

# INSPECTION REPORT

## **HARTBURN PRIMARY SCHOOL**

Stockton

LEA area: Stockton-on-Tees

Unique reference number: 111543

Headteacher: Mr T F Gittins

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 13<sup>th</sup> - 16<sup>th</sup> November 2000

Inspection number: 224943

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Adelaide Grove Stockton-on-Tees
Postcode:	TS18 5BS
Telephone number:	(01642) 391728
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Pickup
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A J Dobell 10373	Registered inspector	Music	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should this school do to improve further?
Mrs N J Walker 19443	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Mr M H Brammer 29688	Team inspector	Mathematics Geography Special educational needs	How well are pupils taught?
Mr G J Carter 4720	Team inspector	Science Information and communications technology	How good are the curricular and other opportunities offered to pupils?
Mrs B Hill 22644	Team inspector	Equal opportunities Art Design and technology History Religious education	
Mrs M Wallace 15011	Team inspector	Areas of learning for children under five English Physical education	How well does the school care for its pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</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	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 9</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>9 - 11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11 - 12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>12 - 13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13 - 14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14 - 15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17 - 20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>21 - 36</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated to the south west of Stockton-on-Tees in a residential area of mainly private housing. The area has many social advantages, but a substantial number of pupils come from outside the catchment area, giving the intake a wider social mix. However, overall, the attainment of pupils is above the national average when they enter the school.

There are 464 pupils on roll from the Reception Year to Year 6, and an additional 78 children attend the Nursery on a part time basis. This full time equivalent total of 502 pupils makes the school much bigger than the average primary school. There are more girls than boys in the school (about 55 per cent to 45 per cent). Some four per cent of pupils are from minority ethnic groups; this proportion is about average. However, no pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals (9.5 per cent) is below the national average. Similarly the proportion of pupils on the school's register of special educational needs (13.6 per cent) is below the national average. Five pupils have statements of special educational needs and, at 1.1 per cent, this is about average. Pupils on the special needs register have a range of learning difficulties including hearing and visual impairment, dyslexia, moderate learning difficulties, emotional and behavioural difficulties, and speech and communication difficulties.

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

This is a very good school with many strengths and few weaknesses. In the National Curriculum tests at the end of both key stages, the school achieves results which are above the national average in most years.

The quality of teaching is good, overall, and the large majority of pupils are enthusiastic about the school and about their work. The headteacher and other key staff, very ably supported by the school's governing body, provide very good leadership. Given the good progress made since the last inspection, the good and very good results attained in the National Curriculum tests, over time, and the excellent provision for children under the age of five, the school gives very good value for money.

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

- Standards of attainment are good throughout the school.
- The quality of teaching is good throughout the school.
- The provision for pupils' moral and social development is very good.
- Pupils' attitudes to school and behaviour are very good, as is attendance and the quality of relationships throughout the school.
- The school's partnership with parents is very good.
- The provision for children under the age of five is excellent.
- The leadership and management of the headteacher and other key staff, very ably supported by the governing body, are very good.

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

- The provision for multi-cultural education is uncoordinated and inconsistent.
- Pupils' work is not consistently and accurately assessed in terms of National Curriculum levels.
- The school does not ensure that all pupils attend a daily collective act of worship

*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 November 1996. Since then, the rate of improvement in English, mathematics and science at the end of Key Stage 2 has broadly matched the national trend. The quality of teaching has improved and unsatisfactory teaching has been almost eradicated.

Since the last inspection, there has been good improvement in English, science, art, design and

technology, history and religious education. There has been satisfactory improvement in mathematics, geography, information and communications technology, music and physical education.

The leadership and management of the headteacher and other key staff are now more sharply focused, and meet the school's needs very well. There is a very good commitment to improving standards of attainment and the quality of education in the school and the school has a very good capacity to succeed in achieving this. Work is now more carefully matched to the needs of different groups of pupils and provides an appropriate level of challenge. Schemes of work have been amended in line with the demands of 'Curriculum 2000' and provide for a clearer progression of skills and understanding. Procedures for assessing and recording pupils' attainment have improved well, but recording in terms of National Curriculum levels is still inconsistent and, at times, inaccurate. The provision for pupils with special educational needs has improved markedly and is now good. At the time of the last inspection, the school met the requirement for a daily collective act of worship for all pupils; it no longer does so.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	B	A
mathematics	A	C	B	A
science	B	C	B	B

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

At the end of Key Stage 2, the school's pupils have consistently attained results which are above the national average apart from in 1999. With the exception of that year, there has been a satisfactory improvement in standards since the last inspection. An interesting feature of the school's results is that, overall, boys in this school exceed the average attainment of boys nationally by a greater margin than girls exceed the attainment of all girls. This is the opposite of the national trend. The school succeeds well in motivating and maintaining the interest of boys throughout the key stages. In 2000, the school's pupils exceeded their agreed targets for English and mathematics at the end of Key Stage 2.

At the end of Key Stage 1, the school's results in reading, writing and mathematics have been well above the national average in the last two years. This is a good rate of improvement since the last inspection.

In both key stages, pupils achieve standards in English which are well above the national average. Speaking and listening skills are well above average, as is reading. The quality of writing is above average and presentation and handwriting are particular strengths. Attainment in mathematics, science and information and communications technology is above average at the end of both key stages. In the foundation subjects of art, design and technology, history, and music, attainment is better than that found in most schools and, in geography and physical education, attainment matches that found in most schools. In religious education, pupils attain at a higher level than that expected for pupils following the locally agreed syllabus.

Pupils with special educational needs now make good progress in relation to their previous levels of attainment. Children under the age of five make very good progress in their learning in the Foundation Stage and pupils in Key Stages 1 and 2 make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They are enthusiastic about their work and keen to play a full part in lessons.
Behaviour, in and out of classrooms	Pupils behave very well both in and out of class. They support each other very well at work and at play.
Personal development and relationships	Relationships are very good between pupils and between pupils and adults. The school promotes the personal development of pupils very well.
Attendance	Attendance is very good: it is well above the national average.

This is an area of strength for the school. Pupils are highly motivated. As a result, their conduct is very good, so that they learn in a secure and stimulating learning environment. There have been no exclusions for at least five years.

## TEACHING AND LEARNING

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

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

The quality of teaching is good and has improved since the last inspection. Of the 88 lessons observed during the inspection, five per cent were excellent, 19 per cent were very good, 51 per cent were good, 24 per cent were satisfactory and one per cent was unsatisfactory. Literacy skills are very well taught across the school and numeracy skills are taught well. Teaching meets the needs of all groups of pupils effectively. Overall, teachers have challenging but realistic expectations for their pupils. Skilful questioning tests and extends understanding. The management of pupils is a strength and lessons successfully motivate pupils of different levels of attainment. This good teaching results in good quality learning experiences for pupils in Key Stages 1 and 2 and very good quality learning in the Foundation Stage.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and fulfils all statutory requirements. The curriculum in the Foundation Stage is rich and stimulating. All pupils have equality of access to the curriculum. There is a good range of learning opportunities outside class.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. The good teaching and support that they receive mean that they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for pupils' moral and social development is very good, for spiritual development, it is good, and for cultural development, provision is satisfactory, with a relative weakness in multi-cultural education.
How well the school cares for its pupils	There is good educational and personal guidance and support for all pupils. Teachers know their pupils well, and care for them effectively.



The quality and range of learning opportunities are good. Pupils and parents are very appreciative of the quality of the support that the school provides for all its pupils.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide very good leadership, and have enabled the school to improve well since the last inspection. They provide the school with a clear educational direction rooted in high standards of attainment, care and conduct.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its statutory responsibilities. It has a very good appreciation of the school's strengths and areas for potential improvement.
The school's evaluation of its performance	The school has very effective systems for monitoring and evaluating its performance and determining future priorities.
The strategic use of resources	The school is very effective in the ways in which it uses its resources. It is alert to possibilities to improve the value it gains from its expenditure.

Leadership and management have a clear vision for the school, which is to continue to raise standards of attainment while maintaining the school's good record of care and support. Equality of opportunity is central to the school's ethos and great care is taken to meet the needs of all groups of pupils. Staff are united in their determination to offer all pupils quality learning so that they can reach their potential academically and individually.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>▪ Children make good progress.</li> <li>▪ Behaviour is good.</li> <li>▪ Teaching is good.</li> <li>▪ Parents are well informed about progress.</li> <li>▪ Parents are confident when approaching the school with concerns.</li> <li>▪ Children are expected to work hard and do their best.</li> <li>▪ The school works closely with parents.</li> <li>▪ Children become mature and responsible.</li> <li>▪ Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some parents are concerned about the amount of homework.</li> <li>▪ Some parents disagree that the school provides an interesting range of activities outside lessons.</li> </ul>

The school distributed 502 questionnaires and 163 were returned (32.5 per cent). The parents' meeting before the inspection was attended by 17 parents. The above views represent about one third of parents.

The inspection supports the positive views held by parents. The inspection team judged that the school uses homework well to support learning. There is a good range of activities outside lessons, although, as in most schools, most of these are for older pupils.

## **PART B: COMMENTARY**

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

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

1. In the National Curriculum tests at the end of Key Stage 2 in 2000, in English, 85 per cent of the school's pupils attained at least the national expectation of level 4, with 39 per cent attaining the higher level 5. This was above the national average and well above the average attained in schools which draw their pupils from similar backgrounds. In mathematics, 82 per cent of the school's pupils attained level 4, with 36 per cent attaining level 5. Again, this was above the national average and well above the average for similar schools. In science, 97 per cent of the school's pupils attained level 4 at least, with 34 per cent attaining level 5. These results were above the national average, and above the average for similar schools. In each subject, boys were further above the average for all boys than girls were above average for all girls. Overall, pupils were about one term ahead of the average pupil nationally when they left the school. The trend in attainment since the last inspection has been erratic, but has improved.
2. In the National Curriculum tests at the end of Key Stage 1 in 2000, in reading, 95 per cent of the school's pupils attained the national expectation of level 2 at least, with 38 per cent attaining the higher level 3. In writing, 95 per cent of the school's pupils attained level 2 at least, with 14 per cent attaining level 3. In mathematics, 94 per cent attained at least level 2, with 40 per cent attaining level 3. In each subject, these results were well above both the national average and the average for similar schools. Again, overall, boys were further above the average for all boys than was the case for girls being above the average for all girls in reading and writing: in mathematics, boys and girls were above their national average by the same amount. Overall, pupils were over half a school year ahead of the average pupil nationally when they left Key Stage 1. There has been good improvement in attainment since the last inspection.
3. Pupils with special educational needs make good progress in their learning in relation to their previous levels of attainment. Their needs are identified at an early stage. This was an element of a key issue in the report of the last inspection, which the school has met successfully. Pupils work effectively towards the targets in their individual education plans and these are reviewed regularly. In lessons, pupils with special educational needs are fully involved and are very well supported by well-briefed classroom assistants.
4. Attainment in information and communications technology is above average at the end of both Key Stage 1 and Key Stage 2. Pupils have good opportunities to use the new technologies to support their learning, which improves their competence in exploiting the potential of computers. In the foundation subjects of art, design and technology, history and physical education, attainment at the end of each key stage is above that which is found in most primary schools. In religious education, pupils attain standards above those expected for pupils following the Stockton locally agreed syllabus. Attainment in geography, music, and physical education matches that found in most schools. Attainment in the Foundation Stage is well above average and the rich variety of activities provided for children under five gives them an impressive start to their school experience.
5. The school has successfully introduced the National Strategies for literacy and numeracy. These strategies are being used effectively to raise standards of attainment. The school has targeted writing as an area for improvement, in line with the national priority. The school is very effective in giving its pupils opportunities to practise speaking and listening in subjects across the curriculum. As a result, standards of oracy are very good. Good opportunities are taken to practise writing in subjects such as history and geography and to practise mathematics in subjects such as design and technology and science. Attainment in literacy is well above average; attainment in numeracy is above average at the end of both key stages.
6. The school set agreed targets for 2000 in English and mathematics (but not science) for its

pupils at the end of Key Stage 2 for the National Curriculum tests. These targets were exceeded. It has agreed further challenging but realistic targets for 2001. The school is on course to meet these targets. The school has made good progress in raising attainment in the core subjects of English, mathematics, science and information and communications technology since the last inspection. It is in a strong position to continue to do so.

