

# **INSPECTION REPORT**

## **ST BEDE'S RC PRIMARY SCHOOL**

Marske-by-the-Sea

Redcar

LEA area: Redcar & Cleveland

Unique reference number: 111679

Headteacher: Mr J P Gibbons

Reporting inspector: Mr A C Davies  
3639

Dates of inspection: 2 – 5 October 2000

Inspection number: 224389

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Redcar Road Marske-by-the-Sea Redcar Cleveland
Postcode:	TS11 6AE
Telephone number:	01642 485217
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Purvis
Date of previous inspection:	11 September 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A C Davies 3639		Mathematics	What sort of school is it?
		Art	How high are standards? The school's results and achievements
		Design and Technology	How well are children taught?
		Foundation Stage of Learning	How well is the school led and managed?
J Holmes 19431	Lay inspector		How well are children cared for?
			How well does the school work in partnership with its parents?
M Hemmings 16761	Team inspector	Science	How good are the curricular and other opportunities offered to children?
		Information and Communication Technology	
		Music	
S Flood 19226	Team inspector	English	How high are standards? Children's attitudes, values and personal development
		Geography	
		History	
		Physical Education	
		Equal Opportunities	
		Special Educational Needs	

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Inspection Quality Division  
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London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6-9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Children's attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10-13</b>
The school's results and achievements	
Children's attitudes, values and personal development	
<b>HOW WELL ARE CHILDREN TAUGHT?</b>	<b>13-16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO CHILDREN?</b>	<b>16-18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?</b>	<b>18-19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19-21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22-23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24-27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28-43</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St. Bede's is a Roman Catholic primary school educating 200 children (112 boys and 88 girls) aged between 4 and 11. There are a further 36 attending the nursery on a part-time basis. In January 12 of the children currently in nursery will start in the reception class. All children are white and no one has English as an additional language. The percentage of children on the special educational needs register is below average. The school serves a large geographical area and a significant minority of children come to school by Local Authority transport. Although the number of children entitled to free school meals is below average the school serves a mixed socio-economic community. The majority of children start school displaying personal and academic skills that are better than those expected for their age.

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

The school's strengths outweigh the weaknesses. The standards attained by 11-year-olds have been well above average for three of the last four years with reading being a particular strength. Teaching is satisfactory overall but with a large amount of good teaching being prominent. The headteacher and deputy headteacher form an effective partnership that is well supported by the Governing Body. However, a lack of formal procedures to check on the impact of teaching on children's learning is leading to some inconsistencies in day-to-day practice. The school gives satisfactory value for money.

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

- The effective teaching in Year 6 is having a positive impact on the achievement of children, especially the most able.
- Standards in reading are high and good use is made of reading skills to carry out research in other subjects.
- There are very effective links with the secondary school (that nearly all children move on to) ensuring that children's learning is not adversely affected when they start their next stage of education.
- Assemblies are very well led and make a positive impact on children's spiritual development and they also contribute to children feeling confident about speaking out in front of a large audience.
- The adults working with children aged up to five have made a very good start in providing an effective foundation stage of learning for the children in their care, leading to them making good progress.

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

- The unsatisfactory attitudes of a significant number of children in Year 4 are putting undue pressure on the teacher and adults who work with them.
- There is an inconsistent approach to dealing with children who do not behave appropriately or are not attentive in lessons.
- There are limited formal procedures in place to check on the quality of teaching and staff are not provided with clear guidance aimed at helping them improve.
- There are too few opportunities provided for children to develop their skills in writing in other subjects.
- Children are not provided with enough information about what they need to do next in order to improve.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1995. Since that time standards have improved and many of the strengths noted have been maintained. The school has successfully put in place many of the

national initiatives that have taken place since the time of the previous inspection and the progress the school has made has been satisfactory overall. However, children's attitudes to learning, a strength at the time of the previous inspection is now not as good. This is due to a significant number of children in a few classes not behaving appropriately. Similarly, the leadership and management of the school is no longer excellent, as reported at the time of the previous inspection. This is due to a lack of appropriate systems being used to check on the quality of teaching. This is impeding the school's ability to set appropriate targets for school improvement. The staff and governors have dealt appropriately with improvements required to subject management and to developing schemes of work for all subjects. However, due to recent national initiatives there is still some work to be done in both of these areas.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	A
mathematics	A	C	A	A
science	A	C	B	B

**Key**

well above average      A

above average          B

average                  C

below average          D

well below average      E

The national test results for 11-year-olds have been well above average for three out of the last four years (including the 2000 results). Standards in reading have been particularly good throughout the school. Although comparative results are not yet available for the last set of results the early indications are very positive. The school will almost certainly retain its well above average grading for English and mathematics when compared to both national and similar schools. The present Year 6 is attaining at levels that are above that expected for their age in English, mathematics and science. However, the past few years has seen further improvements throughout Year 6 with the help of the 'booster' system. There is every reason to suggest that the same will occur again. The school has set challenging targets for the future and has successfully met targets set in the past two years.

The national test results for 7-year-olds have improved from a position of being in line with the national average in reading and writing in 1999 to being above average in 2000. The present Year 2 is attaining at a level that is above that expected for its age for English. Standards are better in reading than in writing. The standards attained in mathematics have also improved from a position of being below average in 1999 to being above average in 2000. The present Year 2 is attaining at levels above that expected for its age in mathematics. When children start school they have good personal and academic skills. Most children achieve appropriately throughout the school, with most reading well from early on. The more able children, in particular, achieve well in Year 6. This is in contrast to the unsatisfactory progress made by the most able in Years 1 and 2. Children with special educational needs make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. The very good attitudes to learning displayed by the majority of children are in sharp contrast to negative attitudes displayed

	by a significant few, particularly in Years 2 and 4.
Behaviour, in and out of classrooms	Most of the children are polite and courteous and all children are very attentive in assembly. Children behave very well in the dining room but on the playground a few children tend to be over-boisterous.
Personal development and relationships	There are many examples of older children, in particular, taking on added responsibilities. The vast majority of children are keen to help and are proud of their school.
Attendance	Good. Children are punctual and keen to come to school.

## 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.*

Each teacher is confident in teaching English and mathematics and there is appropriate attention given to teaching the basic skills of literacy and numeracy. The main issue surrounding the teaching is the difference in teachers' abilities to manage children. In Year 6 and Year 1/2 there are good examples of teachers managing children well by making it clear what is and is not acceptable. By contrast, in Year 2 and 4 the use of only a limited number of strategies to deal with inappropriate attitudes leads to lessons occasionally being unsatisfactory. The effective work of the Year 6 teacher is particularly responsible for helping children attain very well in the national tests for 11-year-olds. He is particularly successful in raising the achievement of more able children. In both Years 3 and 5 the teachers successfully engage and motivate children by using role-play as part of their history teaching. This is helping children have a better understanding about historical events. In other parts of the school there are times when a lack of appropriate tasks to meet the needs of all children is hindering their progress. Very effective teaching in the nursery is a prominent feature of the provision for children in the foundation stage of learning.

Most children work hard. In Years 5 and 6 the children are keen to do well and work hard. However, on too many occasions a significant number of children in other classes do not listen as attentively as they should. The lack of information provided for children to help them understand about what they need to do next is limiting their ability to learn effectively. Teaching is excellent in 2 per cent of lessons, very good in 16 per cent, good in 37 per cent; satisfactory in 41 per cent and unsatisfactory in 4 per cent.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school gives appropriate priority to literacy and numeracy. There is effective use made of information and communication technology to support work in history, in particular as well as English, mathematics and science.
Provision for pupils with special educational needs	Satisfactory. There is very good support provided for children with physical difficulties. Individual plans for those with learning difficulties



	identify appropriate small steps needed to help them improve. The provision for those with behaviour difficulties is not as appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory with very good provision for children's spiritual development, especially during assemblies. Music makes a very positive contribution to children's spiritual and cultural development although this is not the case in art. Children's social skills are well developed during meal times.
How well the school cares for its pupils	Children are very well known to all staff. However, the lack of appropriate procedures to deal with poor behaviour is resulting in inconsistencies in the way staff deal with children.

The majority of parents are pleased that their child/ren attend St. Bede's. A group of dedicated parents are frequently helping out in school, especially with reading. In the nursery, this group is well trained and makes a significant contribution to the overall learning that is taking place.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher work effectively as a team. They have ensured that the many new national initiatives introduced in the past few years have been appropriately implemented. However, the lack of formal systems for checking on the quality of teaching is detracting from the school's ability to identify its strengths and weaknesses.
How well the governors fulfil their responsibilities	The governors are very knowledgeable and work unstintingly for the benefit of the school. They have appropriate committee arrangements to help them provide support in important areas.
The school's evaluation of its performance	Test results are analysed and action is taken to deal with issues that arise. However, the quality of teaching is not formally checked.
The strategic use of resources	The governors make decisions based on sound consideration as to the effect of their actions on standards. This is seen in their decision to provide classroom support for Years 4 and 5.

There is an adequate number of staff for the number of children in the school. The accommodation is appropriate and there are adequate resources for each area of the curriculum.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The way in which the school helps children understand their role as part of the Catholic Church.</li> <li>The way the school helps children to become mature people.</li> </ul>	<ul style="list-style-type: none"> <li>The provision for children in Year 4.</li> <li>The system of a weekly reward for children who have been recognised as doing well.</li> <li>The activities provided for children after school.</li> </ul>

<ul style="list-style-type: none"> <li>• The quality of teaching.</li> <li>• The school is well led.</li> </ul>	<ul style="list-style-type: none"> <li>• The congestion caused by car parking arrangements at the end of the school day.</li> </ul>
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The parents are right to point out that the school helps children with their spiritual development. There is a prominent amount of good teaching and the headteacher and deputy headteacher form an effective team in leading the school. The parents are right to have concerns about the provision for children currently in Year 4 because the attitude of a few is putting undue pressure on staff. The weekly reward system for children who have been recognised as doing well is similar to what happens in other schools. Parents have good cause to feel concerned about cars being driven on to the school car park at the end of the school day.

