14 Pupils' achievements are sound at both key stages in design and technology, geography and history. They are satisfactory in music. A wide range of instrumental tuition and the orchestra give valuable additional opportunities for performing and

listening to music. Performance in physical education, including swimming, is also satisfactory.

- 15 The overall progress of pupils with special educational needs is sound. Progress is good during withdrawal groups for literacy and mathematics when pupils work with a specialist teacher. This work provides a re-inforcement and extension of skills based on pupils' individual targets and good liaison with the class teacher ensures pupils are taught the same content as the rest of the class. In literacy lessons in the classroom good progress is made when pupils receive extra support from the literacy support assistant and good progress is made by pupils with a statement of special educational needs who also receive targeted special support. The support staff work knowledgeably with the pupils on carefully constructed programmes. Pupils make good progress in literacy and numeracy lessons where adapted work is provided for them based on prior assessment. Good progress is made in the nursery where pupils are identified and helped at an early age. However, in some classes and in some subjects, for example science, insufficient progress is made. The targets set for those pupils with special educational needs without a statement are not sufficiently detailed and are not used to plan adapted work for them; this limits the overall progress made.
- 16 Children in the deaf support centre make very good progress in all areas of the curriculum for under-fives. They take part in the nursery activities supported by specialist staff who use British sign language. This means they are able to join in all activities and are helped to communicate with other pupils and teachers. Excellent progress is made in communication skills, both with signing, lip reading and vocalising. Pupils are withdrawn in small groups or individually, the teachers using detailed day-to-day assessment to plan challenging work for them. Very good progress is made in personal and social development, support being discrete enough to allow the pupils to integrate well into the nursery.

Pupils' attitudes, values and personal development

- 17 Pupils respond well to the school's provision for personal development and pupils want to do well. Their attitudes to school are good; they arrive promptly at school and play calmly prior to the start of the school day. Pupils settle quickly into their lessons; for example, this was the case in an English lesson for older pupils where they listened very well to the contributions of others and seven-year-olds worked industriously in almost complete silence. Pupils are attentive in lessons and willing to answer questions thoughtfully and sensibly because they have a good understanding of what is expected of them. This sets an effective model for pupils learning English as an additional language. These children are accepted by all and the encouragement to take part in the daily life of the school impacts very well on their achievements. Attitudes can be very good as in a numeracy lesson for eight-year-olds where pupils concentrated well, listened intently and were able to work collaboratively with good effort. On occasion a small number of pupils are inattentive as was the case during the last part of a lesson in mathematics.
- 18 Pupils' behaviour is good. The school is an orderly community where pupils move around very sensibly in an unhurried and purposeful manner. Pupils are polite and cheerful. Occasional inappropriate behaviour in lessons is swiftly and sensitively addressed without detracting from the lesson. The school's ethos promotes good behaviour and strong mutual support as in assembly when good work is celebrated.

- 19 Relationships throughout the school are good. Pupils are well aware of the expectations of the school and willingly participate in daily routines like tidying up classrooms at the conclusion of a lesson. They play sensibly at break times in spacious play areas. When unkindness occurs a supervising adult is quickly at hand to help the pupils deal with it. Older pupils enjoy the responsibilities of taking registers round school, looking after arrangements for the storage of packed lunches and setting out chairs for assembly. Some older pupils help with the supervision arrangements for very young children during playtimes on rainy days and do this well. Behaviour is very good in extra curricular clubs and when working with visitors and pupils value the efforts of adults in this.
- 20 Children in the nursery behave appropriately as they work alongside others. They begin to learn to take turns and to share and they quickly become used to the established routines. They have sound attitudes to learning and listen to others with increasing attention. Five-year-olds treat others with respect and build well upon their earlier experiences. They become quite independent and take on responsibilities in their class, making good gains in their personal development. They behave very well and thrive on the trust established by their teachers in the firm knowledge that if they make a mistake they will have immediate help to put things right.
- 21 Attendance is very good. The majority of pupils arrive at school on time before the start of the day. Registration is completed swiftly in a polite and pleasant manner and sometimes pupils are caused to exercise their mental arithmetic skills in working out simple statistics based on the number of pupils on roll who are absent or present that morning. Classes are rewarded with certificates for full attendance; a feature that is much appreciated by the pupils.
- 22 Pupils with special educational needs are integrated well into the classes and are able to work collaboratively with other pupils. They are interested in their work and join in all class activities and visits. All adults value their achievements and this helps to increase confidence and self-esteem. Deaf pupils are fully integrated into the nursery where they are interested and involved in the activities. They get on well with other pupils and there are excellent relationships between them and the adults.
- 23 At the time of the last inspection pupils' attitudes to learning and personal development were judged to be good, and this achievement has certainly been sustained. Attendance figures were good at the time of the last inspection but now indicate a very good pattern and this represents an improvement.

HOW WELL ARE PUPILS TAUGHT?

- 24 The overall sound quality of the teaching results in pupils behaving well, having good attitudes, learning at a suitable rate and achieving standards that are broadly in line with expectations for their age in most subjects. Teaching is not judged better than satisfactory because there are inconsistencies in the quality of the teaching between subjects and year groups in both key stages. Consequently pupils learn at varying rates.
- 25 Teaching was satisfactory or better in 93 per cent of the lessons observed. This is an improvement since the last inspection. In almost half of the lessons teaching was good or better. There is more good teaching at Key Stage 2 than at Key Stage 1 and teaching is most effective in Year 3 and Year 5. The teaching of five-year-olds is good. Teaching was unsatisfactory in seven per cent of lessons seen. Unsatisfactory

teaching was observed in lessons in numeracy, physical education and literacy and in Years 1, 4 and 6.

- 26 The overall improved quality of teaching since the last inspection reflects the efforts the school has made in recent years to monitor, improve and develop the quality of teaching and learning, especially in literacy and numeracy. Literacy is taught soundly and has strengths in the lesson planning and choice of tasks. Teachers prepare detailed plans in both literacy and numeracy with clear targets and provide activities that are relevant to the pupils' interests and learning needs. As a result pupils make effective gains in their learning. Good relationships mean that pupils are comfortable when sharing their feelings in their spoken and written language. This pays dividends in particular during the discrete time set aside for pupils to share their feelings with others. For example, in one such lesson an eight-year-old explained how when swimming she was initially scared of the water but had progressed in swimming lessons from a beginners' group to an advanced one. The teacher's good knowledge of the individual enabled the response, 'Yes, you were very nervous at first but now you like swimming and are confident.' Mathematics for the eight to eleven-year-olds is well taught, the quality of teaching being very good in numeracy in Years 3, 5 and 6. Planning is good and the high quality of teaching in mathematics has resulted in improving standards in recent years. The support teacher for pupils with special educational needs uses a good range of approaches to teach basic literacy and numeracy.
- 27 Good teaching in science for six and seven-year-olds is helping to raise standards from below average to broadly in line with national expectations. In science and mathematics teachers pay good attention to developing pupils' use of technical vocabulary. In science pupils in all classes build up a word-list of technical terms and this helps them to learn the words. Teaching is good in religious education for eight to eleven-year-olds and rates of learning are correspondingly rapid. High expectations are a mark of this teaching; good use is made of literacy, matching tasks very well to pupils' levels of attainment as when eight-year-olds unscrambled a text to re-tell the story of the Good Samaritan.
- 28 The quality of teaching for five-year-olds is good in each aspect of the curriculum and is marked in particular by the very good understanding of how young children learn, very effective organisation and the good deployment of other adults. As a result pupils are mature and try their best learning at a good rate. In physical development pupils learn very fast indeed because the very good teaching includes firm discipline, very high expectations and very clear organisation which enables children to achieve very well and to reach standards beyond those typically expected.
- 29 A number of features of teaching are consistently good across subjects and year groups. In all lessons teachers have good relationships with their pupils based on mutual respect. Teachers have well-established classroom routines and high expectations of pupils' diligence and good behaviour. Consequently pupils behave well in lessons and there is a positive atmosphere conducive to learning. The use of homework is very good and is a major strength of the teaching; pupils across the school benefit from regular homework tasks that are relevant and challenging. The home and school book for the reception to Year 2 classes and the homework diary for older pupils provide a worthwhile opportunity for parents to communicate with teachers about their children's work and this has a positive effect on pupils' learning and motivation. Lessons are taught at a brisk pace. Pupils are given clear time targets, there is a sense of purpose and urgency and pupils make good progress. Teachers

monitor pupils' progress in lessons closely and the quality and use of day-to-day assessment is good. Questioning is used well to check pupils' understanding and to ensure that incorrect answers are corrected. Teachers mark pupils' work regularly, give pupils encouraging comments and set out clearly what pupils have to do to improve. Consequently pupils have a good understanding of how well they are doing in lessons.

