

INSPECTION REPORT

CALDICOTES PRIMARY SCHOOL

Thorntree, Middlesbrough

LEA area: Middlesbrough

Unique reference number: 111573

Headteacher: Mr Leslie Howes

Reporting inspector: Tony Painter
21512

Dates of inspection: 16th – 19th October 2000

Inspection number: 225122

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	mixed
School address:	Spencerfield Crescent Thorntree Middlesborough
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P McConnell
Date of previous inspection:	8 th June 1998

INFORMATION ABOUT THE INSPECTION TEAM

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Tony Painter 21512	Registered inspector	Music Physical Education	What kind of school is it? The school's results and pupils' achievements. How well are pupils taught?
Tony Anderson 11437	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
John Linstead 20948	Team inspector	Mathematics Art Design and technology Special educational needs	
Andrew Scott 27545	Team inspector	Science Information and communication technology Geography History	How well is the school led and managed?
Beryl Rimmer 20655	Team inspector	English Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community primary school for girls and boys aged between three and 11 years. There are currently 233 pupils on roll with 52 part time nursery places. All the children come from white English speaking families and live in the area around the school. This area has substantial social disadvantages and the proportion of pupils having free school meals, at 63 per cent, is well above average. There are 121 pupils on the register of special educational needs, well above the national average. Of these pupils, two have statements of special educational need, below the average. The attainment of children on entering the school is very poor and many have severely restricted language skills. The school is part of a local Education Action Zone that is addressing the educational needs of pupils through a large number of targeted projects.

HOW GOOD THE SCHOOL IS

The school is effective and provides satisfactory value for money. Improved leadership and management have led to good improvements in the school since the last inspection. Teaching is good and this leads to positive attitudes and effective gains in pupils' learning. Standards in the school have risen although they are still low.

What the school does well

- A good start is given to children's learning in the Foundation Stage.
- Good teaching leads to effective gains in pupils' learning through the school.
- Relationships are very good and the school is caring. This promotes pupils' good behaviour and attitudes to school.
- Effective use is made of funded programmes to develop skills to lead to improved attainment, particularly in literacy.
- The school is welcoming and has effective relationships with parents.
- There are very good links with the local community and good extra-curricular activities that enrich the curriculum.

What could be improved

- Attainment could still be higher, particularly in English, mathematics, science and information and communication technology.
- Assessment is not used enough to match pupils' tasks to their prior attainment.
- The school's development of pupils' speaking and listening skills, particularly in Key Stage 1.
- Monitoring systems need greater rigour in order to help teaching and standards to improve.
- The clarity of the school's long term planning in order to focus attention on how to make improvements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made since the last inspection in 1998. The school has made progress in all the key issues and many other issues identified in the last report. In particular, it has eliminated the serious weaknesses identified at that time. Monitoring of teaching, however, is still not sufficiently rigorous. The school has not yet established a long-term framework for development planning in order to support management for school improvement.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	D	A	well above average A above average B average C below average D well below average E
mathematics	C	E	D	A	
science	D	E	E	C	

Pupils' results in the National Curriculum tests have been consistently well below the national average. Results in English have been particularly weak in writing and are limited by pupils' restricted speaking and language skills. There are some variations are found in the year-on-year results that relate to the abilities of the different groups of pupils involved. However, the trend of overall attainment has been rising at a similar rate to the national figures. Analysis of individual pupils' 2000 results shows that most have made good gains in Key Stage 2. The standards achieved in 2000 are particularly strong when compared to similar schools. The school has set challenging targets to further promote higher standards.

The inspection confirms a picture of improvement although standards are still below the national levels. However, pupils have achieved well. Attainment in English, mathematics and science is below national averages by the end of Key Stage 2 with particular weaknesses in writing, speaking and listening. This detracts from pupils' attainment in other subjects such as history and geography and results in similar low standards. However, good teaching leads to attainment in art, design and technology, music, and physical education that meet the national expectations. In religious education, Key Stage 1 pupils do not achieve the standards set out in the locally Agreed Syllabus. However, good teaching in Key Stage 2 enables them to reach the appropriate level by the time they leave the school. Pupils' attainment in information and communication technology is below national averages in Key Stage 1 and well below in Key Stage 2. However, provision has improved and standards are rising.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	In most lessons, pupils are attentive and try hard.
Behaviour, in and out of classrooms	Behaviour is good. Pupils understand right from wrong, understand the school's behaviour code and are polite to others.
Personal development and relationships	Relationships are very good and pupils take simple responsibilities well.
Attendance	Has improved since the last report and is now satisfactory.

Very good relationships underpin all the work of the school. They create an effective ethos where pupils are keen to come to school and enjoy their work.

TEACHING AND LEARNING

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

In the 72 lessons observed, 93 per cent were satisfactory or better with seven per cent unsatisfactory. Eighteen per cent of lessons were very good or better. The teaching of English is good throughout the school with effective use of the National Literacy Strategy. Too little attention, however, is paid to developing pupils' speaking and listening skills, particularly in Key Stage 1. Mathematics teaching is satisfactory in Key Stage 1 and good in Key Stage 2 where there is better match of tasks to pupils' abilities. Teachers in this key stage are good at motivating pupils and this improves their learning. Literacy and numeracy are soundly developed in other subjects although some worksheets do not give pupils enough opportunities to express themselves in writing.

Teaching effectively meets the needs of all pupils, including the substantial number of pupils with special educational needs. Teaching in the Foundation Stage is good and ensures that children settle well into school routines. Staff work together well to develop their children's personal and social and language skills. Teaching in Key Stage 1 is satisfactory but teachers sometimes over-direct and don't give pupils enough opportunities to think and speak. This is particularly apparent in religious education where unsatisfactory teaching restricts pupils' achievements. In Key Stage 2, pupils are motivated well by lively and sometimes inspired teaching. Teachers in Key Stage 2 are better at using assessment information to match tasks effectively to promote learning. Teachers make effective use of strategies such as booster classes and nationally funded initiatives to improve their teaching and promote learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is secure with satisfactory emphasis on literacy and numeracy. The provision for children under five is very good.
Provision for pupils with special educational needs	There is good provision. Pupils are effectively identified and set precise targets for their development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good overall provision for pupils' personal development. A strong moral code is established through the school. The provision for pupils' spiritual development, in lessons and assemblies, is relatively weaker.
How well the school cares for its pupils	The school cares for its pupils well. Teachers use very good strategies to promote good attendance.

The curriculum is broad and balanced, except for some weakness in information and communication technology. The school ensures that all subjects have a suitable allocation of time and this supports the balance between subjects. Good extra-curricular activities and the use of funded projects, particularly through the Education Action Zone, enrich the curriculum well. Good assessment systems have been established but these are not yet being used to their full potential to help teachers when matching tasks to pupils' abilities.

The school makes good efforts to involve parents in the education of their children. The proportion of parents that respond is small but the school continues its efforts. Those parents involved with the school give very positive support and are enthusiastic about what it does.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	A secure pattern of responsibilities is in place to widen the management of the school. The headteacher creates a positive and supportive ethos. Staff work together well in a continuing drive to raise standards.
How well the governors fulfil their responsibilities	Governors are taking increasing responsibility for all aspects of decision making, planning and evaluating the work of the school.
The school's evaluation of its performance	Effective systems have been introduced that are beginning to give useful information. Systems of monitoring teaching are sound but not rigorously focused on improving practice.
The strategic use of resources	All resources are effectively employed. However, weak long-term planning restricts the school's ability to identify priorities.

The management of the school is satisfactory and has improved since the last report. There is improved delegation and responsibilities are shared more effectively. All staff and governors have a clear commitment to improving standards and are managing to do so. Analysis of the information available on the strengths and weaknesses of the school has improved substantially. It is being used well to take the school forward. At present, the limited span of the school development plan limits long-term development and weakens management.

The accommodation and levels of staffing are good and enable effective teaching of the curriculum. Resources are satisfactory in most subjects and effectively used by teachers. Sound measures are taken to ensure that best value is obtained from any purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teachers have high expectations of pupils. • Teaching is good. • The school is approachable and teachers are easy to talk to. • The school has improved recently. 	<ul style="list-style-type: none"> • No negative issues have been raised.

The inspection team agrees with the positive points raised by parents. The school has made many recent improvements and these are leading to higher standards. The school makes good efforts to establish productive partnerships with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' overall standards are below national averages by the time they leave the school. This is an improvement from that found at the time of the last report. Pupils' results in the National Curriculum tests at the end of both key stages have been consistently well below the national average. However, there have been variations in the results achieved. These variations relate to the different strengths of the groups of pupils involved, including the proportions of pupils with special educational needs. However the trend of results in both key stages has been upwards. The improvements are particularly marked in Key Stage 2 and result from more effectively focused teaching, including effective use of the National Literacy and Numeracy Strategies. Results in Key Stage 2 in the year 2000 show pleasing improvements in the proportions of pupils achieving the national expectations. The proportion of pupils achieving higher levels, however, remains relatively low in all subjects. However, analysis of the results of individual pupils shows that many make better than expected progress from their results in Key Stage 1 tests.
2. Children enter the nursery with attainment that is very low, particularly in their communication, language and literacy and social skills. Very good attention is paid to promoting all the areas of learning in the Foundation Stage. Children make good gains in their development. However, despite good teaching most children are still well below the levels expected nationally by the time they begin Key Stage 1. Children respond well to the caring atmosphere and settle well in nursery and reception classes. They gain confidence and make good progress in their personal, social and emotional development. Children's restricted language restricts their progress in all the areas of learning. Their learning in early reading and writing skills is slow, despite lively and interesting teaching. Good attention is paid to promoting speaking and listening skills as an essential foundation for language development. Children develop a limited range of mathematical language and begin to recognise shapes and numbers through appropriate games. Their achievement, however, is well below that found nationally. Their restricted language also limits their knowledge and understanding of the world. However, many are developing sound skills in using a computer and are well on target to achieve the nationally identified targets for children of this age. Children's physical development is below that expected for their age with particular weakness in finer movements such as when using paintbrushes and scissors. Many children lack imagination in role-play and need much support to extend their ideas. Some sing from memory but many are content just to listen. Their creative development is below average by the time they transfer to Year 1 at the end of the Foundation Stage.
3. Standards in English are below the levels expected nationally. In Key Stage 1, pupils listen with interest to teachers but have too few opportunities to practise and develop speaking skills. Pupils have difficulties in recognising and repeating rhyming words. The most able pupils recognise a satisfactory range of common words but most pupils read hesitantly with little understanding or expression. Pupils develop an increasing range of strategies for working out new words and are keen to improve. Many pupils in Key Stage 1 are at an early stage in writing and do not make clear words or letters. They need help to sequence their ideas into sentences and many are slow to develop understanding of capital letters and full stops. By the end of the key stage, pupils' attainment is well below average in reading and very low in writing, speaking and listening. In Key Stage 2, many pupils still lack confidence in spoken English although a few begin to express themselves clearly. However, most do not adapt their speech to different circumstances. They do not listen well to each other or have enough opportunities to extend their speaking skills. Many pupils make good gains in their reading. They enjoy reading a rich variety of stories, plays and poems but only the most able read fluently. Pupils use increasingly interesting and imaginative descriptive language, for

example when Year 5 pupils described the character Scrooge. By the end of the key stage, many are confident in attempting spellings although they have limited knowledge of many common words. Their handwriting is legible and some are developing a stylish script. By the end of the key stage, standards in all aspects of English are below the national averages and expectations for eleven-year-olds.