## **PART B: COMMENTARY**

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

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

- 1 The standards attained by 11-year-olds have been well above the national average, according to the national test results, for three of the past four years. The exception being 1998 when standards were in line with national averages. An impressive percentage of children attain the higher levels for each of the core subjects of English, mathematics and science. In 2000, over 50 per cent did so for English and science. When compared to similar schools, the 1999 results are well above average for English and mathematics and above average for science. The school's improved results for 2000 will almost certainly see that the school's comparative results will be well above those of similar schools. The 1998 cohort was not a typical group with a larger than normal percentage of children recognised as having learning difficulties.
- 2 In English, despite boys' standards being above average, girls perform much better by a margin that is far greater than the national difference. This is due to the lack of interest in texts shown by a number of boys earlier in the school. Despite the renewed interest shown later in the school, especially in Years 5 and 6 they are not able to make up the lost ground. There is little difference noted in the standards attained by boys and girls in mathematics and science.
- 3 The school has set demanding targets through to the year 2002 with respect to the percentage of 11-year-old children likely to attain the expected level for their age in English and mathematics. These targets have been met in the past two years and the school feels confident that the picture will be the same for the next two years.
- 4 The present Year 6 is attaining at levels that are better than that expected for their age in English, mathematics and science. However, in previous years the 'booster' classes have helped Year 6 children make great strides in the last few months before the 11-year old tests, especially in English and mathematics. The same pattern seems to be evident with the present Year 6.
- 5 The standards attained by 7-year-olds have been above average for the past four years with the exception of the 1999 cohort (the present Year 4), when standards were only just in line with the national average in English and below average in mathematics and science. The 1999 cohort was not typical and the 2000 results show much improvement, with particularly good standards evident in reading. The overall picture for the past few years show that the standards have been much better in reading and mathematics than they have been for writing. Girls are attaining at a higher level than boys. The margin of difference in both reading and writing is due to boys not showing the same level of interest in books as girls do.

- 6 In 1999, there are significant differences in the teacher assessments and test results for 11-year-olds in English and mathematics. This suggests that teachers are not fully confident of the standards that are being attained by children and are therefore not able to provide appropriate targets to help them improve. However, the 2000 results showed little variation in test results and teacher assessments.
- 7 The standards of the present Year 2 are slightly better than that expected for their age in English, mathematics and science. However, there is greater variation in the standards being attained by this cohort. Standards in reading are again better than those of writing and there is also more variation in standards in mathematics than with previous cohorts.
- 8 There is good use made of reading to help children carry out research in other subjects. For example, in history children use a range of materials to help them gain greater understanding about the period of time being studied. However, in contrast to this there are lost opportunities to develop children's writing through other subjects. The written work in history and science tend to be too structured and allow little room for children to apply skills that have been taught during the 'literacy hour'. There is appropriate use made of numeracy skills in other subjects although it was not possible to check this for design and technology. There is good use made of information and communication technology to support work in English, mathematics, and science and particularly in history.
- 9 When children start school they often demonstrate skills that are above that expected for their age in communication, language, literacy and mathematics. During their time in the nursery and reception classes they consolidate their skills and achieve well. This is particularly the case for reading and writing. More able children are well on the road to reading independently by the time they start Year 1.
- 10 Children between the ages of 5 and 7 make satisfactory progress in the key areas of English and mathematics. However, there is significant variation evident amongst this age group. In reading, children continue to make good progress with most successfully reading at a good level by the time they are 7. There is also good use made by children in reading for the purpose of research. However, when it comes to writing the pattern is different. Children are only just making satisfactory progress in this area. Lower attainers are not making the gains in their learning expected and the more able children are not using their writing skills in other subjects to the level that they are capable of. In mathematics the more able children are not achieving as well as they could.
- 11 Older children aged between 7 and 11 make satisfactory progress overall and achieve appropriately. However, this does vary considerably across the age range. In Year 6, for example, nearly all children irrespective of ability make good progress with very good progress made by the more able children. The more able children achieve very well in Year 6 due to a combination of good and very good teaching and the impact of the 'booster' classes. Year 4 children's poor attitudes to learning are detracting from the progress that they make. A few children in this large class are putting undue pressure on the teacher. Despite additional classroom support being available a good number do not achieve as well as they ought. There is much lost time dealing with the anti-social attitudes of a few.
- 12 Children with special educational needs who have learning or physical difficulties are well supported both in and out of classes. However, the support available for those with behavioural

difficulties is not as sound. This is due to the inconsistent approach that exists for these children.

- 13 In most of the foundation subjects, children are attaining at the levels expected for their age. However, there are notable exceptions in music and art. In music, standards are better than expected but in art they are lower than expected. In music the impact made by the very good teaching of the specialist helps children achieve very well. They are able to understand about the range of music that is possible to achieve from different musical instruments. In art, the main problem is that children are not learning to develop their skills progressively. Although there is evidence of good work from some individuals the majority or not achieving as well as they could.

### **Children's attitudes, values and personal development**

- 14 The excellent attitudes found at the time of the last inspection have not been maintained. Overall children have satisfactory attitudes to school and attendance is above the national average. There have been no unauthorised absences during the last academic year. The majority of children across the school display keen attitudes towards their work, answering questions and demonstrating ideas to the class. However, there are a number of children who do consistently exhibit poor attitudes to work, school and adults. In Year 4 attitudes to mathematics and art are unsatisfactory with some children displaying poor concentration, holding discussions not relevant to the task and failing to respond to teacher intervention.
- 15 School assemblies led by the deputy headteacher constantly reinforce the values of the school, behavioural expectations and provide many opportunities for children to express thoughts and feelings. These assemblies make a powerful contribution to the personal development of all children in the school.
- 16 Positive attitudes to school are fostered in the foundation stage of learning. Young children happily leave their parents and carers and settle quickly into the daily routine. Children in the nursery class are enthusiastic about stories and clearly enjoy having stories read to them. They willingly answer questions and do listen carefully to other children. During outdoor play sessions children take great care with play equipment and play co-operatively in small groups. Good attitudes predominate in the nursery and reception classes.
- 17 The majority of children are proud of their school and know that they are there to learn. Children with special educational needs who have physical or learning difficulties are very well supported within the school environment and have good attitudes to work and try hard to please the adults that work with them. Many older children take on responsibility for a variety of tasks that include class prefects, working with younger children during wet playtimes, librarians, nursery monitors, register monitors, flag hangers, assembly preparation, caring for disabled children and lunchtime helpers. Older children in particular take these responsibilities seriously. It is apparent that these children are very trustworthy and make a significant contribution to the smooth running of the school's daily routines. Most children are very courteous and often open doors for adults and readily offer assistance with tasks.
- 18 The strong Catholic ethos makes a positive impact on the attitudes of most children at the school and they exhibit an awareness of their own spirituality and the relevance of gospel values to their lives. The vast majority display positive attitudes to school and are proud of their achievements. However, a few show poor attitudes to work. The lack of an overall policy for the management and monitoring of poor behaviour do not help them.

- 19 Due to recent renovation the quality of play on the school playground is hampered by the lack of play equipment. As a consequence many older children indulge in over boisterous play that includes pretend wrestling matches. There were no incidents of bullying observed.
- 20 School playtimes are currently not making a full and positive contribution to the personal and social development of children. By contrast, meal times are well managed and children exhibit both good manners and sociable attitudes. Older children set a good example to younger children and noise levels reflect quiet conversation.
- 21 Relationships in school are good and this makes a positive contribution to overall educational standards the school attains. Generally, with a few exceptions there is much mutual respect shown by the children and adults. Real enthusiasm for learning is generated where teachers readily share their own enthusiasm and talents with children. In history in Years 3 and 5, attitudes and enthusiasm for learning are high because teachers readily employ "role play" strategies. In Year 3 the teacher played the role of Howard Carter to illuminate an Egyptian project. In Year 5 the teacher transformed herself into a Victorian schoolteacher. Both strategies resulted in children displaying high interest levels and subject knowledge.
- 22 In Year 6 attitudes to learning are very good because the teacher has high expectations, challenges children to reach high standards and ensures that more able children receive sufficiently demanding tasks.
- 23 The school provides many opportunities for personal development through a range of visits that have included Danby Lodge Nature Trail, Saltburn Field Centre, North Yorkshire Steam Railway, Ryedale Folk Museum and the Tom Leonard Mining Museum. Visiting groups that have included concert workshops, Cleveland Theatre Company, an artist workshop and other visits to West End theatres provide further personal enrichment.
- 24 Drama productions at the school help children to develop self-confidence and performance skills. Charity projects raise children's personal awareness of their wider responsibilities to society. Fund raising events have supported Cancer Research, a recent flood disaster, Dr. Barnardo's and CAFOD.
- 25 Punctuality, both at the start of the day and in the majority of lessons, is good and contributes positively to the children's achievement and progress.

## **HOW WELL ARE CHILDREN TAUGHT?**

- 26 Teaching is satisfactory overall but with significant amount of good teaching. The main difference between satisfactory and good teaching is the ability of teachers to manage children appropriately. In Year 3, 5 and 6 a good range of strategies used by the teachers are helping children to achieve well. In contrast, the limited strategies used with Year 2 and 4 are inhibiting the progress of all children in these two classes. Since the previous inspection the amount of good teaching has been maintained but the management of inappropriate behaviour, which was not a factor at that time has resulted in some of the teaching being less effective. The main reason is that the school now admits children with more challenging behaviour and not all staff have been able to develop their strategies well enough to cope with this change. This has resulted in teaching being unsatisfactory in a few lessons and in children's learning being unsatisfactory in a significant minority of lessons. Teaching is excellent in 2 percent of lessons,

very good in 16 per cent, good in 37 per cent; satisfactory in 41 per cent and unsatisfactory in 4 per cent (2 lessons). Both the unsatisfactory lessons were art lessons.

- 27 Children with special educational needs who have learning difficulties are appropriately provided for in line with others in their class. However, teachers are not as consistent in dealing with children who have behaviour and emotional difficulties. Teachers draw up individual plans for all children with special needs and they are appropriately challenged in lessons. Additional support is available for children with learning and physical difficulties and the teachers use support staff well to give extra help when needed. The good support provided for children with physical difficulties help these children gain full access to the curriculum. The range of support materials available for them is extensive and used effectively to help them make appropriate progress in their learning.
- 28 One of the other strong features of teaching is the good teaching that is evident for children in their foundation stage of learning. In the nursery, in particular, the teacher is extremely well organised and uses parental help very effectively to enable children to learn. This is built on in the reception where good attention is given to the development of the basic skills of literacy and numeracy. Another strength is the challenging teaching in Year 6, which is helping to raise the achievement and the standards attained by children in their last year at the school. This teaching is well focused and aimed at the different needs of all children. However, a consistent weakness across the school is the inability of teachers to help children understand what they need to do next in order to improve their work. A lack of a clear target-setting procedure for individuals is therefore holding back the progress that children are making.
- 29 The teaching of music, which is taught by a specialist, is another particular strength, reflecting the position that was indicated at the time of the previous inspection. The imaginative way that history is taught helps children gain a special interest in the subject. However, by contrast, the failure to develop children's skills in a progressive manner results in the teaching of art being unsatisfactory.
- 30 In the foundation stage of learning teaching is good overall and is often very good in the nursery. The establishment of a new 'early years unit' has helped the staff working with children aged under five to focus on the needs of these young children. The staff have embraced the new national 'foundation stage of learning' guidance. They provide activities that are carefully planned to challenge these young children. In the outdoor area for example, nursery aged children are taught how to hold bats correctly and how to keep their eye on the ball as they attempt to hit it. The quality of the intervention of the adult working with them is very good and helps children make good progress in their physical development. Similarly the teacher working with another group of nursery aged children knows just when to intervene as a group of children match counters to the number they throw on a dice. She is patient enough not to intervene too quickly therefore ensuring that the task is challenging individuals. The organisation in the nursery is most impressive with equipment set out so as to be accessible to children and specific areas developed to help children focus attention on one activity for a long time. This helps children's concentration and improves their learning. Equally as impressive is the way adults, mainly parental volunteers, are deployed to help with the quality of the activities undertaken by the children. A group of children baking cakes, for example, are communicating at good levels due to the careful questioning of one of the parents. The children are expected to think about the activities they undertake and this is helping their intellectual progress. In the reception there are more formal opportunities for children to develop their basic literacy and numeracy skills. The teacher is well aware of the children's abilities and during shared reading sessions directs her questions so as to enable children to answer

questions very fully. There are good links between the main story studied and other work. The 'Three Bears and Goldilocks' is the main story used to inspire children's drawings and play activities. However, during these sessions the teacher is very focussed about what she wants children to learn. For example, during a session when passing the bear around she is looking for children to use imaginative expression when chanting the line, 'This is the bear that....' Most children do so and come up with some interesting and well-expressed phrases.