- 30 Other features of teaching are less consistent across year groups and subjects and pupils have correspondingly different experiences and learn at different rates across the school. Teachers' subject knowledge is not always secure, their planning is not always based on clear learning objectives, the pace of lessons is sometimes too slow and teachers' expectations, especially of the more able, are not high enough. Though teachers' planning is sound overall there are shortcomings in particular aspects. Planning for subjects other than English and mathematics is less detailed and significantly targets for learning are often imprecise. They often describe what is to be done rather than identifying what is to be learnt. The targets are not aimed at individuals or groups and this means that in some lessons higher attainers are insufficiently challenged and lower attaining pupils need more support. Opportunities to use information technology across subjects are too limited in all teaching.
- 31 Where teaching methods are sound teachers give lively and purposeful introductions to lessons. They use questioning skilfully to develop pupils' understanding and to build on previous learning. Teachers give plenty of opportunities for pupils to share their ideas and review each other's work as when they use demonstration effectively in physical education lessons. In Year 5 and 6 literacy and numeracy teaching, the arrangements for setting pupils into groups by their level of attainment are working well and teachers are able to challenge pupils, especially the higher attaining pupils. However, there are lessons where the range of approaches adopted by teachers is more limited and they do not give enough opportunity for pupils to collaborate or review what they are doing.
- 32 Teaching is sound in physical education in both key stages and in art and design and technology in Key Stage 2. The rate of pupils' learning and the standards they achieve in these subjects are as expected. Because insufficient direct teaching was observed in information technology, religious education, art, design and technology in Key Stage 1, geography, history, music and in English as an additional language in both key stages, it was not possible to judge the quality of teaching in these subjects. Though no direct teaching was observed of pupils learning English as an additional language, opportunities to develop pupil's language are effective with particular care being taken to help these pupils link English vocabulary to their mother-tongue. This is particularly the case in topic work.
- 33 Teaching in the deaf support centre is excellent and pupils make fast progress in their skills in communication. Teaching is enthusiastic and this helps to make learning fun. Planning follows the nursery topics but with specific language and social targets, based on detailed assessment. Teaching and learning is in individual sessions or small groups, sometimes involving hearing pupils and encouraging integration.
- 34 Teachers are aware of the pupils in their class who have special educational needs and plan appropriately adapted work for them in literacy and numeracy, setting suitable targets based on previous assessment. However, the targets set are not in sufficiently small steps and there is too little detail on how they are to be achieved or how progress is to be recorded. The targets are not used to plan adapted work in other subjects. The planned

work is not sufficiently detailed to fulfil the recommendations of the Code of Practice for individual educational plans. A variety of other strategies are used well. Sometimes pupils work in similar ability groups, with extra help given to the lower achieving pupils. Sometimes pupils work in mixed ability pairs or groups and pupils help each other. Sometimes pupils are withdrawn for carefully structured individual or small group sessions. There is effective liaison between teachers and support assistants and progress in withdrawal groups is recorded and reported back to the class teacher. There are good relationships between adults and pupils that help to motivate pupils to want to learn.

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

- 35 The curriculum for children under the age of five is sound and takes into account national recommendations. For five-year-olds it is good, a strength being the way in which children are introduced to daily lessons in literacy and numeracy and the way in which the subjects are brought together to provide a wide education. Children who have special educational needs are well catered for, with a suitable programme to help them develop the skills they need.
- 36 The school provides six to eleven-year-olds with stimulating and challenging learning opportunities in some areas, notably English and mathematics, but is less well organised in others. For example, the curriculum is unsatisfactory in information technology because not all the programmes of study of the National Curriculum are taught. There is no scheme of work for art, and thus no systematic programme for developing pupils' skills in this area of their experience, despite much being achieved in the activity afternoons at Key Stage 1 which are partly set aside for art. This apart, all subjects of the National Curriculum and religious education are provided and, with the exception of information technology, statutory requirements are met.
- 37 A suitable allocation of time has been made to all subjects, with a fitting focus on English and mathematics. Time at the end of each morning is not always used to best effect. For example, the school has agreed to use the last fifteen minutes of the juniors' morning lessons for a range of mathematical and English games and reading, but this is not always the case and lesson time can be wasted.
- 38 The school has implemented the national strategies for literacy and numeracy effectively and the initiatives are beginning to influence the wider curriculum. For instance, teachers encourage pupils to use their developing writing skills in subjects such as religious education and history. Mathematical skills are also drawn upon appropriately in other subjects. The achievement of pupils is very well supported by suitable regular homework, including reading. Good provision is made for the pupils' personal, social and health education, which includes appropriate sex and drugs awareness education.
- 39 The provision for pupils with special educational needs is sound. Pupils are integrated well into the classes and withdrawal groups are generally well managed to ensure pupils receive the same curriculum as the rest of the class. However, two pupils are regularly withdrawn from collective worship. The provision specified in statements is being implemented and the legal requirements of the Code of Practice are met. However, pupils with special educational needs without a statement do not have a detailed individual education plan written for them, as recommended in the Code of Practice. They have targets in literacy and numeracy but these lack detail and do not

record the arrangements for implementing the programmes or the progress made. There is good liaison between the special educational needs co-ordinators in the primary and secondary schools. This ensures appropriate records are passed on to enable the receiving school to prepare for the pupils.

- 40 The provision for deaf pupils is excellent. They follow a parallel but enhanced curriculum to the hearing pupils and are included in all activities. There are very well managed arrangements for support, there being either a teacher of the deaf or a speech therapist and a special support assistant who can sign. The provision specified in the statements is very well made and the individual education plans are of very high quality with clear targets to be met. There are good facilities for individual and small group work and resources are provided to meet individual needs. Hearing aids are checked daily by the support assistant and tested weekly by the speech therapist.
- 41 The very good provision for extra-curricular activities for pupils in the upper part of the school is appreciated by the pupils and commended by their parents. Musical interest is encouraged through instrumental groups, school concerts and participation in music festivals. There is a dance club, a chess club and a well-attended maths club, but no computer club. Termly residential visits to a Lakeland field studies centre allows the nine to eleven year-old pupils to take part in outdoor activities and provide s opportunities for their spiritual and social development.
- 42 The well-planned educational visits enhance pupils' curricular experiences. These include visits to local museums such as Eden Camp, visited in support of history. A visit by Year 6 pupils to Tynemouth Priory stimulated much good quality learning in art and English. There is a wide range of sporting activities. Team sports include football, netball, cricket and cross country running. The school and a local football club provide additional football coaching. A parent who is a qualified coach provides hockey coaching. Ten-year-olds take cycling proficiency awards.
- 43 The good provision for pupils' personal development is a strength of the school. It provides a good environment where pupils are able to grow in confidence as they gain maturity. Time is regularly set aside for discussion and reflection and provides effective opportunities for personal reflection, for social development and for a consideration of moral questions at a level appropriate to the age of the pupils.
- 44 Provision for pupils' spiritual development is good. The school has a strong and positive ethos, which places high value on the worth of the individual and the need to care for one another. The well-organised collective worship and the religious education lessons make a valuable contribution. There is a sensitive use of music to assist worship, including contributions from pupils playing flutes and recorders, which creates a suitable atmosphere for reflection and prayer.
- 45 The provision for pupils' moral development is good. Throughout the school the pupils respond well to the teachers' high expectations of their behaviour. Through assemblies and religious education, and the personal, social and health education programme, pupils are encouraged to think about the differences between right and wrong and the importance of considering others. Teachers and assistants make good role models promoting the school values of honesty and fairness.
- 46 Pupils' social development is well supported. Opportunities are provided for pupils to work collaboratively in groups in subjects such as English and mathematics. Through

the very good extra-curricular activities, including the residential visits, pupils learn how to respond to each other in different settings. The school fosters a sense of citizenship by supporting charity collections such as that for the local home for blind people. There is a strong citizenship strand to the personal social and health education programme where environmental issues are considered. The pupils' response is shown by the recent litter project and correspondence with the local authority prepared by Year 5 pupils about the school's immediate environment. Pupils respond very seriously to the responsibilities they are given within the school, such as the daily tasks within classrooms. Responsibility increases as pupils get older until, in Year 5, for example, pupils help with the arrangements for school dinners, and in Year 6 pupils under supervision take responsibility for looking after younger pupils at playtimes and dinner times. In the words of one of the Year 6 pupils, 'It is hard work but I do not want to stop because I like to be with the little ones.'

- 47 The provision for cultural development is good. Pupils benefit from the instrumental lessons provided at the school and listen to a wide range of music during assemblies. Pupils take part in productions and music festivals such as that at Beamish. The school provides good opportunities for pupils to develop a good understanding of their local heritage through regular visits and every pupil has the opportunity to experience live theatre. Good arrangements are made to introduce the ethnic diversity of British culture and non-European cultures; and visiting experts work with the pupils on aspects of world cultures. Religious education makes a significant contribution to pupils' knowledge of other cultures through teaching about the beliefs of different religions.
- 48 Strong links with the community support and enhance pupils' learning. For example a group of trained adults visit the school weekly to hear pupils read. The local newspaper provides material about papers and report writing and visiting drama specialists contribute effectively to English. A 'Roman' visitor adds realism to history studies. There are valuable links with sports organisations. Parents with special skills come into school and share them for the pupils' benefit.
- 49 Relationships with the secondary schools to which most of the pupils transfer are developing. Pupils from Year 7 come to talk to Year 6 pupils about the school which they will shortly be attending and visits are arranged. With the exception of work for pupils with special educational needs, the links at present are mainly at a social and pastoral level and links to promote curriculum continuity have yet to be established. There is a summer school to help pupils prepare for the next stage in their education.
- 50 The school has successfully maintained the position reported at the time of the last inspection. Provision for pupils' personal development, in particular, continues to be good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 51 The steps taken by the school to ensure the welfare, health and safety of its' pupils are sound overall and good provision is made for the health of pupils, as recognised in the recently received Healthy School Award. In addition, all aspects of first aid and the administration of medicines in the school are very good. Child protection is sound with the appropriate procedures being known by all staff including the lunchtime staff. Though there is a culture of care in the school and pupils are well known by members of staff, procedures to formally underpin some aspects of safety in the school are unsatisfactory. The school has recently received a health and safety assessment from

the local education authority though it has yet to meet the statutory requirements of identifying risks and taking action to minimise these. The school is aware that, despite a conscientious caretaker, the quality of maintenance of the school buildings and outdoor accommodation is such that further attention is required. A number of such issues have been drawn to the attention of the headteacher and governing body.