4. In mathematics, Key Stage 1 pupils take part in a wide range of activities to develop their number skills. They begin to develop some recall of number facts although few have quick recall. Poor listening and comprehension skills limit their thinking and progress is slow. By the end of the key stage, pupils' attainment is well below the national average. In Key Stage 2, pupils have better use of mathematical vocabulary and begin to use correct terminology in their explanations. Inventive uses of mathematics are developed in lessons and these encourage pupils to use mathematics effectively. For example, pupils use co-ordinates more confidently and older pupils make good use of 'Fantasy Football' statistics in data compilation and interpretation. By the end of the key stage, pupils begin to use mathematical terms correctly and higher attaining pupils are keen to show their expertise. However, the overall standards are still below the national average.
5. Pupils' attainment in science, by the end of Key Stage 1, is well below national expectations. This reflects their uncertain language skills. Their insecure vocabulary and writing skills restricts their understanding and achievement. Pupils in Key Stage 2 make good gains in their understanding of scientific methods. They begin, for example, to conduct investigations into simple electrical circuits and discuss their results. Older pupils recognise fair tests and can carry them out. However, they do not understand how to identify their own questions and theories for investigation. Overly structured worksheets guide pupils well but do not encourage them to think deeply and tackle problems. Their attainment by the end of the key stage is below the national average.
6. Pupils' attainment in information and communication technology is below national expectations at the end of Key Stage 1 and well below at the end of Key Stage 2. Key Stage 1 pupils gain awareness of operating the computer and word processing skills. However, these skills are basic and uncertain. Their range of experience is limited and they have few skills in other aspects of the subject, for example in controlling objects with instructions. In Key Stage 2, pupils develop a greater range of word-processing skills and begin to use computer applications such as spreadsheets. Pupils' low levels of current attainment often limit their progress. Many have significant essential skills missing from their knowledge and understanding. However, the school now has better provision for the subject and the improving attainment of younger pupils shows that standards are rising.
7. In religious education, Key Stage 1 pupils do not achieve the standards described in the locally Agreed Syllabus. They gain limited knowledge and understanding of Christianity and compare some rituals associated with different religions. They remember, for example, the items on a Hindu puja tray. However, they have few opportunities to reflect on what they learn and to discuss what it means to them. This limits the gains in their achievements. By the end of Key Stage 2, however, good teaching enables pupils to achieve the standards expected in the Agreed Syllabus. Pupils develop secure knowledge of many main features of major world religions. For example, they begin to make comparisons such as between the Ten Commandments and the Five Pillars of Islam. Most pupils have a sound understanding of the importance of religion in the world. They apply this well, for example, in discussions of conflicts such as the Palestinian war.
8. Pupils' attainment in history and geography is below that expected nationally by the end of both key stages. Pupils' low language skills restrict their achievements in both subjects as they find it difficult to read information and present it in coherent writing. Pupils' attainments in art, design and technology, music and physical education are all in line with the national expectations. Teachers make effective use of nationally funded projects to enhance their teaching and the provision for many subjects. For example, in music and design and

technology, programmes funded by the Education Action Zone have raised teachers' competences and improved the quality of teaching. These projects are leading to higher attainment. In physical education, the school benefits from good links with a number of sports professionals and these activities, too, are raising standards, particularly in team games.

9. Pupils with special educational needs make good progress and reach levels of attainment in line with their assessed abilities. All pupils on the school's special needs register have individual education plans that identify their difficulties and the programmes devised to help them make progress. These plans have precise targets directly related to the pupils' needs.

Pupils' attitudes, values and personal development

10. Pupils' attitudes and behaviour are good and their attendance is satisfactory. These factors make a positive contribution to pupils' learning and personal development. Pupils with special educational needs form good relationships with their teachers and especially with the learning support assistants and specialist teachers working closely with them.
11. In many lessons, pupils display very good attitudes to their work, their fellow pupils and teachers. The attitudes of pupils throughout the whole school were good. Pupils respond particularly well to effective teaching and are keen to please their teachers. This was seen in a lesson linked to a science topic where pupils matched the good teaching by good attitudes and behaviour. This led to very effective learning. Where teaching is good or better, pupils are usually quick to respond to the challenges set. In all the lessons, pupils demonstrated positive attitudes to their work in the classroom.
12. The day to day relationships between pupils and teachers and pupils and pupils are very good. These underpin all the work of the school and contribute effectively to the positive ethos. They make an important contribution in the quest for higher standards. Pupils respond well to the many opportunities presented to work together in subjects such as science. This was evident in a Year 6 physical education lesson in which skills in passing a ball were being developed. There are many examples of children taking appropriate responsibilities within the school. These include taking registers to the office, setting out chairs for assembly and assisting with the overhead projector.
13. Pupils' behaviour in lessons is often good. During the inspection, there were many examples of positive responses to teachers from pupils in the classroom. Good behaviour was particularly evident in assemblies and during the special Harvest Festival pupils behaved very well. They listened carefully to presentations by fellow pupils and a representative of the Salvation Army. A few pupils show challenging behaviour both in the playground and in lessons. The school's good behaviour strategy is effective in dealing with these incidents although this has led to 16 fixed term exclusions. The number of these is, however, reducing as the behaviour policy is more firmly established.
14. The overall attendance at the school is only just satisfactory and is below the national average. There has been a slight improvement in attendance figures since the last inspection. The incidence of unauthorised absence is above the national average and there is also some evidence of occasional pupil lateness. School registers are correctly marked.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching in the school is good with 93 per cent of lessons judged as satisfactory or better. Sixty per cent of lessons were good or better and 18 per cent very good or better. This shows an improvement from the last report and is broadly consistent with the monitoring visit by Her Majesty's Inspectors (HMI) in 1999. The seven per cent of unsatisfactory teaching is found more in Key Stage 1 and was not linked to any one subject. The overall quality of teaching in Key Stage 1 is satisfactory; while in the Foundation Stage and Key Stage 2 it is good. Teachers in Key Stage 1 do not consistently take enough

opportunities to promote pupils' speaking and listening skills. Many pupils have restricted language and are not given enough chances to think about what they are learning and begin to express their ideas. This is particularly apparent in subjects such as religious education where teaching in Key Stage 1 is unsatisfactory. Here the lack of opportunities to discuss ideas and form opinions reduces pupils' achievement significantly. Teachers often over-direct pupils and give activities that are too constrained. They use, for example, worksheets with only restricted opportunities for pupils to use their developing literacy skills.

16. The teaching of children under five has improved since the last inspection and is good overall. Staff have good understanding of the needs of young children and they plan closely together, establishing clear routines that give children confidence. They provide interesting activities that stimulate children's curiosity and effectively extend skills, knowledge and understanding. However, there is not enough clear planning to develop children's physical skills. Very good relationships are established that enable teachers to manage classes very well. Particularly effective teaching extends children's personal, social and emotional development well. Staff assess children's attainment carefully and successfully use the information gained to plan children's next steps. This ensures that all the children, including those with special educational needs, make good progress in both the nursery and reception classes. Many lessons in the reception class are very good. The teacher has a lively, imaginative style so children become engrossed and listen avidly during her presentations. She shows a real interest in each child, encouraging and praising their ideas so that they gain confidence. She adapts lessons quickly and confidently when the opportunity arises to help all pupils to make further progress in their learning.
17. Throughout the school, very good relationships and effective control strategies ensure that lessons proceed with the minimum of fuss. This good pace is effective in promoting positive attitudes and an enthusiasm for learning. Often teachers set clear times for pupils to complete their work and these further emphasise the need for pace. In a few lessons, however, these were not so effectively used and pupils achieved too little during the lessons. Teachers, especially in Key Stage 2, use good questioning to make pupils think hard. This is often linked to good use of specialist language in such subjects as mathematics and history. This is effective in developing pupils' confidence in their ability to use and control language to express their thoughts. However, the pace of mental arithmetic sessions is often too slow and pupils have too few strategies to approach the problems. Teachers do not always take advantage of pupils' answers to make points to improve the understanding of all pupils.
18. Lessons in both key stages are effectively planned and teachers make good use of the school's planning strategies. They make good use of the materials connected with the National Literacy and Numeracy Strategies. Teachers select and organise resources particularly well to interest pupils and help them to understand. Many lessons in Key Stage 2 are lively and interesting, catching pupils' excitement and motivating them well. In these lessons, the pace is fast and pupils make great strides in their learning. Most teachers pay good attention to what pupils need to learn and state this clearly in their planning. These statements are often shared with pupils to make sure they understand the purpose of the lesson. This strategy is particularly successful when it is coupled with effective discussion sessions at the end of the lessons. In these, pupils and teachers are able to assess the success of the learning and teachers can identify the way forward to ensure further learning. This process is a strong feature of mathematics teaching and leads to effective gains in pupils' skills. In a small number of lessons, the intended learning was not well identified and these lessons were weaker and less focused.
19. Weaker teaching is often related to an uncertain match of tasks to pupils' needs and abilities. New assessment systems are beginning to give teachers good information about their pupils' attainment in English and mathematics. However, this information is not always employed well to devise tasks that are at just the right level to promote good progress. Sometimes tasks are too complex or language too difficult for pupils to make headway. Some lessons include tasks that do not challenge more able pupils enough. Assessment practice in other subjects

is more limited and has a similar effect. The school effectively organises pupils into groups by their attainment at the top of Key Stage 2 for English, mathematics and science. This enables teachers to match work well to the needs of the pupils in each group. In these sessions, tasks promote good gains in pupils' learning.

20. Pupils with special educational needs take part in the lessons arranged for the whole class. Occasionally some are withdrawn from lessons to receive additional or specialist help, either individually or in small groups. For example, some pupils are assisted through the school's 'Reading Recovery' programme enabling them to make good gains in acquiring literary skills. Most lesson planning takes account of matching work to the needs of such pupils. All teachers and special needs assistants are familiar with pupils' individual education plans and their targets. Special needs assistants provide very good support and closely check on and record the progress pupils are making against these targets.
21. Teachers often make good use of a number of nationally funded projects to enhance their teaching and promote pupils' learning. In music, for example, the 'Voices' project is helping teachers to gain confidence in teaching the subject. It is providing a programme of singing activities that promotes enthusiasm in pupils and is raising the quality of their work. In design and technology, a programme of activities makes good links between literacy and design helping to raise pupils' achievement in both.

