

## INSPECTION REPORT

### **HIGHCLIFFE PRIMARY SCHOOL**

Guisborough, Cleveland

LEA area: Redcar & Cleveland

Unique reference number: 131457

Head teacher: Mr T Havelock

Reporting inspector: Ms C Dutton  
15565

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> March 2001

Inspection number: 230268

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hutton Lane Guisborough Cleveland
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Humphrey

## INFORMATION ABOUT THE INSPECTION TEAM

OIN	Team members		Subject responsibilities	Aspect responsibilities
15565	Ms C Dutton	Registered Inspector	English	What sort of school is it?
			Art and design	The schools results and pupils achievement.
				How well are pupils or students taught?
				What should the school do to improve further?
				How well is the school led and managed?
14083	Mr A Anderson	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils or students?
				How well does the school work in partnership with parents?
19289	Mr J Corn	Team Inspector	History	How well are the curricular and other opportunities offered to pupils or students?
			Geography	
20326	Mrs M McLean	Team Inspector	Children in the Foundation Stage	
			Religious education	
			Music	
19120	Mr D Pattinson	Team Inspector	Science	
			Design and technology	
20326	Mr P Clark	Team inspector	Equal opportunities	
			Mathematics	
			Physical education	
			Information and communication technology	
22881	Mr G Halliday	Team Inspector	Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Highcliffe Primary School is a two-form entry primary school situated in the town of Guisborough, Redcar and Cleveland. There are presently 353 pupils on roll (195 boys and 158 girls). Twenty one percent of these are entitled to free school meals. Fourteen percent are identified on the school's special educational needs register which is below the national average. Seven pupils have statements of special educational needs. There are no pupils at the school who have English as an additional language. Pupils' attainment on entry to the school is above the national average in 2000 but fluctuates from year to year. The school also has places for 39 children in the nursery, at the present time 28 children attend. The nursery provides for children within the Guisborough area, some of these children move to schools other than Highcliffe at the age of five.

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

This is a good school. By the age of 11 standards in English, mathematics and science are above those of schools nationally and also those with a similar percentage of free school meals. The leadership provided by the head teacher is good and provides a clear educational direction for the school. Teaching and learning is good in the Foundation Stage and Key Stage 2 and satisfactory overall in Key Stage 1. Pupils' attitudes to school and behaviour around the school are very good. The school provides good value for money.

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

- Standards in English, mathematics and science at the end of Key Stage 2.
- The quality of teaching in the Foundation Stage and Key Stage 2.
- Provision for pupils who have special educational needs.
- Pupils' behaviour, attitudes and relationships are very good, especially at Key Stage 2.
- Provision for the under fives in the nursery provides a good start to children's education.

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

- Standards in English and mathematics at Key Stage 1.
- The effectiveness of teachers' planning, including the use of assessment and matching work to pupils' levels of ability.
- The management of Key Stage 1 and to a lesser extent Key Stage 2.

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

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

Highcliffe Primary School was amalgamated from two schools (Kemplah and Newstead) in 1998 and has not previously been inspected, therefore there can be no judgements as to how the school has improved.



## STANDARDS

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

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

Key	
Top 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results are well above the national average in mathematics and science and are in the top five percent for English. When compared to schools with a similar percentage of free school meals the results are in the top five percent for English, mathematics and science. The school has only been open since September 1998 and has maintained the high standards set in the national tests in 1999. The results in English have improved, this is partly due to the implementation of the National Literacy Strategy but also to the good standard of teaching in Key Stage 2. Standards in information and communication technology (ICT) and religious education are in line with those expected nationally.

The school exceeded the targets set for 2000 in English and mathematics and looks set to repeat this in 2001. The targets for English and mathematics are comfortable for a school achieving such high results at the end of Key Stage 2.

Although results are high at the end of Key Stage 2 the picture at the end of Key Stage 1 is not as positive. When compared to schools nationally in 2000 both reading and writing were below those of other schools and mathematics well below. When compared to results of schools with similar percentage of free school meals the results look slightly better with reading and writing similar to other schools and mathematics below. The inspection findings confirm that the standards in Key Stage 1 are not as high as Key Stage 2. This is directly related to the quality of teaching in Key Stage 1. Work is not being matched sufficiently to the pupils' levels of ability and in many cases does not build upon the pupils' attainment in the Foundation Stage.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils have very positive attitudes to school.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and around the school.
Personal development and relationships	Good. Pupils respond well to the opportunities provided for them. They take part in a variety of events to support both local and national charities.
Attendance	Satisfactory. Levels of attendance are in line with the national average.

Pupils' attitudes, behaviour and personal development are a strength of the school. In the isolated incidents of unsatisfactory behaviour in Key Stage 1 these are directly related to the quality of teaching where tasks set do not match the needs of the pupils or too long is spent on teacher introductions when the pupils lose concentration.



## 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, often very 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.*

Ninety one lessons or part of lessons were seen. Teaching was satisfactory or better in 93 percent and, of these, 38 percent were good and 20 percent very good and one percent excellent. Seven percent were unsatisfactory and all these were in Key Stage 1.

The school has implemented the National Literacy and Numeracy Strategies and these are generally taught well and enhance the teaching of the basic skills. Teachers generally have good knowledge of the subjects they are teaching and in Years 3 to 6 and also in the Foundation Stage, teachers have high expectations of the pupils and this results in a brisk pace to the lessons. All teachers make good use of the resources available to them. The weaknesses in teaching relate to the use of assessment to inform future planning and to cater for the varying abilities. Lesson aims are not specific enough and are not often shared with the pupils so as to increase their understanding. The behaviour management in Key Stage 1 has a direct impact upon the standards achieved by the pupils, occasionally introductions are over long and the work set does not challenge the more able. Pupils make good progress in the Foundation Stage and Key Stage 2 and satisfactory progress in Key Stage 1.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and Key Stage 2 and satisfactory in Key Stage 1. The range of extra-curricular activities is very good. The school makes good use of visits and visitors to enhance pupils learning opportunities.
Provision for pupils with special educational needs	Good. The school makes good use of support staff to support pupils learning, especially in English with the implementation of additional literacy support and better reading partnerships.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for pupils' moral and social development. Pupils know what is right and wrong and work co-operatively together. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Very good. The head teacher places a high priority on pastoral care and provides very good leadership in this aspect.

This is a very caring school that provides effective support and guidance for its pupils.

The school's relationships with parents are very good and are a strength of the school. Communication between home and school is very good. The vast majority of parents expressed a high level of satisfaction with all aspects of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher provides strong leadership and subject co-ordinators are developing as effective curriculum managers. The weakness in management is in the co-ordination of Key Stage 1 and to a lesser extent Key Stage 2.
How well the governors fulfil their responsibilities	Satisfactory. Governors know the school strengths well, but not all are aware of the weaknesses. All statutory requirements are met.
The school's evaluation of its performance	Good. The school has undertaken extensive monitoring of teaching and analysis of test results. It correctly identified the areas for development in Key Stage 1 but as yet has had little impact on improving standards of attainment.
The strategic use of resources	Satisfactory. Day-to-day administration of finance is efficient and good use is made of information and communication technology. Spending is monitored closely and specific grants are used appropriately.

The school has sufficient suitably qualified and experienced staff to teach the full curriculum. Support staff are deployed very effectively, especially when supporting pupils with special educational needs where provision is good. The school's accommodation is good with the exception of disabled access in reception and Year 1. The school grounds are pleasant and have been recently developed to enhance the environment. The school's work with an artist in residence has greatly enhanced the entrance and library area with beautiful stained glass windows undertaken by pupils of the school. Resources are adequate to deliver the full curriculum and the new library is a positive development although underused at present.

The strength of the leadership in the school is provided by the head teacher who plays an active role in all aspects of the school life. The school has been without a deputy head teacher for 11 months and no replacement could be appointed during her absence. The deputy's responsibilities included the co-ordination of special educational needs and the oversight of the curriculum and teaching of Key Stage 1. Although special educational needs has been undertaken very successfully by another member of staff the lack of an effective deputy to oversee Key Stage 1 has been lacking and this has resulted in a dip in the standard of teaching.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The leadership and care for pupils provided by the head teacher.</li> <li>• The standards the school achieves.</li> <li>• The care the school provides for pupils.</li> <li>• The identification and provision for pupils with special educational needs.</li> <li>• The attitudes and values that the school promotes.</li> <li>• The extra-curricular activities, which are offered.</li> <li>• Pupils enjoy coming to school.</li> </ul>	No significant issues were raised.

Although only 31 parents attended the meeting for parents prior to the inspection and 38 percent returned the questionnaire all expressed total satisfaction with the school and no issues were raised. The inspection

findings confirm the positive views held by the parents with the exception of standards at the end of Key Stage 1.

## **PART B: COMMENTARY**

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

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

1 The attainment of children on entry to the school is above the national average in 2000 but fluctuates from year to year.

2 By the time they are five, at the end of the Foundation Stage, the children are achieving above expectations in language and literacy, knowledge and understanding of the world and personal, social and emotional development.

3 By the end of Key Stage 1 pupils' attainment is below the levels expected in reading, writing and mathematics, but in line in science. However by the end of Key Stage 2 this dip in standards has been picked up and pupils achievements are well above those nationally and when compared to those of similar schools are in the top five percent in the country.

#### **English**

4 The results of the 2000 statutory assessment tests for pupils in Year 2 were below average when compared with all schools and broadly in line when compared to schools with a similar number of free school meals. There is little significant difference between the attainment of boys and girls in reading and girls achieve slightly better than boys in writing. Taking into account results over the last two years results have declined in reading and stayed roughly the same in writing.

5 At the end of Year 6 test results were in the top five percent for the country. They were also in the top five percent and well above average when compared to schools with a similar number of free school meals. Taking into account results over the last two years there has been a sharp rise in attainment since the previous year with an improvement of 15 percent on the previous year's results.

#### **Mathematics**

6 The results of the 2000 statutory assessment tests for pupils in Year 2 were well below average when compared with all schools and below when compared with those achieved by schools in similar circumstances. At the end of Year 6 results were well above the national average and very high in comparison with results achieved by similar schools. The results indicate the continued improvement in line with the national upward trend in Key Stage 2 but that Key Stage 1 results indicate a decline in standards. Inspection findings show that current attainment in Year 2 is below average and above average in Year 6 because of improvements made in the curriculum and teaching.