- 52 The effectiveness of the school's assessment and monitoring of pupils' academic performance is good. The development of assessment as a tool for school improvement was a key issue at the last inspection and it has been well addressed by the school rightly concentrating on subjects in line with the national focus. The procedures for assessing pupils' attainment and progress and the use of this information to guide curricular planning are very good in English, mathematics and for five-year-olds. In science, though good overall, full use is not always made of assessment information to gauge the extent of pupils' knowledge at the beginning of a new topic and, as a result, consolidation of previous learning takes place rather than new learning. Assessment across the other subjects is yet to be developed, as is assessment as children enter the nursery to enable a clear understanding of what they are capable of.
- 53 The effectiveness of educational and personal support and guidance in raising pupils' achievements is good. Attendance is well monitored and the school has good procedures for monitoring and promoting good behaviour. Time for discussion and the 'message box' which feature in every class are valued by the pupils and are seen as the way in which behavioural issues can be resolved. This works well. The academic progress and personal development of pupils are supported and monitored through the assessment procedures and the regular setting of individual targets, which may include non-academic targets. As assessment and target setting does not yet extend to the whole curriculum, monitoring of pupils' progress is sound overall. Support funded through the Ethnic Minorities Achievement Grant is prompt in helping children new to the school who have no English and in regularly promoting their progress through individual work.
- 54 Pupils with special educational needs are identified effectively by the class teacher and placed on the appropriate register though there are no clear criteria for inclusion on this register. Progress towards targets is reviewed termly but parents are not involved in setting the new targets. Annual reviews for pupils with statements are up to date and provide clear statements of the present levels of attainment. There is effective liaison with other professionals involved with the pupils.
- 55 Deaf pupils are very well supported by specialist teachers and a support assistant who are part of the local education authority's deaf support service. In the Deaf Support Unit formal assessment is carried out using a wide range of tests. Progress is monitored constantly and used to plan for integration and language sessions. Daily records are kept of activities and progress is tracked on the mainstream profiles. The individual plans are reviewed twice a year and very detailed reports are provided for the annual reviews. Transition reviews take place to ensure pupils moving to primary school are ready to meet the challenge.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 56 Parents' views of the school and the effectiveness of the partnership between the school and the home are favourable because the school, including the nursery, uses an open approach and greatly values the contribution made by parents to their

children's learning. The impact of parents' involvement on the work of the school is good and the school has maintained good, although different, provision in this aspect of the life of the school since the time of the last inspection.

- 57 Parents are very satisfied with the school's provision and achievements. The parents' questionnaires completed for the inspection revealed that parents are particularly pleased with the quality of teaching in the school, the expectations the school places on pupils and the progress their children are making. Parents are also pleased with the standards of behaviour in the school and the way in which the school is helping their children to mature and become more responsible. They feel comfortable approaching the school with questions or a problem. A minority does not feel that the school works closely with parents and do not think that the school provides an interesting range of extra-curricular activities. A smaller proportion does not feel that their child gets the right amount of homework or that they are well enough informed about the progress their child is making. The inspection broadly endorses parents' positive viewpoints, and judges homework and the provision for extra-curricular activities to be very good. The inspection also found that the school does work closely with parents but that there are shortcomings in the annual reports.
- 58 The quality of information provided for parents is sound overall. The school prospectus is informative and comprehensive and there is regular contact with parents via a variety of means including home and school books, homework diaries, newsletters and an annual report on their child's progress. The home and school books and homework diaries form an effective dialogue between home and school from the pupils' very earliest days in school until the time they leave. Termly parent consultation evenings offer a good vehicle for parents to make a contribution to the review of targets for their child and in this way monitor the progress of their child. Relative shortcomings lie in the annual reports on pupils' progress which are unsatisfactory. They explicitly include all subjects of the National Curriculum and the reporting on English and mathematics usually outlines progress made in these subjects, and frequently indicates the next step for the pupil, but this is not consistently so in science. In other subjects, it is frequently the case that attitudes to the subject, or experiences offered, are reported rather than progress in learning. The lack of formal assessment in these subjects in part causes this to be so.
- 59 Parents of children with special educational needs are informed at the earliest stage of the procedures of assessment and, though not invited to review meetings, they are sent copies of the targets, can discuss these at parents meetings, and are often involved in helping the pupils at home. Parents of the deaf children use the daily home and school diaries and are kept informed and involved. Parents of these children attend annual reviews.
- 60 The school has an active 'Friends' group, which contributes significant funds to the school each year; this benefits the learning resources available to pupils and helps to ensure equality of access to educational visits. A number of parents and volunteers help in school with a variety of activities, including extra-curricular sports activities, and escorting pupils on the many visits out of school. This means that the school can provide the wide curriculum that it does and that pupils have extra adults with whom to discuss their work. The way in which homework is organised across all ages in the school, and the supporting documentation which accompanies it, enable parents to make a very effective contribution to children's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 61 The quality of leadership is good. The headteacher provides a determined lead and a clear sense of direction and the drive to raise standards is pursued rigorously. The deputy headteacher is very influential through the good quality of teaching and the establishment of strong professional relationships. Many parents commented on the constructive atmosphere in the school and how well their children respond to it. The key stage co-ordinators give good support. Determination and perseverance is the mark of the concerted effort to improve the quality of teaching and raise standards. A weak link in this is the co-ordination of information technology where very little progress has been made and, as a consequence, standards of pupils' skills and understanding in the use of computers are below that expected nationally.
- 62 The school has made sound progress overall in addressing the key issue identified in the last inspection of extending the influence of subject managers. The school has rightly concentrated on English, mathematics and science and in this has made good progress. Provision for children under the age of five is managed very well and enables five-year-olds to learn at a fair rate from the good teaching they receive. The quality of provision in the two reception classes is very good. The nursery provides a sound induction into school and is beginning to work closely with the reception classes, taking on board suggestions and developments to further promote the learning of the very youngest pupils. The co-ordination of other subjects has yet to fully include monitoring and the development of assessment, in part the underdevelopment in these areas contributes to the inconsistencies found in the quality of teaching across the school.
- 63 The governing body, which includes a significant number of newly appointed governors, is well led and provides effective support to the school through a growing understanding of the school's strengths and weaknesses. The chair of governors meets regularly with the headteacher and along with other governors is up-to-date with information and committed to the improvement of the school. Governors are developing their role but have yet to take on responsibility for preparing their annual report to parents and in this are still heavily reliant upon the headteacher.
- 64 The school has made sound headway in tackling areas for development highlighted in the last inspection and is well placed to make further improvement. Since the last inspection national strategies for literacy and numeracy have been effectively implemented, resulting in effective methods for teaching basic skills. Monitoring is well established and effective in improving pupils' achievements in English, mathematics and science.
- 65 Clearly stated aims and well-defined values are promoted very well. The school development plan has been improved since the last inspection and is well focused on priorities. It is set out in an effective format, which is easy to follow, and includes a sensible and achievable hierarchy of actions to address the priorities. Insufficient detail is given of the precise timescale, budget, and responsibilities for monitoring and evaluation. For example, key milestones when progress can be checked are not included.
- 66 Financial administration and planning are good and are well managed. Funds available to the school are used well and linked firmly to the school's priorities for improvement. A recent audit identified much good practice and minor points for action have been quickly addressed. Good administrative routines have been established enabling the school to run very smoothly so that the headteacher and other teaching

staff can concentrate on the teaching and learning. The school consults a range of people about important matters and ensures that resources are always obtained at the most reasonable price, taking both cost and quality into account. It uses resources, other than computers, to the best possible advantage for the achievement of its aims. Levels of staffing and learning resources are sound but there are insufficient computers for a school of its size. The accommodation serves its purpose well but shows signs of deterioration and continues to require attention.

- 67 The policy for special educational needs is under review and is in draft form. The co-ordinator is knowledgeable and has identified appropriate areas for future development though as a class teacher and deputy headteacher has inadequate time available to extend the work as she would like to do. The school has already recognised the constraints and has an agreed and suitable development plan which better addresses the element of time. The money spent on providing a part-time specialist teacher for pupils with special educational needs is well used and contributes to the progress they make. There are clear, appropriate aims and policies for the Deaf Support Unit and these are implanted very effectively impacting very positively on pupils' progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 The school should:

- ◆ raise standards in science by the age of eleven by making sure that pupils use their scientific knowledge and understanding to plan, predict and explain experiments; (paragraphs 99 - 100)
- ◆ raise standards in work with computers for pupils aged six to eleven; (paragraphs 119 – 123)
- ◆ remove inconsistencies in the quality of teaching to raise all teaching to that of the best by precisely identifying what is to be learnt in each lesson by different groups of pupils; (paragraphs 24 and 30)
- ◆ plan precise targets for pupils with special educational needs and include parents in the setting of these. (paragraphs 34, 54 and 59)

Other weaknesses not included above:

- assessment in subjects other than English, mathematics and science; (paragraph 52 and 62)
- assessment on entry to the nursery (paragraph 52)
- written reports to parents; (paragraph 58)
- provision for outdoor play for children of nursery age; (paragraph 74)
- meeting statutory requirements for health and safety. (paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

82

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	18	33	41	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	398
Number of full-time pupils eligible for free school meals	81	81