- 31 The teaching of literacy and numeracy for children aged between 5 and 7 is satisfactory with appropriate attention being given to developing children's skills in these areas. However, as children move into Years 1 and 2 there is not always the same degree of focus on the children's learning as there is in the foundation stage of learning. One of the problems is the lack of attention to what children need to do next in order to improve and to being clear with children as to how much work they are expected to do in any given session. This sometimes leads to the challenge provided for more able children being inconsistent. This is not always the case because a new teacher has recently been appointed and she works with targeted groups from both Year 1 and Year 2. The groups vary according to the subject and to the needs of the children. The one thing that is consistent however is that the children working with this teacher are more productive and work harder than when they are part of the larger class. The teacher working with the small groups manages children well. Although she works with smaller groups they often contain children that are more difficult to manage. The teacher is successful in keeping the children occupied and keeping the pace of the lesson brisk therefore allowing little time for children to distract others. One of the main difficulties in one of the classes relates to the teacher's organisation and methods. When working with the whole class, for example, the teacher uses a whiteboard that is situated on the wall on one of the short sides of the rectangular classroom. This results in some children being some distance away from the focus and they gradually move their chairs to get closer. When moving their chairs they frequently manage to cause minor, but significant, distraction to others. In this way all children's learning suffers, as their concentration is broken. There is little attention given to helping children understand what it is they are learning and what it is they need to do next to improve their work. The marking of children's work does not set specific targets for children. When a specialist music teacher works with children in Years 1 and 2 the quality of learning is much better. The teacher enthuses the children and they in turn respond positively to this lead. The teacher again keeps the pace brisk and ensures that the challenge is high.
- 32 Older children aged between 7 and 11 tend to be more enthusiastic about their work and respond more positively to the teaching. The Year 6 group in particular is very focussed and enthusiastic about improving work. However, this is not the case with Year 4. This group of children have come through the school causing concern to different members of staff. The difficulty lies in the fact that there are a significant number of children in this large group who can be easily distracted and cause problems for others. The school has recognised the problems with the group and indeed the parents have expressed concern about the group but as yet the school has not been able to address the issue satisfactorily. The children in Year 4 do not learn as effectively as they ought because a significant number do not work hard enough and they lack concentration. The teacher does apply a range of strategies to manage the group but too frequently these strategies are not effective enough. When working on more formal activities, for example literacy and numeracy, the teacher is just about successful in maintaining order and the majority of children produce work of a reasonable quality. However, as soon as any practical work is introduced the teacher does not have the range of strategies to cope as well. This results in a number of children producing low quality work and not taking pride in what they produce. This is seen during an art lesson when children are expected to draw bones from close observation using a viewfinder. A large number of children are not able

to discipline themselves when cutting out a square to make the viewfinder from a piece of card provided at the beginning of the lesson and end up demonstrating immature habits. This results in the teacher finding it difficult to gain their attention thereafter.

- 33 By contrast to this the children in other classes have much better working habits. This is most prominent in Year 6. The teacher here is very experienced and even before the children start in his class they have expectations of working very hard. This is also the expectation of parents. One of the significant features of the teaching in Year 6 is the teacher's knowledge of each individual child. He is aware of what each child needs to do in order to improve standards, particularly in literacy and numeracy. As a result tasks are well organised so as to challenge children of different abilities. This results in children making significant progress during the year and achieving well. For example, during the work related to the book, 'Goodnight Mr, Tom', the teacher helps children to look for the author's methods to engage the reader from early on. As a result of the discussion children are in a better position to use a range of idea in their own writing. What he has established is a positive working ethos where children know they have to work hard and any indiscipline is not tolerated. He does have a good relationship with the group and the children enjoy their learning, work hard and have a good attitude to learning.
- 34 In Year 3, a teacher new to the school is quickly establishing many of the positive attributes that the Year 6 teacher has. During a history lesson on the Ancient Egyptians the teacher has taken on the role of Howard Carter, the archaeologist. The lesson is intended to prepare the group for a visit to a museum later in the term. The teacher's very detailed subject knowledge helps to bring the subject alive for the children. She promotes an atmosphere of imagination and sense of wonder and inspires high levels of interest in history. During this excellent lesson, she carries the children's enthusiasm with her and experiences no difficulties managing the group of potentially over-excited individuals. There are similar strengths demonstrated by the Year 5 teacher when teaching about the different social features that existed during the Victorian period. She also uses role-play effectively in helping children gain a perception as to what life might have been like at a Victorian school. The lesson successfully enables children to move on to examining their life style compared with that of a Victorian child. The quality of learning is very good with children being able to make gains in their understanding of life in the Victorian period and also to communicate their feelings about the differences.
- 35 As mentioned earlier the teaching of music, which is undertaken by a specialist teacher, is very good. This teacher loves her subject and is able to communicate this to the children. They in turn sing with enthusiasm and a large proportion of older children are learning to play a musical instrument, due to being excited about music in general.

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

- 36 The curricular and other opportunities provided for the children in the foundation stage of learning in the nursery and reception classes are good. The adults working with these children have made a very good start in providing an effective learning environment for the children in their care leading to them making good progress. Children are well prepared for the Programmes of Study of the National Curriculum as they start Year 1.
- 37 The curriculum that the school provides for children aged 5 to 11 is satisfactory, meets all the statutory requirements and is currently being reviewed to ensure a smooth transition to the



demands of the 'Curriculum 2000'. There is satisfactory implementation of the National Literacy and Numeracy Strategies. This is helping to raise children's attainment in English and mathematics. However, the use of reading in other subjects is of a far better quality than is the use of writing. There has been suitable additional time devoted to the teaching of literacy and numeracy skills, which has meant there is less time available for other subjects, but the school has been successful in maintaining children's access to all areas of the curriculum. These include rich experiences in the performing arts, with all children being able to take part in plays and musical presentations, such as 'Jesus Christ Superstar' and 'Joseph and his Technicolor Dreamcoat'. The 'Here I Am' syllabus for religious education is effectively followed. The school successfully supports the children's physical and personal development and there is appropriate provision for children to experience personal and social education, including health education and attention to drug misuse within the science curriculum. During the inspection there was good use made of the expertise of a health visitor in a lesson for children in Year 2 to help develop their understanding of medicines as drugs and how they can be used safely. There have also been two meetings for parents in association with the police to discuss how an awareness of the dangers of drugs can be fostered within the children. The school provides for sex education in a sensitive and supportive manner that emphasises family values within a caring school community. Children in Year 6 are well supported in this aspect of their education by the school nurse.

- 38 The school is successful in ensuring that all children have equal access to the curriculum. The provision for children with special educational needs who have learning difficulties is satisfactory with appropriate procedures in place for the identification and assessment of these children. The requirements of the Code of Practice are met in full. The individual education plans give clear targets, which are broken down into small steps to enable children to make good progress in their learning and achieve well. There is very good classroom support for children with physical difficulties that allow them to take full part in all activities.
- 39 The school has improved its planning procedures since the last inspection and there is now a satisfactory structure of long, medium and short term planning in place to ensure continuity and progression of learning in most subjects. However, this is not as effective in art. The long-term planning provides an overview of the aspects of the National Curriculum Programmes of Study delivered by each year group over the year. The medium term consists of schemes of work that outline the learning objectives to be taught. Short term planning is taken from these schemes and details the key learning objectives and skills to be taught. The school has not yet been able to make full use all the national guidance provided for foundation subjects as a vehicle for checking on curricular provision in all subjects.
- 40 The provision for extra curricular activities offered to children includes football, netball and music. The school gives all children opportunity to take part in a wide variety of educational visits that enriches the curriculum by providing further significant learning experiences for children. Younger children have been on a nature trail at Danby Lodge and have also visited the North York Moors Steam Railway. Older children have visited the Tom Leonard Mining Museum and the Hartlepool Atomic Power Station and Study Centre. There are also residential visits to help develop children's social skills with children in Years 5 and 6 having opportunities to stay in London and Chester. There have been visits from an artist to develop children's skills in the use of watercolours when painting, and from the Cleveland Theatre Company to perform a number of drama productions.
- 41 The school has very good links with the community and the Church that makes a strong contribution to children's learning. The parish priest visits the school to work with children and

to take Masses. At Christmas the children sing carols around the Christmas tree in Saltburn and during the year collect litter to help keep the local area tidy. The school was involved in a parish event at the 'Riverside Stadium' to celebrate the Millennium. The children are actively involved in raising money for a variety of charities, including 'Dr. Barnardo's', 'The Catholic Child Welfare Society' and 'Imperial Cancer Research'. Children also take part in the 'Lenten Walk', which is a local charity fundraiser in co-operation with Sacred Heart School and local parishes. Within these activities the children gain a good understanding of the needs of others. There are very good links with Sacred Heart Secondary School that very effectively prepare children in Year 6 for when they transfer to the next stage of their education. These include parents and children being invited to visit the school before transfer and children spending a day working in the school in June to get them used to their new environment.

- 42 The provision for children's spiritual, moral, social and cultural development is satisfactory overall, with spiritual development being a particular strength.
- 43 The children's spiritual development through the curriculum and acts of collective worship is very good, being set within the secure context of the Catholic Faith. Children have many opportunities for reflection in assemblies and at other times of the day in classrooms. This was seen in assemblies in which children had time to think how their actions could affect others and how they should care for people in and out of school. They are able to listen to stories from the Bible and have them related to their own lives, as was seen in an assembly when the story of Jesus turning water into wine was related to the children's love of their mothers. These assemblies are led in an outstanding way by the deputy headteacher and provide an inspirational start to the school day for all children and staff. All classrooms have a focus for reflection that is effectively used by teachers during the saying of class prayers, which are said with reverence by the children. Spirituality is also promoted through links with the Church with the parish priest coming into school to work with children and take Mass. The rich experiences that children have access to in music and drama play a very effective part of the school's provision for spiritual development. All teachers value children's ideas and efforts and this is shown by the way that all children are encouraged to make contributions during lessons.
- 44 The school's provision for moral development is satisfactory and it is an orderly community in which the majority children clearly know right from wrong. Moral themes feature in many aspects of the curriculum and are an integral part of the school ethos. The children are encouraged to develop good moral values through the good examples set by teachers. The staff work hard to promote a sense of fairness among children and is successful in teaching them to be tolerant of each other. However, the poor attitudes and misbehaviour of a significant number of children in Year 4, and to a lesser extent Year 2, are causing difficulties for the teachers and adults who work with them.
- 45 There is satisfactory provision for the social development of children. Children are encouraged to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school children are provided with appropriate social development opportunities, with the staff providing good role models. Children listen to and respect the opinions of others, as was seen during the introductions and round up sessions of most lessons. The playground has recently been resurfaced and there are currently no markings to enable children to play a variety of games to help develop their social skills. There is a lack of organised activity on the playground and this leads to boisterous conduct of many of the children at break and lunchtimes. The opportunities for older children to take part in residential visits very effectively support their social development.