7 The school's satisfactory participation in the national Numeracy Strategy is having a marginal effect on holding standards in Key Stage 1, with an enhanced effect on raising standards in Key Stage 2. Pupils' numeracy skills in Key Stage 1 are barely adequate, however consolidation of skills, pace and rigour using mental sessions in the Key Stage 2 raises standards by age 11.

#### **Science**

8 By the end of Key Stage 1 standards in science are in line with national levels, but are well above by the end of Key Stage 2. Assessments at the end of Key Stage 1 show that the percentage of pupils who reach national levels is similar to the national picture, but fewer pupils reach the higher level. However, in the national tests at the end of Key Stage 2 standards are well above the national expectation.

## **Information and communication technology**

9 Standards in information and communication technology are in line with national standards by the end of both key stages. Recent improvement is due to the good leadership of the co-ordinator, the resulting improved teacher expertise and confidence and the benefits from using the new computer suite.

## **Religious education**

10 At the end of both key stages pupils achieve broadly satisfactory standards in religious education, in relation to the requirements of the local Agreed Syllabus. There are some gaps in older pupils' knowledge and understanding, particularly of the faiths of Judaism and Islam. This is because the syllabus has only been in place for 18 months.

## **Other subjects**

11 Attainment in the foundation subjects of design and technology, art and design, geography and music match those expected for pupils' ages at the end of both key stages and also for history at the end of Key Stage 1.

12 Attainment in physical education is above that expected for pupils' ages at the end of both key stages and also for history at Key Stage 2.

## **Special educational needs**

13 Pupils with special educational needs have good provision made to meet their needs and most make good progress in developing their literacy skills. The written individual educational plans for these pupils clearly identify the areas for development. Pupils are very well supported during literacy sessions by the provision of additional support, extra lessons and projects such as the 'Better Reading Partnership' in both key stages and 'Early Literacy Intervention' in Key Stage 1. This additional support assists these pupils to make good progress in these lessons. However, they make less progress in other subjects as work is not always matched to their needs nor is support always available in the afternoon sessions. This has an impact upon the standards that they are able to achieve.

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

14 Pupils' attitudes to the school, and their interest and involvement in activities, are very good. Behaviour by the vast majority of pupils is also very good. Pupils' personal development and the relationships within the school are good. The teaching and non-teaching staff, parents and the pupils themselves have very high expectations of the standards of behaviour that are acceptable. Most parents believe that the school consistently maintains high standards of behaviour and that the school is helping their children become mature and responsible.

15 Pupils' enthusiasm and their attitudes to the school are very good. They enjoy coming to school and there is little or no lateness. The vast majority of pupils consistently demonstrate positive attitudes to their work. They are interested and fully involved in all activities, including the good range of extra-curricular activities that are offered. Pupils are confident, motivated, enthusiastic and eager to learn. They listen carefully to their teachers and willingly ask and answer questions. Pupils quickly settle down diligently in class, maintain high levels of concentration, and stay on task.

16 Overall standards of behaviour by the vast majority of pupils are very good. Most pupils behave very well and act in a mature and responsible manner. Behaviour in the classrooms is very good and there is little or no disruption to learning. This has a positive impact on the standards achieved. However there

are a small but significant number of children in Key Stage 1 who can at times display inappropriate behaviour. Where the class teacher does not properly manage this, it has a negative impact on learning and can cause some disruption and this results in the teachers attention being directed away from the lesson. Children work and play in an environment that is completely free from oppressive behaviour. Pupils move around the school site in a quiet and orderly manner and their behaviour at breaks and lunchtime is very good. There were no signs of any bullying or isolation of individual pupils. There were no exclusions in the academic year prior to the inspection or in the current year to date.

17 Relationships in the school are very good. Pupils relate very well to their teachers, to other adults whom they come into contact with, and also to one another. They are polite, courteous and very welcoming to visitors. They collaborate well, share resources, take turns and listen to each other. Boys and girls mix and play well together at breaks. The vast majority of pupils consistently show respect for their teachers, each other and the environment. During assemblies pupils show appropriate respect for the occasion, willingly join in hymn singing and bow their heads reverently during prayers.

18 Pupils' personal development is good. They are learning a very good range of social skills that is helping them to develop into well-rounded individuals. Pupils support local and national charities and are learning to be aware of others less fortunate than themselves. They take part in sporting competitions and an appropriate range of visits, including residential experiences for the older children. Pupils respond very well to opportunities for taking responsibility for their own work in the classrooms, and in many lessons, when not subject to direct teaching, they work independently with a minimum of supervision. Where opportunities for taking on formal responsibilities around the school are offered, for example, collecting and delivering registers, pupils respond in a mature and sensible manner. Although opportunities for pupils to show initiative in the classrooms are limited, they have shown initiative in other ways, for example, they suggested, and now look after, the play resources, which are available at lunchtimes.

19 Levels of attendance are broadly in line with the national average. There is little or no unauthorised absence.

20 The high standards maintained in pupils' attitudes, behaviour, and personal development are a strength of the school and have a positive impact on teaching and learning.

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

21 Teaching was satisfactory in 93 percent of lessons, of which 38 percent were good, 20 percent very good and one percent excellent. Only seven percent were unsatisfactory and all of these were in Key Stage 1.

22 Teaching is good in both the Foundation Stage and Key Stage 2. It is only satisfactory in Key Stage 1 due to the lack of matching work to pupils' abilities, the amount of challenge built into the lessons, especially for the high attainers, teachers expectations, and also due to lack of control of some pupils' behaviour.

23 Teachers' knowledge and understanding of the subjects they teach are very good in the Foundation Stage, satisfactory in Key Stage 1 and good, often very good in Key Stage 2. Most teachers have a good knowledge of most of the subjects of the curriculum with the exception of art and design where some teachers lack the knowledge and expertise to teach artistic skills and techniques and this has an effect on the standards that the pupils' achieve.

24 The school has introduced the National Literacy and Numeracy Strategies and the teaching of these strategies is good overall. Where the teaching is effective the planning is clearly based upon the skills that the pupils will learn and these are shared with the pupils so as to develop their understanding. There is



however, in Key Stage 1, an over reliance on worksheets that require little written input from the pupils, nor do they challenge the more able pupils. This slows pupils' learning, limits the development of their writing and does not challenge the more able sufficiently well.

25 The school has recently introduced new planning formats and teachers' planning is good in the Foundation Stage but unsatisfactory in Key Stages 1 and 2. In the Foundation Stage the planning clearly identifies what skills, knowledge or understanding the children will learn and activities are well organised. A strength of this planning is that teachers have good knowledge of the children's previous learning and build upon this to progress their learning further. In both Key Stage 1 and 2 although teachers' identify lesson aims, there are often too many to be reasonably achieved in one lesson or they are insufficiently specific enough to identify the skills, knowledge and understanding that are to be developed during the lesson. Where aims are identified these are not always shared with the pupils. The planning in these key stages does not always identify how the lesson or activities will be matched to the varying abilities of the pupils. This is especially the case for the high attainers, who are not always set work that will challenge them.

26 Teachers' expectations are high in both the Foundation Stage and Key Stage 2 and this has a significant impact upon the standards achieved. For example as seen in a Year 3 mathematics lesson where the teacher set high expectations and the pupils rose to the challenge. Where teachers' expectations are not high enough tasks set for pupils are too easy, particularly for the higher attaining pupils who are insufficiently challenged and do not make the progress that they are capable of. For example in a Year 2 English lesson where pupils were given worksheets that required little written input.

27 The effectiveness of the teaching methods are good overall, especially in Key Stage 2. Throughout the school, teachers used a good range of strategies that include whole class, group and individual work. Pupils are well managed and discipline is generally good.

28 Support staff are deployed effectively and work well alongside teachers and also when supporting pupils with special educational needs, where provision and support are good. All staff make very good use of resources available to them and use them to stimulate pupils' interests. For example in a Year 1 art and design lesson when the teacher showed the pupils a variety of animal sculptures to generate a discussion on what they were made of, what country they may have come from and what methods the sculptor may have used. Also in a Year 3 class, when teachers brought in different types, styles and sizes of chairs from various countries which provided a wonderful stimulus for the pupils drawings of chairs in their art and design lesson. Time is generally used well, lessons begin promptly and the pace of the lessons is brisk. However, this is sometimes less effective in Key Stage 1 when occasionally introductions are overlong and pupils spend too long sitting on the carpet.

29 The use of day-to-day assessment is good. Teachers know their pupils well and most teachers have good questioning skills to ascertain the pupils' knowledge and understanding. They keep informal and formal records of what pupils can do and have extensive data analysis to identify individual pupil's strengths and weaknesses. Suitable targets are set to ensure pupils make the necessary progress to improve, however this aspect is stronger in the Foundation Stage and Key Stage 2, than Key Stage 1, where in some instances teachers do not build upon prior knowledge. The marking of pupils' work varies from class to class. Where it is effective pupils are provided with feedback about their progress and given guidance on how to improve their work. However where it is less effective much of the work is simply ticked or crossed. This results in work where pupils continue to make the same careless mistakes and are not expected to refine it. The use of homework is good overall and generally used well to support work completed in class.

30 Pupils' learning is good overall and they make good progress in the Foundation Stage and Key Stage 2 and satisfactory progress in Key Stage 1. The rate of progress that the pupils make is linked

directly to the quality of teaching. Where the teaching is consistently very good, for example in Year 3, pupils learn at a very good rate.

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

31 The quality and range of learning opportunities provided by the school is good in the Foundation Stage and in Key Stage 2. It is satisfactory for the five to seven year olds in Key Stage 1. The school meets the requirements to teach all subjects of the National Curriculum and religious education. All pupils have access to the full curriculum and enjoy equality of opportunity.

32 The time allocated to teaching meets nationally recommended levels at both key stages and sufficient time is allowed with the timetable to allow for the teaching of different subjects. Through the implementation of the National Literacy and Numeracy Strategies the school provides satisfactory learning opportunities for pupils to develop their skills in English and mathematics.

33 The curriculum is broad and balanced for pupils in Key Stage 1. There is a greater depth and range of curriculum opportunities for pupils in Key Stage 2 where subjects are planned so that pupils undertake progressively more demanding work. Lessons are structured effectively to contain a good balance of activities and pupils show growing confidence in understanding what they are expected to learn. The school has adopted nationally recommended schemes of work for most subjects, which ensure appropriate coverage of the National Curriculum. The school is wisely beginning to adapt these schemes and is providing additional guidance in some subject areas to make the schemes more useful, relevant to the particular circumstances of the school and ensure that they have a greater impact on pupils' learning in the future. The context for teaching and learning in the school is described in subject policy documents, which, although variable in quality, contain useful guidance for teachers. The curriculum is co-ordinated by the head teacher who examines teachers' planning and pupils' work to ensure that the curriculum is covered adequately. Key stage co-ordinators have yet to develop their role so that they play a greater part in monitoring the curriculum offered to pupils. Homework is used effectively to support learning across the curriculum.