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	4
Number of pupils on the school's special educational needs register	12	80

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	25	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	26
	Girls	21	20	20
	Total	44	44	46
Percentage of pupils at NC level 2 or above	School	83 (75)	83 (85)	87 (76)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	26
	Girls	21	17	20
	Total	45	42	46
Percentage of pupils at NC level 2 or above	School	85 (80)	79 (88)	87 (86)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	33	23	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	21	22
	Girls	21	16	15
	Total	45	37	37
Percentage of pupils at NC level 4 or above	School	80 (55)	66 (61)	66 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	23	23
	Girls	21	19	13
	Total	43	42	36
Percentage of pupils at NC level 4 or above	School	77 (63)	75 (75)	64 (71)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	1
Chinese	0
White	390
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: Y R – Y6**

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	25.7
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	37

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36

Total number of education support staff	2
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

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	4	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999-2000
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	£
Total income	741495
Total expenditure	760955
Expenditure per pupil	1745
Balance brought forward from previous year	27447
Balance carried forward to next year	7987

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	480
Number of questionnaires returned	212

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	3	1	0
My child is making good progress in school.	50	44	4	0	1
Behaviour in the school is good.	42	52	3	0	3
My child gets the right amount of work to do at home.	39	47	9	3	1
The teaching is good.	61	37	0	0	1
I am kept well informed about how my child is getting on.	42	47	9	1	0
I would feel comfortable about approaching the school with questions or a problem.	57	38	3	1	1
The school expects my child to work hard and achieve his or her best.	58	38	1	0	2
The school works closely with parents.	35	52	11	1	1
The school is well led and managed.	41	52	4	0	3
The school is helping my child become mature and responsible.	44	50	3	0	2
The school provides an interesting range of activities outside lessons.	33	41	12	1	12

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

- 69 Attainment on entry to the nursery is below that normally found in children of this age. Children make satisfactory progress in the nursery and good progress in the reception classes, thereby attaining typical standards by the age of five. This is a consequence of the good teaching and the good quality curriculum provided for five-year-olds. The quality of education provided for five-year-olds is effective and there is a strong will on the part of the co-ordinator and other staff to improve it even further.
- 70 On entry to the nursery, children's attainment in personal and social development is somewhat below that typically expected of young children of the same age. Nursery staff give a clear focus to this aspect of children's development and as a result of the good teaching and continued guidance children quickly learn how to follow simple rules, to concentrate on a task until it is completed and to be considerate of others. By the age of five pupils get better at making choices because of the effective planning and organisation on the part of the teachers. This is the case in lessons and also when time is regularly set aside for three to five-year-olds to choose from a wide range of thoughtfully selected tasks set out in classrooms and the school hall. Pupils respond by behaving very well, working maturely and really enjoying their work. They learn at a good pace and are delighted to talk about their activities with adults and to take their turn at discussing their homework with their teacher. The clarity of routines and high expectations of staff engage a good response from children. Pupils behave very well because basic work routines have been quickly established. This enables children to make good gains in their independence and their personal development.
- 71 By the age of five children have developed their language and literacy skills to standards in line with those typical of their age. Children are mostly confident to speak out to the whole class and respond well to the teachers' questioning, which is challenging yet gentle in approach. Children are keen and alert, wanting to do their best. They listen to others knowing they will each have a turn. Children can match letter sounds to the printed alphabet and can on the whole write their names. Higher attainers can write simple sentences independently though often they have so much to write that they forget to leave spaces between the words. Children are hindered in their writing because a significant minority have an incorrect grip of their pencils which leads to a stilted formation of some letters. Children develop a great love of books and see adults as a source of both support and also people to share stories with. This was the case when a visitor entering a classroom was immediately invited to listen to a story. The child copied the teacher's example confidently, asking the visitor to choose a book and then proceeded to tell the story from the pictures, asking question such as '...and what do you think will happen next? Shall we turn the page and see?'. Other skills learnt in the literacy hour came to the forefront when a child of average attainment replicated the initial whole class sessions, encouraging other children to read aloud together. Even though the child had not adjusted her speech to take account of the audience she was confident enough to have a go. Teaching and learning is good for five-year-olds and careful assessments clearly linked to well planned learning objectives contribute very well to providing a match of work to children's levels of attainment.
- 72 In mathematical development, children attain satisfactory standards by the age of five. This is because both in the nursery and reception classes children are taught in small

groups and are set targets for improvement. On these occasions good use of time and engaging activities help children to learn at a good rate. Younger children practise and improve at counting to five and then to ten, using a good range of resources such as large dice. By the age of five, children take part in a daily numeracy lesson. They have an increasing recall of larger numbers, count with improving accuracy and become quite skilled at explaining how they arrive at their answers. This is standing them in good stead for their work in the National Curriculum. Because of the good behaviour and enjoyment in learning five-year-olds participate in practical work very well. Children's achievements are good as a result of the effective teaching which sets very clear objectives for learning. These are mostly met and at times exceeded.

- 73 In knowledge and understanding of the world, children attain the expected level by the age of five. They achieve satisfactorily in the nursery, where the quality of teaching is sound. For example, when presented with a selection of summer fruits, higher attaining children could name the most common fruits and experienced the smell and later the taste of the fruits used to promote their language. For this work, however, the learning objectives were insufficiently focused and consequently opportunities were lost to widen children's vocabulary and develop language and scientific understanding at a faster rate. Conversely, five-year-olds make good progress matched to the good quality of the teaching. Planning is of good quality and in addition learning objectives are shared with the children. The children's good attitudes and mature behaviour mean that they respond alertly to the activities set out for them and not all need the direct supervision of adults. Staff keep a clear focus on the intended learning and lessons move at a good pace. Moreover, children have good opportunity to use their literacy and numeracy skills and do so naturally as on those occasions when they weigh ingredients for baking, time the cooking and write about their task. The good deployment of support staff means that pupils' spoken language is developed throughout the lesson.
- 74 In physical development, standards in the nursery are below the level normally expected of children of this age and the children make slow progress. Lesson planning is insufficiently focused on obtainable targets to help children improve more quickly. For example, in one session the aim was so wide that it included improvements in walking, running and hopping and too little thought had gone into the provision of outside play resources. Five-year-olds achieve very well and reach standards higher than is typical for their age. Higher-attainers can jump from a fair height paying good attention to posture and safe landing and finishing of in a polished fashion. Average-attainers can balance at a height without wobbling and develop a simple series of actions such as sliding and twisting. The quality of teaching and learning for five-year-olds is very good as attention is paid to demonstration, the teaching of precise skills and allows ample time for children to practise and improve. Furthermore, the high level of discipline and children's very good attitudes and response make the learning pacy. Children's hand and eye co-ordination develops well overall though the teaching often fails to draw children's attention to the correct pencil grip or to the correct way to hold the mouse when using computers.
- 75 Children's creative learning is good and most attain the standards expected by the time they are five. In the reception classes, children achieve well and enjoy their learning because the staff work extremely well together to create shared classrooms that are inviting, exciting and informative. Much time and effort go into providing structured role-play, as in the "deep-sea cave" where children can dig in sand or use their sense of touch to find hidden treasure trove or listen to stories about the seaside. They develop their thoughts and feelings through imaginative play very well indeed

thanks to the good teaching. Insufficient space is available for role-play in the nursery and consequently children's learning is slower. Learning objectives lack clarity and as a result staff intervene less and opportunities are lost to develop children's imagination and language. The imagination of five-year-olds is put to good use in their creative work and children become skilled at representing their feelings and objects through painting, drawing and music making. Higher- attainers can draw figures with detailed features, whilst the lower attainers make recognisable body shapes.

- 76 Since the last inspection the quality of the provision for children under the age of five has been improved in the nursery through the very good leadership of the co-ordinator for early-years and the team work that has been established. The nursery teacher has established good relationships and a team spirit, improved the activities provided for children and created a work space that is visually stimulating. The provision in the reception classes sets a very good exemplar for even further improvements.

ENGLISH

- 77 Standards in English are average by the age of seven and eleven. Although a satisfactory proportion of the pupils attain an appropriate level, too few attain at a higher level. As measured by the national tests in 1999, pupils' attainments at the age of eleven were average, both in national terms and when compared with similar schools. By the age of seven results were below the national average in reading and well below the average for schools with a similar intake. Standards were average for writing, and close to the average for similar schools. The trend over the last four years for the seven-year-olds is one of improvement and the school's forecast for the 2000 national assessments suggests further improvement. The expected results in 2000 for eleven-year-olds are better than those in 1999. The longer-term trend is upwards, and results now are much better than they were at the time of the last inspection.
- 78 A significant proportion of pupils in Key Stage 2 are confident and accomplished speakers, but a small number find it difficult to express themselves orally: the overall standard is satisfactory. Pupils' learning progresses steadily from Year 3 where they listen carefully, and the most confident explain what they are doing succinctly and give reasons. Lower attainers, however, are limited to single words or short phrases. By Year 5 pupils' answers show they are listening carefully to the teacher and each other. The most confident prepare and deliver well constructed speeches. For instance, in a class debate on the desirability of school uniform, eight pupils spoke well to an attentive audience. By the age of eleven higher attainers discuss their work using a suitable vocabulary to justify their opinions. Lower attainers, in class or when talking about their work to adults, are much less skilled in expressing their ideas. When pupils speak to wider groups as, for instance, when recommending books they have read, they are diffident and their delivery lacks confidence. Standards are sound overall by the age of eleven.
- 79 Standards of speaking and listening for seven-year-olds are satisfactory. The progress pupils make in Year 1, as they contribute to discussions, and listen to each other attentively and with respect, give a steady level of achievement so that by Year 2 most pupils speak clearly and audibly, the most able using well-formed sentences, describing their likes and dislikes about what they read. Selected pupils talk confidently about their work. For example, at the end of the activities afternoon pupils explained what they had been doing to assembled pupils from the other groups.