- 46 The provision for children's cultural development is satisfactory. Children learn to appreciate aspects of their own culture by visits to places such as the 'Rydale Folk Museum' and 'Bede World at Jarrow'. They also have opportunities to work with visitors that include artists, theatre groups and musicians. The last inspection report indicated that the children's appreciation of the diversity and the cultures of others were less well developed. The school has improved provision and now gives children suitable opportunities to learn about other cultures, traditions and beliefs. This has included providing a wider range of books to reflect a multi-cultural society and giving the children opportunity to see performances of an Indian music company. The revised 'Here I Am' scheme places greater emphasis on learning about the beliefs and traditions of other faiths and the school sees this as a way of further improving provision in this aspect of children's education. There are however missed opportunities in art to widen children's knowledge of different cultures.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?**

- 47 Teachers know the children well and recognise their personal needs. Relationships are satisfactory overall but good in the nursery and reception classes and Year 6, where the staff cares well for the academic and personal needs of the children. There is a weekly rewards system in place that recognises children's achievements both personal and academic.
- 48 The school environment is generally safe and secure with the children being supervised at work and play. The vehicle entrance to the school is shared with another school and there is a problem regarding the ingress of cars, particularly at the start and the end of the day.
- 49 The school has recently experienced greater difficulty in managing children with behaviour difficulties. Many children new to the school have provided the school with a management of behaviour problem that they did not have before. However, the limitation of suitable systems and procedures being in place to deal with inappropriate behaviour leads to inconsistencies in the way staff deal with children. It also needs to have systems to discourage unacceptable behaviour. Attendance is good and the school has appropriate procedures to promote even better attendance.
- 50 Effective child protection procedures are in place. The headteacher is the named officer for the school and has the appropriate experience and training to carry out the role.
- 51 Statutory assessments are carried out at the end of each key stage. The monitoring of academic progress made by children is satisfactory. However the lack of information provided to children about what they need to do next is limiting their ability to learn effectively. The school has yet to introduce an appropriate target setting system for children. This is something that the school has been thinking about and need to give further consideration to.

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

- 52 The school's partnership with parents and carers is good. The parent meeting was well supported with 31 attending and 87 returning their questionnaires. The vast majority of responses indicated good support for the school and the attitudes and values it promotes. The main concern raised was in relation to the group of children currently in Year 4. The parents have good cause to raise these concerns. The governors have attempted to deal with the issue

and have employed a classroom assistant to work with this group. However, the inappropriate behaviour of a significant few children in this group continues to cause concern.

- 53 Parents are satisfied with the information they receive from the school. However, parents and the school would benefit from improvements to make parents more aware of the working of any systems of sanctions and rewards. The reports to parents about children's progress are satisfactory and meet requirements. Parents receive a written report each year and have consultation evenings, although some parents express concern over the timing of the meetings. The prospectus is updated annually. The governors annual meeting to report on the working of the school is well supported by parents.
- 54 A group of dedicated parents and grandparents help in the school, especially with reading. The volunteer support is helped to work effectively with children and as a result make a significant contribution to the overall learning that takes place. The parental support in the nursery is especially effective. Parents are supportive of the work of the children, both in school and at home. Friends of St Bede's provide an active link between home, school and the parish.

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

- 55 At the time of the previous inspection the leadership and management was described as being excellent. However, the inability to deal effectively with the issues concerning children with behavioural and emotional difficulties, especially those in Year 4 and the lack of a formal system for checking on the quality of teaching has meant that leadership and management is now only satisfactory. There are however, good qualities especially related to the way the headteacher and deputy headteacher work together and the involvement of the governors in the work of the school.
- 56 One of the key strengths of the leadership is the way in which the headteacher and deputy headteacher work to each other's strengths. This sometimes means that the deputy headteacher takes on tasks that would normally be expected to be undertaken by the headteacher, for example, the deputy headteacher leads the majority of assemblies. This decision is reached after much consideration and discussion between the two and giving due consideration to delegating so that each person's strengths are maximised.
- 57 One of the main weaknesses of the leadership has been the school's ability to ensure that the leadership and management of the school take full account of the changing nature of schools, especially in relation to aspects of performance management. For example, the lack of regular checking on the quality of teaching leading to limited information being available to teachers about their strengths and weaknesses is causing the school some concern. It is particularly the case in relation to the difficulties associated with Year 4. Although the governors acted appropriately in providing additional support for this group the teacher has not been helped to expand the strategies that she uses with the children causing concern. This issue is not limited to Year 4 because there are other children causing concern elsewhere in the school. The lack of a common approach in dealing with these children is as a direct result of the ineffective systems in place to have regular dialogue with staff about their teaching strategies.
- 58 The governors are very knowledgeable people who do know about the concerns the school has about the behaviour of a significant few children. They accurately identify strengths and weaknesses and have already shown that they have taken some steps to deal with issues that have been brought to their attention. For example, the headteacher was supported in the

decision to employ additional classroom support for Year 4. The committee arrangements they have in place helps them to work efficiently and effectively and ensure that they are in a good position to know about what is happening in school.

- 59 The school has dealt appropriately with aspects of the new national initiatives that have been introduced since the previous inspection. For example, the literacy and numeracy strategies have been introduced appropriately. The other areas that the school has dealt with successfully is the way in which it has adapted its work to ensure that there is greater priority given to ensuring standards are high. The school is effective in using its test results to help it understand about areas requiring improvement. There are effective measures in place to check the school results against national and similar schools' analysis. The school is able to recognise the strengths and weaknesses of each cohort as it progresses through the school. However, it has not yet moved to use this information to develop appropriate individual target setting systems of children.
- 60 The headteacher and deputy headteacher have successfully used the school aims, which give appropriate emphasis on the Catholic nature of the school. For example, each assembly is well organised and children are able to play a full part in exploring issues of both a spiritual and moral nature. Children enjoy the assemblies and feel proud to be asked to participate. By contrast, the failure to deal effectively with the behaviour of a few children is detracting from the overall ethos that has been well established during these assemblies.
- 61 The governors and senior management use money and resources appropriately to help improve standards and the overall provision for children. The governors are very aware of the need to bring in quality teachers. The governors and headteacher recently made the decision to wait for the availability of a teacher, who could only join them on a part-time basis initially, even though it meant a short period of inconvenience for the school. Similarly, the governors, with advice from the senior management team, have made use of money to employ classroom assistants to help with issues of children's behaviour. Both these decisions were based on sound evaluation of the school's needs. The governors have started to put in place measures to help them check on how effective their spending decisions have been. This is one of the main reasons why they are so knowledgeable about the school's successes and areas that still require attention.
- 62 Subject co-ordinators are beginning to make an impact on the way their subjects are being delivered. However, the lack of an appropriate system of checking on the quality of teaching is not helping them being able to see the bigger picture. Children's work is checked and the literacy and numeracy co-ordinators have very active in ensuring that the strategies for each area have been appropriately implemented. The special education needs co-ordinator is effectively fulfilling her role with much help from the keenly interested governor. The governor attends whole staff reviews of special educational needs and is in regular contact with the teacher co-ordinating special educational needs. A policy is in place and it is effective in identifying and supporting most children with special educational needs. The exception is children exhibiting inappropriate behaviour who receive inconsistent support. The governors' report to parents outlines details of the school's implementation of the special educational needs policy and all requirements are being met. Management of resources for children with special needs is good, especially in relation to those with physical disabilities.

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

- 63 In order to deal with the issues raised in this inspection the governors and staff need to put in place an action plan to deal with the following points:

### **Improve the attitudes and behaviour of the children currently in Year 4 by:**

- Evaluating the needs of this group and considering whether some need to have individual education plans to help deal with their emotional needs;
- Considering whether there is any need to review the present classroom organisation;
- Linking with appropriate outside agencies to help consider what other help is needed; (paragraphs 5, 11, 14, 26, 32, 44, 52, 57, 92 and 96)

### **Develop a more consistent approach to managing children's behaviour by:**

- Developing a whole school policy for managing and monitoring behaviour;
- Ensuring that all staff use an agreed system of sanctions and rewards throughout the school;
- Putting in place appropriate procedures to give staff training in this area; (paragraphs 12, 14, 18, 26, 27, 31, 44, 49, 60, 62, 104, 106 and 108)

### **Develop formal procedures for checking on the quality of teaching by:**

- Agreeing with the whole staff a set of criteria for monitoring teaching;
- Setting up a regular pattern of visits to each classroom;
- Developing a proforma to use as the basis of feedback to each member of staff;
- Providing appropriate support to help deal with any issues that arise from the observation made in classrooms; (paragraphs 26, 55, 57, 62, 109, 116, 133 and 136)

### **Make greater use of children's writing skills in other subjects by:**

- Planning for more opportunities for children to write for a range of purposes in other subjects, especially history and geography;
- Link the opportunities for children to write in other subjects with the skills that are taught in literacy lessons;
- Scrutinise the work of children in history, religious education and science on a regular basis to see if there is an improvement in way children use writing in these subjects; (paragraphs 5, 7, 8, 10, 37, 91, 95, 114, 125 and 131)

### **Help children understand what it is they need to do next to improve their work by implementing an appropriate target setting procedures by:**

- Considering what procedures can be put in place to help all children know more about what they need to do next in order to improve their work;
- Considering how these procedures can be shared with the children;
- Considering how these procedures can be shared with the children's parents;
- Reviewing the present arrangements for marking children's work to take account of these target-setting arrangements. (paragraphs 6, 28, 31, 51, 59, 98 and 107)



**In addition to these main issues the school also needs to deal with the following less pressing issues:**

- Providing more appropriate challenge for more able, younger children; (paragraphs 10, 31, 95, 102, 103 and 106)
- Improving playground provision; (paragraphs 19, 20 and 45)
- Improve the progression and continuity in learning for art. (paragraphs 13, 26, 29 and 117-125)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	53

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	16	37	41	4	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	200
Number of full-time pupils eligible for free school meals		14

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	nil	2
Number of pupils on the school's special educational needs register	nil	38