34 The school makes good provision for pupils with special educational needs. It identifies their needs in individual education plans and sets clear targets. They are well supported in many lessons. Older pupils receive additional support in booster classes and an effective educational 'Reading Recovery' programme supports younger pupils who have difficulty in reading. As a result pupils make good progress in their lessons.

35 The range of extra-curricular opportunities offered to pupils is very good and involves most of the pupils in Key Stage 2. Activities include tuition in: keyboards, violin, clarinet and recorders and additional sports activities such as hockey, netball and swimming. Coaching in rugby and football are provided by the school and by local community groups. The school also offers pupils occasional opportunities for fieldwork and residential experiences at Carlton Outdoor Centre, Otterburn Hall, Cliffe College and Winmarleigh Hall. These activities all contribute positively to pupils' personal development, social skills and relationships.

36 The community makes a good contribution to pupils learning. There are good links with the playgroup on site and there are regular visitors to school including the police and representatives from British Telecom who make a valuable contribution to pupils' learning. The school has been actively involved in an 'Evening of Music' with other schools, making Millennium Banners and sports tournaments. Parents have attended a numeracy workshop and others are planned to look at literacy and information and communication technology. Many groups use the school site after hours and funds donated by parents have helped to pay for the information and communication technology room, Christmas activities and social events.

37 The school successfully promotes pupils' personal, social and health education. By the time they leave school pupils are well prepared for the next phase in their education. Many lessons encourage pupils

to accept responsibility for areas of their learning for example through individual and group learning. A school nurse through a health and hygiene programme delivers most sex education. There are policies in place for these aspects as well as drug abuse. Teachers devote sufficient time to these aspects at suitable times when the need arises.

38 The provision for pupils' spiritual development is satisfactory. The daily acts of collective worship are organised well but make only a limited contribution to pupils' spiritual development. Opportunities for pupils to reflect on their own and other peoples' lives and think about spiritual matters are not well planned although there is normally the opportunity for prayer. In one weekly assembly pupils can share their achievements and value the achievements of others. Individual teachers provide adequate opportunities in their lessons such as in art and design, and science.

39 The school makes good provision for pupils' moral and social development. Pupils know what is right and wrong and teachers tackle issues as they arise to help pupils make difficult decisions. Sound values are actively promoted and staff set good examples for pupils. Pupils are encouraged to work co-operatively in lessons and take responsibility for books and equipment. They enjoy belonging to the school's sports teams and develop an understanding of their role as citizens by supporting charities. Pupils are courteous to each other, staff and visitors.

40 The school makes satisfactory provision for pupils' cultural development. They learn about their own culture and western European cultural traditions through many subjects including; English, history, art and design, and music. Theatre groups and dancers from Soweto and India have visited the school. The provision for pupils to appreciate the richness of other cultures is fragmented although some attention is given to this aspect of their development for example in art and design when designing mendhi patterns and in displays on Islam in Key Stage 2 and when celebrating the Chinese New Year.

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

41 The school effectively supports its pupils and the staff work hard to promote their welfare. The head teacher places a high priority on pastoral care and provides very good leadership in this aspect. The teaching staff are very approachable and totally supportive. The non-teaching staff are caring, committed and provide good support for both teachers and pupils. All staff, teaching and non-teaching, have a very good understanding of the school's pastoral and welfare procedures, and implement them consistently and conscientiously. Good provision is made for medical and first aid requirements, and arrangements for dealing with routine matters such as minor injuries are very good. Conscientious teachers and classroom assistants, who are alert and vigilant, supervise pupils very well at breaks. Experienced and efficient midday supervisors undertake lunchtime supervision, and their standard of care is high.

42 The school makes appropriate use of relevant external support agencies, for example, the educational welfare officer, and good use of learning support staff. Classroom assistants and parent helpers, particularly in the nursery, are deployed effectively and used well to support pupils and teachers. Support for pupils with special educational needs is good, which has a positive impact on their attainment and the progress they are making. Staff are very quick to diagnose pupils' learning difficulties and then give good support. Child protection procedures are securely in place and there is a very good awareness throughout the school. There are very good procedures for health and safety. These are well known by all staff who consistently demonstrate safe practice at all times, particularly in physical education lessons. The governing body and the head teacher take their health and safety responsibilities very seriously and all the required safety inspections and checks, including risk assessment, are regularly carried out, continually updated, and properly recorded.

43 The school has effective procedures in place for promoting and monitoring discipline and good behaviour. This has a positive effect on the high standards of behaviour that are maintained throughout the

school. However, not all staff administer discipline consistently and the behaviour of a small minority of pupils in Key Stage 1 is not always satisfactorily managed and linked directly to teaching. Attendance is monitored rigorously. Absence is correctly recorded, followed up and appropriate action taken.

44 The head teacher, class teachers and the support staff know their pupils extremely well and have a very good understanding of their individual personal needs. Consequently procedures for supporting and monitoring pupils' academic progress and personal development are good. Assessment has been given an increasing profile in the school. New arrangements have been recently introduced and although not yet fully embedded in the work of the school, are starting to have a positive impact. Pupils' progress is beginning to be carefully tracked and group assessments are starting to influence future planning by helping to pinpoint and then overcome specific weaknesses.

45 The school keeps detailed records of all assessments carried out. Results are analysed thoroughly in order to identify where weaknesses exist. There is an increasingly rigorous approach to this analysis to help raise attainment, and all pupils benefit. Assessment therefore has a positive impact on planning and what pupils do.

46 The use of assessment as a guide to planning in the medium and shorter term is unsatisfactory. New arrangements have been recently introduced, which are not yet embedded in the work of the school. Group assessments are starting to influence planning by pinpointing specific weaknesses, but it is too early to assess their impact. However, because the lesson targets of some teachers are sometimes not precise enough, work is not always carefully matched to pupils' needs. This results in pupils being given work that is sometimes too easy for them, and this reduces the progress they make.

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

47 Relationships between the school and parents are very good. The school enjoys the active support of most parents. The vast majority of parents consistently expressed a high level of satisfaction with all aspects of the school. A good number of committed parents regularly help in the classrooms, accompany the children on out of school trips and are fully involved in their children's work in school and at home. Relationships between parents and the nursery are excellent. Parents support homework and home reading, and consistently enter appropriate comments in the home-school reading books. There is an active parents and friends association (The Parents and Friends of Highcliffe) that organises social and fund raising events for the school. A considerable amount of money has been raised for the school by parents. The vast majority of parents feel comfortable about approaching the school with problems or complaints and are confident that their comments are listened to.

48 Communication between the school and home is very good. The school sends out regular, informative newsletters and frequent letters about specific events and activities. Parents are given specific information about the curriculum and topics that are taught in the school, at the start of each term. The school publishes a comprehensive and informative prospectus and the governors' annual report contains all the statutory required information. Parents are given a personalised and informative progress report and offered the opportunity to attend appropriate consultation meetings to discuss their children's work, progress and future targets with their teachers. Reports clearly indicate what pupils can and cannot do, what they understand and the progress they are making.

49 The school's positive partnership with parents enriches its work and has a positive impact on pupils' learning and personal development.

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

50 The leadership provided by the head teacher is good and provides a clear educational direction for the school. He has been particularly effective in monitoring and evaluating the quality of teaching and learning within the school. He regularly observes lessons and provides constructive feedback so as to raise standards further. This is particularly evident within Key Stage 2 where pupils' attainment and the quality of teaching are good, often very good. The head teacher leads by example and has the respect of all within the school community and this is well deserved. He places very high importance on pastoral care and provides very good leadership in this aspect.

51 The school was formed in 1998 by the amalgamation of two schools, Kemplah Primary School and Newstead Primary School. However, due to illness, the school has been without a deputy head teacher for some time. Her responsibilities included the oversight of curriculum and teaching at Key Stage 1. This lack of effective oversight of these aspects has had an impact on the management of the school, especially within Key Stage 1 where the deputy head teacher was based. As a result standards and the quality of teaching are not as effective as those in Key Stage 2.

52 The subject co-ordinators are becoming effective managers of their subjects and are beginning to play an active role in shaping the future development of the school. They regularly monitor teachers' planning and examine pupils' work within their subjects and, by so doing, identify areas of strength and areas for development.

53 The weakness in management is within the role of the key stage co-ordinators. At the present time, although their roles are defined in their job descriptions, they have no active management role or perception of this role. There has been no effective training or guidance provided and therefore they are not proactive in their roles. Although monitoring has been undertaken this has not been rigorous enough to identify areas for development, this is particularly the case in Key Stage 1 and to a lesser extent in Key Stage 2. In Key Stage 1 this lack of management has had a direct impact upon the standards achieved by the pupils and the quality of teaching. Although non-contact time has been provided for co-ordinators, specific tasks have not been identified to be carried out and it is left to the co-ordinators to decide how to use the time allocated to them.

54 The school has correctly identified the areas for development within the school development plan and has implemented the National Literacy and Numeracy Strategies soundly. The development plan is extensive and provides a useful framework for improving the school but it does not always specify timescales for completion of each target. The initial three-year plan does not identify raising attainment in Key Stage 1 as a priority, but the school has recognised this and added a section to address this issue. The school identified the present Year 3 pupils as underachieving, as a result of their performance in the 2000 tests and has targeted resources and support staff to address the needs of this group of pupils.

55 Governors are beginning to become more involved in the monitoring of the school's finances, but the current arrangements are still not secure enough. The school finance officer is also the chair of the finance committee. Consequently this arrangement means that other governors do not have sufficient insight or involvement to ensure that the principles of best value are applied effectively enough. Despite this the school provides good value for money.

56 The accommodation is good. There are sufficient classrooms of adequate size to allow the full curriculum to be taught without hindrance and spare rooms are used efficiently for shared practical work and withdrawal of groups of pupils, for example, those with special educational needs and booster classes. Access into and throughout the school for pupils with physical disabilities is good in Key Stage 2. However, disabled access is limited in reception and Year 1 by steps leading to all classrooms. The buildings are kept clean, well maintained and the learning environment is enhanced by attractive displays of pupils' work. There are two hard surface playgrounds. The Key Stage 2 playground is small but the high standard of

supervision at breaks and lunchtimes ensures that this does not present a problem. The school is situated in attractive grassed grounds that provide good sports facilities.