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

22. The quality and range of the learning opportunities available to pupils of all backgrounds and abilities is good. The curriculum is broad and relevant, including all the subjects of the National Curriculum and religious education. It meets statutory curricular requirements for pupils under the age of five and for all subjects, with the exception of information technology. This subject is not taught systematically and there is a lack of equipment to deliver the modelling and monitoring aspects satisfactorily. The school makes good provision for pupils' personal, social and health education, including sex education and attention to drug misuse. These are taught effectively through the science curriculum and through a developing programme of visits from the Cleveland Police and a Drug Education Team.
23. The curriculum for pupils under the age of five, in the Foundation Stage of learning, is a strength of the school. Provision is particularly good in the reception class where there is a broad range of interesting and stimulating activities. The teacher provides a good balance between adult led and child initiated activities to ensure good progress in basic skills and levels of independence. Children indicate their chosen activity by writing their own names on a board, for example. Opportunities for speaking and listening, reading, writing and mathematical development are successfully incorporated into play activities. Tasks are relevant and purposeful and lead on appropriately to the subjects of the National Curriculum.
24. The school places a high priority on the teaching of literacy and numeracy and national strategies are well established. They provide for effective learning from one year to the next and are contributing to the raising of standards. Pupils are taught in single year groups of mixed ability in Key Stage 1 and Years 3 and 4. Years 5 and 6 are organised into ability groups for the core subjects of English, mathematics and science, with the additional effective support of trained classroom assistants. Booster classes, planned for selected pupils in Year 6, had limited support after school. The school effectively re-organised its timetable to enable these to take place during school time from January to May, leading up to national tests. This led to a reduction in the time available for some foundation subjects, such as history, geography and design technology and therefore a temporary imbalance in the curriculum. However, the time allocation has been carefully planned to allow for flexibility and priority of learning. The gains pupils make in literacy and numeracy skills enable them to have improved access to other subjects, such as history and geography. Classroom and school displays reflect the full range of curriculum subjects and pupils experience a suitably balanced

curriculum over time.

25. The school takes full advantage of the many worthwhile schemes and programmes available to it through national and local initiatives. Pupils benefit from a number of additional curriculum opportunities provided by projects funded by the Education Action Zone. These provide a rich variety of experiences relevant to appropriately targeted pupils' needs and interests. A small group of more able pupils, for example, enjoys a residential writing weekend in North Yorkshire. Some pupils in Years 4 and 5 benefit from a Literacy Summer School, held partly in school and partly residential, during the first two weeks of the holidays. These projects are effective in developing pupils' confidence and self-esteem alongside their literacy skills. Good cross-curricular links are established through initiatives such as 'Literacy through Design and Technology.' The 'Reading Recovery' programme successfully supports less able pupils and they make good progress in their confidence and phonic skills. Further relevant learning opportunities are provided when selected pupils from Year 6 visit Middlesbrough Football Club. They participate in literacy, numeracy and information technology skills and benefit from mentors who visit the school weekly. This successfully encourages valuable community links. The 'Total Learning Challenge' encourages pupils to take responsibility and co-operate with one another, preparing them well for the next stage in their education. Other initiatives provide opportunities for guitar and recorder lessons and the curriculum for music. The 'Voices' project is helping teachers gain confidence in teaching music, for example, and contributes to pupils' speaking and listening skills and their personal development. The school is making efforts to strengthen its links with the community through systems such as 'Rewarding Regular Readers' and the 'Share' project, involving small numbers of parents to good effect. These initiatives support parents in helping their children's reading.
26. Whilst these initiatives are of a good quality and successful in raising achievement, many are temporary projects or only designed for specific groups of pupils. The school has not considered sufficiently carefully how it can incorporate the best features of these projects to benefit pupils. Teachers do not have a sufficiently long-term view of the curriculum and there is a lack of a cohesive overview. The school is currently examining the guidance from the Qualifications and Curriculum Authority (QCA) alongside existing schemes of work and adapting them to meet their needs. Individual subject policies are sound with medium term plans that give broad guidelines to teachers. They are, however, lacking in sufficient detail and not yet specific to the needs of the school. This leads to inconsistencies in teachers' short term planning. The curriculum for English does not contain sufficient planned opportunities for speaking and listening, although the school recognises this as an important area.
27. The school provides enrichment through extra curricular activities and all pupils have the opportunity to participate in a wide range of activities, including football for boys and girls, pottery, music and art. Pupils benefit from a suitable range of visitors to the school, including authors, musicians, artists and theatre groups. During the inspection, for example, council workers and a dental hygienist provided additional knowledge and understanding to good effect.
28. The school makes good provision for pupils with special educational needs. The pupils are encouraged to play a full part in the life of the school through lessons and after-school activities. Sometimes pupils receive additional help requiring them to miss parts of the lessons their classmates are receiving. The school takes care to ensure that pupils do not miss the same parts of the same lessons each week and rotate the timetable of those involved. In some oral sessions in lessons, pupils with special educational needs do not play a full part, often being reluctant or unable to contribute. Teachers do not always encourage them enough to take part. When these lessons are supported by learning support assistants such pupils are encouraged and helped well to offer responses. As a result, they play a larger part in the proceedings and make better progress.
29. The provision for pupils' spiritual, moral, social and cultural development is good. The provision for pupils' spiritual understanding is satisfactory. Opportunities for spirituality are provided through the curriculum, especially in religious education, music, literature and art.

Assemblies and satisfactory acts of collective worship give pupils some time to reflect on issues arising from the themes raised. Assemblies often have an appropriate moral theme, for example in 'working together' and enjoying the rewards of life from the amount you contribute to it. These are pertinent to pupils and engage their interest although the themes of some were confusing to pupils. Reference to a deity was not consistently made in the acts of collective worship observed.

30. The provision for pupils' moral development is good. Great store is placed on the teaching of moral values and of pupils' understanding and keeping the school rules. The very good behaviour policy places due emphasis on the development of positive attitudes. The policy is having positive effects with all pupils aware of the consequences of both good and unacceptable behaviour. Teachers take opportunities to remind pupils of why they are being rewarded or given a sanction. The school makes much of the achievement of pupils. There are many displays of the certificates pupils have earned along with their photographs. These give incentive to others and pride in those displayed. These positive attitudes are also nurtured through personal, health and social education lessons and in the way in which pupils are treated. The school has a strong caring ethos in which the views of others are valued and respected. For example, Year 6 pupils' views and artwork were greatly praised by the teacher and a strong sense of self-worth created in the pupils. Teachers and support staff provide good role models in the ways in which they treat pupils and each other. They effectively encourage pupils to play their parts in maintaining this caring environment.
31. The school makes good provision for pupils' social development. Pupils are encouraged to work together in groups and share equipment and resources. Pupils co-operate and play well together during playtimes and there are very few recorded instances of poor or oppressive behaviour. Each class provides pupils with the opportunities to act as monitors, for example by delivering registers, putting out equipment or helping tidy up. The Literacy Summer School offered many opportunities for the social development of pupils. Pupils were able to work together at tasks such as raft building, sailing, and climbing as well as sharing residential accommodation. The school's sports teams have good records testifying to the success of the team spirit generated. Pupils are encouraged to see the school as a 'family' and do their part in maintaining the family spirit.
32. The provision for pupils' cultural development is good. The school celebrates special days and festivals such as Harvest Festival, Christmas and Easter. The special days of other religions are considered in religious education lessons. Pupils have a good understanding of their own culture through their studies in history, music and art. The school has musical instruments from other countries and pupils study the work of foreign as well as British artists. In classes and around the school, small displays of other religions are mounted, for example of Hinduism, Muslims and Bhangra dancers. Aboriginal art provided the inspiration for the pupils' paintings on the school's wooden fencing. Education Action Zone funds have done much to establish good opportunities for pupils to learn of their community. These include participating in the Millennium Concert, funding for after school activities and many visiting theatre and dance groups. Pupils also take part in other successful projects, including visiting Middlesborough Football Club each week to develop their study skills. The school also participated in the Tees Link-Spencer Beck project of opening long distance walking routes in the area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. All the pupils are well cared for. The school provides a good level of educational and personal support to pupils, which is aimed at raising their individual achievement. The school acknowledges pupil's individual achievement through the praise given to them in the classroom. More formal appreciation is given in the achievement assemblies that are shared with the whole school every week. The frequent use of tokens throughout every school day is very effective in encouraging children to perform consistently through the week. The associated chances of rewards are very effective in motivating pupils. Classroom support

assistants and nursery nurses work closely with the teachers to monitor the academic and personal progress being made by pupils in the school. The school's behaviour strategy is understood by all pupils and contributes to a secure atmosphere. Good systems are in place to monitor and deal with any incidents of oppressive behaviour and these are rare.

34. Good child protection procedures are in place and effective. Teachers know their pupils well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate and remedial action. Occasional health and safety checks are carried out and the school is aware of some minor issues that are receiving prompt attention.
35. The school has introduced a very detailed monitoring system related to pupil absence. This is used very effectively to assist in improving the previously low levels of attendance. This system is closely controlled by the headteacher with the regular and effective assistance of the Education Welfare Officer. The school actively encourages pupils to attend through a number of very positive initiatives. These include the popular 'pupil of the week' scheme.
36. Significant efforts have been made to improve the systems of formal assessment since the previous inspection, particularly in literacy and numeracy. The school has successfully introduced a special assessment week every half term. Samples of pupils' work are shared between relevant staff and agreement about standards is sought. Although assessment takes place in science, it is not as detailed as that in literacy and numeracy. Formal assessment in the other subjects of the curriculum is weak. Teachers' use of assessment to inform their curriculum planning is inconsistent. This is evident in several literacy classes where speaking and listening has been assessed as weak. However, opportunities for pupils to improve these skills had not been specifically planned into the lesson.
37. The school's assessment arrangements ensure that pupils with special educational needs are identified early in their school career and appropriate measures taken to make suitable provision to meet these needs. The school's special needs co-ordinator meets regularly with class teachers to determine the progress of these pupils. Where necessary, specialist teaching and advice are sought, for example for 'Reading Recovery' programmes. Good use is made of outside support services such as the local education authority's special needs department. For one day each week, a local authority specialist teacher teaches individual and small groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents expressed very positive views of the school at the pre-inspection meeting and in their responses to the questionnaire. Several parents interviewed during the inspection had only positive contributions to make. Parents feel that their children like school and that they are taught well. Most feel that their children are making satisfactory progress and that the school actively promotes good attitudes and values. The findings of the inspection team generally support their views.
39. A significant number of parents are very supportive of the school and of its aims and objectives. They are appreciative of the school's openness and the way they are able to speak to teachers. The information provided by the school through the prospectus, annual reports to parents and via regular newsletters is of a high standard and parents are also provided with regular curricular information linked to their children's work. The school reports include sections on academic progress and on possible areas for development.
40. Some parents are frequent visitors to the school, providing very welcome classroom support and helping to organise and run extra curricular activities. The school helps potential classroom assistants by arranging special training courses for interested parents. Parents are also encouraged to take part in the Rewarding Readers scheme that is designed to promote pupils' reading. Parents of pupils with special educational needs are encouraged to play a full part in the arrangements the school makes to deal with these needs. Parents are

given copies of individual education plans and invited in to school to discuss the provision that is offered. Parents are also invited to attend or send written comments when the regular reviews of these targets take place.