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

7. Pupils' attitudes, their behaviour and personal development in the Foundation Stage and in Key Stages 1 and 2 are all very good and are significant strengths of Hartburn School. Parents and inspectors congratulate the school on their success in maintaining standards and these areas since the last inspection.
8. Pupils, including those with special educational needs, settle quickly in lessons and follow instructions promptly. They listen carefully to what is being said and they concentrate very well throughout. They are enthusiastic and show a high level of motivation. Even when the work they are asked to do is difficult, they persevere and work hard to produce good results. An example of this was seen in an English literacy lesson when Year 5 pupils were learning for the first time how to record facts in note form and use abbreviations effectively; the written task was quite difficult for many pupils, but they stayed alert and were determined to succeed.
9. Pupils behave very well in lessons, at recreation times and on visits out of school. They are a credit to themselves, their school and their parents. They adhere to school routines and move around in an orderly manner. They take care of their own and other people's belongings and take a pride in their school. For example, the displays of pupils' work and artefacts throughout the school are not damaged in any way and it is rare to see litter on the floor. Pupils play well together at break times and no aggression or hostility towards each other was observed during the inspection. The school has had no cause to exclude any pupil over at least five years. Pupils' behaviour on visits out of school is exemplary: when travelling by bus to their weekly swimming lesson, pupils behaved impeccably from leaving school to arriving back at school; indeed the bus driver commented that these pupils are known as 'the number one school for behaviour in the area'.
10. Very good relationships are formed between pupils; it is not uncommon to see pupils supporting each other in lessons with sensible suggestions and praising each other's efforts and ideas. Similarly, younger pupils help each other with practical things such as fastening coats at break time. Equally good relationships are formed between pupils and teachers and this enables pupils to learn by having the confidence to ask and answer questions without fear of humiliation should they 'get it wrong'. Pupils present themselves well and show maturity when speaking to adults. They are very polite to visitors, greeting them and holding doors open as a matter of course. Pupils use their initiative well; for example, if someone knocks on the classroom door, a pupil simply answers it and deals with the request without interrupting the class teacher. Similarly, when pupils are asked to do a job, they do it willingly and sensibly. Parents confirm that their children are keen to come to school and, at 96.5 per cent, pupil attendance levels are very high in comparison with other schools across the country. There is no evidence of truancy.

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

11. The overall quality of teaching is good. Teaching in the Foundation Stage is very good and, in Key Stages 1 and 2, it is good. During the inspection, 99 per cent of the teaching was at least satisfactory and 75 per cent was at least good or very good. In English, 85 per cent of the teaching was good or better. In mathematics, 79 per cent of the teaching was good or better, while in science 87 per cent of the teaching was good or better. Since the last inspection, the proportion of unsatisfactory lessons has fallen markedly while the proportion of lessons which are good or better has increased.
12. In English, mathematics and science, teachers have good subject knowledge which they use skilfully to question pupils so as to test and extend their understanding. This knowledge

enables teachers to teach the basic skills of literacy and numeracy very well. In other subjects, too, teachers' knowledge and understanding are secure. For example, in an information and communications technology lesson in Year 4, a teacher's knowledge of the 'superlogo' program was put to good use to challenge the pupils to extend their learning. In the unsatisfactory lesson, the learning objectives for the lesson were not sufficiently clear, so that systematic improvement in attainment was not achieved.

13. Teachers' planning is good and, in the core subjects of English, mathematics and science, it is very thorough. Teachers work well together so that there is a high degree of consistency across subjects for all parallel year group classes. In English and mathematics, teachers use the guidance provided by the National Literacy and Numeracy Strategies to build effectively on, and consolidate, pupils' prior learning. They use an appropriate mixture of whole class, group and individual work. In some of the most successful lessons, teachers share the learning objectives with pupils and then revisit these in the plenary session to reinforce understanding. There is considerable emphasis across all subjects on the teaching of key vocabulary to reinforce pupils' understanding.
14. In the best lessons, teachers have high expectations of their pupils and this results in concentration and effort from all groups of pupils so that they produce work of good quality. In a science lesson in Year 4, for example, this resulted in the most able pupils being able to draw accurate circuit diagrams. In a Year 3 history lesson, the teacher ensured that pupils worked at a good pace by providing, and using well, challenging artefacts. More able pupils in a Year 6 literacy lesson read with concentration for an extended period before accomplishing a good amount of written work.
15. Teachers use a wide and effective variety of teaching methods, which match the task well to meet the needs and interests of all groups of pupils. For example, in a Year 2 geography lesson, pupils were fascinated by the most recent of Barnaby Bear's adventures overseas, by what mementoes he had brought back and had a very good recall of other places he had visited.
16. In almost all lessons, teachers manage pupils very well. This is due to a combination of skills such as good planning and explanations and appropriate teaching methods. It is also rooted in the very good relationships which exist between pupils and teachers throughout the school. Homework is used well throughout the school to support learning.
17. In the best lessons, pupils learn to be independent and well organised, because teachers provide them with the means to achieve this. In all classes, teachers arrange resources so that pupils can find and put away their learning materials with little fuss. In English, in Year 3, pupils understand how to use a dictionary and are familiar with the purpose of the contents page and an index in a book. Support staff are always well briefed and are used very effectively to support pupils with special educational needs. In a Year 1 physical education lesson, pupils with special educational needs received help when needed, but were given every opportunity to work independently for as long as possible.
18. The quality of teaching for pupils with special educational needs is good. When pupils are withdrawn, the co-ordinator addresses their needs by breaking the learning process down into small steps. She modifies the planning if necessary in the light of their recollection of previous learning. In a Year 1 mathematics lesson, the least able group were given an appropriate practical task which they carried out with support, to reinforce the learning objective of counting to ten.
19. The quality and use of assessment is satisfactory. Pupils' work is marked conscientiously in accordance with the school's policy, but it is not common practice to include written comments, which help pupils to improve. Co-ordinators have put together good portfolios of work for their subjects, but these are not annotated consistently in terms of National Curriculum levels. There is a significant mismatch between teacher assessment of pupil performance in the standard assessment tests at the age of eleven and the pupils' actual test score. More careful judgements of pupils' work in terms of National Curriculum levels would give teachers the

opportunity to assess more accurately.

20. Teaching has improved well since the last inspection. The school is now in a strong position to go on to improve further.

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

21. The school's overall curricular provision is good. In the Foundation Stage the provision is excellent, providing pupils with a rich variety of very well organised activities. These accurately reflect the learning objectives for this key stage and provide children with an impressive start to their experience in school. In Key Stages 1 and 2, the curriculum is broadly based.. Across the school, curriculum planning, for both the long, medium and short term, is of a high quality. Schemes of work are available for all National Curriculum subjects, and this key issue from the last report has been met. An appropriate allocation of time has been given to all subjects of the National Curriculum and religious education and the statutory requirements of all subjects are met. The school has well written policies for health education, sex education, and education about drugs misuse. These topics are effectively covered through 'circle-time' in the Foundation Stage and Key Stage 1 and by a combination of science and personal, social and health education (PSHE), in Key Stage 2. However, the school does not yet have a coherent and documented PSHE scheme of work in place, which ensures progress and continuity in learning for all pupils. The monitoring of this important area of the curriculum, to ensure consistent and systematic provision, is inadequate. Many aspects of health education are taught through science, physical education and food technology. Sex education is also taught through science, when pupils learn about the life cycle of animals, plants and humans.
22. Except for personal, social and health education, there is satisfactory provision for equality of access and opportunity for all pupils. In Years 5 and 6, classes are carefully organised into ability groups in English and mathematics in order to match work more closely to the needs of individual pupils. Work is well matched to the learning needs of those pupils on the special educational needs register, including those with statements of special educational need. In many classes, their needs are well met through the skilful deployment of an additional classroom assistant or volunteer parent. Individual education plans are used by teachers to plan effectively for the needs of these pupils. The key issue from the last inspection to improve the management of learning for pupils with special educational needs has been met successfully.
23. The school makes good use of the local environment through visits to enhance pupils' understanding of such subjects as history, geography and science. Venues regularly used include Skelton Beck and Castle Eden Walkway. During their recent study of the Vikings, pupils were given the opportunity to experience a Viking Activity Day, when visitors shared with pupils their knowledge of how these people worked and lived, through the use of tools, artefacts and role play.
24. The provision of extra-curricular activities is good. Team sports include football, netball, and rugby. Musical interest is nurtured through the choir, string and brass lessons, and guitar lessons, which are organised by a volunteer parent. Pupils also enjoy a popular Line Dancing club at lunchtime. An annual school drama production, which last year was entitled 'Dinosaur valley', involves many pupils and is a very popular event with parents. An annual residential week is organised for Year 6 pupils in Weardale during the summer term. Up to 65 pupils learn many other outdoor activity skills and develop their personal and social skills further in a new and challenging environment.
25. Overall, the school's provision for pupils' personal development, including that for their spiritual, moral, social and cultural development, is good. This good provision has been maintained since the last inspection.