57 The number of staff, qualifications and experience of both teaching and support staff are satisfactorily matched to the needs of the curriculum. The school administrator is very efficient and uses information technology appropriately to support the day-to-day running of the school. Induction procedures for new staff and newly qualified teachers are good. The conscientious site manager keeps the school clean and tidy.

58 Resources are adequate to meet the needs of the National Curriculum but are inadequate to meet the needs of the agreed syllabus for Religious Education. They are very good for physical education and information and communication technology. The library is well placed and is a good resource for the school. The environment within the library is enhanced by the stained glass window feature created by the pupils as part of their art curriculum when working with an artist in residence. The library has sufficient books to meet the needs of pupils although at the present time all classes do not use it regularly, especially those in Key Stage 1. The computer system put in place to monitor the stock and loan of books, is easily operated by pupils and also assists in developing their information and communication technology skills.

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

59 The head teacher, governors and staff should now:-

**A** Raise standards in English and mathematics in Key Stage 1 by:-

- Making sure that teachers define clear objectives for pupils' learning in each lesson.
- Making greater use of assessment information to match the work more closely to pupils' needs, especially the higher attainers.
- Devising clear strategies for managing instances of disruptive behaviour.

*(Paragraphs 25, 46, 43, 77 & 87)*

**B** Improve the rate of pupils learning especially the higher attainers by making sure that teachers use the results of assessments to match work effectively to pupils' needs.

*(Paragraphs 13, 24, 29, 46, 62 76, 79, & 92)*

**C** Improve the management and monitoring of the school's curriculum and teaching by clearly defining the roles and responsibilities of the Key Stage co-ordinators.

*(Paragraph 53)*

As part of the action plan the governors need to consider the following more minor issue:

- Access for pupils with disabilities in reception and Year 1. *(Paragraph 56)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

91

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

30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	20%	38%	34%	7%	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	353
Number of full-time pupils eligible for free school meals	N/A	72

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	48

#### 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	13

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
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	32	30	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	26	26
	Girls	25	27	23
	Total	47	53	49
Percentage of pupils at NC level 2 or above	School	76% (78%)	85% (84%)	79% (92%)
	National	84% (82%)	85% (83%)	90% (87%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	29
	Girls	27	26	27
	Total	53	53	56
Percentage of pupils at NC level 2 or above	School	85% (86%)	85% (92%)	90% (88%)
	National	84% (82%)	88% (86%)	88% (87%)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	26	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	28
	Girls	25	25	25
	Total	53	53	53
Percentage of pupils at NC level 4 or above	School	96% (81%)	96% (86%)	96% (94%)
	National	75% (70%)	72% (69%)	85% (78%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	28
	Girls	25	25	25
	Total	53	53	53
Percentage of pupils at NC level 4 or above	School	96% (89%)	96% (88%)	96% (90%)
	National	70% (68%)	72% (69%)	80% (75%)

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

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	353
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	0	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	25
Average class size	23

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

Total number of education support staff	8
Total aggregate hours worked per week	140

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	11.3
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999 - 2000
	£
Total income	770,944
Total expenditure	747,799
Expenditure per pupil	1,889
Balance brought forward from previous year	34,878
Balance carried forward to next year	58,023

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

### **Questionnaire return rate**

Number of questionnaires sent out	380
Number of questionnaires returned	143

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	65	33	2	0	0
Behaviour in the school is good.	54	45	1	0	0
My child gets the right amount of work to do at home.	50	45	3	1	1
The teaching is good.	69	29	1	0	1
I am kept well informed about how my child is getting on.	58	33	6	1	1
I would feel comfortable about approaching the school with questions or a problem.	78	22	1	0	0
The school expects my child to work hard and achieve his or her best.	77	23	1	0	0
The school works closely with parents.	64	33	3	0	1
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	62	36	1	0	0
The school provides an interesting range of activities outside lessons.	41	44	4	1	9

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

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

60 Children in the Foundation Stage are taught in a part-time nursery class and in two reception classes, although one reception class has only been in place since January. Nursery and reception teachers regularly meet together to plan how children will build on their previous learning. This ensures that all the children are very well prepared for transition to both the reception classes.

61 The majority of children begin nursery with average skills in speaking and listening, mathematics and personal independence. They achieve well and, as a result of consistently good, sometimes very good teaching, they enter the reception classes with good language and literacy skills. They have good social skills, relate confidently to each other and to adults, and are eager to learn. This is reflected in the assessments carried out by the school soon after entry. Children continue to achieve well, and the majority of the older children in reception are already working above the levels expected for their age in communication, language and literacy, knowledge and understanding of the world, and personal, social and emotional development.

62 Teaching in the Foundation Stage is consistently good. Activities are very well matched to the nationally prescribed areas of learning, and develop children's language, mathematical, imaginative and creative skills well. Children are managed very well, and this lets them concentrate on their activities. They are encouraged to be independent, and classrooms are well organised to enable them to take responsibility not only for themselves, but also for resources. Teachers keep a very good check on how well children are progressing. This helps them to plan work that moves the children on in their learning. However occasionally higher attaining children in the reception classes are not given sufficiently challenging activities, particularly in mathematics and this slows their rate of learning. Staff teamwork is very good. All adults working in classes make a good contribution to children's learning. However, there is little timetabled adult support in the reception classes. As a result teachers rely heavily on the goodwill of parents to support their work in classrooms.

63 Children make very good progress in personal, social and emotional development. They enter the nursery at various times throughout the year. However, the teacher has very effective strategies in place to manage this situation. Children work with a 'key' member of staff, who assesses their ability in all the prescribed areas of learning. Children know they can turn to this person for help, and there are very good links forged with the parents, who are kept well informed of their child's progress. Children enjoy coming to school and quickly settle into the routines established by the staff. They are eager to learn and quickly develop confidence and independence through a variety of very well planned activities. Children relate well to adults, and to each other. In the nursery, children learn to listen to instructions and to each other and are given roles of responsibility. For example, children take turns with responsibility for taking a clipboard to all the adults working in the nursery, asking them if they would like a drink at snack-time. Children take responsibility for clearing away at snack-time and learn to put on outdoor clothing when going outside.

64 Resources are well organised in all classrooms, to enable children to select and tidy away. Teachers and all adults work well together to provide very good role models for the relationships, which develop between themselves and the children. In one reception class, children listened very carefully to what each other had to say about why they loved their mothers. They learn about important Christian festivals, such as the birth of Jesus at Christmas. Children's multicultural awareness is promoted well. In the nursery, children are shown pictures of, and talk about, children from around the world. Children in the reception classes have learnt about the Chinese New Year festival. During regular 'Circle Time' activities, children are encouraged to share their feelings, and they are taught to respect the feelings and ideas of each other.

65 Children make very good progress in communication, language and literacy. Teachers, and other adults, use skilful questioning which promotes children's vocabulary very well. In the nursery, when the teacher was showing children everyday household objects, one child recognised the purpose of a feather duster and said, "It's used for dusting the furniture". Through teachers' good management, all the children are encouraged to contribute in discussions. Children listen with enjoyment to stories, rhymes and songs. They act roles and talk together about what they are doing in activities. In the nursery, children handle books correctly, and enjoy sharing books with each other and adults. In the reception classes, the majority of children recognise a few familiar words in print, and are reading simple books of short sentences. Higher attaining children read phrases like "Look out" expressively and self-correct errors, for example when reading 'help' for 'here'. From entry into the nursery, children are encouraged to take home books to share with parents. There is helpful guidance for parents when hearing their child read, and in the reception classes, parents regularly comment on their child's reading. Early writing skills are systematically taught. In the nursery, there are opportunities in most activities for children to practice writing skills. During structured outdoor play, one child pretending to be a policeman was making 'notes' on a clipboard about the behaviour of the teacher! In the reception classes, the majority of children are working above the expectations for their age. They write the letters of their own name clearly. Many children copy-write dictated sentences, and higher attaining children are confident writers able to write simple sentences without help. Such as "I love you Mum because ....". Children read back their own writing. Good assessment procedures identify where children need help in writing letters correctly, and parents are given good guidance as to how they might support their child at home.

66 Children make good progress in mathematical development. Very good incidental opportunities are taken to practice counting. In the nursery, the teacher has planned enjoyable activities for children. In small groups, children work together, taking turns to throw a dice, count the dots, then turn over a card to find whether they have to clap, jump or maybe collect objects which are the same as the number on the dice. This activity enthralled the children and they maintain concentration very well. Most children recognise, and count correctly, to 6. In the reception classes, children continue to make good progress. Many children count objects beyond 10, and complete simple sums such as 1 more than 3, or 1 less than 7. Children sequence missing numbers to 10, count back one and use 'p' correctly when writing simple money sums. They learn the names and properties of simple shapes such as a square, circle, triangle and rectangle.

67 Children make very good progress in their knowledge and understanding of the world. In the nursery, children are learning a wide vocabulary when finding out about houses. They recognise the names of a range of objects such as taps, switches, cables and pipes. Children know which rooms in the house taps are found, and they are taught the dangers of touching electric cables or points. They have good opportunities for role-play building, using the large construction toys during outdoor play. Children use their senses well to support learning. They listen carefully and name different sounds they hear in the playground, such as birds singing, cars, buses, and the 'wind blowing leaves'. In the reception classes, children continue to make very good progress. They use colour well to create different shades when making 'green' shape collages. They make Mother's Day biscuits, and are growing cress and carrot tops in the classroom. There are good opportunities for children to design and make, using wood, card and other materials. For example, children design a flower for Mother's Day. Children are encouraged to use the computer from entry into the nursery. They are taught how to control the mouse, and in the reception classes children use computer programs to support their learning in literacy, numeracy and knowledge about the world. Children are learning a sense of time. For homework, children were asked to bring to school a photograph of their Mum when she was their age. Children are beginning to record simple scientific experiments, such as listing objects which float or sink, magnetic and non-magnetic objects, and drawing a simple electric circuit to show when a bulb is on or off.

68 Children make good progress in physical development. Although the equipment for outdoor activities does not include large soft play apparatus, children are regularly timetabled to use the large apparatus in the school hall and develop secure climbing and balancing skills. In the reception classes, children are confident using large spaces. When using large apparatus they show consideration and awareness of the safety of others. They are taught to respond to commands and how to get on and off large apparatus. Children have opportunities to practice throwing and catching skills. Teachers make effective links with mathematical work and physical activities, using the space in the hall to teach awareness of direction.