41. The Parent/Teachers Association is actively supported by only a minority of parents. However, there is always a very good attendance at major functions on the school calendar such as Christmas celebrations and the Harvest Festival. A professional theatrical group recently used the large stage in the school hall. Many parents and children supported the performance very well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The quality of leadership and management is sound. The enthusiasm and the commitment of the headteacher, in particular, has ensured a good pace of progress since the previous inspection. In acknowledging the previous weaknesses in the school, he has galvanised and organised the staff to good effect. The school has successfully responded to most of the key issues raised by the previous inspection, such as raising pupils' attainment in English, developing the quality of teaching and strengthening the financial management of the school. However, it has not yet achieved all of its objectives. For example, although there is now a new computer suite in operation, there are not yet enough working computers and software to make it a wholly effective resource.
43. The headteacher provides caring and effective leadership. He creates a positive and supportive ethos in the school, in which pupils feel valued and are willing to work hard. He works well with other staff in the school in a continuing drive to raise standards. For example, he has established a wide-ranging programme of lesson observations by key staff and external advisers. This has made teachers more aware of their strengths and how they can improve. However, there is not yet enough rigour in the process to ensure that teachers can share good practice. The school has introduced new national schemes of work to guide teachers. However, they often feel too constrained by the guidelines and are wary of adapting them to fit their own pupils' needs.
44. The spread of responsibilities throughout the school is much improved since the last inspection. Most teachers have responsibilities for subjects that they carry out efficiently. For example, they effectively manage key developments in their subjects such as the introduction of the literacy and numeracy hours. Subject co-ordinators support colleagues well in the introduction of new schemes of work for other subjects. Some useful systems of observations of lessons are beginning to be introduced although these do not cover the whole curriculum. Where observations are made, they are increasing co-ordinators' understanding of the strengths and weaknesses in their subjects. However, not all co-ordinators have a clear enough view of the strengths of teaching and pupils' attainment throughout the school. This limits their effectiveness in helping their colleagues and sharing good practice.
45. The school's governing body is enthusiastic and increasingly knowledgeable. Governors have taken a number of training opportunities to equip them for their developing role and some use their personal skills effectively in the school. The governing body is now more closely involved in the decision-making process. Governors are increasingly involved in monitoring the work of the school. This takes place through good information from the headteacher and other staff, close examination of the school's results and some observations of teaching. Through these systems, governors gain a clear view of the strengths and needs of the school.
46. The school's priorities are relevant and securely grounded in the need to raise standards. These priorities are shared throughout the staff of the school. Good levels of teamwork are developing to bring about improvements. The school has refined its development planning to reflect these priorities and to install distinct time limits and costings. There is a strong focus on continuing to improve pupils' standards in literacy, as well as in mathematics, science and information and communication technology. To help achieve these aims, the school has

embraced wisely several local and national initiatives. Targeted funding from the Education Action Zone has made these possible. For example, the school has run a literacy summer school for Key Stage 2 pupils and operated a scheme for specific help with reading. These have been successful in raising standards. However, the school still lacks a sufficiently clear long-term strategic view of the school's future. The current school development plan is only for one year, and this restricts effective, structured progress. The school is unlikely to achieve all of its aims in one year. The vision by key staff is not yet clear and far-sighted enough. Although the school's current priorities are good, it does not map out its preferred route for the future with enough foresight. As a result, the school lacks a useful tool to assess how effective potential projects and developments may be in achieving these priorities.

47. The school has good financial systems. It carefully links spending to the school development planning, and operates a tight budget to guard against any overspending. As a result of this and some staffing changes, the school was well within its projected budget for the last financial year. The school operates an efficient system of operating and recording the budget, and the governors' financial committee meets once a month to monitor proceedings. The school works hard to obtain the best value for money when making purchasing decisions. The school has effective administration that ensures that the school can run smoothly.
48. The school is fulfilling all the requirements of the Code of Practice¹ for pupils with special educational needs. An appropriate register is kept which identifies pupils' levels of need, individual education plans are made for pupils on this register and appropriate arrangements are in place to review progress. The school ensures that teachers and support staff receive training in dealing with the wide variety of special need they encounter. The training for learning support assistants was in response to the monitoring carried out by the school's special needs co-ordinator. Resources for pupils with special educational needs are adequate and teachers make as much use as possible of the resources available to all pupils in lessons.
49. The match of teaching and support staff to the demands of the curriculum is good. The work of support staff is planned effectively and they are used well in lessons. The headteacher monitors teaching on a regular basis. This is followed by regular discussions with the teachers to ensure that they are supported well in their professional development. Opportunities for training are appropriately linked to teachers' personal needs and the priorities of the action plan following the last inspection. New staff to the school are closely monitored as part of a sound induction process.
50. The suitability of the accommodation for effective delivery of the curriculum is good. The school is on a single storey and includes a separate dining room. Classrooms are of a reasonable size and teachers are able to use the spaces effectively. There are additional specialist rooms for computers, food technology, meetings and reading recovery. These enhance the work done in these aspects of the curriculum. Outdoor play areas are good and the school grounds offer much potential in the curriculum.
51. The range of resources to meet the demands of the curriculum is good with the exception of information and communication technology, which is unsatisfactory. The amount of computers and other hardware is good but there are weaknesses in the range of software. These restrict the access to the full curriculum. External play areas for the Nursery are good although at the time of the inspection they could not be used because of a large puddle in the centre of the playing area. There is insufficient climbing equipment for nursery children. Resources for subjects are satisfactory although the book resources for English and the library are in an unsatisfactory state.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made good progress since the last inspection and is now securely set to improve further. In order to achieve this, the headteacher, staff and governors should now:

- (1) Raise pupils' standards, particularly in English, mathematics, science and information technology by:
 - extending and applying the school's developing assessment systems to improve teachers' match of tasks to pupils' prior attainment; (paragraphs 1, 3-6, 19, 36, 60-64, 66, 68, 69, 72, 75, 77, 90, 95, 96-98, 100)
 - ensuring that pupils' speaking and listening skills are systematically and appropriately developed, particularly in Key Stage 1; (paragraphs 7, 8, 15, 36, 65, 74, 89-92, 112)
- (2) Ensure that the monitoring of lessons is used effectively to identify strengths and weaknesses in teaching in order to raise standards and share good practice; (paragraphs 43, 44, 80)
- (3) Put into place a long-term plan for the development of the school to enable priorities to be judged and decisions made on how to achieve improvements. (paragraphs 42, 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.4	16.7	41.7	33.3	6.9	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)	26	233
Number of full-time pupils eligible for free school meals	N/A	146

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	119

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	20
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.4

Unauthorised absence	%
School data	3.4
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	16	12	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	12
	Girls	10	10	12
	Total	20	19	24
Percentage of pupils at NC level 2 or above	School	71 (63)	68 (57)	86 (73)
	National	88 (82)	89 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	7	9
	Girls	9	8	9
	Total	18	15	18
Percentage of pupils at NC level 2 or above	School	64 (57)	54 (67)	64 (60)
	National	88 (82)	89 (86)	89 (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	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	9	8	9
	Total	20	20	22
Percentage of pupils at NC level 4 or above	School	69 (39)	69 (29)	76 (42)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	9
	Girls	7	8	9
	Total	13	17	18
Percentage of pupils at NC level 4 or above	School	44 (45)	56 (29)	62 (42)
	National	70 (68)	72 (69)	79 (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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	233
Any other minority ethnic group	0

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	16	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)	11.5
Number of pupils per qualified teacher	20
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	110

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	37

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

Financial information

Financial year	1999-2000
	£
Total income	448497
Total expenditure	455861
Expenditure per pupil	1757
Balance brought forward from previous year	14893
Balance carried forward to next year	7529

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	40

Percentage of responses in each category²

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	28	3	0	0
My child is making good progress in school.	74	21	3	0	3
Behaviour in the school is good.	56	39	3	0	3
My child gets the right amount of work to do at home.	55	40	0	3	3
The teaching is good.	77	18	3	3	0
I am kept well informed about how my child is getting on.	69	23	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	3	0	0
The school expects my child to work hard and achieve his or her best.	85	10	3	3	0
The school works closely with parents.	50	40	3	3	5
The school is well led and managed.	72	23	0	3	3
The school is helping my child become mature and responsible.	73	20	5	0	3
The school provides an interesting range of activities outside lessons.	49	31	0	3	18

² Percentages for each category may not add up to 100 due to rounding errors.