- 80 Standards and achievement in reading are satisfactory at both key stages. By the age of eleven, the highest-attaining pupils are lively, accurate and fluent readers with good expression. Those of average attainment read accurately but are less fluent. The lower-attaining pupils have satisfactory technical competence: they read most words accurately, but are less confident when talking about the content of their reading. Most pupils at this stage have a sound knowledge of the standard library classification and have satisfactory reference skills. The very well organised homework has particularly helped to improve standards by the age of seven. The highest-attaining seven-year-olds read accurately, confidently and with good expression, using different ways of tackling unfamiliar words. They talk intelligently about what they read. Average attainers read confidently, but with some inaccuracies, and the lower attainers recognise some words in the text but make many errors. They have poor comprehension and need much support to talk about what they have read.
- 81 The standard of pupils' writing is satisfactory. The writing of pupils in Key Stage 2 is satisfactory and a significant proportion is good. The best demonstrates work in a range of styles, among them, for example, report writing in Year 3, persuasive writing in Year 5, accounts of 'my favourite place' in Year 4, and, in Year 6, poems evocative of the history and solitude of Tynemouth Priory. The best work of eleven-year-olds is carefully planned and redrafted to give it a convincing structure. Dialogue is well executed, as in an interchange between a prudent boy and his unaware parents about the wisdom of picnicking in a field containing a bull. Pupils write in ink; handwriting is joined-up, neat and legible and spelling usually accurate. More typically, pupils have interesting ideas which they develop as a result of careful redrafting into narrative with a planned structure. Other styles of writing, such as persuasive argument, play scripts and poems are also competently managed. The handwriting of average pupils is uneven but legible and the spelling is usually accurate. The writing of the less able pupils is often limited to the first person, is brief and does not show a secure grasp of narrative structure. Their handwriting is legible but immature, and spelling is uncertain.
- 82 By the end of Key Stage 1 the highest-attaining pupils write well in a variety of styles. Their stories contain good ideas, like the talking fish in the magic school bus journey under the sea, and good description: in Jersey 'they have lovely bright blue swimming pools'. Their handwriting is clear and legible with well-formed letters. Over the year they make good progress, with gains in the quality of the content and the handwriting. Pupils of average ability have good ideas for stories but their skills are less well established. Spelling is often phonetic, although usually plausible. Their handwriting is uneven, but improving over time. The stories of the least able represent a reasonable sequence of events, but with conventions of spelling and punctuation not secure. Their handwriting is immature, though legible.
- 83 Much of the pupils' work is well presented. However, the handwriting of a significant minority at all points in the school is not as good as it should be. This is at least in part because many pupils - up to half in some classes - do not hold their pencils properly. Pupils' other literacy skills are satisfactorily supported in other subjects. There are good opportunities for extended writing in history and in religious education. Pupils accurately record science experiments where teachers encourage them to select their own vocabulary. Pupils are given practice in interrogating different sources for research in topics, for example for history.
- 84 The progress of pupils with special educational needs is good when withdrawn for extra support and when extra support is given in the classroom. At other times progress is sound. Seven-year-olds write simple sentences with several mistakes, and

ideas conveyed orally are less clear when written. They make steady improvements in their understanding of letter sounds but their skills of applying their knowledge to work out unknown words is less well developed. As a result their reading is often stilted. By the age of eleven steady improvement has continued in pupils' confidence with language, and application of basic skills of reading and writing.

- 85 Pupils are enabled to succeed as they do in English because of the satisfactory quality of the teaching they receive, although the quality of the teaching they experience is inconsistent across the school. For example, the quality of teaching was satisfactory in 47 per cent of the lessons observed, good in 29 per cent and very good in 18 per cent. It was unsatisfactory in six per cent. Particularly strong teaching was seen in Year 3 and Year 5 and the least successful was in Year 4.
- 86 Teaching and learning are most successful in lessons that take place in an atmosphere of very good relationships, which ensure pupils' good behaviour and close attention to the lesson. Supportive comment enables pupils to be confident and not afraid to try out new ideas, to be prepared to work hard and to want to please the teacher. Pupils' behaviour is accordingly often very good. Teachers know the subject and their pupils well so that good planning provides pupils with tasks which they recognise as relevant. The level of challenge is high and, by insisting on a fast pace, teachers keep pupils involved and interested. Skilled questioning, with suitably open questions, draws in pupils of all attainments, including pupils learning English as an additional language, keeping them attentive and eager to participate. The teachers pick up and use points made by pupils to good advantage in their teaching, thus making clear they value their contributions. The good use of praise motivates. Explanations, instructions and demonstrations are clear so that pupils know exactly where they stand and what is expected of them. As a result, they settle quickly, work industriously and concentrate well, producing good work. A good example of this was seen in a Year 3 literacy lesson where pupils, familiar and secure in the daily routines, worked at the sequence of tasks given them without fuss and continued in complete silence until they returned to the whole class eager to discuss what they had been doing. Marking is supportive. Helpful comment assesses, corrects, supports and gives good ideas for improvement. Homework is regularly set and supports the teaching well
- 87 Where teaching and learning is less than satisfactory it is sometimes because they tend to lack pace or because there is insufficient challenge. When this happens, pupils find what they are asked to do either too easy or too difficult. Learning objectives are not clear enough, and the lesson loses focus. Sometimes lessons are too teacher-led with the result that pupils are discouraged and unwilling to take risks. Consequently, pupils' motivation dissipates and progress becomes unsatisfactory.
- 88 Tasks are adjusted for pupils learning English as an additional language. Good opportunities are made for speaking and listening and effective models are presented. The fact that pupils are welcomed and quickly befriended by classmates makes the school a conducive place for these children to learn. Pupils' oral skills are ahead of their written work which is at first untidy but develops well over time. Pupils' writing is less detailed and imaginative than their oral work.
- 89 The subject is very well organised and all efforts are directed at improving standards. Assessment arrangements are very good. The results of formal assessments are carefully analysed, and lessons drawn for the pupils' subsequent programmes. Pupils' progress is carefully tracked and appropriate targets are set. Pupils thus know what is

expected of them and conscientiously work to achieve their targets. In this way pupils are helped to do their best, and standards are maintained. Since the last inspection in 1996 progress has been made in improving standards from a very low point and the quality of teaching has improved. The curriculum is well documented and rightly takes account of aspects of English outside the National Literacy Strategy. Most significantly, leadership of the subject is now well established and teaching, curriculum and standards are regularly monitored. It is too early for the beneficial effects to be fully apparent, but inconsistency in teaching is being addressed through the setting of individual teaching targets for improvement and the subject is well placed to make further progress.

MATHEMATICS

- 90 The 1999 National Curriculum tests for eleven-year-olds show that pupils' performance was below the national average and below average when compared to schools with pupils from a similar background. The 1999 National Curriculum tests for seven-year-olds show that pupils' performance was below the national average and well below average when compared to schools with pupils from a similar background. The Inspection judgement is that pupils' attainment is broadly in line with the national average at both key stages.
- 91 There has been an improvement in standards since both the last inspection and the 1999 national tests. The rise is accounted for by the effective implementation of the National Numeracy Strategy and the very thorough analysis of school-administered tests. The results of these tests are used to track the progress of individuals and to address the problems encountered by pupils. One area identified for improvement was mental mathematics and a focus on this has improved pupils' mental mathematical skills throughout the school. Teaching of a high standard in Years 2, 3, 5 and 6, the setting arrangements for pupils in Years 5 and 6 and the extra boost given to particular groups contribute to the raised standards. The effective use of individual targets for all pupils stems from the assessments. Eleven-year-olds are achieving well and a higher percentage of pupils than before are now working at the average level, and a significant minority at a level above that typically expected. One gifted pupil is working at a very high level usually only achieved at secondary school. Seven-year-olds are mostly reaching levels normally expected of their age group and a minority are achieving higher levels because they are set challenging work to do. Lower attaining pupils and pupils with special educational needs achieve well. Pupils with special educational needs make good progress in the withdrawal groups where they work with a specialist teacher and the content reflects that being delivered in the classroom because the teachers liaise very well. Sound progress is made at other times. Skills in mental arithmetic develop step-by-step but the written work of pupils with special educational needs requires correction at times because the presentation is untidy and figures are misread. There is a good selection of books and practical equipment, which are well organised, accessible and well used, giving all pupils the concrete examples they need to achieve sound understanding.
- 92 Eleven-year-olds are able to multiply and divide whole numbers with ease and add and subtract numbers with up to two places of decimals. They are able to use various strategies for working with these computations in practical and problem solving situations. Higher-attaining pupils choose the appropriate operation to calculate a problem, and explain their working. For example pupils in the higher set in Year 6 use their knowledge of percentages and the skill of using a calculator accurately to work out the costs of a holiday and to check this by an estimation of the costs. Pupils in the

lower set work on problems using money. They work in pairs to devise and solve written problems using addition, subtraction, multiplication and division in real situations. Pupils have increasing competence in handling and interpreting data, and are able to construct and interpret information in tables, charts and line graphs. Lower attaining pupils work with simple charts, higher attaining pupils use both fractions and percentages when working with more detailed charts. Pupils are able to measure the areas and perimeters of simple shapes and use a protractor to measure angles accurately. They carry out investigations of probability using the correct mathematical vocabulary. Higher attaining pupils understand and use the probability scale of 0 to 1.