26. Provision for pupils' spiritual development is good. Religious education provides a rich source for pupils' reflection through stories from the Bible. For example, the 'Three Wise Men' story telling of the giving of gifts was used in assemblies to help pupils to understand that gifts are special when they are given with love and care. Pupils reflected with wonder that God gave the gift of His only Son. Some time for quiet reflection is provided in collective worship. In 'circle-time' pupils are encouraged to think, share ideas and make decisions. Art, music, literature and poetry all contribute well to spiritual development. Through assemblies, pupils are introduced to tales and beliefs, which promote a moral message with an emphasis on the Christian tradition. Hymns and songs are sung sensitively in assemblies, but some opportunities are missed to experience feelings of awe when time is not provided to sit and listen reflectively to music. The school does not meet the statutory requirement to provide a daily collective act of worship for all pupils.
27. The provision for pupils' moral development is very good. Pupils clearly understand the difference between right and wrong. They are taught to respect themselves and others. All adults set very good examples for pupils. The school has clear expectations for pupils' behaviour; while rules are kept to a minimum, they are discussed with pupils and then displayed in classrooms. Pupils are not dependent on rewards for good behaviour. School is a well-ordered community with a caring and sharing ethos. Religious education makes a good contribution to pupils developing sound values.
28. The provision for pupils' social development is very good. There are opportunities for pupils to work together and to share space and resources. Pupils play together very well and enjoy school events such as discos. They take part in outside school activities, such as clubs, and they play in school teams. Their horizons are broadened by the contributions they make to their community. Pupils support the Butterwick Hospice for Children, and take gifts to a Shelter for the Homeless. Frequent charity appeals reinforce the school's teaching of care and concern. The residential educational visit gives older pupils valuable experience of taking responsibility and learning to work as team members. Year 6 pupils also perform various tasks around the school. Other pupils have less opportunity to exercise responsibility.
29. The school's provision for pupils' cultural development is satisfactory, overall. Provision for appreciating Western culture is good, but provision for education in the multi-cultural nature of society is inconsistent. Educational visits are used well in science, geography and history. They promote pupils' awareness of the local and wider cultures. Pupils learn about aspects of national heritage and culture by a wide range of visits to places of interest. Cultural development is provided in art, music and literature through visits from musical ensembles and the Story Teller Theatre Company. Pupils learn about the cultures of other countries in history, geography, music and art. However, the multi-cultural aspects of literature, dance and music are under-developed. There are some books promoting positive images of ethnic minority groups, but opportunities are missed to understand the richness and variety of their cultures. Pupils study other religions in religious education, but they are not helped enough to learn of the beliefs, values and traditions of other religions.

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

30. The school provides a good level of care for its pupils and this area of the school's work has improved since the last inspection. There are very good relationships between all staff and pupils and, as a result, pupils feel secure and comfortable in school. Parents confirm that their children are happy to attend this school and the very high attendance figure further reflects this. The school has very good procedures for monitoring and improving attendance. Parents and pupils are grateful that any incidents of bullying or aggressive behaviour are quickly and effectively dealt with. These very good relationships also mean that pupils feel confident in asking for help in and out of lessons when they need it.
31. Teachers take an interest in their pupils. They take time to talk to them and they are quick to address any concerns regarding their wellbeing. There are four members of staff competent in first aid and safety is a key priority on visits out of school; for example seat belts are worn on

bus journeys, and a good level of adult supervision is provided. There are regular health and safety inspections and any concerns are quickly remedied. The school caretaker and cleaners are successful in providing a clean and hazard-free environment.

32. With regard to the school's responsibility to protect children, staff have a satisfactory understanding of child protection, but few have had any specific training in this area. They rely very much on their own common sense in recognising the signs of possible child abuse and, although quick to seek advice and report any concerns, they are not entirely familiar with the correct recording and reporting procedures.
33. The school uses appropriate procedures for identifying pupils who have special educational needs. This is a good improvement on the situation reported by the last inspection. Individual education plans are used well to review the progress of these pupils and support staff are very effective in their work with these pupils.
34. The school's procedures for monitoring and promoting pupils' academic performance and personal development are satisfactory.
35. Since the last inspection rigorous, regular assessment and recording of pupils' progress in English and mathematics has been developed and is good. This has contributed to raising standards in both subjects. In English and mathematics, work is assessed and collated along with test results from school and national tests. The school uses its own systems to identify the level of attainment achieved by pupils. However, these assessments do not compare directly with National Curriculum levels. The assessment value of these is weakened because there is inconsistency between the National Curriculum levels and the levels used by the school. All subjects have an attractive portfolio of pupils' work and these are very well presented. Again the value of these assessments is, however, reduced, because much of the work is not annotated or graded against National Curriculum levels in subjects where these levels exist. The very good practice in English and mathematics is not used consistently in science and other curriculum subjects. The procedures for assessing personal development are not consistent across the school.
36. The use of assessment information to guide curriculum planning is satisfactory, overall. The school uses assessment information to guide long term planning. As a result of these assessments, handwriting and presentation were identified as areas for development. These are now a strength of the school. As a result of assessment and careful scrutiny of individual results, the school has identified its targets for improvement. These targets tend to be whole class and whole year targets in English and mathematics. In addition to the end of key stage National Curriculum tests for English, mathematics and science, other standardised tests in English and mathematics have been introduced. These enable the school to check the progress of individual pupils for attainment from their entry to the school, when they are given initial 'baseline' assessment tests, by recording their attainment in all the tests throughout their school life. The school is able to use this information to predict outcomes at the end of Key Stage 2. All pupils have a record of achievement and samples of individual work show progress in attainment as pupils progress through the school.
37. The progress of pupils with special educational needs is reviewed regularly and targets are set by the co-ordinator for special educational needs and the class teacher. Targets are reviewed regularly and any new needs are identified. Records for pupils with special educational needs are up-dated regularly. While some targets in Key stage 1 are more general, targets for older pupils are more specific.
38. Assessments in English and mathematics are used to guide medium and short term planning. However, there is little use of regular assessment information to guide planning in science and the foundation subjects. There is no systematic whole school approach to recording pupils' strengths and weaknesses and what they need to learn next. In some lessons, work is planned to match the needs of pupils of different attainment, but this is not consistent practice across the school.

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

39. The school has a very good partnership with its parents and this is an improvement since the last inspection. Parents hold the school in very high regard. This is reflected by the many positive comments made by parents to inspectors and through their responses to the pre-inspection parents' questionnaire. They are particularly grateful for the welcoming atmosphere, the positive ethos of the school and the high expectations which teachers have for both the academic and personal progress of their children. They are also pleased with the very good level of communication between school and home and particularly like the home/school contact books.
40. Parents are well informed about the general life of the school through regular and well-presented correspondence. Parents are also provided with information on what is being taught in mathematics and in English but there is less information on what is being taught in other subjects. Parents are kept very well informed of their children's progress. There are two formal parents' evenings each year for parents to discuss their child's progress with the class teacher. In addition, there is a mid-year open afternoon/evening where pupils can show their parents their own work and that of others on display throughout the school from Nursery right through to Year 6. The end of year written reports for parents are of a very high standard. They inform parents clearly of what their children can do in English, mathematics, science and information and communications technology and they set clear learning targets for the future. The very best ones report in similar detail on all National Curriculum subjects and these are excellent.
41. There is very good support from parents for the work of the school. There is almost 100 per cent attendance at parents' evenings and other events. Virtually all parents supervise their children's reading at home on a regular basis, mostly by hearing them read, and they support them well in other homework tasks. A good number of parents and grandparents provide very valuable help in all classes throughout the school and this has been the case for many years now. There is an active support group known as Friends of Hartburn whose fund raising efforts, very well supported by parents and friends, have provided a range of valuable additional resources, including a drama stage.
42. As a result of this very good partnership, parents and teachers are working together very effectively in supporting pupils' learning at school and at home and this is a major factor in helping pupils to reach their potential.

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

43. The school has a clear vision of what it is trying to achieve and this underpins its very positive ethos. It wishes its pupils to achieve their potential both academically and personally in a safe, happy and caring environment in which all feel valued. It wishes its pupils to acquire knowledge and skills, which will enable them to come to independent judgements and take their place in the world. The school wants its pupils to respect themselves, each other, their communities and the world in which they live. The school is very successful in achieving these demanding aims throughout its work. The headteacher has been central in developing this ethos and has created a strong team of adults who are firmly committed to high attainment within the context of good quality learning experiences.
44. The headteacher, very ably supported by his deputy and other key staff, provides very good leadership. His drive and leadership enabled the school to respond positively to the last inspection. As a result, the school has made good progress since the last inspection, and successfully met the key issues identified in that report. The headteacher delegates effectively and trusts members of staff to carry out their responsibilities. The school has very good procedures for monitoring and evaluating its performance and taking effective action to identify new priorities for development.
45. The headteacher is supported by a team of four section leaders who each co-ordinate two



school years. They have an important role in planning and monitoring the standards of attainment and quality of teaching and learning for their year groups. They act as an important channel of communication between the headteacher and the rest of the staff and are a key element in the school's strategic planning procedures, as well as in the day-to-day management of the school. They support the headteacher in his conviction that all pupils have an equal right to quality in education. Equality of access and opportunity underpin all that the school does. Care is taken to ensure that gender and ethnicity have no adverse impact on equality. Occasionally, equality of access is breached, for example when some pupils are withdrawn from collective worship for extra reading or swimming. The school is alert to the need to avoid these instances of inequality.

46. The provision for pupils with special educational needs is well managed and there is good liaison between the special educational needs co-ordinator, class teachers and learning support assistants. Identification, support and monitoring procedures are organised and managed effectively. Learning support assistants make a very valuable contribution both to pupils working in class and pupils who are withdrawn for special support. In addition to its good work with pupils who have learning difficulties, the school is developing a strategy for supporting its highest attaining pupils and their progress is helped by setting in literacy and numeracy lessons. The school is examining particular teaching strategies, which are designed to help these pupils further over time. The special needs co-ordinator works very hard and effectively on behalf of her pupils. The school has made very good progress in this area since the last inspection.
47. The governing body is very effective and fulfils its statutory duties. It is well informed about the school's activities and is active in decision making through its committee structure. The governing body shares the headteacher's and staff's vision for the school and is committed to providing good quality education for all pupils. The headteacher is appreciative of the governing body's support and role as 'critical friend' in determining priorities and monitoring progress towards them.
48. The school runs efficiently on a day-to-day basis. Its routines are clear and well understood and involve a minimum of time loss through delay and unnecessary movement. Planning is very good in the long, medium and short term and reflects priorities identified in the school improvement plan. These priorities are excellently supported by secure financial planning. The school's finances are well managed by the administrator on a day-to-day basis and expenditure is monitored effectively by the governing body. The budget for each year is set after thorough consultation and reflects current priorities as well as longer term objectives. Finance designated for particular purposes, for example, for special educational needs, and professional development for staff, is used appropriately.
49. The school is very effective in responding to pupils' different learning needs, in overcoming possible barriers to learning and in ensuring equality of opportunity and access for all groups of pupils. As a result, pupils make good progress in their learning in Key Stages 1 and 2 and very good progress in the Foundation Stage.
50. The school makes good use of new technology. Its use in administration is effective and it is being used increasingly to support learning in subjects across the curriculum. When the school's computer suite is completed in January 2001, the school will have further opportunities to develop information and communications technology as an everyday tool for learning.
51. The school is very well staffed to teach the National Curriculum and religious education. While the school is not over generously supplied with support staff, those that it has are used very effectively. Teaching and non-teaching staff work very well together and their fruitful partnership is a major factor in achieving the quality of education that the school provides. Their work is supported by parents, grandparents and other helpers whose contributions are much appreciated. Teaching is managed well; new staff are settled into the school effectively and the school has the potential to support the initial training of teachers successfully.