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

52. Children enter the nursery between the ages of three and four, attending for either a morning or an afternoon session. They transfer to the reception class as they approach their fifth birthday. At the time of the inspection, this was a small group of children as only half the planned number of children had been admitted. A good programme of visits and meetings with parents ensures that children soon become settled and confident in both classes. However, despite the school's best efforts, some children in the nursery do not attend regularly enough and this disrupts their progress considerably. This was evident during the inspection when over a third of the children were absent in some nursery sessions. The attainment of many children on entry to the nursery is very low, particularly in their communication, language and literacy skills. The staff working in the nursery and reception classes recognise the importance of their role in shaping children's interest and attitudes to their learning. There is a strong commitment to improving children's language skills and their enthusiasm through good provision across most of the areas of learning. This is particularly effective in the reception class where children experience a rich and vibrant learning environment and high quality teaching.
53. Teaching has improved since the last inspection and is good. Teachers and nursery nurses have good understanding of the needs of young children and plan closely together. They provide interesting activities that stimulate children's curiosity and extend skills, knowledge and understanding. Very good relationships enable them to manage children very well. They assess children's attainment carefully and successfully use the information gained to plan children's next steps. This ensures that all the children, including those with special educational needs, make good progress in both the nursery and reception classes. Many lessons in the reception class are very good. The teacher has a lively, imaginative style so children become engrossed and listen avidly during her presentations. She shows a real interest in each child, encouraging and praising their ideas so that they gain confidence. This was seen when she responded to a child arriving late during a lesson, eager to show a bag of food brought for the Harvest Festival. She quickly adapted her lesson so that all the class extended their understanding of different foods in a lively discussion of the gift. Assessment procedures are good, and the teacher constantly assesses children's progress and effectively extends their experiences.
54. Children make very good progress in their personal, social and emotional development, though many will not reach the levels of independence expected by the end of the Foundation Stage. Teaching in this area is a significant strength. Children respond well to the caring atmosphere in the classes and are well settled and happy. Teachers establish good routines and children soon learn to move around the different activities confidently. Children learn to respond quickly to their teachers' instructions, such as stopping when the bell rings in the nursery. Staff know their children well and are sensitive to their individual needs. They effectively supervise and praise them as they work so that they gain confidence and new skills. Their supervision is particularly important as many children in the nursery class have short concentration spans. They often give up when tasks are too difficult, for instance when struggling to 'hook a fish' in a fishing game. The teacher notices and re-positions the 'pond' so that a child perseveres with his task. Children learn to work alongside others, sharing and taking turns with toys and listening to others when they speak. Teachers provide good role models and teach children quietly, but firmly, how to behave. As a result, their behaviour is consistently good. Children in the reception class become more aware of others and learn to co-operate on tasks. For example, a child took pride in sharing his new skills by showing another how to select a colour when drawing shape patterns on a computer.
55. Despite effective teaching, many children are well below the expected levels in the

development of their communication, language and literacy skills by the end of the Foundation Stage. This slows their progress within all the areas of learning. They have a very limited vocabulary. This shows when they were unable to name foods such as sugar and margarine, and struggled to explain what they were doing when making biscuits in the nursery. Children often need much encouragement to answer adult's questions, for example when asked to describe the different surfaces on a 'feely picture'. Teachers are well aware of this and plan carefully to extend children's skills. The reception class teacher and nursery class assistant are particularly effective in talking to children and stimulating them to speak. They provide very good speaking models and work hard to encourage children to extend their vocabulary and to talk about their activities. All the adults place a firm emphasis on ensuring that children listen carefully, and this helps them to learn some letters and their sounds. A few children in the reception class take pride in accurately identifying the initial letter sound of some words. However progress is slow, as many children need a great deal of repetition and practice before they remember them. Children enjoy the stories they hear and listen intently to their teachers' lively reading. They handle books carefully and willingly tell a story from the pictures, but sometimes "reading" from back to front or right to left from their books. Few children show interest or observe the text carefully, though some more able children in the reception class begin to pick out a few common words. This is particularly the case when they receive regular support from parents at home. Children make slow progress in their writing skills. Despite lots of practice, their pencil control is weak and they struggle to shape letters accurately. Few children write their names correctly or become independent writers. The school has used extra funds provided by initiatives such as the Education Action Zone wisely to provide extra play equipment to stimulate children's communication skills. For example, the 'shop', the 'post office' and the 'three bears house' play areas provide good opportunities for children to practice and extend their speaking and writing skills in the reception class.

56. Such activities also provide good support for children's mathematical development. For instance, children buy items in the shop and count the number of bowls, spoons and cups needed to set the three bears table. Regular daily practice and repetition enables children in the nursery to learn to order and count numbers to six, but few recognise the numerals. They build steadily on this so that in the reception class they become more accurate in their counting and correctly match the numeral to six items on a plate. Activities such as making chains or threading beads help children to develop a simple vocabulary of words like "longer" and "shorter" to describe their length. Many children in the reception class recognise circles, squares, triangles and other basic shapes. Teachers provide a good balance between consolidation and extension, for instance when the nursery teacher widened children's knowledge by introducing an unfamiliar semi-circle shape. However, children often have poor recall of their learning. Teachers and the nursery nurse are well aware of this and patiently consolidate children's skills through other activities, such as counting the shapes on their computer pictures and singing number songs. In spite of this, most children's attainment is well below the levels expected for their age.
57. This is also true of children's knowledge and understanding of the world about them. They recognise and name a growing range of foods through their baking activities, harvest collections and activities such as printing patterns with red and green peppers. Children begin to recognise different types of weather. They understand something of their home and families, but struggle to explain what they know. They make simple buildings with construction toys like wooden blocks. Children in the reception class make good progress in developing computer skills because the teacher and classroom assistant teach the skills effectively and supervise children closely as they work. As a result, most of the children become competent in operating the mouse to move around the screen, selecting shapes and colours and clearing the screen when asked to create shape patterns. In this aspect, they are well on target to attain the early learning goals.
58. There is a suitable, secure outdoor area for children in the nursery to play though its use was restricted during the inspection by poor drainage problems. Children run and ride a range of

wheeled toys with growing confidence. Playground markings enable them to develop skills in steering along a track. The nursery nurse interacts very well with children, encouraging them to share their games and take turns with the toys. She instigates interesting games that extend their skills, such as throwing balls and bean bags at a target and singing songs as they ride in a play cart together. However, planning for outdoor play is not sufficiently developed to ensure that children are developing their physical skills systematically enough. There is insufficient equipment to provide opportunities for pupils to develop their skills in climbing and balancing. The reception class benefits from sessions in the school hall where they learn to respond quickly to instructions. In these lessons, children move in an increasing variety of ways, but progress is sometimes weakened because the pace is slow. Children learn to manipulate scissors, paintbrushes, pencils and other tools with growing accuracy, but these finer movements are still relatively weak and few children are likely to attain the expected levels.

59. Children's creative development is below average in spite of the full range of opportunities and experiences provided in both classes. They begin to act out well known stories in the different role-play areas, but need encouragement to extend their play. Young children in the nursery enjoy experimenting with colours and paint, but often fill in the whole page, rather than painting a definite object or person. When closely supervised and directed they paint recognisable pictures of themselves with features such as arms and legs. Effective discussion with adults helps them improve their work so that by the time they reach the reception class some children paint interesting patterns in red, blue and yellow paint. Staff transmit their enthusiasm for music very well by their lively singing of songs and rhymes. They work very hard to encourage children to join in and sing along. Consequently, some children develop a sound repertoire of songs they sing from memory. This supports their language skills well as they memorise the words and extend their vocabulary. However, a number of children still prefer to just listen, adopting a passive role in such sessions.

ENGLISH

60. Pupils' standards in English are below the national average. By the end of Key Stage 1, standards are well below average in reading and very low in writing. Because of good teaching and a wide range of initiatives to develop language skills, pupils make good progress in Key Stage 2. Although standards are still below average in speaking and listening, reading and writing, results from national tests show a significant improvement over time. Ambitious but achievable targets have been set based on the co-ordinator's assessments of prior attainment. These have been exceeded at both key stages. The most recent Key Stage 2 results show attainment that is below national average but well above that found in similar schools. This represents very good improvement although the proportion of pupils achieving the higher Level 5 is still low. The co-ordinator has had a significant impact on the subject. She has carried out extensive analysis of assessment data and introduced new schemes and ideas such as 'Rewarding regular Readers' and the 'Wall of Success' system where pupils are set small achievable targets pasted to the front of their books with stickers or stars awarded when the target is reached.
61. In speaking and listening, by the end of Key Stage 2, pupils listen appropriately to teachers giving instructions or making interesting presentations at the beginning of lessons. Pupils of lower ability in Year 6 listen very carefully to questions about root words. They know that 'decisions' made by a referee in a football report comes from the word 'decide'. During the school's Harvest Festival, pupils recited learned extracts of classical works, such as 'Hiawatha,' clearly and audibly, with sensitivity for the language and a good appreciation of rhythm. They show good levels of awareness of one another. Pupils in Key Stage 1 respond to the high expectations of teachers and listen carefully, with interest, to stories and rhymes and instructions from adults. They are, however, given too few opportunities to practise and develop their speaking skills and overall standards are well below average. In Year 1, for example, pupils have difficulty in recognising and repeating the sound of rhyming words in

familiar nursery rhymes. Pupils' responses to teachers' good questioning are enthusiastic but fragmentary and indistinct. Sometimes pupils are discouraged from contributing and therefore lose their confidence and enthusiasm. In Key Stage 2, a small number of the most able pupils express themselves with a good grasp of standard English. However, most pupils lack confidence in spoken English and respond to questions using single words or short phrases. Many pupils do not adapt their speech appropriately for different circumstances or occasions. Their speech is often indistinct with tenses and parts of speech used incorrectly. Pupils are not given enough opportunities to evaluate and develop speaking skills beyond simple questions and answers. They do not listen to one another satisfactorily and standards are below expectations for the age group.

62. Reading is well below average at the end of Key Stage 1. The most able pupils have a satisfactory level of word recognition and read familiar words in their reading books. They recognise an increasing number of initial sounds but have difficulty using these to form new sounds. Pupils have a growing range of strategies for working out new words. Very few make use of the punctuation when reading aloud and are confused as to the meaning of exclamation marks and commas. The majority of pupils read hesitantly, with little understanding or expression. The school's system for 'Rewarding Regular Readers' motivates pupils successfully. They remember to read their books to adults at home and are keen to improve their reading skills and move on to the next colour band. Most pupils refer to their reading books as their favourite books.
63. Many more pupils than previously are reaching higher standards in reading as a result of the school's emphasis on literacy skills. Pupils make good progress through projects such as 'Reading Recovery' and the literacy and writing schools and Booster clubs. Reading, however, is still below average at the end of Key Stage 2 because of the high percentage of pupils with special educational needs. Pupils are introduced to a good range of classical literature in a relevant and interesting way through the literacy strategy and as a result, enjoy reading a rich variety of stories, plays and poems by the time they leave the school at the end of Key Stage 2. One able boy spoke with enthusiasm about Shakespeare's 'Macbeth' showing high levels of knowledge and understanding of characterisation and plot. They read their chosen books accurately and show good levels of understanding of characters' motives and feelings. Only the most able, however, read fluently. Pupils record their opinions about their books in a daily reading journal, combining reading and writing skills to good effect. Older pupils are enthusiastic readers but have below average research and technical skills.
64. Standards of writing are very low at the end of Key Stage 1 and below average at the end of Key Stage 2. Seven-year-olds need help to sequence their ideas logically into sentences and many do not use capital letters and full stops accurately. They make inconsistent use of upper and lower case letters. There is a wide range of ability and a minority of more able pupils begins to use connectives, such as 'meanwhile' in their writing, to produce interesting and more complex sentences. Many pupils in Year 1 are still at the very early stages of writing with the beginnings of letter formation and unrecognisable words. They systematically practise sounds and shapes together developing suitable pencil control. Pupils sometimes move on to the next stage too quickly before the basic skills are established. In Year 4, for example, a boy who had only just begun to construct accurate sentences was encouraged to write in paragraphs. Pupils use increasingly imaginative language, for example in Year 5 pupils' descriptions of the character Scrooge. By the end of the key stage, pupils write for a wide range of purposes, including letters and book reviews and begin to use interesting words and more complex sentences. They are confident to attempt their own spellings but have a below average knowledge of spelling patterns and rules and frequently misspell common words such as 'friend' and 'people.' Handwriting is joined and legible and some pupils begin to develop stylish script.
65. The quality of teaching is good. There are good examples in both key stages and teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers plan lessons well. The mostly successful implementation of the National Literacy Strategy has resulted in well-structured