- 93 By the time they are seven, pupils add numbers up to 100 and confidently use mental recall to solve simple problems. They use appropriate mathematical language to describe shapes and are able to estimate length and check this by measuring. They understand place value and can arrange numbers in order to 100, although lower attaining pupils need some practical help such as reference to a chart of numbers. Higher-attaining pupils understand place value to 1000, are able to complete simple problems using the 2, 5 and 10 times tables and are able to manipulate numbers mentally quickly and accurately. Challenging work is provided for higher attaining pupils, for example in a Year 2 class learning to use money, the higher attaining pupils 'buy' more than one item and work out the change. Lower-attaining pupils also use money but at a simpler level, they work out the coins needed to make up amounts of money. Their work is less accurate and they need more help to complete it.
- 94 The quality of teaching and learning is good overall with nearly a third very good, especially at the end of both key stages. However, the quality of teaching is inconsistent, with nearly one fifth unsatisfactory, mainly in Years 1 and 4. The teaching and learning of eleven-year-olds is good, but within this there are examples of good, very good, satisfactory and unsatisfactory teaching. The teaching and learning is satisfactory for six and seven-year-olds though here too there is inconsistency across the classes. A factor in the effective learning is pupils' attitude to their work, which is good. Pupils sustain interest and concentration well and can persevere with a task to complete it. They are keen to answer questions and are able to organise themselves with books and equipment, which they look after well. They are able to collaborate well in pairs or groups because their behaviour is good and there are good relationships between pupils and between adults and pupils. A mathematics club at lunchtime is well supported and contributes to the positive attitudes towards mathematics.
- 95 Where teaching and learning are good teachers have good knowledge and understanding of the numeracy strategy and understand how to teach the basic skills well. They provide clear explanations to the pupils and question them perceptively. Questioning is used well to extend understanding and to make pupils think about what they are doing or explain how they worked out their answers. Because teachers vary the difficulty of the questions all pupils can succeed and this increases motivation and confidence. Class management is good and the pace of lessons is brisk, maximising the teaching time. In unsatisfactory lessons, the pace of the lessons is slow allowing pupils to lose interest, become restless and achieve less in the lesson. The mental mathematics session now incorporated at the beginning of every mathematics lesson is supporting progress well. Teachers use games and strategies such as 'bingo' and 'number fans' during this session to ensure all pupils are actively involved in and enjoy the lesson. Pupils are motivated by the tasks and apply themselves to the work well. They are now able to perform a wide range of mental calculations quickly and confidently. Learning support assistants and parent volunteers are well deployed,

working knowledgeably with groups of pupils on set tasks. This helps the pupils to learn effectively, particularly pupils with special educational needs who often need more help and support to complete work. Homework is set regularly and effectively to involve the parents in the learning tasks and to extend the work completed in class.

- 96 Planning is generally thorough for pupils of different levels of attainment and it is when this is not in place that teaching is unsatisfactory because the tasks planned for groups of pupils are not appropriate; they lack challenge and are repetitive, limiting the pupils' learning, or are not related sufficiently to the introduction, leaving pupils unsure about what to do.
- 97 Numeracy skills are used appropriately in other subjects such as science, design and technology, and geography, but information technology is not sufficiently used to support pupils' work in mathematics.
- 98 The leadership and management of mathematics are very good. A very good quality action plan is being implemented to raise standards and improve lesson planning and teaching, and pupils' work is monitored, an improvement from the last inspection. The strategy of monitoring is successfully improving teaching and learning though there remains some inconsistency.

SCIENCE

- 99 The 1999 national test results for eleven-year-olds were well below the national average and below the average for similar schools. Despite a significant dip in results in 1999 the trend over the past four years is upwards and confirmed by the inspection judgement. Standards have risen from 1999 from well below to below average nationally. Although the proportion of pupils succeeding at the level expected of them for their age is similar to that found in most schools, the proportion achieving at a higher level is smaller than usual. This is because higher attaining pupils are not always fully challenged, especially in investigative work. Standards overall are not as high as they were judged at the last inspection. Pupils make steady progress due to teaching that is at least satisfactory and pupils' positive attitudes to learning. There is no significant difference between the attainment of girls and boys. Pupils with special educational needs make insufficient progress because learning targets are not detailed enough. They make better progress when support teachers or class teachers give them suitable guidance and extra help to match their needs.
- 100 By the age of eleven pupils build up satisfactory investigative skills. They know how to make a test fair as was demonstrated by Year 4 pupils testing rocks for hardness. Most pupils can follow instructions and write out the procedures and their findings clearly. However pupils seldom plan their own investigations. They make predictions and in some lessons explain their observations but do not always have appropriate scientific understanding when explaining their observations, for example they describe what happened without explaining how or why it happened. Consequently pupils' sound knowledge of living processes, materials and physical processes is not always evident in their investigative work.
- 101 In the teachers' assessments of seven-year-olds in 1999, standards were below the national average because though a substantial proportion of pupils gained a typically expected level for their age there were considerably fewer pupils gaining higher levels. The inspection judgement is that standards are average for pupils of this age, similar to the results in the last inspection but an improvement on those for 1999. Teaching of

good quality that develops positive attitudes and uses investigative work to develop knowledge and understanding contributes to the good progress pupils make.

- 102 Seven-year-olds have well developed investigative skills. For example, when Year 2 carried out a test on the strength of different pupils they knew how to make it fair. Pupils are confident in their work and this builds up from Year 1 when most pupils can name different forces such as push and pull and through investigation understand the effects of different amounts of force on a toy with wheels. They work well collaboratively on investigations, behave well at all times and are eager to answer questions as when higher attaining seven-year-olds explain the need to measure accurately. Pupils observe and classify soundly when they identify creatures they find in the school garden; they describe the properties of materials and higher attainers can explain why materials are used for different purposes. Pupils know how to make an electrical circuit and some can explain what insulators and conductors are.
- 103 At both key stages pupils can recall a lot of the technical vocabulary of the subject but they do not always fully understand the terms. Pupils often use their own words to write up investigations though factual writing is sometimes copied and opportunities to encourage higher attaining pupils to write in their own words at greater length are missed. Written work is carefully presented. Apart from using a CD-ROM to find out more information, pupils seldom use information technology to help to measure changes in investigations or to present and organise their data.
- 104 The quality of teaching for the six and seven-year-olds is good and this results in pupils learning at a good rate. For older pupils teaching is satisfactory overall though good in almost a half of lessons. Teachers have very good relationships with the pupils and well established classroom routines. Consequently pupils behave well and there is a good atmosphere for learning. Pupils have a good attitude to learning in science across the school they enjoy science lessons. Teachers generally use a good range of activities that interests the pupils and there is an appropriate emphasis on learning through investigation; consequently, pupils are inquisitive and want to learn. Teachers use questions well to help pupils to recall what they have learnt and to develop their understanding. They ensure that pupils learn the correct technical language of the subject. For example, word lists build up a glossary of useful terms. In a Year 6 lesson where chemicals were used, there was very good attention to health and safety.
- 105 Teachers' planning is satisfactory overall. Clear learning targets are identified and shared with the pupils so that they are clear about what they will learn. However, the targets and activities are not often adapted to meet the needs of higher and lower attaining pupils and as a result these pupils are not always challenged. Pupils' written work is marked regularly and teachers give helpful guidance to pupils. On occasions, technical language that is spelt incorrectly is overlooked. Assessment in lessons is good and teachers use questioning well to check pupils' understanding. Full use is not always made of assessment to check what pupils have learnt when repeating a topic taught earlier. As a result time is spent revising rather than developing new learning.
- 106 The leadership and the co-ordination of the subject are good and committed to improvement. The co-ordinator has a clear view of what is needed to raise standards and is able to support staff across the school to this end. Since the last inspection assessment procedures have been introduced and the scheme of work developed. The results of the national tests have been analysed closely and this has led to significant developments such as the focus on teaching the content and the language

of the subject. The co-ordinator checks the written work of pupils closely and this has led to improved teaching approaches, improving standards and well presented work.

INFORMATION TECHNOLOGY

- 107 The attainment of pupils at the end of both key stages is below national expectations and lower than that reported at the time of the last inspection. This is because of insufficient resources in the classrooms, the absence of a structured scheme of work to be followed, variations in the teachers' knowledge and competence and the lack of systematic teaching of information technology skills. The leadership of the subject is unsatisfactory.
- 108 By the age of eleven pupils are able to use some aspects of information technology with reasonable confidence. They word process and present the work in a range of fonts, sizes and colours, incorporating pictures into text when they produce their own worksheet on symbolism in religious education. They can use word processing skills to produce a final draft of a piece of written work but are not able to compose text fluently on the computer, using facilities such as cutting and pasting their work to rearrange text. They use CD-ROMs and the Internet to research work in order to support their topic work on Egyptians and can print out information from a CD-ROM atlas and encyclopaedia. Pupils can use modelling programs, understanding the significance of the decisions they make. They have had limited experience of controlling external items such as using a floor robot or directing a sequence of movements on the screen. Levels of knowledge and skill are rudimentary. Pupils cannot use data handling programs or spreadsheets. They can use video and compact disc players competently.
- 109 Seven-year-olds can use a computer to generate and communicate ideas in text, using a word processor, where they use the space bar and return key and can write and edit simple text. They need some help with finding the letters on the keyboard, but can use the mouse with some confidence. They can run a program on the computer with reasonable assurance, for example, they use an art program to make pictures using a range of colours and shapes. However, pupils are not able to use information technology to sort and classify information. They have limited experience of control devices such as a floor robot although some pupils are now able, with help, to use the direction keys to guide a character from one place to another on a plan.
- 110 It is not possible to make a judgement on teaching and learning overall as very limited use of information technology was taking place in classrooms. The only direct teaching of skills was during a visit to the local education authority's information technology centre. This was a very good lesson where pupils in Year 3 used a CD-ROM to research Roman entertainment and wrote up their findings using a word processing program. They were able to include a picture to illustrate the text. The teacher had sufficient knowledge to provide challenging work for pupils and build on their previous skills to promote new ones. The tasks provided were motivating to the pupils and they worked hard. Pupils used the resources with enjoyment, concentrated very well, were able to persevere with a task and took pride in their achievements. Work was well planned with clear and appropriate objectives and clear explanations and demonstrations were given. Pupils worked well in pairs, which allowed higher attaining pupils to help and support lower attaining pupils. Their behaviour was very good. Voluntary helpers were deployed well to circulate and help pupils having problems, contributing to their progress in the lesson. As each class is able to use this

resource only once a term, the very good progress made during the lesson is not maintained within school.