#### **English as an additional language**

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

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	4.5
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### *Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	9	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	20	21
	Girls	9	7	8
	Total	34	27	29
Percentage of pupils at NC level 2 or above	School	94	75	81
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	23
	Girls	9	9	9
	Total	34	34	32
Percentage of pupils at NC level 2 or above	School	94	94	89
	National	82	86	87

### *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	16	15	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	15
	Girls	15	14	14
	Total	30	30	29
Percentage of pupils at NC level 4 or above	School	97	97	94
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	14	13	14
	Total	25	27	28
Percentage of pupils at NC level 4 or above	School	81	87	90
	National	68	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	190
Any other minority ethnic group	

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	
Average class size	28

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

Total number of education support staff	5
Total aggregate hours worked per week	66

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/9
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	£
Total income	409,125
Total expenditure	407,066
Expenditure per pupil	1.733
Balance brought forward from previous year	10,519
Balance carried forward to next year	12,578

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

### **Questionnaire return rate**

36%

Number of questionnaires sent out

242

Number of questionnaires returned

87

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	3		
My child is making good progress in school.	56	37	3	1	3
Behaviour in the school is good.	46	51	2		1
My child gets the right amount of work to do at home.	25	41	21	1	12
The teaching is good.	59	38	1		2
I am kept well informed about how my child is getting on.	34	43	15	5	3
I would feel comfortable about approaching the school with questions or a problem.	64	34	1		1
The school expects my child to work hard and achieve his or her best.	70	28	1		1
The school works closely with parents.	44	45	9		2
The school is well led and managed.	72	22	3		3
The school is helping my child become mature and responsible.	68	32			
The school provides an interesting range of activities outside lessons.	34	38	14	1	13

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 64 At the time of the inspection the school had only just set up a new early years unit, which meant that for the first time the nursery, and reception classes were adjacent. In developing this unit the staff of both nursery and reception classes have been involved in a range of discussions, which has helped them think about the principles involved, related to the new guidance for children in the foundation stage of learning. The quality of the preparation undertaken to create this new unit has therefore been good and the early indications are that a positive move has been made to set up a good working environment where there will be greater continuity and progression in children's learning. However, the implementation of the development of an early years unit is still at a relatively early stage. What has not been considered is the way in which the two classes can work more effectively together on a day-to-day basis. For example, the outdoor area is still only accessible to nursery-aged children. Although there are appropriate plans in hand to develop an outdoor area for the reception-aged children there are no plans in hand to enable the reception-aged children to use the nursery outdoor area in the meantime.
- 65 All staff work to the new foundation stage of learning framework and each member is fully aware of the goals for each area of learning. The planning in both classes reflects the emphasis given to ensuring that there is progression in children's learning. If anything the present planning system is over-ambitious and requires teachers to spend too much time on preparation. However, this is understandable as the staff seek to work within the new guidelines and discussions with all staff indicated that they were finding ways to cut out any unnecessary duplication of information. The present situation is that the staff have worked extremely hard to ensure that the new unit is benefiting the young children. They recognise where further improvements can be made and have already considered ways that the nursery and reception classes can work even more closely together without losing what they feel they have already established.
- 66 During the time of the inspection 36 children were attending the nursery on a part-time basis and a small class of 10 reception-aged children were full-time attenders. In January, a group of approximately 20 children is expected to transfer from the nursery to reception allowing new children to join the nursery. This system is in line with the agreed admissions policy for the Local Education Authority.

### **Personal, Social and Emotional Development**

- 67 The majority of children in the nursery and reception classes are on course to exceed the learning goals anticipated for five year olds in this area. One of the key features of this area is the staff's ability to build on the confidence that children possess. They are encouraged to have a go at new tasks. For example, when playing out doors the adult intervenes at appropriate levels when a child is using a bat and ball so as to move on the challenge and address aspects of technique. This is done sensitively so that the children do not lose confidence or feel that they are unable to take decisions on their own. Reception-aged children are successfully able to take turns and listen to each other making a comment about a soft toy when passing a bear around after listening to a story. The staff indicate that some children do have problems in co-operating and sharing when they start in the nursery but activities such as the one described soon help them to play a full part in working and playing together. There is a

great emphasis on self-management skills and this is why the nursery has been set up in such a way so as to allow easy access to a range of equipment. The organisation also supports opportunities for children to put equipment away after they have finished with them. This is again something that many new entrants to the nursery find difficult initially, however, they soon play a full part in tidying away as the staff give appropriate incentives for them to do so. The introduction of 'Circle time', which is a system designed to help children talk about personal issues as a whole group and to listen to each other, has helped to develop children's skills. The 'helper rota' has also helped in this respect.

- 68 The teaching successfully supports children's learning in this area in one of two ways. Sometimes tasks are deliberately designed to focus on this area of learning. At other times the way the classroom is organised is equally as successful in promoting children's personal, social and emotional development.

### **Communication, language and literacy**

- 69 The majority of children are well on course to exceed the learning goals anticipated for children aged five. Children from early on show that they can communicate well and speak clearly. They use a good range of vocabulary for their age. Children in the reception class can come up with a range of imaginative ideas when considering what the 'bear' has done or is about to do. Confidence levels are very high. Children do not hesitate to contribute to discussion and use accurate vocabulary. One child describes Goldilocks as having, '...long golden hair with swirling curls.' The children improve their listening skills considerably as they get older. The reception-aged children, for example, are able to listen to what one of their group has to say and then develop that topic. This is not happening in the nursery but they are good listeners when it comes to responding to the teacher's instructions or when they listen to a story. The staff maximise opportunities for children to talk and to listen. This is noticeable in both classrooms. The adults who volunteer their time to work with these young children also provide good opportunities for discussions to take place. This was evident when a parent volunteer was baking biscuits with a small group.
- 70 There is much emphasis given to pre-reading skills. Children are taught to handle books appropriately and the majority, from nursery onwards, talk about author and illustrator. Good use is made of 'big books' to focus young children's attention on texts and the quality of the reading is such that children find reading a most enjoyable activity. Attention to reading becomes more formal in the reception where many children show mature attitudes to reading. The initial assessments, undertaken with children early in the reception class, show that the majority are showing pre-reading skills that are well beyond that expected for their age. The use of 'shared reading' sessions in the reception helps to develop their ability still further. The teacher is aware of using every opportunity to develop reading. For example, even when children are looking at the weather map they are prompted to point out different letters and to check on key words that they know. There is much attention given to surrounding children with print by ensuring that labels and charts around the room reflect a literacy-rich environment.
- 71 As with reading, there is great attention given to develop children's writing. From nursery onwards the staff use opportunities for children to write their names. There is a self-registration system that requires children to attempt to write their names. Adults write up children comments and children are encouraged to talk about what they originally said. As they move into the reception class the writing becomes more formal with most children now being very competent at writing their own names. Only two require the support of their name cards.

The majority are able to have a go at independently writing a sentence to support a picture they have drawn relating to a book they have read to them. The efforts are of a good quality and emphasises that they are on course to exceed the learning goal set out for five year olds.

- 72 The teaching in this area is good with staff being well aware of the need to develop children's basic skills. Reading is done with much expression and books are introduced in such a way as to capture children's interest. In the nursery there are several opportunities provided for children to record a variety of things. This becomes more formal in the reception class but opportunities remain abundant for the staff to develop children's writing skills.

## **Mathematical Development**

- 73 Just as with communication, language and literacy there are numerous opportunities for children to develop their number work through practical and more formal systems. Apart from introducing children to a range of number rhymes there is great emphasis placed on nursery-aged children to count and to match numbers to such things as dots on a dice. For example, a group of children play a game using dice and match the number of dots on the dice to candles on a range of cakes. The children find this challenging but the teacher does not intervene too quickly. She does recognise the need to help individuals but only when the time is right. Apart from the help this type of game gives to children's mathematical development it also promotes good co-operation and good perseverance skills.
- 74 In the reception class, the children begin to record numbers and carry out simple number operations to 10. These children are able to compare sizes and can sequence different objects using a range of different attributes. The initial assessments undertaken with them at the beginning of reception show that the majority of children have a level of competence in mathematics that is beyond that expected for their age. They are well on course to exceed the mathematical learning goals set out for five year olds.
- 75 There is good teaching in both the nursery and reception class with all adults who work with children being very aware of the need to take every opportunity to develop mathematical skills. For example, a parent baking cakes with a small group of children is continually getting children to count out the number of spoonfuls that they add to the mixture. The teacher reading the story of the three bears is continually getting children to consider the comparisons between the chairs, beds and porridge bowls used by the bears.

## **Knowledge and Understanding of the World**

- 76 Many children start in the nursery having had a good range of experiences at home with their parents. This leads to them having a good understanding about the world around them. By the time they finish their reception year they have exceeded the learning goals outlined for this area of learning. In the nursery there are several opportunities for the teacher to build on this knowledge. For example, during visits to local places of interest, such as the woodland centre, the children learn about the changes that occur each season. Some are able to talk about why these changes occur and talk about the preparations of some animals to cope with the changes.
- 77 As the school is situated near the sea the reception-aged children have had opportunities of looking at the differences between the beach and sea and can talk about pollution and its effects on the environment. Sadly, the school is not able to make as much use as it would like of the shore because parents have expressed concerns about the state of the beach area. The

school has understandably responded to this concern and curtailed its visit to the shore. This has resulted in only a few visits being made and there is little opportunity for children to explore the seashore in the way that the school would have wished.

- 78 However, there are good opportunities taken to help children understand more about how things grow. There are good links made in the nursery between the reading the book, 'Jack and the Beanstalk' and growing their own plants. Children in the reception class are able to name some of the most common parts of the plant, such as, leaf, flower and stem.
- 79 Children use the computer appropriately to learn the names of parts of their bodies. They are introduced to terms like shoulders, elbows and kneecaps. They are familiar with other parts like legs and arms. They show that they can move the cursor using the mouse. They also realise the screen changes by certain actions that they carry out.
- 80 Teaching is good for this area with staff using the local environment well in promoting this part of children's work. There are good links with the local post office and children know what happens to letter after they have posted it. There is a high priority given to visits with appropriate systems in place to ensure that all parents are fully aware and involved in such visits.

## **Physical Development**

- 81 The nursery-aged children have good access to the outdoor area on a daily basis as well as having opportunities for a more formal session of physical education in the main school hall once a week. Reception aged children rely mainly on the availability of the hall. They have at least one session of music and movement and one session with the large apparatus each week. Whilst the opportunities are appropriate for nursery aged children the lack of a suitable outdoor environment for reception-aged children is limiting their development in this area of learning. The children are however on course to meet the learning goals anticipated for five-year-old children in this area of learning.
- 82 In the nursery there is good opportunity provided for young children to develop their skills in a range of ways. Good adult intervention is helping to challenge children in many areas. For example, an adult working with a small group of children is able to demonstrate how to keep eyes on the ball and how to hold a bat correctly. As a result the children's ability to hit a ball is increased greatly. During movement lessons in the main hall the majority of reception-aged children show a good ability to link different movements together and to respond positively to music.
- 83 Children in both classes have ample opportunities to use scissors for a range of activities. Most show good control and are able to cut out a simple shape accurately. There is much emphasis given to using a range of tools, especially saws and hammers. The children are taught to handle them properly and they are successful in being able use a hammer to drive a nail into a piece of wood. Similarly, children are encouraged to use construction kits to make small vehicles or shapes. In most cases the children are successful in joining the materials to make a small toy. As they get older the construction materials they use are smaller demanding more manipulative skills on behalf of the children.
- 84 Teaching is good for this area of learning with staff helping children to develop and improve their skills either with large or small apparatus.