52. Accommodation is adequate to teach the National Curriculum and religious education. The building is welcoming and the learning environment is enhanced by attractive and informative displays, which celebrate pupils' achievements. However, given the school's current numbers, the accommodation is cramped and classrooms are often small for the number of pupils in the class. There are adequate hard surface play areas and an adjacent playing field. Resources for learning are adequate, overall.
  
53. The school has made good improvements since the last inspection. These result from the vigorous leadership of the headteacher supported by his colleagues and the governing body. The school is in a very strong position to continue to improve.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:

- (1) improve the provision for multi-cultural education throughout the school by:
  - establishing a programme of activities which will build up pupils' knowledge and understanding of the richness of other cultures across the key stages;
  - optimising the use of the subjects of the curriculum to contribute to this;
  - building up a range of first hand experiences, for example, through visits, the Internet, and a range of artefacts (see paragraph 29).

Other issues which should be considered by the school:

- ensure that teachers' records of pupils' attainment are consistently and accurately assessed in terms of National Curriculum levels in the relevant subjects (see paragraphs 19, 35, 38, 99, 106, 122, 128, 134);
- take steps to ensure that all pupils attend a daily collective act of worship ( see paragraphs 26 and 45).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	61

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	19	51	24	1	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)	39	464
Number of full-time pupils eligible for free school meals	0	35

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	61

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	10

### Attendance

Authorised absence	%
School data	3.8
National comparative data	5.2

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
		2000	29	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	35	35	34
	Total	62	62	61
Percentage of pupils at NC level 2 or above	School	95 (95)	95 (99)	94 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	28
	Girls	35	34	35
	Total	62	61	63
Percentage of pupils at NC level 2 or above	School	95 (95)	94 (94)	97 (98)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	35	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	30	35
	Girls	25	25	30
	Total	57	55	65
Percentage of pupils at NC level 4 or above	School	85 (77)	82 (75)	97 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	31	35
	Girls	28	28	31
	Total	58	59	66
Percentage of pupils at NC level 4 or above	School	87 (86)	88 (88)	99 (93)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	442
Any other minority ethnic group	16

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

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

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

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

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

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

Total number of qualified teachers (FTE)	18.06
Number of pupils per qualified teacher	25.7
Average class size	28.9

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

Total number of education support staff	5
Total aggregate hours worked per week	77

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	64

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	99-00
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	£
Total income	810,357
Total expenditure	794,458
Expenditure per pupil	1,502
Balance brought forward from previous year	0
Balance carried forward to next year	15,899

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

### **Questionnaire return rate**

Number of questionnaires sent out	502
Number of questionnaires returned	163

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	1	1
My child is making good progress in school.	56	38	3	0	3
Behaviour in the school is good.	52	47	0	0	1
My child gets the right amount of work to do at home.	42	44	12	0	2
The teaching is good.	59	38	1	0	2
I am kept well informed about how my child is getting on.	50	40	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	25	1	0	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	50	41	6	1	2
The school is well led and managed.	56	42	0	1	1
The school is helping my child become mature and responsible.	60	38	1	1	0
The school provides an interesting range of activities outside lessons.	27	34	15	3	21

## **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**

55. Children are admitted to the Nursery in either September or January for a morning or afternoon session. They move into one of two Reception classes after their time in the Nursery in accordance with the Local Education Authority's practice. Two Nursery nurses support the class teacher in the Nursery and there are two full time teachers for the Reception classes. At the time of the inspection, there were 39 children in the Nursery and 31 children in Reception. Children and parents are very well prepared before they enter the school by home and school visits. Parents are given a 'welcome pack' of information and invited to attend school sessions. Assessment information is carefully collated throughout the Foundation Stage and information is communicated to the next class teacher with care and rigour. This forms part of the children's assessment tracking as they move through the key stages.
56. The provision for children under the age of five in the Foundation Stage is excellent, overall, and is a strength of the school. The indoor area caters very well for all areas of learning within the classroom spaces. Resources for inside work are excellent and easily accessible. Opportunities for learning outdoors are very good, and complement the indoor provision. The very positive situation found at the time of the last inspection has been improved further.
57. Attainment on entry to the school is above average. Assessment during the Foundation Stage is rigorous and indicates that children are above average in all areas of learning. Children achieve very well throughout the Foundation Stage and inspection evidence indicates that they are well on course to achieve the early learning goals in all areas of learning, with some high attaining children already reaching these goals while still in the Nursery.

### **Personal, social and emotional development**

58. Personal, social and emotional development are excellent and children make very good progress in this aspect of their learning. Most children have already achieved the early learning goals and all children are well on course to achieve these goals by the time they leave the Reception classes.
59. Consistent messages are given to children from the time they enter the school about the importance of valuing each other and appreciating achievement. Children are made to feel that their ideas and contributions are valued. The school provides a happy and stimulating environment where the joy and excitement of learning are evident. Children are encouraged to think independently and to behave sensibly. They are invited to sing songs by themselves and many children volunteer to do so. The teacher reminds them to listen carefully to each other and this encourages very good levels of appreciation from young children. They are encouraged to think of others as they feed the birds and lift and carry lightweight equipment away after outside play. They are confident and work well alongside other children. Reception children take it in turns to take the register and all are expected to help with jobs in the classroom during the day.
60. Moral and social development is excellent. Children are taught to respect each other, adults, and the environment and a positive learning environment is established. Young children in the Nursery show very good levels of independence and responsibility as they peel satsumas, carefully pulling each segment apart and offering the fruit to others, including the visiting inspector. Children develop their confidence and self-esteem very well. The teacher ensures that the end of the session is a sharing and celebration of achievements. The teacher in the Nursery creates an attractive atmosphere with coloured light and children reflect well on the activities of the day.
61. Teaching is strong in this aspect of the provision and children respond very well to clear



guidelines from their teachers in both the Nursery and Reception. All adults provide very good examples for the children; they are cheerful, supportive and constantly challenge young children to reflect, appreciate, and develop confidence and joy in their learning. Children's joy in the activities and experiences provided was evident throughout the inspection week. They respond very well to the consistently good and sometimes very good and excellent teaching. Children sustain concentration, answer questions confidently and explain what they are doing clearly to visiting adults. The teacher encourages a happy, welcoming environment where everyone is made to feel special. Teachers provide a rich learning environment with a wide range of activities. Children respond very well to these opportunities to develop the use of different senses.

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

62. Children achieve standards in speaking and listening, language and literacy which are well above average. All children are on course to achieve the early learning goals by the time they leave the Reception classes.
63. Excellent opportunities are provided to extend speaking and listening. The Bears' Cave' and the home and office areas provide exciting opportunities for role-play. Children in Reception talk to each other about putting the bears to bed and reading them a story. In the Nursery, they talk to visiting adults confidently, describing how they light up the log fire and the cave with torches and simple electrical lights. They explain clearly how they connect the clips to the battery to complete the electrical circuit. Speaking and listening are very good. High attaining children in Reception talk about their favourite part of the reading book with good levels of vocabulary. Children talk with confidence, when describing what they have read, for example, describing how the flamingo sleeps on one leg.
64. Children are extremely well motivated and eager to join in all the activities. Children in the Nursery talked confidently to the visiting inspector when describing their special cave area. Listening skills are very good and all adults take every opportunity to extend vocabulary and speaking skills.
65. Children enjoy browsing through books and the majority of them in the Reception class are well launched in reading. High attaining children read many of the words in their guided reading book. They recognise the difference between story and reference books and are aware that some books contain stories and poems, while others are information books. The teacher is careful to check the children's understanding of the information, for example, why the flamingo sleeps on one leg. The reading is challenging for young children and they learn words like hibernate and then explain their meaning. Children know and identify the letters of the alphabet; during the inspection, they were concentrating on 'j and y'. Parents receive clear guidelines to help them with their children's reading. All children have a positive attitude in this aspect of their learning and are interested in the content of books. They know how to handle books and identify the author, illustrator, title page and blurb information on the back cover. They predict what might happen next in the story and recognise letters and some words. In group reading sessions, children in the Nursery know and recognise speech bubbles. They explain the content of their favourite book and read with excellent expression. Children demonstrate a mature awareness of an audience as they read the story for others. They are beginning to recognise rhyming words in the story such as chair and bear, moon and soon.
66. Writing is well established and most children write their own names on their work. High attaining children write simple sentences that convey meaning. They write for different purposes, for example, letters and shopping lists. In Reception, children wrote an invitation to Kipper to attend the bears' party. The teacher explained what an invitation is and challenged them to identify the information. The teacher then guided the children skilfully to identify the different components of the invitation. Lower attaining children wrote a sentence, 'Can you sleep, Felicity?' They copied the writing from the board and added their own name. Writing is well developed and style, control and consistency in size and the shape of the letters are beginning to emerge. In the Nursery, children are encouraged to write a simple description of

their pictures, such as 'I made a teddy bear'. An analysis of the children's work shows that, by the end of the Foundation Years, high attaining children are beginning to write simple stories with beginnings, middles and ends. Average and lower attaining pupils are writing simple sentences that convey meaning.

67. Teaching is consistently very good and experiences in language and literacy are well planned and taught so that most children make very good progress in their learning. A strength of teaching is the way that the children's vocabulary is constantly extended through discussion, rhymes and songs. Teachers make learning fun and exciting and the children reflect their teacher's enthusiasm and joy in learning. Teachers encourage children to develop their curiosity about stories. The teachers give the children confidence, opportunity, encouragement and support to speak and listen in different situations and to respond to stories.

### **Mathematical development**

68. Children achieve well above average standards in numeracy and mathematical development. All children are on course to achieve the early learning goals by the time they leave the Reception classes.
69. Children are developing a very good knowledge of numbers and their learning is the result of very good teaching. The teacher uses singing rhymes that involve numbers, for example 'Hickory dickory dock', and children enjoy and learn well from this method. Knowledge of numbers is well established. Many examples were observed during the inspection week of children in the Nursery counting up to and beyond ten. They count the number of satsumas and then count the number of segments for several satsumas. They count the number of soft toys and assemble them ready for a story. Knowledge of shape and size is well established. Children are encouraged to sort the different shapes into the appropriate areas. They are developing a very good understanding of time, as every opportunity is taken in both the Nursery and Reception classes to identify the time and to alter the clock so as to tell the time. In Reception, children recognise and create repeating activity patterns using body actions such as clapping, stamping, and nodding heads. They enjoy creating their own repeating patterns and appreciate and join in with those created by others. They order numbers, and mentally work out one and two more than or less than numbers under ten. High attaining children in Reception use their fan of numbers to show the correct number. Problem solving is used well, and children solve problems involving the three little pigs and the bears. They are beginning to add and take away. For example, 'if two bears had two lollipops each how many would they have together?'
70. Teaching is very good and the fun that is introduced into the lessons motivates young children very well. As a result, they work eagerly on mathematical tasks. A strength of the teaching is the use of repetition in the singing games which the children enjoy and other games which develop children's mathematical skills effectively.