69 Creative learning is good. Children have access to a range of materials and tools to draw, paint and make collage pictures and models. In the nursery classes children have made collage pictures, and painted owls, following their visit to an Owl Centre. The reception classes have observed red roses carefully before painting flowers for Mother's Day. Some children were manipulating clay well to make finger pots and hearts. They use card and coloured paper to design and make houses. Children enjoy singing well-known songs and action rhymes, which promote their language and mathematical development well. They really enjoyed singing the rhyme for making a 'horrible' cake! The majority of children perform as part of a group clapping rhythms while singing rhymes they know well. They control their voices well, and recognise the difference between 'loud' and 'soft'. There are very good opportunities for imaginative play through home corners and settings such as the house and office.

## **ENGLISH**

70 At the end of Key Stage 2 standards in English are very high. In last year's tests for 11 year olds, the school's performance was in the top five percent of schools nationally.

71 Pupils enter the school with varying abilities in speaking and listening skills, although the majority are able to speak clearly and express their feelings and opinions. Listening skills are less well developed and a few find it difficult to sit and listen for longer periods of time. By the end of Key Stage 1 most pupils are able to communicate effectively both in class discussions and on a one-to-one basis and the majority are happy to volunteer suggestions during class discussions. However some pupils are over keen and tend to 'shout out' in lessons. By the end of Key Stage 2 pupils have developed good speaking and listening skills. They are able to carry out debates and discussions in a sensible manner and are generally sympathetic to the views of others, for example in a Year 6 religious education lesson when discussing the qualities required to be a good member of the community. Although pupils listen and carry out instructions well, they can be rather passive in some lessons. When this occurs this is directly linked to the teaching methods. For example in both Year 6 lessons when studying the text of the 'Balaclava Story,' by George Layton, two thirds of the lesson was over before the pupils were given an opportunity to volunteer suggestions or answer questions. Much of the lesson involved taking down lists of spellings and listening to the teacher.

72 Standards in reading are below expected levels by the end of Key Stage 1. This reflects the school's performance in last years' tests for seven-year-olds where results were below the national average. Higher attaining pupils read fluently and are able to use strategies such as picture clues or breaking words up appropriately and some are beginning to read with expression. However the majority of pupils struggle when faced with unknown words and do not have the strategies to decipher them and not many are able to read with expression. By the end of Key Stage 1 pupils generally enjoy reading at home and school although only the better readers say they attend the local library. At the end of Key Stage 2 standards in reading have improved and are well above national expectations for pupils of their age. The school has successfully evaluated test results and identified groups of pupils who require additional support. Such support has been provided through an early intervention scheme in Year 1 and the additional literacy support and Better Reading Partnerships in Key Stage 2 and these have been very successfully implemented. The provision for these pupils is very good when being withdrawn for additional support.

73 The school has implemented the National Literacy Strategy and this has given structure and purpose to the teaching of reading. Pupils are systematically taught reading skills through the Literacy Strategies and are exposed to a wider variety of literature and therefore their reading skills are developing. The higher attaining readers read fluently and with expression, they make few mistakes and are able to self-correct themselves when they do. Pupils can say which stories they prefer and why, and most can name a variety of authors whose work they enjoy, such as J.K. Rowling. The library is a good resource although is presently under used. However, this does not appear to impact upon the pupils' attainment as by the end of Key Stage 2 many pupils have a good knowledge of the library systems and are able to locate books for independent study and research. They can explain clearly the meaning and use of glossaries, indexes and contents pages and know how to use dictionaries and thesaurus. Year 6 pupils act as librarians and are able to successfully use the computer system to monitor the loan and return of books. Pupils understand the need to look after their books and handle them with care and appreciation. Teachers value the importance of reading and most of the classes have book corners where pupils can go to sit quietly and read or choose a book to read at their desks.

74 By the end of Key Stage 1 pupils' writing is below the standards expected for pupils of their age when compared to schools nationally. Many pupils are unable to use capital letters and full stops accurately in their writing and occasionally words are omitted. For example 'they old', rather than 'they were old'. The higher attainers are able to use speech marks and spellings accurately. The standard of handwriting varies but not many are able to join their letters in a consistent cursive script. By the end of Key Stage 2 pupils' writing exceeds the standards expected for their age. Pupils' are able to write for an extended period and write stories with chapters. They plan their story writing well and many are able to express their empathy to situations. For example, when Year 6 produced writing as imaginary evacuees during World War Two. Spelling is generally accurate, although errors are still made when copying from the board or from books. Pupils experience a wide variety of writing for different purposes and they can adapt their writing to suit their audience. For example when writing stories for younger pupils, or when arguing their case for or against fox hunting. Writing is used well to support learning in other subjects for example in history, science and geography lessons. Handwriting is of a high standard by the end of this key stage, pupils are able to use fountain pens and calligraphy pens and take pride in the presentation of their work. Teachers build in information and communication technology opportunities and make good use of the word processing packages to support pupils' skills.

75 The school has successfully implemented the National Literacy Strategy and teachers follow the suggested schemes of work. This ensures that pupils develop the basic skills required in a systematic and progressive way. Most teachers follow the format suggested by the strategy in structuring their lessons, but some spend too long on the teacher introductions leaving insufficient time for the pupils to develop and practise their reading and writing skills. For example in Year 2 where pupils spent 50 minutes listening and discussing the text/poem with the teacher and this left only 10 minutes for their own work and excluded the plenary session. In one Year 6 lesson seen pupils spent a large proportion of the lesson copying down spellings to learn at home into their books. Each key stage has different planning formats which makes a whole school approach and uniformity difficult.

76 Good provision is made for pupils who have special educational needs and they make good progress when they are withdrawn for additional support. When pupils do not have this support their progress is not as good, as lessons are not always matched to the varying abilities of the pupils in the class.

77 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers' planning is generally satisfactory and identifies the aims of the lesson, although these are not always shared with the pupils, which would help them gain greater understanding of the purpose of the lessons. Most teachers have sound subject knowledge of the Literacy Strategy and the National Curriculum and this is conveyed well to pupils during their delivery. Where teaching is good the planning is clear and work is well matched to the different abilities of the pupils in the class. Teachers' questioning techniques are used well

to assess pupils' understanding and to make them think about their work and the answers to the questions posed. For example in a Year 3 lesson where the teacher asked many relevant questions to consolidate understanding and facilitate learning. All teachers have good relationships with the pupils and this helps pupils to feel secure and confident to take chances on answering questions even if they are unsure of the answer. In one very good lesson in Year 3 the teacher's very good subject knowledge, links to other subjects, (for example map reading skills built into the literacy lesson) and setting high expectations of what the pupils would achieve were made clear. These had a positive impact on the standard and rate of learning made by the pupils. Features of less successful lessons are when aims are not clear, work is not matched to pupils' levels of ability, pupils sit for too long while the teacher introduces the lesson, teacher expectations are not high enough, as the work set lacked challenge. Pupils' behaviour deteriorated and the teacher was unable to apply behaviour management strategies effectively. In these lessons the quality of teaching has a direct impact on the standards achieved.

78 Pupils' attitudes to their English lessons are good in Key Stage 2 and satisfactory in Key Stage 1. Their attitudes are better when the lessons are well taught. Most pupils are able to work quietly and concentrate well on the tasks in hand. They respond well when the lessons are stimulating and capture their interest as seen in a Year 4 lesson when studying the text of 'The Iron Man' and in a Year 6 lesson in the information and communication technology suite when identifying adverbs. In both lessons pupils were interested in the subject matter and responded well to the tasks set. Where pupils' attitudes are unsatisfactory this is directly related to the quality of teaching and the management of behaviour, as in a Year 2 lesson where a minority of pupils disrupted the lesson by 'shouting out' or distracted other pupils.

79 Assessment in English is satisfactory overall but better in Key Stage 2. Test results are well analysed and individual and school weaknesses identified. This information is then used to set individual targets for the pupils but also to identify areas to develop teaching. The weakness in the assessment of English is in using the information gained from test results and previous individual performance to inform future planning especially within individual lessons when matching work to the pupils varying abilities. The impact of this is that lessons lack challenge for the higher attainers, especially in Key Stage 1 and many are capable of achieving higher standards.

80 The management of the subject is sound overall but there are weaknesses especially at Key Stage 1. The co-ordinator has undertaken training in the delivery of the Literacy Strategy and delivered this training to other staff. She has also, along with the head teacher, carried out observations of colleague's literacy lessons and through these, areas for development were identified. However the evaluation and impact of these developments has not been measured. There is a lack of consistency in planning and delivery throughout the school and each key stage operates as a separate unit. This inhibits the continuity and progression as the pupils' progress through the school, especially in Key Stage 1.

## **MATHEMATICS**

81 By the end of Key Stage 2 standards in mathematics are very high. In last year's tests for 11 year olds, the school's performance was in the top five percent of school's nationally.

82 Pupils enter school with average levels of attainment in mathematics. Instances of unsatisfactory teaching in Key Stage 1 does not build upon the gains made in the Foundation Stage. In Year 2, and to a lesser extent in Year 1, management of pupils is insecure, planning does not always define clear aims and the higher attaining pupils fail to make sufficient gains against prior learning targets and work is not well matched to their existing levels of learning. There is an overuse of unrelated worksheets which slows progress with emphasis placed on the written and not the practical 'hands on' activity which would consolidate learning; therefore time is not well used. However, progress increases rapidly in Year 3 where pupils' attainment is broadly in line. It continues to accelerate throughout Key Stage 2 and booster work helps groups to succeed well in Year 6. Despite the faltering start in the Key Stage 1, progress in Key



Stage 2 is good overall, with some examples of very good progress identified. Pupils with special educational needs receive good support and make good progress against their prior learning levels.

83 The school's satisfactory participation in the national Numeracy Strategy is having a marginal effect on holding standards in Key Stage 1, with an enhanced effect on raising standards in Key Stage 2. Pupils' numeracy skills in Key Stage 1 are barely adequate. However consolidation of skills, pace and vigour using mental sessions in Key Stage 2 raises standards to above average at the age of 11, as observed in Year 6 when pupils confidently add pairs and trios of numbers to make 100. Strong links with other subjects in Key Stage 2 has a direct effect on raising standards. For example in information and communication technology data handling receives a high profile reinforcing and consolidating skills linked to real life situations.