## **Creative Development**

- 85 The children are on course to exceed the learning goals outlined for creative development by the time they start Year 1. Children show good imagination in several activities that they engage with. This is due to the good opportunities set up to encourage them to do so. Young children in the nursery, for example, use the hairdresser's salon to move in and out of different roles. In some cases they are the clients and in other cases they are the hairdresser or receptionist. The important point is that the quality of resources is good enough to allow the play to be purposeful and imaginative.
- 86 Children in the reception class are able to dramatise a story that has just been read to them. They show good imagination when doing so and bring in interesting and well thought out twists to familiar stories. For example, the three bears story has several different endings. The teacher is good at facilitating this dramatisation and uses the story to give children a framework from which they can develop their creativity. Children show good creativity in their drawings. Reception-aged children also use the story as the basis for their drawings. Many children draw bears which have excellent features, for example, ears that give the bear character.
- 87 The staff use puppets effectively to promote children's creativity and ensure that teaching is good for this area of learning. They use stories that they have read to the children as the basis for the play making that occurs. Children's creativity also benefits from the one formal music session that is arranged weekly. This is of good quality and helps children to improve the quality of their own work when making their own music independent of this session.

## **Parents**

- 88 There are appropriate links with parents to help children settle into the nursery. Parents are encouraged to stay for a short period of time early in the morning and help children with self-registration procedures. In the reception, parents are welcomed into the area with their children and encouraged to take an active interest in the work that their children are engaged in. There is a great deal of information available, and presented in an accessible manner, so that parents have a good chance to understand what learning their children go through over a period of time. The school has effectively attracted a large number of parents to work as volunteer helpers in the nursery. They are extremely well-prepared for the tasks that they are working with. The quality of the work of the volunteer helpers makes a positive impact on children's learning.

## ENGLISH

- 89 The national test results for 11-year-olds have been well above the national average for three of the past four years. The exception being 1998 when results were in line with the national average. In both 1999 and 2000 the number of children attaining the higher levels was also well above the national average. In 2000, for example, a very impressive 50 per cent of children attained this higher level. The trend has seen continued improvement in standards over the past four years, with the exception of 1998. This has resulted in the school's results exceeding its targets for the past two years. The attainment of boys is above average but falls below that of girls. This is due to a significant number of boys not being as interested as girls in reading at a young age and despite good efforts made to improve their attitudes later in the school the gap has not been closed. When compared to similar schools, children's attainment is also well above average and represents the continuation of an improving trend since the previous inspection. The present Year 6 is attaining at levels that is above that expected for their age. This may seem to represent a fall in standards compared to the last two years' national test results (which were well above average). However, the school points out that the 'booster' classes, which take place just before the tests, have contributed to improved standards in the past two years and there is some confidence that the same will happen again this year.
- 90 The standards attained by 11-year-old children in reading are very good. The majority of children are fluent readers who enjoy talking about the different styles of the range of authors they read. They are familiar with many authors and the vast majority read for pleasure in their spare time. Older children are successfully scanning texts for information as is seen when carrying out research connected with a World War 2 project and previous research work about life in Sri Lanka.
- 91 In writing, standards for 11-year-olds are broadly in line with the national average. However, a significant minority are not achieving the national standard for writing at the age of 11 and the school has recognised this shortcoming. Not enough children are achieving the higher levels for writing. However, many 11-year-old children can plan and edit stories and have a secure knowledge of story structure. Writing skills are not sufficiently developed across the curriculum. History work contains too few examples of children writing at length from a point of view of someone from past times. There are, however, in history many examples of children writing to convey information particularly in Years 5 and 6. Year 5 children have researched the Victorian age from a variety of sources including the computer and have compiled informative texts. English workbooks contain a limited selection of extended writing tasks.
- 92 Most 11-year-olds are fluent in their speech and can debate issues in a mature manner. This is the case throughout the school. However, although the vast majority listen attentively there are examples of poor listening skills particularly amongst a number of children in Year 4. Where teachers are conscious of developing good listening skills high levels of concentration are evident amongst the children. In Year 3, children sat and listened to the teacher 'in role' as Howard Carter for a long period. During a subsequent question and answer session they displayed a very detailed knowledge of the Egyptian period. Year 5 children listened intently to each other's contributions to a Victorian project. Whole school assemblies led by the deputy headteacher make a very positive contribution to the development of good speaking and listening skills. Children are encouraged to make oral contributions and develop assembly themes. High standards of listening are a feature of all school assemblies.

- 93 The national tests for 7 year olds show that standards in reading have been consistently better than standards in writing. The standards of both reading and writing have fluctuated over the past few years but there has been a noticeable improvement in the 2000 results compared to previous years. Although there has been a tendency for standards in both reading and writing to fluctuate they have been generally improving. The school is successful in getting an above average number of children to the higher levels in reading. Although girls perform better than boys the gap is in line with the national difference. The present Year 2 is attaining at the same level as the 2000 cohort although there are fewer on course to attain the higher levels, especially in writing.
- 94 When children first start in Year 1 they display standards in communication, language and literacy that is better than that expected for their age. In reading, children build on this solid foundation and move onto a position of attaining well above the national average by the time they are 11. This represents good progress in reading throughout the school. Between the ages of 5 and 7 they learn to appreciate books and listen to stories with interest. More able children develop good word recognition skills limited mainly to the school's structured reading programme. There is a very effective 'home/school' reading programme and the school is developing a 'reading partnership scheme' using volunteer parents. Children become increasingly aware of letter sounds and blends and this improves their confidence and ability to read previously unknown words. The solid foundations laid in nursery and reception classes make a strong contribution to the development of high reading standards. This good achievement is successfully maintained for children between 7 and 11. The majority of children read competently and they are better able to talk about the content of their books. Many read with a good level of expression. They use dictionaries and other information books competently. Year 5 children read and select information from computer programmes for history projects and Year 6 children use a variety of text resources in geography.
- 95 However, the picture is not as encouraging for writing. Too few children are achieving the higher level in writing at the age of 7 and 11. The more able children in the 5 to 7 age range are not achieving their full potential. Although older children become more confident in their writing generally. They are less confident when producing creative writing and when using imaginative vocabulary. Creative writing, in particular, is not given enough time and shared/guided writing sessions are too infrequent. This results in more able children not extending their work to the levels that they are capable of. Handwriting, overall, is satisfactory but there are examples of poor presentation in some workbooks. The present situation is that too much is left to Year 6 to work at improving the standards of older children in writing.
- 96 Throughout the school, children with special educational needs make satisfactory progress towards the targets set in their individual education plans. They are well supported in this by both teaching and support staff. Children with physical disabilities are particularly well integrated into literacy lessons and teachers and support staff make every effort to ensure their full participation. A lot of work is put into preparing resources for disabled children. External agencies fully support the work of teachers in ensuring disabled children receive their full entitlement to the literacy curriculum. The poor behaviour of some children with special needs during literacy lessons in Year 4 disrupts the flow of those lessons.
- 97 Teaching is satisfactory for children aged 5 to 7 but it is good for children aged 7 to 11. Teaching makes a positive contribution to older children's learning enabling most of these children to achieve as well as can be expected. All teachers display good questioning techniques and constantly strive to extend children's thinking. This was particularly evident

during a Year 1/2 literacy session focussing on the reading of 'Not now Bernard'. The teacher's lively delivery was punctuated with questions that invited children to infer meaning within the text and extend previous answers. All staff teach the basic skills well.

- 98 In Year 3 the teacher very effectively demonstrated the use of dialogue by using the text, 'Friends and Brothers'. Teachers understand and make good use of the National Literacy Strategy to provide a secure framework for their medium and short-term planning. Children workbooks clearly show progression and extension in literacy skills. Teaching is very good in Year 6 where the teacher uses 'Goodnight Mr Tom' to get children to successfully identify the devices that the author had used to plunge the reader straight into the story. The teacher demonstrates an awareness of how writing skills are developed and improved. In the best lessons, teachers are skilled at questioning children when they share texts at the beginning of the session, drawing on what children already know and challenging them with vocabulary such as suffix, synonym and prefix. Whole class sessions at the end of lessons are successfully used to share examples of good work and reinforce teaching points. Teachers' planning shows clearly what they expect children to learn in a lesson but what children need to do next in order to improve is not shared with them.
- 99 Overall children's attitudes to work are good. There are, however, children with poor attitudes to work, particularly in Year 4. In this class, poor behaviour contributes to a slow work rate and poorer quality of work. Elsewhere in the school children show good levels of concentration and enjoy making contributions to question and answer sessions. Year 1/2 children show high levels of enthusiasm when singing rhymes and clapping rhythms. Year 6 children maintain low noise levels, keenly apply themselves to set tasks and have a well-developed work ethic.
- 100 The quality of the curriculum is good. The National Literacy Strategy is having a very positive effect on raising standards. The school is well placed to continue its improvement in this subject. The co-ordinator has played a key role in the introduction of the National Literacy Strategy. She has monitored the teaching of the National Literacy Strategy but this needs formalising and further development. The school has targeted the teaching of writing skills as an area for improvement. Additional Literacy Support has been targeted at children with special educational needs in Year 4. The school has started to review reading provision for boys. Resources are good and well used by all staff.

## MATHEMATICS

- 101 The national tests for 11 year olds show that the school's results have been well above the national average for three of the past four years. The exception was 1998, when results were in line with the national average. The percentage of children attaining the higher levels has also been either above or well above the national average for the past few years. This shows that the school has attained high standards in mathematics and has been able to hold this strong position in most years. The 2000 test results for 11 year olds are similar to the 1999 results with a large number attaining the higher level and nearly all children attaining at least the level expected for their age. When compared to similar schools the test results for both 1999 and 2000 are well above average. The performance of boys and girls is similar. In 1999 teacher assessments are not in line with test results although in 2000 test results match teacher assessments.. The present Year 6 group is attaining above the level expected for their age, which is slightly lower than the well above average results of the past two years. However, the school indicated that the additional support provided for children through the 'booster'

classes in the past two years had a positive impact on the test results. The school is very confident that the same will happen again this year.