### **Knowledge and understanding of the world**

71. Children achieve above average standards in their knowledge and understanding of the world. All children are on course to achieve the early learning goals by the time they leave the Reception classes.
72. There are excellent opportunities in both the Nursery and Reception to improve attainment in this area of learning. All adults are enthusiastic and constantly extend knowledge and understanding about the local environment and the wider world. Children have a very good knowledge and understanding of animals. High attaining children explain the meaning of the word 'hibernation' and know that squirrels hibernate. Children know the days of the week very well and teachers help them to extend their thinking, for example, by challenging them to identify the day Tuesday and to say how many more days there are before Friday. In the Nursery, children know the days of the week very well because they sing their song about the days frequently. They are eager to take visiting inspectors into their bear cave and demonstrate how to light up the dark cave by connecting a battery to a light bulb. They explain clearly how

they do this and high attaining children have a basic understanding of electricity. Children are encouraged to observe the shape and colour of leaves through a magnifying glass.

73. There are many opportunities for children to use construction kits and develop their ability to design. In Reception, children design and make a bed for the bears. There are opportunities for using mobilo and lego to construct objects. Children also design and make a bed, using junk materials. High attaining children make a bunk bed and are challenged to make a steep ladder so that Teddy can reach the top bunk.
74. Teaching in this area of learning is very good and activities are interesting and challenging. Adults make good use of questions to extend children's knowledge and understanding and to develop and extend their vocabulary. The teaching of investigative skills is good. Teachers encourage children to extend their vocabulary and develop observational and investigative skills. Every opportunity is seized to observe changes in the outside world. For example, the children visited the builders as they placed new tiles on the roof of the school extension. They knew and observed that the tiles were rectangles.

### **Physical development**

75. Children make very good progress in their physical development and are well on course to achieve the early learning goals by the time they are five. They are encouraged to improve their manipulative and finer motor skills with a range of appropriate activities. Children use pencils, crayons, scissors and paint brushes effectively and with confidence. They roll clay and use simple tools to shape and form features. Hand-eye co-ordination is well developed, for example, through matching and positioning shapes, decorating and sticking. Children develop gross motor skills by walking, skipping, hopping, jumping, and running. The outside play area in the Nursery is well organised and provides a rich learning environment. There are excellent opportunities for problem solving activities. Children build ramps and roll their cars down the ramp. There are very good opportunities to develop gross motor skills of climbing, jumping, balancing, and sliding. Children develop confidence by climbing up the rope ladder and balancing on the planks. They enjoy clambering over barrels and climbing over and through apparatus. Tyres provide opportunities for rolling, spinning and aiming skills. Children work co-operatively, for example, collecting autumn leaves in the wheel barrow, and taking each other for rides on the back of the pull along truck.
76. Teaching in physical development is very good in the Nursery; no teaching was observed in this area in Reception. The sessions are supported by good use of language to extend children's knowledge of physical activities.

### **Creative development**

77. Many children are already achieving the early learning goals for creative development and all should achieve them by the time they move into Year 1.
78. Teaching in music is very good. Enthusiasm for and joy of music is communicated to the children and they respond with very good levels of interest. Their rhythmic response to music is very well developed and they show good control of pitch and pulse. Children enjoy their singing and they sing very well. Children have a very good knowledge of instruments and create their own rhythmic accompaniment to music, using percussion instruments, for example, when responding to a firework theme. The teacher accompanied the children on the piano as they sang 'I can sing a rainbow'. Children know the song very well and they hummed, sang, clapped and tapped the rhythm. They experienced singing loudly and softly and the teacher developed co-ordination and body activities as children winked, clicked and clapped to the music. The excellent teaching was underpinned by the teacher's clear understanding of the needs of young children.
79. Teaching in other creative areas is very good. Pupils have opportunities to paint, print, draw and create a simple collage picture. They mix primary colours and are challenged to make the

colour brown. Young children in the Nursery use sponges to print owl pictures and they add features, using finger printing. These show a well developed understanding of physical differences, which are clear in the paintings and line drawings.

80. The Foundation Stage is very well managed and teaching is often very good or excellent. All adults are highly motivated, enthusiastic and share positive relationships with the children and their parents. They are sensitive to the needs of young children and provide a well-organised range of appropriate activities. They are clear about their roles and responsibilities and have common shared aims and objectives. This has a positive effect in ensuring that the learning is well organised, enjoyable, safe and secure at all times. Routines are well established and children know what is expected of them. There is well-organised interaction with the children and very good relationships are made. The Foundation Stage has a secure and purposeful ethos which ensures that learning is not only much enjoyed, but that learning experiences are of very good quality.

## ENGLISH

81. Standards of attainment in English have continued to improve since the last inspection and are well above average at the end of both key stages. In the National Curriculum tests at the end of Key Stage 2 in 2000, 85 per cent of the school's pupils attained the national expectation of level 4 at least, with 39 per cent attaining the higher level 5. These results are above the national average and well above the results obtained by pupils in schools which draw their pupils from similar backgrounds. At the end of Key Stage 1 in 2000, 95 per cent of the school's pupils attained the national expectation of level 2 at least, with 38 per cent attaining the higher level 3 in reading. In writing, 95 per cent attained level 2, with 14 per cent attaining level 3. These results were well above both the national average and the average for similar schools. At Key Stage 2 and in reading at Key Stage 1, the school's rate of improvement over the last few years has broadly matched the national trend: in writing, at Key Stage 1, the school's rate of improvement has exceeded the national trend.
82. Evidence from the inspection confirms this good improvement. Pupils throughout the school speak, read and write competently and are on course to perform well in this year's National Curriculum tests. The school has set appropriately challenging targets for this year and managed to surpass the targets set for last year. Pupils' achievement is good throughout the school and reflects the consistently good teaching. Pupils with special educational needs make very good progress in relation to their prior attainment.
83. Since the last inspection, good progress has been made in raising standards in reading and writing. The standards of presentation and handwriting have improved significantly throughout the school, because the school has very clear guidelines to encourage consistency and high standards. Significant progress has been made in providing opportunities for using information and communications technology to edit and re-draft work. The school has made good progress in developing the library and is continuing to consider ways to make it an attractive learning area. Pupils use a scanner to record and locate information in the library, although not all pupils are confident using this new device. The school has developed its planning well and this has significantly improved the systematic progression of skills, knowledge and understanding across the school. The range of fiction and non-fiction books available is constantly being reviewed and updated. The school has extended significantly the range of books and resources available for all its pupils.
84. Pupils enter the school with above average skills in their speaking and listening. Throughout the school, pupils speak, listen and read very well and write well. Pupils in Year 2 talk confidently about the use of punctuation and how connectives can be used to enrich writing. High attaining pupils in Year 6 have a good vocabulary and a good understanding of language. They speak confidently in discussions and offer opinions about the style of a story or the imagery used in poems. They explained the function of adjectives, using imaginative language, and competently

and accurately described how the use of different tenses can add impact to written work. Drama is used effectively to support other curriculum areas. Speaking and listening is well above average.

85. Standards of attainment in reading have continued to rise and are very good. Pupils in both key stages are confident when reading individually or in a group. Throughout the school, pupils have a positive attitude to books and reading. They are encouraged to read a wide range of literature and newspaper reports feature in displays around the school. Pupils discuss preferred reading materials well, explaining what they like about their favourite stories, for example, humour, excitement and adventure. Higher attaining pupils in Year 2 described their favourite book 'Little Women' and they talked in detail about characters and the development of the story. Pupils in Year 2 read accurately and with a good level of expression. They predict the endings to stories and read unfamiliar text well. Older pupils talk about the style of the book or written material and how individual authors use different styles to add impact to their work. They talk about the importance of headlines in newspapers having immediate impact and the importance of using pithy and succinct language. Pupils read confidently and with growing expression. The confidence to read with accuracy and expression is nurtured as pupils make progress through the school, and contributes to the very good standards in reading. Pupils listen carefully to their classmates and show appreciation when others are reading. Many pupils in the higher and middle ability groups use inference and deduction when reading text.
86. A significant strength in writing is the consistently high standard of presentation and the quality of handwriting throughout the school. Handwriting throughout the school is neat, well formed and consistent in size, shape and style. Pupils are encouraged to write independently and enjoy communicating written information to others. Independent writing is developed from the time children enter school and pupils throughout the school are encouraged to write their own responses to their work, for example, by describing their paintings. Higher attaining pupils in Year 1 write independently and use capital letters and full stops as they begin to sequence their ideas. Year 2 pupils answer comprehension questions, using full sentences, and giving reasons for their answers. They write about their holidays and their ideas are developed into logical sequences. Spelling is good throughout the school and the weekly spelling test contributes well to this. Pupils are encouraged to learn simple spelling rules and this has a positive impact on the good standard of spelling. They use a dictionary and a thesaurus to research the meaning of words and this enhances the good use of vocabulary. Higher attaining pupils in Year 3 show evidence of good progression from Year 2. They use interesting and varied vocabulary, for example, words such as 'chuckled, sniffed, and sprinted', because teachers challenge pupils to extend the range of vocabulary used. The weekly phonics lesson contributes well to the growing awareness of a wide range of vocabulary. By the end of Key Stage 2, pupils have a good understanding of writing in different styles and for different purposes, including diaries, biographies, autobiographies, character descriptions, reports, and curriculum vitae. In Year 6, pupils have written topic books about the Olympics. The wide range of extended writing shows good ability to compare the modern day Olympics with the Ancient Olympics. Paragraphs are used well, as is information and communications technology. In Year 5, pupils show imagination in their emotional poems and in their nonsense poems. Pupils write a range of nonsense poems in the style of Edward Lear with interesting titles such as 'The rabbit from China', and the 'Ipswich Invaders'. Speech marks and exclamation marks are used well to enrich the work. Pupils in Year 6 use computers to produce their own newspaper, the 'Hartburn Herald'. They show a good grasp of the reporting style, for example, when they write about the school line-dancing club. Pupils show a good understanding of the requirements of journalistic style and they have a very good command of relevant vocabulary. They are aware of the need for bold style for the headline such as 'To dance or not to dance' and the importance of a pithy writing style. Writing is very good, overall, throughout the school.
87. Attitudes and behaviour very are good in English lessons. Pupils show very good levels of concentration and a mature interest and enthusiasm for their work. They are keen to respond to questions and to join in discussions. This positive attitude is a major factor in promoting the quality of their learning.

88. The quality of teaching is good, overall, in both Key stage 1 and Key Stage 2. It reflects the quality of teachers' planning. There is a good balance between learning specific skills and techniques and encouraging individual and creative work. Lessons are well structured and teachers have good subject knowledge. This contributes to pupils' clarity and knowledge about language; for example, pupils in Year 4 explained clearly that a phoneme is a small unit of sound. The phonics lessons in Year 4 are contributing to pupils' knowledge of words and how to spell them. Pupils enjoy the challenge of identifying and researching the meanings of words and spelling patterns. They are well supported by clear guidelines and resources. In classrooms, ideas for enriching language, such as using connectives and adjectives, are accessible and well used. Clarity in learning is enhanced by the clear targets that are shared with pupils. Marking is done effectively, informing pupils and challenging them to improve their work. A strength in teaching throughout the school is the plenary session where work is shared and appreciated and the main thrust of the lesson is revisited.
89. The co-ordinator has very good subject knowledge and has worked hard to ensure that the Literacy Hour has been implemented effectively. Writing has been identified as an area to be developed after careful analysis of test results over time. Assessment information from a range of sources is used to identify group and year targets. Parental support for reading is good and contributes well to the progress that pupils make. There are sets of books for all ability groups. The library is well stocked with reference books and it is well used by pupils for research in other subject areas, such as history. Pupils work independently in the library well and have a mature approach to research. The library is, however, not attractive or stimulating, and would benefit from careful planning to create a more exciting learning area.
90. Standards of attainment in English have improved well since the last inspection, and the school is in a good position to continue to improve.