84 In Year 2 most pupils work confidently with numbers up to 20 and higher attaining pupils are beginning to understand the place value of digits up to 100. Most are familiar with a range of calculations. However their knowledge of multiplication facts is variable. In Year 1 pupils' count accurately in twos, threes, fives and tens but their strategies for using more than one method to complete a given task are limited. Pupils confidently use decimal coinage, giving correct change up to 20p for items purchased. Higher attaining pupils usually complete the same task as others before moving on to more challenging tasks and this approach slows the pace of their learning.

85 By the end of Key Stage 2, pupils are developing their own problem-solving strategies, checking their results to see whether they are sensible. Pupils readily identify the information they need and draw their own conclusions from their work. Pupils in Year 3 try to find methods to calculate problems associated with money, Year 4 pupils organise their work and check results and Year 6 pupils solve a range of problems, applying their knowledge to many practical aspects and identifying how successful they are.

86 In Year 6, pupils confidently undertake a wide range of work in addition and subtraction as well as multiplication and division. Most have a clear understanding of place value to seven figures and can add and subtract negative numbers. Pupils use decimals to two and three places in all four operations of number as well as in the context of measurement in design and construction of models. Most, as observed in Year 4, have a clear understanding of fractions and can identify equivalent fractions and reduce a fraction to its lowest terms. As observed in work related to geography, pupils use co-ordinates to locate a given position accurately. Pupils in Year 5 add and subtract to two decimal places using money and measurement. In the lesson observed, pupils recognise the relationships in number and the use of inverse operations to check answers. Pupils in Year 4 show a developing knowledge of place value up to one thousand and use their knowledge to multiply whole numbers by ten and one hundred successfully.

87 The quality of teaching and pupils' learning is good overall. Examples of excellent teaching were observed in Year 3. The quality of teaching in Key Stage 1 ranged from unsatisfactory to good and in Key Stage 2, it ranged from satisfactory to excellent with a higher proportion of good and very good lessons. The quality of planning based on the National Numeracy Strategy is good. Where teaching is very good and teachers' subject knowledge is particularly secure, lessons have a very brisk pace, teachers' expectations are very high and higher attaining pupils are especially challenged. Underpinning very good learning is the careful allowance for the provision of practical and problem-solving activities, a strength in Key Stage 2. As a result, pupils make very good progress in their overall mathematical ability. Most teachers make good use of the mental activities at the beginning of lessons. However, in the less successful lessons, teachers fail to extend pupils' mathematical vocabulary. Teachers' subject knowledge is sound in Key Stage 1 and good in Key Stage 2. Where it is good, instructions are clear and well-directed support enables pupils to make good gains in their knowledge and understanding. Teachers' relationships with pupils are very good and their sensitive pupil management enables them to establish and maintain very good levels of behaviour in most classes. Teachers' methods and organisation are good overall however, in Key Stage 1 levels of organisation in some classes are unsatisfactory. Pupils are left sitting for long periods

at the start of lessons, often becoming restless and inattentive. By contrast the very good teaching observed in Key Stage 2 uses time and resources efficiently, including pupils holding numbered cards in the consolidation of decimal notation, thus holding and maintaining very good levels of interest. Where teaching is unsatisfactory, tasks set for pupils are too easy, particularly for the higher attaining pupils, so they are not challenged enough and do not make the progress in learning of which they are capable. Work does not always build sufficiently on previous learning, for example the repetition of adding numbers up to ten in both oral and written form. Teaching is not satisfactory when worksheets are used too often. Pupils are not challenged enough by this work and therefore do not make sufficient progress. Teachers mark pupils' work promptly, often alongside the pupil, but although some teachers provide regular comments of advice or praise others do not carry out the practice consistently.

88 Pupils clearly enjoy mathematics, especially the mental activities at the start of lessons. They settle down to their written and practical tasks with interest and enthusiasm, working well together when required, knowing what they are expected to do and make real efforts to accomplish the task within the given time. Pupils are nearly always very well behaved and on occasions their behaviour is exemplary. This enables them to concentrate well and make considerable progress. The majority of pupils take great care with the appearance of their work.

89 The subject co-ordinator is knowledgeable and enthusiastic and carefully monitors results of national tests, work being undertaken, pupils' work and teaching. Overall the management is good and this has played a big part in raising standards in Key Stage 2. Assessment has improved and is being used effectively to identify pupils' attainment, particularly in Key Stage 2 where it helps to set targets for the future. Good use is made of this information to set challenging tasks for the higher attaining pupils in Key Stage 2. Resources for numeracy are very good in quality and range, are well labelled and accessible by pupils. Numeracy is used appropriately in other subjects such as design and technology, history, geography, science and music with a major influence through the use of information and communication technology, especially in the areas of shape and data handling.

90 A knowledgeable numeracy governor is aware of the strengths and areas for development in the subject through visits to the school and discussions with the co-ordinator.

## **SCIENCE**

91 Standards in science are above expected levels by the end of Key Stage 2. In last year's tests for 11 year olds, the school's performance was well above the national average and in the top five percent when compared to similar schools.

92 Many pupils could do much better in Key Stage 1 but most pupils make good progress in science in Key Stage 2. Average and higher attaining pupils in Year 1, and especially Year 2, do not make the best possible progress because work is often not matched carefully to their needs and is therefore sometimes too easy for them. Some tasks given to pupils do not enable them to develop their scientific knowledge. For example, pupils are occasionally required to colour diagrams and pictures, which does little to increase levels of scientific understanding.

93 Most pupils make good progress in all areas of science in Key Stage 2. Low attaining pupils often receive work, which is matched to their needs to enable them to make good progress. For example, teachers use simplified language in science worksheets and pupils sometimes receive additional support to help them develop scientific understanding. Higher attaining pupils make sound progress in most areas of the science curriculum. Sometimes they are given extension tasks to extend their learning. These approaches challenge and enable them to develop scientific knowledge, skills and understanding at rates, which are appropriate for their ability. However, in investigative science, higher attaining pupils do not make the progress of which they should despite the school's very good test results in Year 6. This is

because investigations are sometimes too tightly controlled, which prevents pupils from finding out for themselves. The recording framework given to pupils is too restricting to enable them to consider thoroughly all aspects of the investigation. Occasionally teachers miss opportunities to develop skills of scientific enquiry, such as the factors which must be considered to keep a test fair, or the importance of repeating investigations to help ensure results obtained are reliable.

94 Pupils make satisfactory progress as they move through Key Stage 1, although the higher attaining could do better. Pupils' recognise and name important parts of the body and of plants. They recognise that living things, such as cress, grow and change. They describe changes in movement caused by pushing and pulling. In Year 2, pupils draw appliances, which use electricity, although this does not sufficiently challenge most pupils and lacks a specific science focus. By the end of Year 2, pupils discover how heating, bending and twisting some materials can change them. They discover through investigation where the warmest place is in their classroom.

95 Pupils make good progress in Key Stage 2. Pupils in Year 3 begin to appreciate the effects of light, water, air and temperature on the growth of plants. They start to sort materials into groups according to their properties, such as their hardness, strength and magnetic behaviour. Year 4 pupils learn that humans have a skeleton and muscles to support and protect the body and assist movement. They discover how quickly water cools in different locations, begin to consider the importance of a fair test, and start to record their observations in different ways. Year 5 pupils learn about the phases of the moon, and that it orbits the earth roughly every 28 days. They learn that a balanced diet is important to good health. By the end of Year 6, pupils have acquired knowledge and understanding of air resistance as a force, which slows objects, through a parachute investigation. They discover how the sun's apparent changing position during the day affects the position and length of shadows. They learn how to build circuits using a battery and a range of switches to make electrical devices function.

96 Teaching and learning are satisfactory in Key Stage 1, but are good in other years. Most teachers place appropriate emphasis on developing the skills of scientific enquiry and the acquisition of a scientific vocabulary. However, some teachers are not challenging higher attaining pupils well enough. Features of good and better teaching include focused questioning of pupils to extend knowledge and understanding, good use of resources to support learning, secure subject knowledge and high levels of enthusiasm by teachers, which helps to motivate pupils. A particularly good feature of a Year 3 lesson was the extent to which pupils were encouraged and enabled to investigate and communicate their own ideas in order to find solutions. Very good relationships and much encouragement and praise of pupils' efforts are evident in good and better lessons. These characteristics enable pupils' to make good gains in learning. Where teaching is unsatisfactory, (for example Years 1 and 2), control strategies are not effective, work is not closely matched to pupils' needs and the learning focus is insufficiently precise to enable teachers to accurately assess the extent of learning during the lesson.

97 Pupils' attitudes to science are satisfactory in Key Stage 1, but are good throughout the rest of the school. Most pupils, such as in a Year 3 investigation about the function of plant' roots, show high levels of involvement in practical work. Most pupils listen well and try hard to complete required tasks. A small but significant number of pupils in Year 2, do not behave and concentrate well in science if they are not challenged appropriately.

98 The subject is well led, and there are clear plans for its further development. Science is secure within the school's curriculum and all required components are well represented. The school's participation in the 'ASTRAZ ENECA' project has significantly benefited the science curriculum by helping to raise the profile of science and communication with the local secondary school and developing links with other subjects. There are a variety of developing systems to help teachers assess what pupils know and understand, and national test results are carefully analysed to help identify and overcome weaknesses. Records are maintained conscientiously to help teachers to track pupils' progress.

## ART AND DESIGN

99 By the end of both key stages standards in art and design are in line with those expected nationally. The quality of some of the art displayed around the school is very high, but much of this is from pupils who have previously left the school. The school has recently worked with an artist in residence to create some stained glass windows, which enhance the entrance to the school and also the new library, and these are of a very high standard. Pupils learn well when involved in such projects and produce work of a high standard. However pupils' attainment is only in line with expectations because the curriculum delivered by the teachers is sometimes narrow, mainly focusing on observational drawings. In addition some teachers lack the knowledge and confidence to teach artistic skills and techniques effectively, this has an effect upon the standards achieved.

100 By the end of Key Stage 1, pupils are able to mix colours to create various shades. They draw objects from observations and record their findings in a variety of media, such as pencil, paint and pastels. Year 2 pupils study the work of 'Henri Matisse' and create their own work in his style, such as their work using paint on 'The Goldfish Bowl'. Computers are used well in art and design, for example to work in the style of 'Mondrian' using the colour magic program. There are very good links to other subjects, especially in one Year 1 lesson where pupils looked at sculptures from around the world and also located the countries on the map and discussed sculptures in the local environment. However, insufficient time is spent on applying skills and techniques to allow pupils to make the progress that they should.