- 102 The national test results for 7-year-olds have been far more variable. Between 1997 and 1999 there has been a decline in standards. Standards have fallen from a position of being well above the national average in 1997 to being below the national average in 1999. The decline has been halted in 2000 with standards being above the national average. However, the number of children attaining the higher levels at the age of 7 remains disappointing. When compared to similar schools, results have been well below average in 1999 but close to the average in 2000. The present Year 2 is attaining at just above the level expected for its age. However, the standards attained by the more able children are still not high enough.
- 103 Children show good mathematical knowledge and understanding when they first start school. The majority are exceeding the expected learning goals in mathematical development when they start Year 1. The lower and mid ability children, including those with special educational needs, achieve well in Year 1 and 2 with most on line to attain the expected level for their age in the national tests for 7 year olds. However, the more able children are not sufficiently challenged and a significant few do not achieve as well as they could. Children between 7 and 11 years, including those with special educational needs, make satisfactory progress with the more able children making good progress in Year 6. This is as a result of more demanding teaching and the additional work presented to them during the 'booster' classes. When compared to the previous inspection report the position is largely the same although there was less variation noted at that time.
- 104 The vast majority children in Years 1 and 2 handle number well during mental and oral sessions. They can quickly double or halve a given number using appropriate methods which shows that they are thinking about quick ways of getting to a given answer. Children are able to use appropriate mathematical vocabulary and have good knowledge about 2D and 3D shapes. Older children build on their knowledge of number and use a range of resources, such as number cards, to show that they can work out number problems in their heads and show the answer when asked. By Year 6 most children have good understanding of decimal fractions and understand that numbers like 2.8 have the same value as 2.80. There is a growing awareness amongst older children of how to solve mathematical problems with Year 3 children beginning to show good examples of working together to organise themselves to solve a given problem. The achievement of children in too many classes is inhibited by a lack of ability amongst a significant few to concentrate appropriately.
- 105 There are opportunities for children to use their numeracy skills in other subjects. This is mainly through recording information in charts or tables in history or geography. There is good use made of information and communication technology in mathematics. This is at its best in Year 4, where the teacher has good knowledge of the programs available to support work in mathematics.
- 106 The teaching is satisfactory overall with good examples of teaching seen in Years 3, 5 and 6. This largely reflects the position noted at the time of the previous inspection. All teachers are confident in their knowledge of mathematics and how to use different methods to make learning interesting for the children. There are times when work is not challenging enough for more able children, especially in Year 2. The main difference between teaching which is good and that considered to be satisfactory is the teacher's ability to control the children. In Year 6 the teacher keeps a demanding pace and ensures that there is little time for children to move away from the task that they are set. The teacher's ability to ensure work is appropriately set

according to the abilities of different children is impressive as is ability to know all the children's needs. In Year 2 although the teaching is satisfactory the teacher's organisation of the class is unhelpful in keeping children's concentration levels high. When working with the whole class, the teacher works from a board that is set up in the far corner of the room. Consequently the children furthest from the board begin to move their chairs and cause a little minor disruption when doing so. This gives the opportunity for children who are prone to be distracted to begin to talk to others. The teacher finds it difficult to gain the level of attention from the entire group that she would wish. In contrast to this, the Year 3 teacher uses good methods to get children to work collaboratively together when solving a problem. They have to make decisions about the way they approach the problem and they respond maturely to the task.

- 107 Most children are keen to learn but there are times when the inappropriate attitudes of a few children make it difficult for all to concentrate, as they would wish. This is most prominent in Years 2 and 4. Children are not provided with enough information to help them understand what they need to do next and there is limited use of target setting as a tool to move on children's learning.
- 108 As already mentioned the attitudes displayed by children throughout the school vary considerably. The majority of children in each class want to learn and participate well in lessons. However, there are times when it is difficult for the teacher to work with the whole class because there is an undercurrent of disturbance caused by a few. When this happens the quality of the learning for all the children is hampered. The previous inspection stated that children's attitudes to learning were excellent. There has been deterioration in the attitudes to learning since that time.
- 109 The school has successfully implemented the National Numeracy Strategy despite the lack of opportunities provided for children to use their numeracy skills more widely in other subjects. The school's co-ordinator has only just taken up her post and is working at the school on a part-time basis until she takes up her full time place at the end of this term. She has good personal knowledge and is keen to develop the school's present position. The lack of regular checking on the quality of teaching is causing concern and results in the management of the subject being unsatisfactory at the moment. The newly appointed co-ordinator is fully aware of this position and has appropriate plans to improve the situation.

## SCIENCE

- 110 When compared to all schools, the 1999 National Curriculum test results for 11-year-olds were above average, with the percentage of children achieving the higher levels also being above the national average. In comparison with similar schools children's performance is also above average. Since 1996 the results have fluctuated with good results in 1997 and 1999 contrasted by less impressive results in 1996 and 1998. Over time there has been little difference between the performance of boys and girls. The results of the tests for 2000 show that the high standards have been maintained and it is evident that the attainment of the majority of children currently in Year 6 is also above the national average.
- 111 The 1999 teacher assessments indicate that an average number of children gain the nationally expected levels, with no children moving on to the higher levels. In comparison with schools with children from a similar background children's performance was below average. The assessments for 2000 show considerable improvement, especially in the numbers reaching the

higher levels, and it is evident that the attainment of most children currently in Year 2 is also above average.

- 112 The quality of teaching is satisfactory overall, but is particularly strong in Year 6, and as a result older children are able to make very good progress in their learning and achieve well. Younger children are given many opportunities to develop their knowledge and understanding by being involved in practical activities. Within these activities the children in Years 1 and 2 are effectively taught the basic skills of making close observations and of recording their findings in a variety of ways. This was evident in a lesson for children in Year 1 on learning about how we grow, as we get older. In this practical session the children are able to make appropriate predictions and then work collaboratively to make measurements and compare differences in their sizes. As children pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. They are also able to effectively develop their understanding of medicines as drugs and how they can be used safely, as was evident in one lesson that made good use of the expertise of a health visitor. Most children are well behaved, curious and show a great deal of enjoyment in their work. Consequently, they have a suitable work rate, produce well presented work and by the time that they are 7 can carry out a simple fair test with some help from the teacher.
- 113 As they pass through the school the children continue to develop their learning by being involved in practical investigations and by learning to use a wider range of scientific equipment, as was evident in the work of children in Year 3 when finding out about how shadows are formed. The teachers show secure subject knowledge and are able to use questioning effectively to find out what children understand and can do before they begin their activities. This was seen to good effect in a lesson for children in Year 5 in which they were reviewing the skills of carrying out a fair test to investigate the conditions needed for the healthy growth of plants. There is also suitable use of homework to enhance work in the subject as is evident in a lesson when Year 3 children are discussing how sundials can be used to tell the time of day, from research done at home. The teaching in Year 6 is very good with the teacher being able to effectively explain to the children the purpose of the activities and as a result they have a good understanding of what is expected of them. In a lesson on investigating the properties of light, the activities are motivating and the teaching extremely effective in developing children's knowledge, understanding and skills. The teacher very effectively allows children to show initiative and take responsibility for their own learning. In this lesson, as in others, the children's attitudes to learning are positive and their behaviour good. They enjoy their work and respond with interest and enthusiasm. The teachers prepare their lessons well and provide relevant resources to enable children to effectively develop their understanding of fair testing and by the time that they are 11 their skills of carrying out investigations are well developed.
- 114 Through the school there is limited use of children's skills of using information technology to enhance their work in science and this is an area for further development. The teachers have good classroom management and organisational methods that ensure that the children have a good work rate. Children make limited use of their literacy skills in their investigative report writing in science.
- 115 The progress of children with special educational needs is satisfactory as a result of the well-structured support that they are given. Children are encouraged to develop their speaking and listening skills and as are able to make effective contributions to class discussions during science lessons.

- 116 The curriculum that is provided to the children is satisfactory, with many opportunities for them to be involved in practical investigative activities. There is satisfactory management of the subject with the co-ordinator being able to give suitable advice and support to her colleagues. However, the lack of formal systems for checking on the quality of teaching is hindering the ability to identify the subject's strengths and weaknesses. Test results are analysed and the information used to aid future development. Planning procedures have been improved since the last inspection and there is now a secure structure of long and medium term planning in place to ensure continuity and progression of learning in the subject. The accommodation is satisfactory and resources are adequate, being well-managed and readily accessible to staff and children. Good use is made of visits to support work in science, such as the one to Seal Sands Field Centre by children in Year 4 to develop their knowledge and understanding of environmental issues.

## **ART AND DESIGN**

- 117 The previous inspection reported that teaching and learning was good for this subject. However, of the four lessons observed two were unsatisfactory during this present inspection. Standards of work are not high as they could be and children are making unsatisfactory progress. This suggests a decline in the overall quality of artwork that is happening. The school believes that the added amount of time devoted to literacy and numeracy has had a detrimental impact on the provision for art.
- 118 Children in Year 6 are able to create observational drawings to the levels expected for their age. They are particularly good at drawing to correct proportions as was demonstrated when they drew self-portraits. However, their use of tone and texture is not as advanced. This is mainly due to the lack of a range of different grades of pencils being in use. Despite the lack of attention to tone and texture many children produce very good drawings, which capture the likeness of the person they are drawing.
- 119 Children in Year 3 are able to make emotional responses to the work of an artist from the Far East, 'Ha Van Yuong'. Children use the theme of relationship very successfully to develop strong characteristics in their own work. Many of the children successfully create very vibrant characters that suit the intended effect. Children work to very pleasing levels and have been clearly challenged by what is asked of them.
- 120 In Year 2 and Year 4 children are attempting to use viewfinders to help them to focus their observations. In both classes the viewfinders are too large and do not help the children to gain the amount of detail expected in their work. Again there is limited attention given to tone and texture and the children's work is that much more impoverished as a result. The lack of use of the work of famous artists is also inhibiting the quality of work being produced.
- 121 The picture is one of children's progress being unsatisfactory because there is not enough concentration on developing children's skills and techniques in a progressive way. Many children, especially in Year 6, still produce pleasing work. However, their work would be much better if there was greater attention to skills and techniques throughout the school.
- 122 The teaching is unsatisfactory although in Year 3 the teaching was of a good standard. In the Year 3 lesson the teacher demonstrated very good knowledge of art and was able to inspire children. She used the work of a famous artist to good effect in setting up the focus and to



help children improve their own work. In Year 6, where the teaching is satisfactory, the teacher uses good demonstration to help children with their own work.

- 123 Children's learning is unsatisfactory because they are not taught new skills or techniques in a progressive way. There are good examples of children concentrating for long periods as was seen in Years 3 and 6. However, children are not able to see what they may need to do next in order to improve the quality of their work. Children's attitudes to learning are unsatisfactory with concerns being evident regarding children's behaviour.
- 124 In lessons where the teaching is unsatisfactory there is limited use made of the work of other artists and there is limited use of a full range of resources to help children with their work. There are therefore some concerns with regard to the teachers' subject knowledge and therefore their ability to challenge children appropriately. There are lost opportunities to help children with blending pastels, which impede the overall quality of work being produced. The school has had an artist in school to help children with watercolour painting but this visit has not been used as a platform to develop children's work. As a result of their limited involvement with art from different cultures there are lost opportunities to develop children's cultural awareness.
- 125 The subject is not appropriately managed. The present situation is that the co-ordinator is looking after the area rather than being very active in developing the subject. The staff have looked at recent national guidance but have yet to formally adopt these as a scheme of work for the school. There have been limited opportunities for staff to develop professionally.