## **MATHEMATICS**

91. In the Key Stage 2 National Curriculum tests in 2000, 82 per cent of pupils attained the nationally expected level 4 or above, which was above the national average, and 36 per cent of the school's pupils attained the higher level 5, which was well above the national average. Compared to similar schools, the proportion of pupils gaining the expected level 4 at least in 2000 was well above average. The test results in 2000 show an improvement in standards from 1999. During the last four years, the school's results have improved in line with the national trend, except for the dip in 1999, which is explained by the unusually high number of pupils with special educational needs who were in that year group. Standards of work were good during the inspection in both Key Stage 1 and Key Stage 2.
92. In the Key Stage 1 National Curriculum tests in 2000, 94 per cent of pupils attained the nationally expected level 2, which was well above the national average and, of these, 40 per cent of the school's pupils attained the higher level 3, which was also well above the national average. Compared to similar schools, the proportion of pupils achieving the expected level 2 in 2000 was well above average.
93. Pupils are acquiring a good foundation in numeracy. They apply their mathematical knowledge well to investigate and solve problems. In other curriculum areas, such as information and communications technology, geography and science, numeracy skills are practised satisfactorily. By the age of eleven, higher attaining pupils recall previous work well; for example, they are secure on how to work out the area of a triangle, by using the relevant formula. They are accurate when calculating the area of compound shapes based on squares and rectangles. They have a ready recall of number in mental mathematics; this includes questions on square roots and squared and cubed numbers. Average attaining pupils begin by calculating the area of a rectangle by counting squares, before moving on to using the formula. In mental mathematics, they are secure in multiplying two-digit numbers and understand square roots. Lower attaining pupils are competent in multiplication and find the perimeter of compound shapes that can be divided into rectangles well.

94. By the age of seven, pupils are confident in their approach to mental work. There is a good level of accuracy as they add 9 or 11, 19 or 21 to a selected double -digit number. Higher attaining pupils understand that multiplication is repeated addition and come to demonstrate that  $2+2+2$  means the same as  $3 \times 2$ . A pupil explained his working: 'I know that  $3 \times 5$  is 15 so  $3+3+3+3+3$  is 15'. Average attaining pupils attain well, supported by skilful questioning by their teachers. Lower attaining pupils worked effectively with a support assistant to build sets using unifix cubes and know, for example  $4 \times 2$ , without relating it to repeated addition.
95. Since the last inspection, the school has made satisfactory progress in mathematics. The school has successfully implemented the National Numeracy Strategy and the co-ordinator and her team have worked hard to develop medium term plans to display appropriate key vocabulary in each classroom to support teaching. Results from the Key Stage 1 National Curriculum tests in 2000 confirm that pupils are competent in all the attainment targets. The school is committed, however, to further improvement in using and applying mathematics.
96. Pupils' attitudes to the subject, their classroom relationships and their behaviour in lessons are very good. For example, in Year 4, pupils were courteous to each other and to adults as they worked out sums as estimates of the likely answers. They worked well in pairs and supported each other's learning.
97. Pupils, including those with special educational needs, make good progress in their learning throughout the school. This is evident in the standard of work completed in lessons and over time. Pupils' learning is assisted by setting, which enables teachers to match work to their abilities. Learning is good when pupils are challenged and encouraged to think mathematically, as observed, for example, in a Year 3 lesson when pupils understood that doubling and halving are inverse operations.
98. The quality of teaching is good, overall, in both key stages, and was very good or excellent in one quarter of the lessons observed. Teachers plan consistently to the school's scheme, which is closely linked to the National Numeracy Strategy. Teachers set clear learning objectives and encourage pupils to think, as in a Year 4 class where mathematical language was developed well during mental mathematics which concentrated on division facts. Pupils were challenged to find other ways of working out the answer. Similarly, in a Year 1 lesson, the teacher sang a song with pupils as they counted back in tens from 100. The teacher in a Year 5 set told pupils the learning objectives to help to concentrate their minds at the start of the lesson. Work is constantly marked throughout the school, but marking is not always evaluative. Pupils do not have individual targets.
99. The mathematics co-ordinator manages the subject effectively. Consistency is achieved through the carefully worked out medium term plans and the key vocabulary displayed in each classroom. Parents are given useful information to support learning, which includes homework targets for each year group. There is also effective liaison with the governing body. Arrangements are in hand, of which parents are aware, to develop a maths games library which will further strengthen work in using and applying mathematics. The co-ordinator is aware of the need to include work moderated to National Curriculum levels in the portfolio and to develop links with information technology. Resources are good.
100. There has been sound improvement in this subject since the last inspection and the school is well placed to go on to improve further.

## **SCIENCE**

101. The overall provision for science in the school is good. Since the time of the last inspection, there has been a rising trend in the standards attained in the subject. In the 2000 Key Stage 1 teacher assessments, the proportion of pupils achieving the nationally expected level 2 was well above the national average and above that for similar schools. At the higher level 3, the proportion was below the national average. In the Key Stage 2 National Curriculum tests, the proportion of pupils attaining at the national expectation of level 4 at least was well above the

national average. The proportion attaining the higher level 5 was at the national average. The attainment of boys was slightly higher than that of girls in comparison with the national averages for boys and girls; however, the inspection produced no evidence to suggest that this was a significant trend. In comparison with similar schools, attainment was above the national average. Over the four-year period, 1997 to 2000, attainment in science has been consistently above the national average at the ages of seven and eleven and evidence from the inspection reflects these standards.

102. By the age of seven, pupils make simple predictions and observations, for example, when investigating the growth of runner bean seeds. They use a bar chart effectively to record differences in their height as part of their study of human growth. They are beginning to understand what constitutes a 'fair test' and record their observations in picture and word form. Pupils know how to classify simple materials and describe what they are used for. They also understand that pushing and pulling forces can make things move or change their shape.
103. By the age of 11, pupils have a good knowledge of the body's major organs and name important bones of the human skeleton accurately. By the end of Key Stage 2, pupils carry out investigations on the way the size of various bones in the body vary with age and record their findings graphically. Pupils show confidence when wiring up electrical circuits, drawing them with the correct component symbols and explaining clearly how they work. Across the curriculum, lesson observations and analysis of pupils' prior work show that in other topics pupils become increasingly confident in performing and evaluating their investigations as they get older. This is a clear improvement since the last inspection, when weaknesses were identified in pupils' investigation work.
104. Pupils make good progress in their learning in both key stages. Those with special educational needs make equally good progress, particularly when given additional support by the teacher or another adult. Pupils' attitudes and behaviour during lessons are invariably very good. They show good respect for both their peers and adults, and are eager to learn, showing their delight when carrying out practical work successfully. This is well illustrated by the shouts of exhilaration from a group of pupils when they 'solved' the problem of making and locating a switch in an electrical circuit. During practical work, they use equipment and resources carefully and enjoy working collaboratively.
105. The quality of teaching is good, overall, in both key stages and in almost half of the lessons it is very good. In the most successful lessons teachers use their knowledge well, by giving clear explanations and challenging pupils with skilful questioning. In a very good Year 4 lesson, the teacher provided a challenging set of tasks for pupils; they were required to design electrical switches in circuits which were capable of switching on and off different components. She raised the level of challenge during the lesson, making very good use of her subject knowledge to test pupils' understanding. Pupils, including those with special educational needs, took on the challenge and showed good concentration and great interest in their 'problem'. They showed initiative in problem solving and made good progress. Good teaching helps pupils to develop their language skills. In a Year 3 lesson, the teacher made good use of the whiteboard to emphasise key vocabulary in a discussion about magnetism and the nature of certain alloy metals. Pupils listened well, then responded enthusiastically, eager to show how much they knew and understood. Teachers often take the opportunity to develop pupils' literacy skills. In two very good Year 2 lessons, pupils investigated the magnetic properties of various materials, using different magnets. Teachers emphasised key words on the blackboard and went on to reinforce them during discussions. In the plenary sessions, skilful questioning encouraged pupils to share their ideas by talking about what they had discovered. The rest of the class listened intently.
106. The co-ordinator is an enthusiastic and well-qualified teacher who provides a good lead in the subject. Resources are of good quality and largely match, in range and quantity, the needs of the newly adopted Science 2000 curriculum guidelines. There has been insufficient staff development to support the new curricular materials fully, but the school plans to address this in the near future. Assessment is not yet securely based on data which reflect National



Curriculum level descriptors and is not yet used effectively to target individual pupils or influence future planning. The school recognises this and plans are in place to introduce half-termly assessments, which will reflect this need. Arrangements have already been put in place to begin monitoring the quality of teaching and learning later in the year.

107. At the time of the last inspection, inspectors commented on the inadequate opportunities provided for information and communications technology lessons. There are still too few opportunities in teachers' planning for pupils to use information and communications technology for measuring, recording and data logging. The previous criticism concerning investigation in aspects of science has now been fully and successfully addressed. The subject has improved well since the last inspection.