101 By the end of Key Stage 2 pupils have experienced a wider variety of aspects of the art and design curriculum, such as 'Batik' work based on their observational drawings of flowers, designs from cabbages and studies of the work of artists, such as Van Gogh. The 'Millennium Banner', created along with other schools in the area developed pupils' skills in working with textiles and the completed work is of a good standard.

102 The teaching of art and design is satisfactory but there are sometimes gaps in the delivery of art and design, for example some pupils do not participate in lessons for a whole term and this has an impact upon the standards they achieve. In the better lessons teachers clearly identify the artistic skills to be taught and developed, they make excellent use of resources to stimulate and motivate the pupils. For example in a Year 3 lesson where different types of chair were used to stimulate discussion and create interest. All teachers make very good use of cross-curricular links and enhance the teaching of other subjects through their art and design lessons. The weakness in the teaching of art and design is where teachers lack the confidence and subject expertise to teach artistic skills effectively and the school's planning does not contain the detail required to help staff plan progressively more challenging tasks and overcome any insecurity in teaching. However, the school has recently adopted a recommended scheme of work for art and design, and the impact of this has not yet been realised.

103 Pupils' attitudes and behaviour in art and design lessons are good. The majority enjoy their lessons and the good use of resources by the teachers enhances pupils' interest and motivation. Pupils generally listen carefully to the teacher's instructions but often few are willing to ask questions.

104 Art and design has a very high profile in displays around the school and some of this is very good. The school makes very good use of visitors to enhance the delivery of the subject, such as the 'Artist in Residence' project. Where this expertise is used pupils' achieve well, which indicates that the only reason the pupils are not achieving better standards is due to the lack of teacher expertise.

105 The co-ordinator for the subject is based in the nursery and therefore has limited opportunities to influence the delivery of art and design throughout the school. At the present time there have been no opportunities for her to monitor the subject or share her expertise. Resources for the subject are adequate,

but often are supplemented by teachers bringing in their own items from home. The co-ordinator has identified that the new scheme of work does have resource implications and that resources are short for some aspects of the curriculum.

## **DESIGN AND TECHNOLOGY**

106 By the end of both key stages standards in design and technology are broadly in line with those expected nationally. The quality of pupils' learning is satisfactory in projects that enable them to apply and improve their skills of making, evaluating, and changing the things that they make. However, designing skills are not quite so secure, as they receive less attention than other areas of the design and technology curriculum.

107 Progress is satisfactory as pupils move through the school in the development of their ability to work with tools, equipment, materials and components to make products of increasing quality. For example, Year 1 pupils make jointed teddy bears as part of work on moving pictures. They design a piece of playground equipment, and begin to understand how to make structures rigid. By the end of Year 2, pupils design and make moving vehicles, using pictures and words to explain their simple designs, and using tools appropriately to join materials and components. They make puppets by joining materials using glue, staples and by sewing, and then evaluate the effectiveness of each method of joining. Year 3 pupils design and make moving animals using a simple pneumatic system. Pupils draw what their end product will look like, indicate how it will be made and state materials they will use in construction. Year 5 pupils design and make a wind powered land vehicle to a good standard. They make realistic and labelled plans for realising their intentions and modify their designs in the light of their experiences in constructing their models. By the end of Year 6, when constructing Anderson shelters as part of their history work, pupils' designs are more detailed with exact measurements shown. They produce written steps in the construction process and include a comprehensive list of materials. Finished products are to a reasonable standard.

108 Teaching was satisfactory in the few lessons seen, all in Key Stage 1. Teachers have secure subject knowledge and use well-chosen resources, which help pupils to improve their design and making skills. They give clear explanations with an appropriate emphasis on health and safety requirements and good questioning to help develop understanding. Encouragement and praise is used well to motivate pupils. This helps to ensure that most pupils have positive attitudes to learning and take a pride in their work.

109 The leadership of the subject is sound and there are plans for its continued development. The subject is secure within the curriculum. A portfolio of pupils' work has been compiled to help teachers' assess standards in the subject. However, there are no consistent approaches to recording pupils' progress as they move through the school.

## **GEOGRAPHY**

110 At the end of both key stages the standards in geography are broadly in line with those expected nationally. Pupils make satisfactory progress throughout the school.

111 Pupils in Key Stage 1 undertake an appropriate range of work and make progress at a satisfactory rate. By the end of the key stage, pupils have made maps of the playground and park and have looked at European countries such as Italy and France. They have undertaken work in the local area, located accurately pupils' houses using addresses and have recorded how they travel to school using graphs. In Key Stage 2 pupils also undertake a satisfactory range of work, although coverage of work in Years 5 and 6 is not as good as Years 3 and 4. For example, pupils in Year 3 name the continents and some countries both inside and outside Europe, suggest various reasons as to why people go on holiday and undertake research using holiday brochures. They know the difference between weather and climate, use atlases properly and respond thoughtfully to geographical questions. In Year 5 pupils consider the

advantages and disadvantages of decisions, which affect the environment. At the end of the key stage, pupils demonstrate an increasing range of geographical vocabulary and a growing appreciation of local street maps. They can use a scale, select 'best routes' and calculate journey distances around Guisborough with accuracy. Throughout the key stage pupils have the opportunity to undertake fieldwork at a field studies centre and this enhances the quality of their work in the classroom.

112 Only two lessons were seen in Key Stage 1, of these lessons one was satisfactory but the other was not. Teachers plan and prepare work appropriately and match tasks to the abilities of the pupils. They ask pertinent questions and encourage pupils to make thoughtful responses. However, at times pupil inattentiveness is not challenged and this adversely affects the quality of pupils learning and the progress they make. In Key Stage 2, teachers show good geographical knowledge and techniques of classroom management. Work is challenging, interesting and relevant to the experiences and previous learning of their pupils. Pupils are given the opportunity to work co-operatively in pairs and small groups.

113 The school has recently adopted national schemes of work for geography but is unsure as to whether or not it will continue with them beyond the current academic year. There is a useful policy document which offers some guidance regarding the overall development of the subject throughout the school. The co-ordinator currently has an under developed role in the leadership of the subject. For example, work is inconsistently monitored across the key stages.

## **HISTORY**

114 Standards in history are in line with those expected nationally in Key Stage 1 and above in Key Stage 2. Progress is satisfactory in Key Stage 1 and good in Key Stage 2.

115 Teachers have satisfactory knowledge and understanding of the subject, plan appropriate work, teach effectively and have suitably high expectations of what pupils can achieve. By the end of Key Stage 1 pupils have made toys similar to those that children made during the last war and have studied the life of Samuel Pepys and the Great Fire of London. In Key Stage 1 the quality of teaching is satisfactory and in Key Stage 2 it is good overall. It is good in Years 4 and 6 where teachers have good subject knowledge and teach in a calm and confident manner. The best teaching encourages pupils to empathise with people in times past, for example spies working for King Philip of Spain, when writing a captain's log from the time of the Spanish Armada, and when visiting speakers reminisce about their childhood experiences during the Second World War. Pupils respond well to teaching that encourages a thoughtful personal response.

116 Pupils acquire a sound body of knowledge in Key Stage 2 through the study of different historical periods. By the end of the key stage, pupils know about invaders and settlers, Tudors, ancient Greece, ancient Egypt, and the Depression and have constructed personal timelines. They have a good understanding of the difficulties that faced people during the Second World War, including bombing raids, rationing and evacuation. They can access information from secondary sources, including reference books and compact discs and can construct questions to ask visiting speakers to obtain facts and impressions to aid their study of a particular period of history.

117 The subject is supported by the recent adoption of a nationally recommended scheme of work, which the school is developing to enhance the learning of pupils. The policy for teaching and learning in history is a useful document that helps define and support the subject. The management of the subject is satisfactory and the co-ordinator works hard to promote history throughout the school. There is a good range of local information but there are insufficient artefacts and textbooks.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

118 Standards in information and communication technology are in line with national expectations by the end of both key stages. Recent improvement is due to the good leadership of the co-ordinator, the resulting improved teacher expertise and confidence and the benefits from using the new computer suite.

119 In Key Stage 1, pupils use computers to write short paragraphs, insert capital letters using the shift key, delete words and letters, use the arrow keys to move to the next line and manoeuvre the mouse to position the cursor. Most have good mouse control and save and print their work without assistance. They also know about the terms 'hard drive', 'keyboard' and 'mouse'. Pupils use computers in a developing range of subjects, for example in a Year 1 mathematics lesson where numeracy skills were reinforced by answering a range of questions relating to addition and subtraction. In Year 2 pupils confidently collect and interpret data relating to their favourite drink. They also continue to develop basic word processing skills and use a paint program to draw shapes and design patterns. They control the pencil, brush and other icons adequately to select colours to complete their designs. Listening stations are used effectively to consolidate pupils' reading skills and increase their enjoyment of literature.

120 By the end of Key Stage 2, most pupils have made significant gains in confidence, developing a good range of skills. Most 'log on' unaided and enter data, use the mouse to control icons and operate commands. They use the scroll bar effectively to scan their work and use graphics to make abstract art pictures, selecting and rotating shapes, choosing colours and music to enhance their presentation, confidently combining graphics, texts and animation. Year 6 pupils extend their knowledge of control work by designing programs for a simulated model to travel in a series of routes and shapes on the screen. This requires pupils to position, change the size and locate the model on a grid. Year 5 pupils confidently use noise sensors to measure levels of noise within the classroom at varying time intervals. Pupils in Key Stage 2 confidently use programs to depict different fonts and letters, arranging these on a page and printing them. Pupils with special educational needs make good progress due to the good support provided and most attain the expected levels. Pupils' information and communication technology skills are further enhanced during their residential visit to Winmarleigh Hall where extensive facilities allow them to compose, hear and record their own music on computers.

121 All pupils have very good attitudes to their work and undertake it enthusiastically. Nearly all are keenly interested and work very productively in pairs in the information and communication technology suite, co-operating well, taking turns and discussing their work sensibly. Levels of behaviour are very good.