lessons with a planned progression of skills resulting in improved standards by the end of Key Stage 2. Introductions are effective in both key stages. The organisation of group activities, however, is inconsistent. Many pupils carry out the same tasks and work is not matched sufficiently to pupils' prior knowledge and understanding. Most teachers provide good role models for spoken English and have high expectations of behaviour, encouraging pupils to listen to one another's answers and comments. In the best lessons, teachers show respect and interest in pupils' contributions. For example, when the teacher in a low-attaining Year 6 class most effectively drew out pupils' understanding of vocabulary in a football report. In a Year 3 class, the teacher demonstrated good listening when she explored a wrong answer, encouraging the boy to talk about his thinking. This led to better use of spoken language and developed his self-esteem. An over-emphasis on behaviour management, however, sometimes limits opportunities for confident contributions in a Year 1 class. At the end of the key stage there are too few opportunities for pupils to develop speaking skills. In one lesson, for example, the teacher asked questions but did not listen sufficiently to the replies, and moved on too quickly. The teaching of the systematic programme for 'Reading Recovery', with the benefit of one-to-one tuition, successfully encourages less able pupils to listen very carefully to the beginnings and endings of words. As a result, these pupils develop phonic skills well and make good progress in listening and reading. They take pleasure in remembering new words and know they are making good progress.

66. Teachers and classroom assistants use the group reading books to good effect, making observations of pupils' progress as they read. Pupils read regularly to adults at school and at home. The reward system effectively motivates pupils to read but too little guidance is given to show parents what they can do to help. Classroom assistants work closely with teachers to plan and prepare suitably work for those pupils with special educational needs. They provide high quality support for less able pupils that enables them to make good gains in their learning. Teachers often have high expectations of pupils that encourage higher standards. However, these are sometimes unrealistic, for example, when Year 2 pupils were expected to use speech marks in an imaginative story. Pupils' existing work shows that most do not yet use full stops and capital letters accurately. Too many inappropriate work sheets are given to pupils in Years 1 and 2 containing words that pupils cannot read. Tasks set do not build sufficiently on what pupils already know and understand.
67. The library is underused as a resource for developing research skills and the enjoyment of reading. Most pupils do not use it on a regular or frequent basis as most books are kept in or close to the classrooms. The range of additional fiction and non-fiction reading material is rather limited. Many books are old, worn and unappealing in both key stages.

MATHEMATICS

68. Pupils' overall attainment by the end of Key Stage 1 is well below national averages and by the end of Key Stage 2 it is below. However, pupils reached the expected levels of attainment in half the lessons observed in both key stages, indicating improving standards. The results of the national tests in 2000 at Key Stage 1 show attainment to be well below the national average for all schools and below that of schools with similar characteristics. At Key Stage 2, attainment was below that of all schools nationally but well above that of similar schools. This shows good levels of improvement and confirms the school's analysis of good progress in Key Stage 2. The proportion of pupils achieving the higher Level 5 is still below that found nationally.
69. The school has gone some way to resolving the issues identified in the previous report. Improved teaching, effective setting in the older classes and appropriate 'booster' classes are having a positive effect on standards. The assessment of attainment has improved although day-to-day assessment of individual progress is not used consistently. The role of

the co-ordinator has been developed and the subject is now adequately monitored and detailed analysis of strengths and weaknesses carried out.

70. Pupils' ability to make rapid mental calculations are limited in all but the higher attainers, who, in the older classes, use these well to solve problems. Although most pupils have sufficient knowledge to carry out the correct number operations asked of them by their teachers, their poorly developed comprehension and listening skills often reduce their ability to apply them. The result of this is pupils often misunderstand what they have to do, misread measurements or wrongly interpret data. Pupils' use of mathematical vocabulary has improved and pupils are becoming more secure in their use of the correct terminology. For example, pupils in Year 3 and 4 know the correct names of three-dimensional objects. Pupils in Year 6 know terminology associated with different graphs and charts. They soon use terms such as 'range' when considering data from 'Fantasy Football' results. The school has carried out very detailed analyses of pupils' attainments in both key stages and identified where the weaknesses are. This has enabled it to set whole school targets and arrange for appropriate work in the coming year to address these issues.
71. The quality of teaching and learning is satisfactory with pupils attaining levels at the end of both key stages consistent with their levels of ability. Teaching and learning is good in Key Stage 2 where much of the teaching is inspirational and where pupils are often highly motivated. All teachers make good use of resources and materials that keep and sustain pupils' interest, considerably enhancing their learning. For example, pupils in Year 3 use 'shape' bingo, cards, grids and other materials in their learning. Teachers and pupils in both key stages make good use of overhead projectors. Pupils confidently use these to place data on graphs, plot co-ordinates and display their computations. The pace of initial mental practice activities is often too slow and insufficient strategies given for pupils to improve. Where this is done well teachers use pupils' individual responses to provide methods the whole class might benefit from. For example, pupils in Year 4 inserted numbers on a grid to make a 'magic square'. The teacher effectively ensured that all entries were explained and the logic being applied was understood by all. On some occasions however pupils' answers are not sufficiently analysed and opportunities to make teaching points are missed. In its attempts to raise standards, the school rightly has high expectations of its pupils but this leads, in some lessons, to confusion about the pace and level at which work is conducted.
72. There is inconsistency within some lessons, and between classes, over the levels of difficulty at which work is pitched. For example, in many lessons teachers take care to ensure the main points of the lesson are mentioned repeatedly. They often ensure that these points are reiterated in discussions at the end of lessons. This helps pupils in their learning. However, teachers sometimes move on to more advanced work before all pupils have fully understood what preceded it. These attempts to cover all the planned activities sometimes create confusion in pupils' minds and detract from good learning elsewhere in the lesson. Group work is usually well matched to the different abilities and in Year 6, the school's 'setting' arrangements are having a very beneficial effect. Teachers provide a range of interesting activities rooted in the interests of pupils and the progress of learning is good. For example, pupils made good use of 'Fantasy Football' statistics in their learning of data compilation and interpretation. Their teacher also skilfully used the same statistics to develop pupils' ability to understand and compute using negative numbers. In Year 3, pupils became highly engrossed in their work using bingo games to learn the properties of shapes and treasure maps as an introduction to plotting the movements of shapes on a grid. In these lessons, pupils were highly motivated and sustained high levels of concentration in order to answer the tasks set.
73. Teachers make careful plans and provide a variety of activities in order to help pupils learn. In Year 1, teachers ensure that pupils are provided with a number of different activities to keep them interested and motivated. Many pupils still require a lot of physical activities and real-life examples of number in order to help them understand. Teachers effectively ensure that they take the opportunities to provide these. Thus teachers use pupils as examples of number and physically move them around to demonstrate number operations. Teachers also ensure pupils are provided with number lines, squares, cubes, number cards and other physical aids they require. Pupils in this year group benefit from the provision of the Maths Enhancement

Programme funded through the Education Action Zone initiative. This scheme and the accompanying materials successfully meet the needs of these pupils in understanding numbers and their operations. The same funds are well used to allow one teacher to provide training and help for parents so that they are more able to help their children at home with mathematical ideas. This provision has proved popular and beneficial and the number of parents now attending has risen well through the first half of the term.

74. Pupils have very positive attitudes to mathematics and enjoy their work. They apply themselves well in both key stages and sustain high levels of concentration. Pupils in Year 4 try hard to rise to the challenge given by their teacher to find all the ways of creating 'pentominoes' on squared paper. Others in Year 3 had to concentrate hard in order to rise to the difficult challenge of matching the right properties to the shapes on their bingo card in order to win. In oral sessions, most pupils are keen to answer and show their understanding, demonstrate and record or act as models for teacher demonstrations. Higher attaining pupils in Year 6 are very keen to show their expertise by, for example, offering '75%' and '0.75' as examples of a 'quarter'. Some less able pupils are not so keen to take part in oral sessions. Many are reluctant to answer when addressed by their teachers. Teachers often need to spend subsequent time to go over the work discussed again with these pupils.

SCIENCE

75. By the age of seven, pupils' attainment is well below national expectations. This shows little change since the previous inspection and reflects, to some extent, the pupils' uncertain language skills. Pupils' insecure vocabulary and writing skills restrict some of their understanding of science. Pupils' attainment by the age of eleven is below national expectations. Pupils' attainment in the most recent National Curriculum tests is still well below that found nationally although it is in line with that found in similar schools. This represents a significant improvement since the previous inspection. The school has worked hard to achieve this improvement and has succeeded essentially through targeted and intensive teaching in Year 6. Although many pupils reach the expected standards, not enough in the present Year 6 are still likely to do so. This is mainly because there is a large proportion of pupils with special educational needs. In addition, very few pupils are likely to achieve the higher levels of attainment.
76. The quality of teaching is satisfactory. However, teaching is mostly good in Key Stage 2, where teachers have better methods of teaching basic skills. Most teachers are knowledgeable about the subject, and this helps them to explain processes clearly to pupils. Their confidence also has a positive effect on pupils' attitudes to the subject. Teachers give good guidance to pupils in approaching new learning and recording their findings methodically. At times, however, they give too much help in the form of structured worksheets. They encourage pupils to conduct their own investigations and learn from their own experiences. However, they do not give them enough scope to fully explore potential outcomes. For example, many older pupils carry out a fair test when comparing electrical currents but do not understand how to put forward their own theories and test them out.
77. Teachers' lesson planning is efficient and contains clear aims for learning, which they share with the pupils. However, teachers do not always securely match the level of work to the capabilities of the pupils. This is because teachers do not assess pupils' work on a regular basis and use their findings to guide their planning. Generally, teachers give exactly the same kind of work to all pupils. This limits the opportunities for the brightest pupils and can be too difficult for slower learners. For example, some pupils in the early part of Year 2 find it impossible to read words like 'growth' and 'muscles'.
78. Teachers are well organised and they generally use resources well to stimulate learning. For example, a visit from a dental hygienist introduced real expert knowledge, creating very good

concentration and behaviour from pupils. At other times, however, teachers use resources less effectively. In a test to develop pupils' sense of taste and smell, the teacher planned to use the pupils' favourite foods, rather than use something less familiar. This would have encouraged them to vary their experiences and broaden their vocabulary. Teachers have high expectations of pupils' behaviour but are less demanding of the quality of work, including presentation.