## **ART**

108. Attainment in art is above that normally found at the end of both key stages. Through both key stages, pupils make sound progress in their learning. The standards of attainment recorded in the report from the last inspection have been maintained. Pupils' artwork continues to show sensitivity. For example, mood pictures, drawn by the older pupils show anger, sadness, happiness, peace and terror well.
109. In Key Stage 1, good lesson planning enables the pupils to match materials and processes to their ideas and intentions. Pupils made effective miniature portraits, using chalk, charcoal, pastels and crayons. Good teaching through effective questioning, challenged the pupils to experiment. One pupil explained: 'we experimented to show skin and hair colour'. Pupils describe their methods of working, for example, 'we looked at our faces in the mirror, very carefully'. The pupils are taught to make good use of the environment and their imaginations are stimulated by good classroom displays. The pupils have enhanced their artwork well by using a digital camera to photograph daffodils and then by painting daffodil pictures. Pupils use design successfully in making moving pictures. Good literacy development takes place when pupils write imaginative captions; for example 'we have used a slider on the picture of a bridge by the stream'. The pupils explore ideas and know how to improve their work. Good management by teachers ensures that the needs of all the pupils, including those with special educational needs, are met. Indeed, some pupils with special educational needs are talented artists.
110. Teachers in Key Stage 2 have very good subject knowledge of the ideas of artists and craftspeople from their own and other cultures. As a result, pupils know about the work of artists such as Monet, Joan Mira and Rene Magritte. They develop an aesthetic dimension and know what pleases them and how they can improve their own work. Talented pupils use their drawing skills effectively to design illuminated design labels. They experiment sensitively with colour, shape and texture in designing mosaics. In Year 4, pupils made an effective printing block. A good introduction to the lesson gave pupils sufficient time to draw a 'scary' image. They reproduced their design on card. By cutting and sticking and very good support from the teacher they produced a good quality tool for printing.
111. Cross-curricular work supporting history was seen in work on Greek art in Year 5. The teacher's good subject knowledge of Greek sculpture enthused pupils to study examples carefully. The pupils produced good observational drawings, using charcoal and pencil. Good use of sketchbooks was made in order to get the right proportions. In Year 6, pupils demonstrated how movement is represented in art. 'People in Action' is the focus of this work. Pupils produced a relief surface of a facial expression. They built up the relief well, using paper, cardboard, felt, cork and foam rubber.
112. Well-planned lessons allow the pupils to work independently. Help from the teacher enables pupils to modify their designs. Pupils show self-confidence in joining in discussions and in reporting back at the end of the lessons. Many demonstrate their methods to the rest of the class competently. Good relationships result in very good behaviour. Pupils listen well, concentrate well and work hard. Good, clear instructions are given, so that pupils know exactly what they have to do. The subject is co-ordinated very well. The co-ordinator works very

enthusiastically to raise the profile of art. A well-planned policy has been drawn up by assimilating the 'Curriculum 2000' guidelines into the whole school policy. Assessment is through outcome. There is some graded work to match pupils' ability and talented pupils are motivated by being given more challenging work.

## **DESIGN AND TECHNOLOGY**

113. Standards of attainment are good at the end of both key stages and this is an improvement since the last inspection. Pupils' skills of evaluation have improved and are now better than in most schools. They are encouraged to consider the purpose and use of their work. Teachers' questioning on design is effective, so that pupils make sure that their products will work. The range of resources has been broadened and this is improving the quality of pupils' work. All pupils, including those with special educational needs, achieve well.
114. The standards at Key Stage 1 result from good teaching. In each year group, the teaching encourages pupils to investigate, to plan and to design. For example, Year 1 pupils shared ideas, selected materials and then made moving pictures. Pupils' designing skills were demonstrated by Year 2 pupils talking about their plans before using a lever, pivot and sliding mechanisms to make animated teddy bears. They appreciated the need to strengthen the legs and arms in order to make the teddy bears work.
115. Evaluating products is the main priority in teaching in Key Stage 2 and good teaching challenges pupils to think about the needs and wants of those buying the products. Good development of technical language is promoted by teachers. Pupils talk sensibly about the 'consumer' and the 'market'. Seven and eight year olds designed packages for sweets. Pupils made observational drawings, showing choice of colour, font and style. Good artwork was seen in the designs for the labels. Very good teaching encouraged pupils to investigate a variety of materials in order to ensure that the packaging suited the product. Effective discussion resulted in one boy saying, 'you have to make sure the wrapper is waterproof in the rain'.
116. Throughout Key Stage 2, as well as working with packaging, pupils use an increasing range of tools, materials, and components. When working with wood, pupils in Year 5 mark, cut, join and assemble with increasing precision. The teacher's good subject knowledge promotes pupils' attainment. Safety issues are clearly taught and understood by pupils. For example, when making musical instruments, good attention was given to the danger of doweling sticking out. Good cross-curricular work was seen with geography, when pupils in Year 6 made Maori sticks, rain sticks and Australian boomerangs and didgeridoos. Older pupils investigated shelters that had been used during the war. In history lessons, photographs of shelters were discussed. Work recorded that 'we looked at a variety of shelters to analyse their construction and suitability for purpose'. Good planning by the teacher enabled pupils to decide on their type of shelter; design it, plan and construct a model, assess the result, and ask, 'who will use the shelter?' Pupils' knowledge and understanding of systems and control are less satisfactory.
117. Pupils enjoy the subject and work hard and safely together. They help each other when working in a group. They are confident in contributing to discussions. This reflects the teaching well. The co-ordinator has successfully prepared a scheme of work to accommodate the needs of 'Curriculum 2000'. He gives good advice to colleagues through a 'drop-in' policy. A portfolio of work done is made up of photographs, produced with the digital camera. Opportunities are missed to record pupils' learning and to plan for improvement.

## **GEOGRAPHY**

118. Pupils' attainment at the ages of seven and eleven is average and sound standards have been maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress in the development of their geographical skills, knowledge and understanding as they move through the key stages.

119. By the age of eleven, as part of their work on rivers, pupils visit Skelton Beck and make graphs of a cross-section of the stream and show where it flows quickest. In Year 5, pupils discuss the effect of pollution on the environment. Their work is supported well by a speaker from Water Aid. As part of their work on the local area, Year 4 pupils design an ideal playground, thinking about suitability, safety and cost. Pupils in Year 3, record on a world map, countries which are currently in the news. In Years 1 and 2, pupils track the progress of Barnaby Bear to different parts of the world. In these ways, pupils cover the programmes of study of the National Curriculum systematically.
120. Pupils have a very positive attitude to their work. They listen carefully and respond well to questions. Once at work, they concentrate well. This was evident in a Year 2 lesson, where pupils identified the location of places in the area and added their own examples to those which had been discussed by the whole class.
121. Teaching ranges from satisfactory to good and is good, overall. It is good, overall, in both key stages. For example, in a Year 5 lesson, the teacher used good questioning to establish that pupils remembered previous work before showing a well-chosen extract from a video. Pupils then watched with real interest and enthusiasm as she gave a demonstration of filtration before linking the topic to recent developments on the River Tees. In Year 2, a teacher had photographs of different buildings in the locality to develop the concept of near, further away and far away and prepared a different worksheet for pupils with special educational needs.
122. Co-ordination of the subject is satisfactory. Teachers' planning is checked, although monitoring has not been extended to teaching or to the assessment of pupils' work against National Curriculum level descriptions. Resources are adequate and there is a useful programme of visits to support the work.
123. The school continues to maintain satisfactory standards in geography. It is in a good position to improve further.

## HISTORY

124. Attainment at the end of both key stages is above that found in most primary schools. Since the last inspection the school has improved its achievement in this subject. Pupils have developed a sense of enquiry. Good use of resources by teachers challenges pupils to think as archaeologists and to answer the question, 'how do I know?' Pupils now have more scope to explore their own ideas. They know how to obtain information from source materials. Better use could still be made of the library, so that pupils learn more independently. Standards of presentation and spelling have improved. The policy has now been reviewed and drawn up to reflect the needs of 'Curriculum 2000'. Planning to deliver the curriculum is effective.
125. In Key Stage 1, attainment is better than that expected from pupils of this age. Pupils appreciate the differences between past and present. Good teaching was evident in the planning of the display on 'The Toy Museum'. Pupils were encouraged to research old toys. Good literacy development was seen in Year 2, for example, 'for our homework we asked our parents and grandparents which toys they played with when they were little'. Pupils use pictures and drawings to answer simple questions about the past. Effective questioning by the teacher enables pupils to understand the importance of primary sources. Pupils' work is well displayed with captions such as, 'this old accordion still plays', and 'Bonzo is a very old dog; he is worn out.' Pupils have learned how things change. Good teaching has challenged them to treasure antiques.
126. Attainment at the end of Key Stage 2 is good, as is progress in learning across the key stage. The teacher in Year 3 made history exciting through role-play on a 'Viking Day'. Pupils enjoyed the visit of 'Stonewolf' who led them through the activities of a Viking day. Good planning by the teacher enabled pupils to experience dressing as Vikings and 'listening in amazement as their tasks are described to them'. The teacher developed discussion so that pupils knew about materials Vikings used. In another lesson seen in Year 3, pupils studied Viking artefacts.

Clear learning objectives enabled pupils to discover facts for themselves through studying primary sources. Pupils with special educational needs were well supported by a classroom assistant and made sound progress in their learning. Year 5 pupils, studying Athens and Sparta, understand the differences and similarities between life then and life today. The good subject knowledge and understanding of the teacher shown in the imaginatively planned lesson enthused pupils to work with a high level of interest and concentration. Pupils responded by researching effectively with a partner. Very good pupil management enabled all pupils, including those with special educational needs, to make good progress. The quality of teaching is good in Key Stage 2.

127. Good chronological work in history is seen in effective time lines in wall displays. Pupils in Year 4 have made a Tudor Time Line, showing important dates together with illustrations. Cross-curricular work was seen with religious education, for example in the symbol of a cross marking the death of Lady Jane Seymour in 1537. It was seen also with art, in the painting of a ship marking the Spanish Armada in 1588. Year 6 pupils have created a 'Britain Since 1930 Time Line'. Good investigative work is evident in the display on evacuation.
128. Teachers manage pupils well so that behaviour is very good. Pupils work well together and develop skills of independent learning. Teachers ensure that pupils work at a good pace by providing challenging artefacts. Good feedback on work sheets stretches pupils to improve their working, for example, 'can you write more on the objectives?' Work is not graded for different groups of pupils except by outcome. More progress could be seen if the good work produced was assessed in terms of National Curriculum levels. The co-ordinator gives colleagues very good support. She looks at good practice and monitors teachers' plans. A useful portfolio of work showing pupils' progress has been built up by the co-ordinator.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

129. Standards of attainment across both key stages are above the national expectation. Since the last inspection, standards have improved steadily and, in some areas of the curriculum, standards are very high in comparison with the national expectation.
130. By the age of seven, pupils use word processors confidently to write about themselves and describe things they have seen and done. They readily log on and off, use the keyboard and cursor very effectively, save work and print their work efficiently. They alter text, combine picture and text and use graphics programs to design and paint colour. They program a floor robot (turtle) to move in specified directions and understand, in the wider context, that many machines, such as tape recorders, need a series of commands in order to work properly. They use their information and communications technology skills to enhance their mathematical understanding when drawing simple bar charts representing surveys of traffic and people. They also use their computer skills in English, through the use of a structured reading program (The Oxford Reading Tree) and word processing tasks.
131. By the age of eleven, pupils are very confident when using word processors to enhance their written work and combine picture and text very skilfully to produce colourfully illustrated text for a range of purposes. Year 5 pupils, for example, were designing posters very skilfully for their health education project at the time of the inspection. By Year 6, pupils attain high levels of skill in the use of desktop publishing to produce a school newspaper and, in recognition of the quality of this work, were recently presented with a prestigious national award. Pupils use their skills to produce high quality multi-media presentations about themselves, using similar software. In doing so, they successfully combine design and computer skills to produce high calibre presentations. They extend their knowledge of controlling things with appropriate software, for example, by moving a cursor through the input of commands accurately to create a range of geometrical shapes and figures. Through the recent acquisition of a digital camera, pupils have many opportunities to enhance the quality of their work with photographs, which illustrate features of their work and record learning activities. In such subjects as history and geography, pupils at the beginning of Key Stage 2 interrogate encyclopaedia data bases for information and, in Years 5 and 6, they make good use of the Internet to extend their knowledge

of ancient Greece and of the Olympic games in Australia. Many pupils confidently use the electronic library database to locate books and record loans. In Years 5 and 6, pupils confidently use electronic mail and have plans to communicate in the future with other pupils in such places as North America and Peru.