- 111 The co-ordinator recognises the present shortcomings and there is an action plan as part of the school development plan to address these. The action plan is not due to be implemented until September 2001 and staff training does not begin until September 2000. The policy is out of date and there is no practicable scheme of work to identify clearly the development of skills and their application across the curriculum. Although a system for assessment and recording has been developed, an improvement from the last inspection, this has not been implemented consistently. Resources are unsatisfactory and classes have to share one computer between two classes. The six computers in the library are underused and although the pupils from Year 6 report using them occasionally for research, they were rarely seen in use during the inspection. Information technology is not used sufficiently to support numeracy or literacy or other subjects though some effective use is made of programs to support pupils with special educational needs.

RELIGIOUS EDUCATION

- 112 By the age of eleven pupils reach standards that are good. Seven-year-olds attain standards that are broadly in line with the expectations of the Agreed Syllabus. Pupils with special educational needs make sound progress benefiting well from the opportunities provided for discussion. Overall the school has made good progress in the provision for religious education since the last inspection and this has helped to raise standards by the time pupils leave the school.
- 113 At the age of eleven pupils have a good knowledge of the Christian message arising from the Sermon on the Mount and can relate the concept of happiness other than that created by materialism to their own lives and experiences. Higher and middle attainers are very perceptive of Christian values in the examples they give such as the support of friends, care of family and the joy of sunshine. Many pupils express well-formed opinions and are able to compare and contrast their own experiences with the expectations of members of the Muslim faith sensibly and sensitively. Relationships are very good and pupils share their feelings and thoughts in a secure atmosphere brought about partly through their familiarity with activities promoting reflection and discussion. They have the confidence to discuss sensitive issues and listen intently to others. They reveal a good spiritual awareness and give value to this important area of their lives. Pupils can recall the meaning of key words such as 'gospel' and 'parable'. They make links with their recent history topic to World War Two, the visit to Eden Camp, the diary of Anne Frank and their study of Judaism. They can discuss the value of symbolism in religion and make links to the power of commercial symbolism. They are willing to participate in demonstrating important rituals when approaching a prayer mat and know about the five pillars of Islam. Some pupils offer reasons for the purpose of prayer and higher attainers can articulate their feelings when observing the gender differences in the roles of males and females in Muslim prayer practices.
- 114 By the age of seven pupils can reflect upon the consequences of their own actions, can attempt to predict the outcome of a story and can contribute a variety of ideas about what makes the world special. This is because of the steady pace of teaching and the interest sustained throughout the reading of a story. Pupils say that the sun is special because it gives light and warmth. Others mention small creatures and plants and give reasons for their choice making good links to their previous science lesson. Pupils listen attentively and in the good atmosphere are confident and keen to

participate and answer their teacher's questions. This forms a good springboard for the higher levels of attainment as pupils grow older. In the one lesson seen, the quality of teaching was sound with an engaging introduction and a sensitive listening time for a pupil who wished to express a valid opinion and explain her guru's teaching. Pupils immediately engaged in a short, written activity requiring them to think about something special in the natural world.

- 115 The standard of teaching and learning at the end of Key Stage 2 is good and ensures that pupils are aware of the learning objectives for the lesson. There is good use of discussion time to skilfully encourage pupils to share their ideas. Very good relationships and a supportive environment are sustained. Good presentational skills are used to generate a feeling of something special for example, the use of prayer mats to show pupils prayer rituals and when explaining the importance of the Koran. Confident, assured subject knowledge is applied and high expectations ensure good quality written work is achieved.
- 116 The subject is well led with long-term planning carefully mapped out across the school and linked to a whole school topic structure. The past and present curriculum leaders liaise very well and, together with the assistance of the local education authority, have improved provision for resources and contributed to the raised levels of teacher knowledge and consequently improved confidence since the last inspection. There are improved resources and collections of artefacts for world faiths, which are used well.

ART

- 117 Eleven-year-olds attain standards in accordance with what is expected of children the same age. Seven-year-olds, because of the beneficial effect of the activities afternoon, where all pupils in turn experience the teaching of a specialist team of teachers and adult helpers, attain standards higher than would be expected. The achievement of seven-year-olds, including pupils with special educational needs is good; in the school overall pupils' achievement is satisfactory.
- 118 Seven-year-olds effectively use a variety of materials and methods to create different visual effects. For example, working to a 'woodland' theme, pupils use clay to create a woodland sculpture; they manipulate materials to create three-dimensional objects including papier maché stick sculptures in the style of Archimboldo. They confidently mix paint, experiment with colour and build up a repertoire of woodland colours, their essays in colour making attractive compositions in themselves. On the computer, they manipulate the mouse, select tools, draw lines, fill spaces with colour and print their woodland designs. Completed work on display, on the theme of holidays, includes collaborative collages which combine realism with a sense of humour: the campsite displays clothes hung out to dry between the tents and the mountain resort contains skiers and a yeti. The quality of teaching in the single lesson seen in Key Stage 1 was very good. This was because it was thoroughly planned, and clear explanation and demonstration ensured the pupils knew what they had to do and how to set about it. As a result, they listened attentively, volunteered eagerly and settled to work with a will. They clearly enjoyed the activities and co-operated well, justifying the teacher's expectation that they would work seriously and assiduously. They were manifestly pleased with what they produced. The well-briefed adult helpers ensured that all pupils had access to the activities provided.

- 119 Eight to eleven-year-olds build on their skills and, over time, work successfully in a good range of visual and tactile styles. For example, Year 3 pupils working to support their history theme, using paper and paint create convincing Roman shields. Employing a range of provided materials to re-create Roman mosaics, they explain the background to their work and begin to evaluate each other's compositions. The quality of teaching is satisfactory and suitable resources, including examples of the work of established artists are made available to help the pupils. This was the case when Year 4 used examples from established artists, as a stimulus for learning watercolour techniques and created a background wash with a variety of brush strokes and a balance of colour and tone. They observe closely and record their observations in charcoal, pen and ink. By the end of the key stage, the highest attaining pupils have improved their observational drawing; for example, a study of part of a plant shows line and texture well represented. The work of the average attainers shows the pencil less well controlled, however. Working in textiles, pupils design, revise and make fabric collages of animals and birds. A successful Year 6 visit to Tynemouth Priory resulted in paintings following John Piper which in most cases captured the atmosphere of the ruined building well, using colour and form very economically. The teachers' explanations and instructions are clear: pupils know what they have to do. A secure subject knowledge is applied with calm confidence. The lessons are well managed. As a result, pupils sustain interest, behave well, work co-operatively together, and make satisfactory progress.
- 120 The subject documentation is unsatisfactory as a basis for teachers' detailed planning. There is no scheme of work and the current outline, although it sets out the requirements of the National Curriculum year by year, does not extend to indicating what pupils are expected to learn progressively term by term during the time they are at the school. There are no arrangements for assessment and no portfolio of scrutinised work to validate teachers' judgements. As a result, information on the standards of pupils work is not available to assist teachers planning future programmes of work or to help them prepare pupils' annual reports. Since the last inspection, the school has maintained, and in Key Stage 1 improved, the standard of pupils' attainment. It has not, however, made sufficient progress in organising the curriculum or making arrangements for assessing pupils' work. The newly appointed co-ordinator is rightly aware of the importance of making early progress in these areas so that pupils' achievement can be improved faster.

DESIGN AND TECHNOLOGY

- 121 By the ages of seven and eleven pupils reach standards typical for their ages. Their achievement is sound and has been maintained at this level since the last inspection because, in their planning, teachers take a sound account of pupils' previous learning. Pupils with special educational needs make sound progress in the practical aspects of their work.
- 122 At the age of eleven, pupils working with clay estimate accurately and use hands and tools to shape the material in order to produce game pieces that are even in size, regular in shape and within the parameters set. They revise and remodel, regularly checking that their clay pieces fit the allotted space. Overall, the standard of teaching is satisfactory and effective review of pupils' previous learning ensures that pupils know what is expected of them. Clear expectations are conveyed successfully and so pupils have a clear view of the steps in making a product and use scissors, knives and glue guns safely in the construction of a small box. Pupils are given several reminders to ensure that they work within the brief and individual pupils are coached carefully

with good regard for safety. As a result they follow instructions and cut out shapes accurately when they make the components of a game such as the "Senet" game, which is linked to their study of Egypt. Pupils' behaviour is good. Most pupils work industriously and concentrate well and this enables them to use the resources sensibly.