## **DESIGN AND TECHNOLOGY**

- 126 There were insufficient opportunities to observe lessons in design and technology during the inspection. The amount of work available to check was not plentiful enough to help make overall judgements about the quality of the provision or the standards being attained. The timing of the inspection, early at the beginning of a new academic year, meant that it was difficult to talk to children about recent work completed.

## **GEOGRAPHY/HISTORY**

- 127 Due to the school planning cycle no geography lessons were seen during the inspection. It was only possible to see history lessons in two classes. Judgements are based on lesson evidence, a scrutiny of past work, past work in co-ordinator's files, teacher plans and discussions with teachers and children. Children's attainment in both history and geography is in line with national expectations at the end of both key stages. These findings show that standards in these subjects have been maintained since the previous inspection.
- 128 Children's achievement in both key stages is satisfactory. In geography, children in Years 1 and 2 study the characteristics of the locality and work with simple maps. In Year 2 children are interpreting maps to contrast their own locality with other areas. They have an awareness of some of the key features of Great Britain. A large display map of Marske is used to develop knowledge of compass directions and degrees. In Year 3 children have knowledge of local rivers and their importance to the region. A 'Wet and Wild' project introduces children to the sources of natural water and a thoughtful display invites children to discover more about rivers. In Year 4 children enjoy a detailed 'Weather' project and build on their previous

knowledge of the Marske area. Children in Years 5 and 6 further develop their map reading skills, study settlements in detail, contrast their own country with third world countries. They produce very detailed research projects and, during a scrutiny of work, extensive pupil produced projects on Sri Lanka were seen. This work was in line with that expected for children of their age.

- 129 In history children in Years 1 and 2 show an increasing sense of chronology and are knowledgeable about a number of major historical characters and events that include Pepys, the Stuart Kings and the outbreak of the plague in the 17th Century. They have an improving understanding of the differences between the present time and the past.
- 130 Children successfully build on this understanding in Key Stage 2. Children in Year 3 study the Romans and, in particular, the Boudicca uprising. During a question and answer session they displayed an extensive knowledge and understanding of the Ancient Egyptian period. They have a wide-ranging knowledge of the excavation of Tutankhamun's tomb. Children in Year 4 study in detail living conditions and major events of the Tudor era. In particular, they study the life of Henry V111. Children in Year 5 display a very thorough knowledge and appreciation of the Victorian era. They have a clear understanding of the differences between present conditions and the lives of Victorian children. Children in Year 6 make a detailed study of the period from 1930 to 1950. They make a detailed study of World War 2 and research living conditions of that time through interviews with older people. Detailed pupil research projects reveal work that is line with that expected for their age.
- 131 Children are given many opportunities to develop their speaking and listening skills in history. However, there are limited examples of older children writing at length. The same applies to younger children with limited opportunities taken to develop their written skills through history. Opportunities to write emphatically are often missed. Speaking and listening skills play an important part in developing children's knowledge in both subjects. During lessons observed in Years 3 and 5 lively discussion sessions was a strong feature. Children in these lessons were able to express their views and listen respectfully to those of other children. Children make use of their numeracy skills when developing charts and tables to support their recordings.
- 132 From the evidence available, teaching in history is good. Teachers organise a range of visits to provide children with first hand experiences. Visits have included, London, The Dome, Liverpool, Teesmouth, the Tom Leonard Mining Museum, Danby Lodge Field Centre, Saltburn Field Centre and New Marske Woods. These experiences are making a significant contribution to the quality of learning in these subjects. In Years 3 and 5, where teaching of history was observed, teachers use very effectively 'role play' techniques that develop high levels of child enthusiasm for the subject. In Year 3 the teacher became Howard Carter and children were completely absorbed into this imagined situation. They had prepared interview questions for Howard Carter and were in awe of some of his revelations. Children were particularly moved by the revelation that a 'water boy' discovered the tomb whilst tapping his stick on the ground. Year 5 children were stunned by the change in classroom conditions when their teacher became a Victorian schoolteacher. Children's attitudes to learning in both subjects are good. Teacher planning follows the planning overview and they are currently reviewing the requirements of Curriculum 2000.
- 133 Resources in geography and history are adequate and will be reviewed when the Curriculum 2000 review is completed. The Co-ordinator has an effective overview of both subjects but the monitoring of teaching is underdeveloped.

## **INFORMATION TECHNOLOGY**

- 134 By the time that they are 11 the children attain standards appropriate for their age, and they make satisfactory progress throughout the school.
- 135 When they start Year 1 appropriate attention is given to developing children's knowledge, understanding and skills in the subject and they are taught that computers can be used to make words and pictures and to assemble text. As they pass through Year 2 children learn how to change the type and size of text and to retrieve, process and display information. Most children's attitudes to learning are positive and when working in pairs on the computer and they collaborate well. They treat the equipment carefully and are mainly well behaved. The teachers are well prepared and place appropriate emphasis on giving children opportunities to learn and practice the basic skills of the subject. This was seen in a lesson for children in Year 2 in which they were being taught how to input a set of instructions into the 'Roamer' to make it move in a variety of directions. The progress in learning for older children continues to be satisfactory as a result of them receiving direct teaching of basic skills in the subject. In a Year 4 lesson the teacher effectively demonstrated how to use a database as a means of recording results in science. However, the poor behaviour of a significant number of children in this lesson made life hard for the teacher and hindered the learning of others, as she had to interrupt the lesson to correct the misbehaviour. In a good quality lesson for children in Year 6 the teacher also effectively demonstrated how to enter information into a spreadsheet programme. By the time that they are 11 children are able to use information technology to enhance some of their work in subjects such as English, mathematics, science, history and geography. In these activities they are able to suitably use information technology to organise and present their ideas. This was evident in a Year 5 history lesson, when children were using computers to research life in Victorian England and in the work of children in Year 3 on the discovery of the tomb of Tutankhamun. Children show confidence and enjoyment when using computers and achieve appropriately.
- 136 There is satisfactory management of the subject by a co-ordinator whose work is supporting an improvement of standards throughout the school. However, the lack of formal systems for checking on the quality of teaching is hindering the ability to identify the subject's strengths and weaknesses. The curriculum provided for the children is satisfactory but lacks enough opportunities for children to experience activities involving measurement and control. The scheme of work, produced by the co-ordinator, is effective in ensuring continuity and progression of children's learning. There is adequate resource provision both in terms of hardware and software, which is well managed and maintained in a good condition.

## **MUSIC**

- 137 Children achieve standards that are high for their age by the time that they are 11 and make very good progress throughout the school, which is a direct result of the very good quality teaching provided by the specialist teacher for music.
- 138 Younger children learn to sing a range of songs from memory and in so doing demonstrate good rhythm and pitch. They handle instruments skilfully and work together well when performing. Children in Year 1 show that they can respond well to a beat and use a variety of untuned instruments effectively to accompany their singing. In this lesson they make very good progress in their learning about the dynamics of music of soft, loud, quick and slow. Older children sing clearly, tunefully and with a great deal of enthusiasm. They learn how to use

musical notation and can use suitable musical vocabulary to talk about their musical activities. Children in a Year 3 lesson are able to sing a two-part round and successfully accompany their singing with tuned percussion instruments. In a lesson for children in Year 5 the very effective teaching enables children to make very good progress in their ability to sing a round in four-parts. By the time that they are 11 the children can sing expressively with controlled phrasing and are able to improve their performance by practice. Children's response to music is very good with the majority of children showing much enjoyment in their singing and when experimenting with sounds. Children listen very attentively and are keen to follow the teacher's instructions. They are willing to listen to and appreciate the musical talents and contributions of other children. The specialist teacher has very good subject knowledge and high expectations of the children's performance. Her planning is exemplary, with a variety of activities that are motivating and very challenging for all children. She teaches with great enthusiasm and is obviously instilling a love of music within children.

- 139 The school provides children with a rich and varied musical environment. Peripatetic teachers visit the school to offer tuition in violin, viola, cello, double bass and brass, and the quality of their teaching is high. Many children who receive this tuition join an orchestra made up of children from a number of local schools that meet outside school hours. All children are able to take part in musical presentations, such as 'Jesus Christ Superstar' and 'Joseph and his Technicolor Dreamcoat'. At Christmas they have opportunity to sing carols around the Christmas tree in Saltburn, and to take part in the school concert for parents. On residential visits the older children are able to go to musical productions, such as 'Cats' to widen their experience of quality music. There are good quality resources that enable a wide range of musical activities to be undertaken. Accommodation is adequate and allows for a variety of individual and group musical activities to take place.

## PHYSICAL EDUCATION

- 140 Only work in gymnastics was observed during the inspection. Children's achievement in both key stages is satisfactory and children attain standards commensurate with their age. This represents an improvement since the previous inspection. Evidence from teachers' planning and the school's curriculum framework for this subject indicates that there is satisfactory provision for the teaching of dance, games, swimming and outdoor activities. The majority of children achieve the minimum standard required for swimming by the time they are 11.
- 141 During gymnastic lessons Year 1 children are able to use the hall space safely whilst travelling at speed. They can vary their performance by devising simple movement phrases. In Year 3 children perform actions with consistently more control and improved quality. Year 6 children perform fluent and complex sequences of movements that reflect high levels of balance and an appreciation of shape.
- 142 Teaching is satisfactory in both key stages. Teachers ensure that all lessons have an appropriate balance between vigorous and skill based exercise. Teachers stop lessons to praise individual performance and use children as exemplars to reinforce the lesson's objective. Teachers infrequently demonstrate techniques. They do ensure high levels of safety and take opportunities to reinforce safety expectations.
- 143 In Year 1, the teacher works hard to ensure that children respond instantly to commands. She successfully uses red and green bean bags to signal stop and go. In Year 3 the teacher successfully encourages children to constructively evaluate each other's work. This makes an effective contribution to speaking and listening skills. The majority of children respond to lessons with energy, commitment and enjoyment. Children attitudes to the subject are satisfactory. A small number of children do need reminding of behavioural expectations in Year 3 and 6 but these teachers successfully and firmly deal with these occurrences.
- 144 The subject is satisfactorily managed. The co-ordinator is new to the school this term but she has subject expertise and relevant previous experience. Resources for the subject are satisfactory. The school is reviewing the subject in line with Curriculum 2000. Monitoring of the subject is under developed. Excellent use is made of outside agencies to provide a range of soccer provision across the school.
- 145 Extra-curricular activities are limited to football and netball. The school takes full advantage of the appropriate football coaching organised by an outside organisation. Accommodation for the subject is adequate.