132. Although only two lessons were seen during the inspection, the quality of teachers' planning suggests that the quality of teaching is very good in both key stages. In one excellent lesson, the teacher used her extensive knowledge of the 'Publisher' software program to question pupils who were composing their multi-media presentations. She had planned the lesson very successfully and organised the activities, so that all pupils could learn techniques at an appropriate pace, with constant encouragement and advice. As a consequence, pupils worked extremely productively in groups, using their time and knowledge very well, in an atmosphere of creative endeavour. Pupils of all abilities, including those with special educational needs, gained from this experience and made excellent progress. Overall, pupils with special educational needs make good progress in relation to their prior attainment.
133. Pupils are highly enthusiastic and interested in the subject, which they see as increasingly relevant and important in their lives. During sessions on the computer, pupils of all ages and abilities show perseverance and concentration on their tasks and always enjoy their lessons.
134. The subject is well managed by an enthusiastic co-ordinator. She provides good support to other staff and has contributed to the acquisition of improved facilities and accommodation through the school development plan. She offers good support to other staff as required and keeps them well informed of new developments. Although formal assessment procedures are not yet in place, there are plans to introduce new assessment profile documents shortly, based on competencies linked to National Curriculum level descriptors. The school's planned computer suite, equipped with 19 new computers and an interactive whiteboard, was near to completion at the time of the inspection. Its regular use by all pupils in the school will provide further rich opportunities for pupils to attain even higher standards in the future. There has been sound improvement in information and communications technology since the last inspection.

## **MUSIC**

135. Pupils, including those with special educational needs, make good progress in their learning in music, overall, and attainment is in line with national expectations at the end of Key Stage 2. The standards found at the last inspection have been maintained. Whole school singing in assemblies is musical and refined. Pupils sing tunefully together and with good attention to dynamics and rhythm. All pupils participate in singing and clearly enjoy the spirit of the school community which it evokes.
136. In Key Stage 1, pupils sing tunefully and with clear enjoyment. They warm up their voices before launching into songs such as 'Daisy Daisy', 'I do like to be beside the seaside', and 'She'll be coming round the mountain when she comes'. Their memory of the words is impressive and their enjoyment in their singing was enhanced by the sensitive accompaniment by a visiting pianist. Their control of pitch was good as they sang an octave up and down.
137. In Key Stage 2, in a good Year 4 lesson, pupils had a clear and secure understanding of the difference between sustained and staccato notes. They illustrated these successfully on a range of percussion instruments, playing with good discipline and control. In another lesson in Key Stage 2, work was continued on ostinato, but there was insufficient development in the lesson for pupils to improve their knowledge, skills and understanding satisfactorily.
138. Pupils' attitudes to music and their conduct in lessons are good, overall. They work with clear enjoyment and impressive concentration. Their attitudes are particularly good when the lesson gives them a good level of challenge and so interests and motivates them.
139. Teaching in music ranges from very good to unsatisfactory; overall, it is very good in Key Stage 1 and satisfactory in Key Stage 2. The best teaching sets clear learning objectives for the

lesson and involves imaginatively planned work. In these lessons, stimulating learning experiences interest pupils so that they make good progress in their learning. In the unsatisfactory lesson, the learning was not planned with sufficient clarity, so that pupils did not use the time effectively and had little opportunity to improve their skills in music or their appreciation of musicality.

140. The subject is well co-ordinated by a competent and enthusiastic musician. Learning for a few pupils is enhanced by instrumental lessons taught by visiting specialists and, in the case of the guitar, by a parent. The co-ordinator provides a very good range of opportunities for music making, including 'topic concerts', an annual carol service, an Easter concert and 'old time music halls'. In the summer of 2000, the school presented 'Dinosaur Valley', a production involving music and drama; it is planned to make a production an annual event. The school always accepts invitations to perform in the community, for example, for the choir to sing, so as to give pupils maximum opportunities to experience performing. The choir sings well and consists roughly of 50 pupils from Key Stage 2.
141. The school has successfully adapted to the needs of 'Curriculum 2000'. Resources for learning are adequate, although the supply of instruments and especially of key boards is by no means generous for a school of this size. Given the relatively small amount of curriculum time devoted to music, the school achieves satisfactory standards. Its provisions for music making outside class are good.

## **PHYSICAL EDUCATION**

142. Standards in physical education are average at the end of both key stages. During the inspection, gymnastics was observed in Key Stage 1 and games and swimming in Key Stage 2.
143. By the end of Key Stage 1, pupils travel in a variety of ways on different body parts and they hold body shape still. Body extension is good, and resilience is well developed as pupils skip, hop and run around the room. Teachers emphasise different ways to travel and demonstrate stretching the body. Pupils with special educational needs travel well in lessons and hold body shapes still; their extension in movement is less well developed. Higher attaining pupils use hands and feet well to travel around the room. Pupils have a sound understanding of the effect of exercise on the body. They have a good knowledge of how to get out apparatus, and of the safety rules that they need to follow. They enjoy the apparatus and travel confidently on mats and benches; they use the floor in a variety of ways. Pupils enjoy the lessons and are very well behaved because teachers identify clear expectations of behaviour.
144. As pupils progress through the key stages, their enjoyment of physical education continues. Pupils in Year 4 enjoyed practising their skills for rugby. They know how to hold the ball, but throwing and catching skills are less well developed. Teaching was well organised and pupils listened attentively to instructions. Pupils swerve in and around the slalom course. In Year 6, pupils worked with a partner to create a sequence using balances. Pupils are interested in the work and co-operated well with each other. They produced some interesting balances. High attaining pupils used handstands in their sequence and they supported each other well. Evaluation is well developed as pupils give feedback to each other to help to improve their work by offering constructive criticism. Discussion with pupils indicates that they have a good understanding of the effect of exercise on the body and the importance of activity to promote and sustain a healthy lifestyle. Pupils in Years 5 and 6 experience a visit to an outdoor centre. There are good opportunities for adventurous and challenging activities such as abseiling, orienteering, tree climbing, and problem solving activities.
145. Key Stage 2 pupils swim regularly at the local swimming pool. These sessions are well taught and pupils develop confidence in the water, making good progress. Most pupils in Year 3 swim without armbands and manage to propel themselves through the water by using a front-crawl leg kick. The majority of pupils swim 25 metres by the time they leave the school. The sessions are well organised and pupils are taught in ability groups. Teachers give individual feedback to

pupils to improve their swimming strokes and body position in the water.

146. Pupils clearly enjoy their work in physical education. They work hard in lessons and are eager to demonstrate and share their work with others. Behaviour is very good.
147. Teaching is satisfactory, overall, in both key stages. Teachers generally have good subject knowledge and suggest ways for pupils to improve their work. There are however, some examples of excessive challenge in the tasks given. For example, pupils were asked to extend their skill of sending and receiving a rugby ball while travelling. High attaining pupils succeeded in throwing and catching the ball while moving along the playground. For the majority however, this task was too difficult, as they have insufficient confidence and competence in throwing and catching. This activity was continued in a small competitive team situation. Higher attaining pupils used the space well, but average pupils and lower attaining pupils were unsuccessful in a small game situation because they were not secure in their throwing and catching skills. Teachers are very well organised and have good management skills, for example, when organising young pupils to lift, carry and position apparatus. The task is made difficult, however, because the mats and benches are too heavy for small pupils, so that time is taken up as the teacher supervises each piece of apparatus. The apparatus is appropriate for Key Stage 2 pupils, but there is insufficient, small, lightweight apparatus for younger pupils. This results in the pace of the lesson slowing down and reduces the amount of activity and learning time. The teaching tends to focus on organisation and management, and opportunities to improve the range of movements are not always seized. In some lessons teachers rely on pupils' own responses to the movement task and do not extend awareness and knowledge of how to make the movement better. When teachers use assessment opportunities well, the suggestions for improvement are effective, for example, in improving the quality of extension in gymnastics.
148. Extra-curricular clubs are well attended and extend the curricular provision. Line dancing provides pupils in Years 5 and 6 with opportunities to learn a specific style of dance. Pupils learn steps such as the grapevine, strut, side-step and fan. The sessions are very well taught and pupils make good progress in developing the characteristic style of the dance and knowledge of a range of dances. Netball and football clubs are well attended and contribute to extending competence in skill acquisition and knowledge of teamwork.
149. The co-ordinator is a part time teacher; she is enthusiastic and eager to develop physical education within the school. There are good resources for games at Key Stage 2 and gymnastics resources are satisfactory. Gymnastics and games resources for younger pupils and children under five are unsatisfactory.

## **RELIGIOUS EDUCATION**

150. Attainment in religious education is good at the end of both key stages. The subject maintains the important contribution to moral and cultural understanding which was reported by the last inspection in 1996. There has been sound improvement since the last inspection. The good work reported in 1996 in cross-curricular work with art continues, for example, in the present work on 'light'.
151. Pupils in Year 1 have been following the life of Christ. They have drawn pictures of Jesus and his twelve friends. They understand clearly that friends are special. In Year 2, pupils listen to stories from the Bible. Good teaching on the story of 'The Wise Men' enabled pupils to think with good depth about the giving of gifts. They talk sensibly about love and care. Teachers help pupils to appreciate the concept of 'a giving heart'. Pupils understand that Christians follow Jesus' example. They know that Jesus is special. Sensitive ideas developed by teachers encouraged pupils to consider and reflect on their own actions and experiences.
152. Much of the work seen in Key Stage 2 was preparing for Christmas. Pupils in Year 3 discussed the symbolism of 'light'. The teacher encouraged pupils to develop their own ideas on the theme, 'Jesus is the light of the world'. Pupils listened to the story of St Lucia. Effective questioning by the teacher enabled pupils to compare the lives of Jesus and St Lucia. They

understood that both had been put to death. Pupils felt secure enough to explore ideas about fear and death sensitively. Opportunities to learn about the meaning of light in other religions were not taken.

153. Good use was made of resources in a lesson on Christmas journeys in Year 4. The teacher told the story of Mary and Joseph's journey to Bethlehem, retelling the story from two different accounts and reading the story in St Luke. Effective questioning on 'why do we get different versions?' helped pupils to understand that people think in different ways. By the time pupils are aged 11, they have a good knowledge of Bible stories, but there are still gaps in their understanding. They have only limited knowledge of the world's other leading faiths.
154. Good teaching encourages pupils to think and all groups of pupils, including those with special educational needs, make sound progress in their learning. They are keen to find out more and have a good rapport with their teachers. Sensible pace in lessons gives pupils time to consider their responses. They listen well with a good level of concentration. They are courteous to each other and to adults. Teaching is good in both key stages. Religious education is co-ordinated very effectively. The co-ordinator highlights steps in the teachers' plans, cross referencing them with the agreed syllabus. Samples of work are saved in a useful portfolio which tracks how pupils make progress in their learning. Good use of drama is made in delivering the curriculum, so that pupils can experience at first hand some of the power of the biblical stories.