123 No teaching was seen at Key Stage 1, though the strength of recall from younger pupils when talking about their work would indicate that teaching has a fair impact on pupils' learning. Seven-year-olds were very keen to recount experiences building a model castle after their visit to Warkworth Castle. Pupils made a plan of and constructed a castle out of cardboard before adding paint and details such as doors and windows. Pupils reviewed the making process and made judgements about the nature of selected materials as they explored ideas about shape and the strength of building materials.

124 The subject has not received strong leadership and is reliant upon the initiative of the class teachers. Curricular planning is out of date but a recent topic summary that shows the current position of design technology is a good step forward.

GEOGRAPHY AND HISTORY

125 The overall standards in geography and history are sound by the ages of eleven and seven and pupils' satisfactory achievements have been maintained since the time of the last inspection. The recent emphasis on literacy and numeracy has reduced the amount of time available for history and geography. Nonetheless a strength is in the geographical fieldwork regularly under-taken which impacts well on pupils' appreciation of the local environment. This is further exploited through educational visits to places of historical interest. Pupils with special educational needs make sound progress because they are involved in discussion and benefit equally well from the visits but planning for their written work is under-developed. Display of good quality, with a judicious mixture of commercially produced information and pupils' work, not only written work, but also artifacts made by the pupils, such as Greek vases, Roman shields and models of Tudor houses, play an effective part in pupils' learning. The policy and scheme of work for both subjects have yet to be brought up to date.

126 By the age of eleven, pupils investigate topics such as the geography of Egypt, selecting and combining information from a wide variety of sources, including brochures, information books and CD-ROMs. With a good standard of presentation and using appropriate vocabulary, they can report their findings to the rest of the class. They have reasonably well developed geographical skills and can draw some very good maps of the local area from oblique aerial photographs, building soundly on previous learning. They can locate the school and their homes on a 1:50 000 Ordnance Survey map and use the key and a variety of clues from the map to work out which school marked on the map is their school, and to follow their journey from home to school. Insufficient teaching was seen to make an overall judgement on the quality of teaching but in the one lesson seen it was good. The effective range and quality of resources and the good relationships enabled pupils to learn at a good pace and be very clear about what they had find out about the climate, and tourism of Egypt for example. Pupils' response to discussion about their work in geography is good. They recall best the features they have studied on their fieldwork, on their visits to places such as North Shields, the River Tyne, St Mary's Island and Berwick, about which they can talk enthusiastically. These outside visits provide the highlight of the work in geography and help to give the pupils a positive attitude to the subject.

127 Eleven-year-olds can discuss the similarities and differences between life in former times, such as in Roman Britain, and life in Britain today or life in Ancient Egypt and life in Egypt now. They can use information gleaned from a variety of sources. Through a visit to Eden Camp and an interview with someone who lived through the war, as well as through looking at old newspapers and books, they gain an appreciation of what life was like in wartime Britain. They develop an understanding of changes in the local environment and recognise the features in the environment that relate to former times, such as the Tudor period. Pupils in both key stages enjoy the history activities, particularly the visits and visitors. They listen attentively and get on with their work when there are clear targets set and the pace is appropriate. They are keen to find out about the past and willing to discuss it, making comparisons between the present day and historical times. They work well together, for example to find out historical information from a CD-ROM. Both their behaviour and attitudes are good. Teachers' use of visitors is a particular strength, engaging pupils' interest and sense of discovery. There are shortcomings where lessons have been thought of in terms of activities rather than in terms of historical knowledge, understanding and skills to be acquired. At these times, higher attainers are insufficiently challenged by the tasks and have no extended work provided. Planning for the progress of pupils with special educational needs is insufficient.

128 By the age of seven, pupils can talk about their locality, discussing its main geographical features. Their best knowledge is of places they have visited as part of their geographical fieldwork and inquiry into the local area and reflects the strongest aspects of the curriculum and the school's determination to use the local environment to best advantage. In history, pupils consider homes today and homes in the past, making a special study of life in a mediaeval castle. They understand the idea of change over time and they begin to put events into order and record them in correct sequence. Pupils are well behaved and try very hard to answer questions. They co-operate effectively with each other and respect the contribution made by other pupils. Their attitudes and behaviour are good and they also enjoy finding out about places beyond their local area and can talk about the sort of place they would like to go to for a holiday, giving reasons for their choice. Lessons are often practical in nature, as in a geography lesson for six-year-olds when they matched the side view and plan view of objects. One lesson was seen in geography and in this the sound teaching provided a good selection of resources and the judicious use of work sheets promoted collaborative work quite well. A sound end to the lesson promoted learning satisfactorily and helped pupils to use new vocabulary correctly, as when they used such terms as: 'bird's eye view' and 'vertical view'. Not enough attention was given to planning for pupils with special educational needs. No teaching was seen in history at Key Stage 1.

MUSIC

129 Standards and achievement by the end of both key stages are satisfactory. At the time of the last inspection attainment was above expectations for older pupils. The concentration by the school on literacy and numeracy has meant less attention to music though the school has managed to retain some good features in extra-curricular musical activity. Pupils with special educational needs make satisfactory progress.

130 Eleven-year-olds use musical terms such as 'crotchet' and 'quaver' correctly, they enjoy the music and concentrate hard to perform rhythms accurately. Pupils are helped to improve their sound quality in singing, praise is used well to encourage pupils to concentrate and improve performance and very good relationships are in

place. In the one lesson observed pupils listened well, offered sensible ideas and shared instruments, willingly passing them to others who had not yet had their turn. Pupils followed instructions readily and settled quickly to work. Pupils' behaviour was good and they listened well. Pupils sing tunefully and rhythmically during assembly, sometimes with energy and with contrasting loud and quiet dynamics. Pupils convey pleasure in the performance though a small number of pupils lack engagement in the singing. Pupils' response to extra-curricular music is positive and enthusiastic and there is a healthy range of engagement by pupils in choir, orchestra, recorders and keyboard activities. Pupils are well managed, technical terms are appropriately used, plans are clear and pupils' work is carefully reviewed.

131 In the one lesson seen for younger pupils the seven-year-olds generally enjoyed their singing. Pupils tried very hard to remember the words, carry out actions and try to improve their singing. During an activity afternoon some pupils successfully prepared and performed a short composition based on a woodland theme with one pupil exercising the responsibility of conducting. Pupils play with good control under the conductor's direction. The composition showed awareness of form and suitably reflected the theme.

132 Responsibility for leading the subject has recently been shared, and this has proved to be effective. Provision of resources for learning has been improved since the last inspection, but the integration of these resources into a coherent whole school plan has yet to be achieved. A good range of extra-curricular activity effectively supports music within the school. Wind instrumentalists regularly give good support when playing during hymn singing. The school orchestra and choir are lively and enthusiastic ensembles. Effective lessons are provided for a range of orchestral instrument, percussion and keyboard. Pupils have the opportunity to participate in much valued school productions.

PHYSICAL EDUCATION

133 Standards are appropriate by the ages of seven and eleven and similar to the standards found at the last inspection. Pupils make the progress that is expected of them and their achievement is sound. The quality of teaching in physical education is sound across the school. Around half the teaching is good but there is some unsatisfactory teaching in both key stages. Teachers have good relationships with their pupils based on respect. Consequently pupils behave well, listen to instructions and are ready to learn. In a Year 1 lesson and a Year 5 lesson teachers' good subject knowledge resulted in pupils receiving clear guidance on how to improve their games skills and consequently pupils made good progress.

134 Most Year 6 pupils achieve sound standards in swimming. Older pupils have reliable catching and throwing skills with a small ball over short distances and a small number of Year 5 pupils have good skills in this. A good proportion of pupils benefit a great deal from the opportunity to take part in a very good range of extra-curricular activities. Pupils enjoy physical education lessons. They are well behaved and have good sporting attitudes, in games lessons especially. Girls and boys taking part in the gymnastics club perform gymnastic actions with control and good presentation. Pupils taking part in hockey make good progress and benefit from the teaching of a qualified coach.

135 By the age of seven pupils can explore movement intelligently and thoughtfully and move accurately in time to the music. Pupils perform well in gymnastics. Most

combine two movements satisfactorily and some add a third. Pupils have original ideas and use unusual and complex elements in their sequences. Pupils can throw and catch a ball or beanbag whilst on the move and most improve their control through the course of the lesson. Pupils share apparatus in gymnastics and games sensibly. They know how to warm up their muscles before exercise and how important it is to do so. They are less skilled in evaluating activity and in using this information to make improvements to their performance.

- 136 In the best lessons, a well planned range of challenging activities gives pupils plenty of chance to practise and improve and maintain good levels of physical activity. Teachers generally use demonstrations well so that pupils have good models to follow. Teachers often use good questions to help pupils to recall previous work. However, there are few opportunities for pupils to review what they have done or work out what to do to improve. Teachers pay good attention to health and safety in gymnastics and ensure that pupils learn the correct procedures for lifting and carrying apparatus safely. Where teaching is unsatisfactory groups are too large and consequently there is too little opportunity to be physically active, practise and improve. In Key Stage 1 when a sequence of actions was introduced too soon it limited the overall quality and breadth of pupils' movements. In Key Stage 2 the skills included in a lesson were not challenging enough. Pupils with special educational needs make sound progress because teachers know these pupils well and meet their needs accordingly.