79. The school has successfully adopted a new, nationally approved scheme of work. This gives a strong structure to the curriculum and ensures appropriate continuity in pupils' learning. However, teachers do not yet plan enough for involving science in other subjects. Some teachers take advantage of discussion about food textures, for example, to promote pupils' speaking and listening skills. Teachers often miss similar opportunities in other subjects, such as presenting scientific data using computer graphics. The school has enough resources to teach the subject, but they are barely adequate. The school is aware of the shortfalls, in electrical equipment and thermometers, for example, and intends to rectify the situation soon.
80. Teaching has benefited from intensive monitoring by the subject co-ordinator, headteacher and local authority personnel. Teachers have become clearer about their own personal strengths and areas for development. However, the evaluation of teaching has not been sufficiently followed up to enable good practice to be shared with all the teachers. Moreover, the school, through the subject co-ordinator, does not have a clear enough picture of pupils' progress throughout the school.

ART AND DESIGN

81. At the end of both key stages, the levels of attainment reached are in line with those expected of pupils of this age. In Key Stage 1, pupils produce observational drawings, collages using tissue, pasta and seeds. They have a sound understanding of mixing colours and apply paint with different brushes to produce a desired effect. Pupils in Year 2 make detailed, colourful and careful 'Rangoli' patterns using tissue paper. Pupils in Year 1 use leaves to produce one-colour prints as part of a larger picture of autumn.
82. In Key Stage 2, pupils improve their observational drawings and produce detailed sketches. For example, pupils in Year 4 use pencils and pastels to make sketches of gas masks they are studying in their history lessons. Pupils in Year 6 used the work of Claude Monet to produce smaller scale landscapes while others successfully used the computer to accomplish the same ends. Older pupils use their understanding of the work of William Morris to produce patterns incorporating various animals and birds. They achieve average standards
83. The quality of teaching and learning in both key stages is satisfactory. In Key Stage 1, teachers give pupils good opportunities to practise and develop their skills. Pupils use a variety of media in order to produce pictures, drawings, patterns and 3-D representations. Pupils in Year 1 make good progress in their observational drawings through their teacher's demonstration. Good use is made of pupils' science work in observing the differences in the growth of cress kept in darkness and light. Pupils describe and draw differences in length of stems, colour and root growth. In Key Stage 2, pupils are provided with good opportunities to develop a variety of skills in both two- and three-dimensional form. For example, pupils in Year 6 make stencils of moving figures used to good effect on a canvas. They show good spatial awareness and effectively describe how they could arrange their figures to generate a sense of movement and flow. Their teacher's own knowledge and understanding enables him to provide pupils with many ideas and techniques to achieve their goals. A good sense of experimentation is created with pupils encouraged to try new ideas. The teacher ensures that pupils are aware that things are not 'wrong' and that all their work has value. However, pupils' work is not generally displayed well around the school. The amount of work displayed is relatively small with some untitled and poorly annotated examples.

84. Pupils have very positive attitudes to art. They are well motivated and involved in their work. Pupils in Year 2 find the shells provided for them to draw inspiring and they promote effective use of language. Pupils compare the shapes to tornadoes and unicorns before concentrating well on recreating the shapes and textures. Year 6 pupils were pleased to show their efforts at creating movement on their canvases. They feel confident to apply the techniques demonstrated by their teacher to their own work and become quite absorbed.

DESIGN AND TECHNOLOGY

85. At the end of both key stages, levels of attainment are at the levels expected of pupils of this age. Pupils in Year 1 combine cardboard and other materials to construct simple models of robots and cameras. They show adequate skill in cutting and gluing. Most pupils give well-considered ideas about choosing the materials and media they feel suited to their purposes. They make good progress through the key stage and increasingly consider the design merits of different objects. Pupils make considered comments, for example, about a foot-operated plastic bottle crusher and novel shaped radio. A significant contribution to the learning experience and raising of pupil attainment in both key stages, is the use of Education Action Zone funds. These have enabled the school to use material and resources provided by Goldsmiths College. Pupils in Years 2 and 6 are taking part in the project on 'Enhancing Literacy through Design Technology'. Pupils in Year 2 consider attributes of different designs, describe these, learn of design and manufacture and eventually make and design their own books and products. Pupils know of the processes of re-cycling and something of the criteria manufacturers use when selecting materials for their products.
86. By the end of Key Stage 2, pupils have built on their earlier experiences and make deeper perceptions about design issues. The same issues considered in Key Stage 1 are re-visited in Year 6 using pupils' knowledge to extend their understanding. For example, in considering the design aspects of an unusually designed cruet set, they commented on design 'faults' and suggested improvements. Pupils use a range of tools and construct simple models from designs and plans they have made. They begin to evaluate their work and identify where it could have been improved.
87. Teaching and learning in both key stages is good and pupils are provided with some unique opportunities to develop their understanding. For example, pupils in Year 3 learned a great deal about nutrition, sandwich making, different bread and sandwich fillings as well as experimental techniques in the same lesson. Their teacher skilfully combined a variety of subjects with a variety of activities enabling pupils to make rapid progress. Pupils enjoyed new taste experiences and learned the food value of different sandwich fillings. They also learned how to grade different aspects of the look, texture and taste of the 'products'. Pupils in Year 6 are given very good opportunities to consider the designs of manufactured products. Through the provision of a 'mystery box' containing these products, they described them through their feel and later their look. Pupils use their growing knowledge to construct their own products, packaging, name and advertising.
88. Pupils display good attitudes to this subject and talk about their experiences very positively, recalling past work with enthusiasm. They are pleased with their efforts, as Year 2 pupils were with their mouse puppets they made from re-cycled plastic bottles and Year 6 when showing their action scenes employing an off-centre camshaft.

GEOGRAPHY

89. By the end of both key stages, pupils' attainment is below the levels expected for their age. Pupils do not acquire enough knowledge or develop enough skills to be fully competent in the subject. Pupils' weak abilities in literacy have a major impact on their success, since they often find it hard to read key information and then to present it in coherent writing.
90. The quality of teaching is satisfactory. Teachers are organised and they prepare their lessons well. They build securely on previous experiences through discussion and written work. For example, in one class, the teacher made sure that the pupils had understood the main facts about drainage, following a visit from a local authority employee. The teacher then supplied key words to help the pupils write answers to given questions. However, the questions were not all sufficiently challenging. Pupils tended to answer questions like, 'Does he wear protective clothing?' with the answer, 'Yes, he does.' This undemanding work is common throughout the school. Teachers do not make sufficient use of assessment systems to help them to match tasks to pupils' abilities. For example, pupils have few obvious mapping skills, even by Year 6. Teachers rely too much on worksheets, and such activities rarely motivate pupils enough. They sometimes allow pupils to research their own information, but there is too little opportunity for them to generate their own level of work.
91. Teachers create good relationships with the pupils, managing their behaviour well and involving all pupils in the activities. They explain issues well to the pupils and often try to develop their skills through relevant speaking and listening activities. Teachers value pupils' contributions and this encourages pupils to participate positively. However, fruitful discussions are not always easy, in view of the pupils' own language skills and limited experiences in general. For example, while some older pupils know the name of the river Tees, they cannot identify the North Sea. Teachers do not have high enough expectations of pupils' work. For example, pupils are unlikely to draw precise pictures of buildings when the teacher's examples on the board are inaccurate and untidy. In addition, teachers tend to allow very casual drawings in pupils' books, or they circumvent the problem by giving them the entire picture on a worksheet for colouring in. Teachers have neglected geography as a subject in which literacy and other skills can be successfully developed.

HISTORY

92. Pupils' attainment by the end of both key stages is below national expectations. Pupils do not have a broad-based knowledge of history and they find it hard to express what they do know when speaking or writing about it. This is due partly to the pupils' own weak language skills. Pupils can sometimes describe historical events quite well, but older pupils do not draw effective enough conclusions from their studies.
93. The quality of teaching seen during the inspection was mostly good. However, the evidence from the analysis of pupils' work and discussion with pupils show that teaching is usually broadly satisfactory. Where it is particularly effective, teachers make very good use of resources. In one lesson, for example, pupils were surprised by the sudden appearance of 'Florence Nightingale' who held the pupils spellbound with her stories from the Crimean War. Similarly, pupils learn readily from videos, like one on World War II, which the teachers support with good questioning. These approaches ensure good concentration from the pupils and cultivate their interest.
94. Teachers plan their lessons well. They make the specific point of lessons very clear to the pupils, and support their learning by supplying them with vital vocabulary. They acquaint pupils with a good range of evidence sources and sometimes plan work that is suitably challenging for all levels of ability. When teaching is especially good, teachers have high expectations of pupils. For example, in order to try to make pupils appreciate the rigours of war, one teacher encouraged the pupils to empathise with the people enduring the Blitz. However, teachers do

not challenge the pupils often enough. They nearly always give exactly the same work to all the pupils. This can be hard for slower learners, if they are reading complex text, and uninspiring for brighter pupils. Teachers rely too much on supplying pupils with information, rather than enabling them to use a variety of source materials. They often limit work to set worksheets and to copying information from the board, and this can make learning too rigid and narrow. This can be seen in the pupils' untidy presentation that reveals a lack of interest and pride in their work. At present, teachers do not make the most of opportunities to develop not only English, but also art and information and communication technology through the history curriculum.

95. Teachers have good classroom control. They ensure that pupils listen in class and work well on their own or in groups. Teachers support independent work and offer sensible advice. They do not, however, record pupils' progress sufficiently to guide them in their future planning. They often use support staff well to cope with large classes and to support slower learners. Sometimes, though, support staff sit on the sidelines without a role during whole class activities, and this is not very productive.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. By the end of Year 2, pupils' attainment is below what is expected for pupils of their age. This represents little improvement since the last inspection. Pupils have an increasing awareness of word processing and computer operation, but their skills are still very basic and uncertain. They have a very limited experience of controlling objects through simple computer instructions, but they have no other experience of the different elements of the subject.
97. It is a similar picture in Key Stage 2. Pupils' attainment is well below national expectations by the end of Year 6. The lack of sufficient computers and associated technology in the past has resulted in gaps in pupils' learning. The skills of most pupils are therefore too insecure for them to be able to use a computer confidently and competently. They are developing their word-processing skills, but only brighter pupils show real control and experience. In addition, pupils have very little knowledge of control technology, and no experience of using technology in simulations or to monitor procedures, such as sensing temperature. However, the school has made considerable improvements to the provision and it is likely that standards throughout the school will soon begin to rise.
98. The school is only just beginning to place enough emphasis on developing the subject. Teachers have not yet taught pupils the essential skills of word-processing sufficiently. This is a particular problem for older pupils who should be able to cope with complex activities like multimedia presentation. Teachers, therefore, find it hard to teach pupils advanced skills, because pupils still stumble over basic operations. For example, some pupils in one class who were using an operation to find and replace given words, became confused when they misspelt a word and could not correct it using the delete key. Other pupils, who had to sort data on a spreadsheet, did not know how to open a file to start the work.
99. The quality of teaching is mainly satisfactory, but sometimes unsatisfactory. The school has worked hard to improve staff skills and this is especially apparent in their use of a smart-board. This huge, touch screen is very effective when teaching techniques to a whole class. Although not all teachers are wholly confident about computer operations, they have enough self-belief and ability to explain procedures clearly to pupils. As a result, pupils are positive about the subject and are keen to work at the keyboard. Whilst their behaviour is not always good, this is mainly due to the limited number of computers available and the large size of some classes.
100. Teachers plan lessons satisfactorily. At times, their planning is good when they set simple and straightforward targets for pupils. The main focus of one lesson for pupils in Year 1, for example, was to use the shift key to capitalise letters. At other times, teachers do not consider pupils' ability enough and set work which is too demanding, or they bypass pupils'

input by providing too much work themselves. Furthermore, teachers do not provide enough work to challenge pupils of all abilities. There are few opportunities for pupils to explore the potential of computer operation for themselves. Occasionally, teachers arrange for pupils to work in pairs matching a higher attaining and a lower attaining pupil together. This is beneficial for the lower attaining pupils, but less effective in developing the skills of the higher attaining pupil.