122 Teaching is satisfactory in Key Stage 1 and, as a result, most pupils make the expected progress in learning early technological skills including word processing. Planning, however, lacks clear objectives and these are seldom shared with the pupils. Skills are systematically developed in most classes nevertheless, the inappropriate balance between direct teaching instruction and pupil activity results in some restless behaviour. In Key Stage 2, the quality of teaching is good. Teachers have good and sometimes very good subject knowledge and teach skills very well. All pupils listen carefully to instructions about new technologies and teachers encourage keen participation. For example, in Year 3 individual pupils read out data collected as a result of a homework task and, on hearing the data, pupils input and record it on the computer. Brisk pace is evident in all lessons in Key Stage 2 and pupils respond well, working with great enthusiasm and developing confidence. Teachers and supporting adults are always helpful and encouraging when things go wrong after the incorrect key has been activated. The calm, controlled quality of their support has a good effect on pupils' learning and attitudes. The best teaching has a clear focus and simple but clear instructions. Good visual resources are used to clarify keyboard functions. The instructions for the exercise and expectations are made very clear. Lessons have a clear structure and are part of a planned build up of skills over a period of time. Weaknesses occur in missed opportunities to allow pupils to use computers more often in other subjects for example science, music, history and geography. Teachers use technical terms correctly, developing pupils' understanding and listening skills as part of their general teaching.

123 The new scheme of work provides good coverage of the National Curriculum Programmes of Study. A recently compiled portfolio of work undertaken by pupils in information and communication technology further enhances the subject's profile. In addition to a good number of computers in the computer suite, each classroom has at least one computer to support learning. Overall resources are good and include a developing range of equipment for communication. The subject is well managed and currently has a high priority for continued development. The co-ordinator is highly skilled and very enthusiastic, contributing significantly to the improved provision for the teaching of skills. Good new monitoring and assessment procedures have been established in electronic form and are effectively used to monitor pupils' progress over time.

## **MUSIC**

124 At the end of both key stages standards in music are as those expected nationally.

125 The tuition provided by visiting specialist teachers is good, as is the extra-curricular recorder and choir tuition. This enables the higher attaining pupils to achieve well, particularly in their ability to read and play music. The music co-ordinator's expertise is used well to teach singing during hymn practices throughout the school. Pupils sing with appropriate pitch and attention to rhythm.

126 The standards achieved by some other pupils, where teachers' subject knowledge is not so good, are not high enough. Pupils are not always given sufficiently varied work. For example, pupils' previous work shows little opportunity for them to use pictures and diagrams to record their own compositions, which they could then practice and improve.

127 Most pupils make satisfactory progress. In Year 1, pupils enjoyed recognising nursery rhymes from the rhythm the teacher was clapping. In Year 4, pupils are making good progress practising and rehearsing new songs. They are beginning to perform together with some pupils playing instrumental accompaniments. Pupils are also beginning to maintain their own part when singing a two-part round.

128 In the few lessons seen, teaching was often very good. Pupils were managed very well, and this impacted on their learning. Lessons moved at a brisk pace, and teachers had good subject knowledge, which they used well to teach the correct musical terms, such as 'ostinato'. The standard of music teaching in the co-ordinator's year group is high. There is good collaboration between the two classes, and her expertise impacts well on pupils' learning.

129 The majority of pupils enjoy singing, and their diction is good. The older pupils' recorder group perform confidently in hymn practice, supporting the singing well.

130 The school has adopted the national guidance for music, and the subject is prioritised in the school development plan for next year. A range of visits and visitors enhance the subject well. For example, the school choir joins with other local primary schools to produce a Christmas concert. There are regular visits, such as String quartets, from the local education authority's music service. Pupils are regularly involved in a local Folk festival. The co-ordinator has monitored teachers' planning, but her role does not focus sufficiently on monitoring teaching and learning to ensure that pupils build progressively on previous learning, especially where teachers lack confidence and expertise in teaching the skills of music. Information and communication technology is beginning to support the music curriculum, but it is not yet planned consistently throughout the school.

## **PHYSICAL EDUCATION**



131 At the end of both key stages standards in physical education are above expectations. Pupils are offered a good range of sporting activities as well as very good extra-curricular opportunities in Key Stage 2. Pupils compete against other schools in football, netball, swimming and athletics.

132 In Key Stage 1, most pupils undertake a series of controlled stretching and rolling movements. Nearly all pupils are suitably confident on the large apparatus, moving across benches in different ways and jumping off trestles in a controlled manner. They demonstrate safe landings and move into a forward roll with a suitable finishing position, including a variety of balances and are beginning to link a series of actions successfully. In a Year 2 games lesson most pupils controlled, threw and bounced a variety of different sized balls with some accuracy. However, their progress and improvement was restricted because they were not always given instructions on how to develop their skills in order to improve their performance. As observed in a Year 1 lesson, pupils handle equipment properly in a safe manner under the direction of the class teacher. Pupils clearly understand why they warm up before an activity.

133 During country dancing lessons seen in Year 4, pupils' controlled their movements showing changes in speed, direction and levels. They worked well as individuals and in group work showed good cohesiveness that made their whole performance come together in an expressive way. Pupils demonstrate sound memory skills in recalling sequences of movement. In Year 6 during a football skills training session pupils showed that they were building up stamina to increase personal fitness, and all pupils had a good understanding of the effects of exercise on the body. Pupils are quite competitive and keen to improve upon their personal best. In the shuttle run, for example, they showed good speed and agility and, when passing the ball to each other, direction and control were generally good. Pupils measure, compare and improve with practice showing the ability to build upon teachers' instructions to develop personal ways of increasing their skills. By the age of 11, most pupils swim 25 metres and a small proportion are engaged in advanced swimming skills such as life saving and are aiming for medal awards.

134 Most pupils listen very carefully and respond well to instructions, except where teachers direct rather than teach. During lessons most pupils are aware of health and safety considerations and during gymnastics and games, when given the opportunity, set up and put away apparatus sensibly. All pupils take turns fairly, work co-operatively and are careful not to encroach upon other's personal space as they practise their skills. Pupils are keen to improve their performance and make the best use of available time. Most pupils enjoy their physical education lessons and behaviour is very good in most classes.

135 The quality of teaching is good overall. In Key Stage 1 it ranges from satisfactory to very good. This is linked to the variable subject knowledge and confidence in teaching the different aspects of physical education. The best lessons are characterised by effective warm up activities, brisk pace, clear demonstration of skills and appropriate challenges as the lesson progresses so that pupils are kept well motivated and keen to improve their performance. The quality of teaching observed in Key Stage 2 is generally good with some examples of very good teaching. In these lessons pupils benefit from clear teacher instructions, which help them improve their physical and mental skills. Where teachers' subject knowledge is very good, expectations are high and pupils are encouraged to show initiative and take responsibility for improving upon their skills. Teachers generally display good control and management skills but, where this is less secure for example in Year 2, a few poorly behaved pupils are allowed to affect the quality of the lesson. The planned opportunities for pupils to evaluate their own and other pupils' work is not well developed throughout the school.

136 There is a good policy and aims. Adventurous activities undertaken in Years 5 and 6 enhance the subject's profile. These activities, together with residential visits, contribute significantly towards pupils' social development. The scheme of work has detailed information about the activities to be undertaken by all year groups and careful planning has ensured full coverage of the requirements of the National Curriculum. There are no ongoing records that identify pupils' current standards. Teachers are committed to ensuring quality of access and opportunity for all pupils, and pupils of differing ability make appropriate

progress. Overall the management of the subject is good. Nevertheless, the co-ordinator is aware of the need to monitor the quality of teaching and provide additional in-service training to develop confidence for some colleagues. Resources for the subject are very good, including the hall equipment recently purchased by parents. The use of a variety of small games equipment in the playground at lunchtimes enhances the subject's profile and provides an opportunity for the pupils in Year 6 to undertake levels of independence when they ensure all equipment used is returned and stored in a tidy manner.

## **RELIGIOUS EDUCATION**

137 At the end of both key stages pupils achieve satisfactory standards in religious education, in relation to the requirements of the local Agreed Syllabus. However, there are some gaps in older pupils' knowledge and understanding, particularly of the faiths of Judaism and Islam. This is because the syllabus has only been in place for two years.

138 By the end of Key Stage 1, pupils recognise some important symbols in Christianity and Judaism. They know the main events in the story of the birth of Jesus and about the Hindu festival of Diwali. They make clay diva lamps and draw mendhi patterns. At the end of Key Stage 2, pupils are able to sequence details of the birth of Jesus and know the importance of the creation story to Christians. Pupils are developing an awareness of the importance of symbols in the Jewish faith. Some pupils are developing an understanding of the importance of prayer to religious believers.

139 The quality of teaching and learning is satisfactory overall, but it is better in some classes than others. In some classes there is a low percentage of time given for the lesson. This affects the quality and continuity of pupils' learning, where there is insufficient time for pupils to complete planned activities. In some lessons, the lack of a range of resources, impacts on pupils' learning. For example, pupils learn about the inside of a church and a Jewish synagogue with only pictures in books and a few posters to support teaching.

140 Teachers' planning for individual lessons is very brief. Those who have good subject knowledge overcome these shortfalls by using good questioning skills, which challenge pupils appropriately. In these lessons, pupils make good progress, and teachers often promote pupils' spiritual development well by given opportunities for pupils to share their personal feelings. For example, in a Year 6 lesson, pupils were thinking about their personal responsibility in the community. They shared their thoughts with classmates, and respected what each other had to say. In Year 3 pupils use their own experiences to express the importance of being able to trust their friends and not telling lies. Occasionally teaching is unsatisfactory. This is because planning is not focused as sharply as it could be. As a result, some pupils become restless and the teacher spends too much time trying to manage the class. The teacher does not have clear enough strategies in place to ensure that pupils do not shout out. Pupils' previous work shows that too often they are given the same tasks, with little challenge for higher attaining pupils. There is often a reliance on worksheets, which are frequently coloured in. Marking of pupils' work does not help pupils to make progress in religious understanding as work is too often marked as an English exercise.

141 The co-ordinator is working hard to plan the curriculum using the national guidance for religious education, alongside the school's own long term planning. She knows this needs to be monitored carefully to ensure that pupils build progressively on their previous learning, and that all the requirements of the agreed syllabus are met. Monitoring teachers' planning has begun, and a portfolio of pupils' work is developing. However, there is insufficient monitoring to ensure an appropriate percentage of curriculum time is given to the subject in each class. Although the school has recently purchased some artefacts, there are insufficient resources to support teaching, particularly about the faiths of Judaism and Islam.

142 Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils share their feelings with classmates, and respect each other's views. They are taught,

by good example, to respect the beliefs of the major world faiths, although their learning about Judaism and Islam is fragmentary. Pupils are encouraged to discuss moral values such as trust, and their responsibility in the community.