101. When teaching is unsatisfactory, it is due in part to the limitations of the computer suite. At present, there are only ten computers and up to four of them can be faulty at any one time. This means that, in classes of thirty or more pupils, only a minority can work at a computer simultaneously. Teachers strive hard to overcome this with sessions on the smart-board and simulated activity on paper, but it doesn't really solve the problem. Also, teachers sometimes talk too long to the whole class and leave too little time for independent work. Equally, some teachers allow some pupils to work individually at a computer, rather than in pairs, and this severely restricts the time available for the other pupils.
102. The school has made sound progress since the last inspection. It has addressed the fundamental problem of staff expertise and resources well but there is still some way to go. Funding from the Education Action Zone has been especially vital in securing the improvements. Without the suite of new computers and the very useful smart-board, the school would have been struggling to make much progress at all. However, it has yet to fulfil its plans for a full complement of computers. It has not put enough emphasis on acquiring the necessary resources for all aspects of control technology, simulation and monitoring activity. Until it does so, the school will continue to deny the pupils their full entitlement to the National Curriculum.

MUSIC

103. Pupils achieve standards that are in line with those expected for their age throughout the school. All pupils have good opportunities to listen to, and respond to a range of music in assemblies and other activities. These opportunities include aspects of music from other cultures and widen pupils' experiences well. A number of extra-curricular activities enable pupils to extend their musical skills and offer opportunities for performances. This is a stronger position than that described in the last report.
104. The school's provision has been further strengthened through participation in 'Voices', a project funded by the Education Action Zone. This is giving a unified approach to developing collective singing through the school and is leading to enthusiastic approaches. An element of the programme is increasing teachers' personal skills and confidence to teach the subject. Although the project is at an early stage, it is already having a positive influence on the subject although teachers will need to ensure that it is appropriately integrated into the normal work of the school.
105. No lessons were observed in Key Stage 1 but examination of planning and informal observation show that teachers incorporate music activities to support and develop other parts of the curriculum. They make satisfactory provision for the development of pupils' singing and playing of simple percussion instruments. Pupils in Key Stage 1 sing enthusiastically in assemblies and many are beginning to learn the words of songs well.
106. In Key Stage 2, the quality of teaching is good and this is leading to effective learning. Year 3 pupils, for example, listen very intently to a piece of flute music representing a snake. They move their hands and arms sinuously to reflect the sound of the music. Many have good ideas about the music and express them well, often referring back to earlier music they have heard. They begin to devise ways of using their simple instruments to create appropriate music. In Year 4, pupils sing and clap rhythms with confidence, beginning to use appropriate terms correctly. Older pupils improve their consistency when clapping more complex rhythms

and keep time well. Year 6 pupils incorporate parts of the witches' chorus from Macbeth into their work, creating good links with English.

107. Pupils respond well to music lessons and show spontaneous excitement and enthusiasm for the activities. When teaching is very good, activities engage the pupils very effectively and they move from one activity to another with speed and concentration. Pupils particularly enjoy the actions and responses in songs. When this enthusiasm is channelled through effective questioning, pupils make good gains in their confidence and musical skills. They recall, for example, a wider range of musical terms and begin to explain their thoughts using appropriate terms. Sensitive teaching in Year 5, for example, draws out pupils' personal opinions and ensures that pupils recognise that these will not all be the same. This makes a positive contribution to pupils' self-esteem and personal development.

PHYSICAL EDUCATION

108. The standards achieved by pupils at the end of both key stages are at the levels expected of pupils aged seven and 11. This has maintained the levels of provision and attainment identified in the last report. The curriculum ensures that pupils have experiences in all aspects of the subject including athletics, dance and team games. Residential activities contribute to pupils' experiences of outdoor pursuits. A sound programme of swimming instruction ensures that pupils achieve satisfactory standards. The school has good links with a number of sports professionals and these contribute well to the provision made. A number of extra-curricular activities promote pupils' learning well and lead to higher standards, particularly in team games. School teams achieve some notable successes in inter-school and other competitions.
109. Satisfactory teaching enables pupils to make secure gains through Key Stage 1. Teachers establish good routines and younger pupils in know how to enter the hall and find a space to work in. They move to music in increasingly imaginative ways and create a reasonable interpretation of a story. However, the teacher used a pre-recorded tape and this restricted the lesson. Although she often enthusiastically interpreted instructions, the nature and pace of the tape restricted any investigation of high quality movements. Year 2 pupils put together a series of actions to music. They danced with enthusiasm and involvement, showing sound levels of imagination in putting together their sequences. However, the teacher needed to use her behaviour strategies to ensure that their concentration was not lost.
110. Teaching in Key Stage 2 is good and pupils learn effectively. Teachers have good understanding of the subject. Due attention is paid to ensuring that pupils develop good understanding of the contribution of exercise to health. Teachers have clear frameworks for their lessons that pay good attention to warming up and cooling down. Pupils respond well to these sessions ensuring that they stretch well and prepare for the activities. All pupils have very positive responses to physical education. Year 4 pupils, for example, respond well to clearly stated high expectations when practising games skills. The teacher gave clear explanations that the pupils listened to well, asking sensible and pertinent questions when necessary. Pupils played together well in pairs, improving the quality of control through rigorous practice. Their throwing and catching was generally accurate and they extended their repertoire of passes. Year 6 pupils build on their games skills very effectively as they develop a good understanding of tactics in simple games. They play with enthusiasm in small teams and mix well together, supporting and appreciating each other's skills. Many pupils play with speed and precision, passing the ball accurately and appropriately. All teachers use resources well in lessons. They are well prepared and they have good routines for distributing them when necessary that maintain the effective pace of lessons.

RELIGIOUS EDUCATION

111. Pupils' attainment is below the standards described in the locally Agreed Syllabus at the end of Key Stage 1. By the end of Key Stage 2, however, attainment meets the relevant standards. This is a similar position to that found at the time of the last inspection. Teaching in Key Stage 1 is unsatisfactory but teaching is good in Key Stage 2, with examples of very good teaching. Classroom displays reflect the school's suitable provision for pupils to gain knowledge of different world faiths such as Judaism, Islam and Sikhism. However, teachers use the Agreed Syllabus selectively and teaching varies in quality. The school has a suitable programme for religious education, accurately reflecting the main requirements of the locally Agreed Syllabus. Although the co-ordinator has a clear understanding of what should be taught under broad headings, these have not been sufficiently developed into detailed schemes of work to ensure the progression of skills specifically for the school. This was an area for development in the last inspection.
112. By the end of Key Stage 1 pupils have gained some knowledge of the importance of certain festivals and rituals in both the Christian and Moslem religions. Pupils in Year 1 know some of the signs and symbols in the Christian church and learn about a Baptism service. They are encouraged to understand the importance of belonging to a group, such as their own family and the family of the church. Pupils have a limited knowledge and understanding of the Christian faith, however and progress is slow. In Year 2, pupils compare a Christian and a Hindu wedding, looking at photographs. Teachers in both key stages make mostly good use of artefacts and visual aids. In Key Stage 1, however, teaching is unsatisfactory in both year groups. In a Year 1 lesson about baptism, the teacher did not question pupils sufficiently to find out what they already know. Much of the material was beyond their understanding and they lost interest as a result. Pupils remembered the objects on the puja tray in a Year 2 lesson about Hinduism. They had little opportunity, however, to talk about their own experiences or reflect upon the information being presented by the teacher. As a result, they made too little progress in their understanding.
113. By the time they leave school, pupils have a sound understanding of the importance of religion in the world. They have a secure knowledge of many of the main features of the major world religions, remembering details of Christianity, Hinduism and Sikhism, for example. Teachers frequently reinforce pupils' knowledge during lessons and through classroom displays. Pupils know that Yom Kippur is an important festival for Jews, who worship in a synagogue and that the Torah is a significant book in the Jewish faith. They draw comparisons between Judaism and Christianity, showing a sound awareness of the differences and similarities. Pupils successfully learn from their knowledge of religion when they are encouraged to consider the importance of forgiveness and healing rifts. They examine incidents in their own lives and discuss conflicts, such as the Palestinian war with enthusiasm and interest. Pupils are beginning to draw inferences and conclusions about the motives and reasons for peoples' actions.
114. Progress in Key Stage 2 is good because good teaching throughout the key stage that gradually develops pupils' knowledge and understanding. Pupils know details of Islamic customs and develop an appreciation and respect for the Islamic faith. A very good Year 3 lesson, for example, made very good use of prayer mats. The teacher illustrated the importance of the prayer ritual and helped pupils to understand the reverence involved in religious customs. Pupils link the Ten Commandments in Christianity with the Five Pillars of Islam and the importance of rules in their own lives. They make thoughtful and pertinent observations, based on their own experiences, showing high levels of involvement. Their knowledge of Christianity is below levels normally expected and most pupils have difficulty in talking about their own beliefs with clarity. In Year 5, for example, only a small minority of pupils remembers that Christians believe in Jesus, although they understand the importance of the Bible and its role in teaching us about God and Jesus. Good teaching in this year group helps pupils to develop their understanding of the power of a religious book to bring comfort to individuals. The teacher listens carefully to pupils' contributions, building successfully on their

prior knowledge. Pupils learn about significant figures in the Bible, such as Moses. Teachers in this key stage are successful in making good links between pupils' own experiences and knowledge about religious faiths. There is a good balance between teacher demonstrations, contributions from pupils and discussion.