

INSPECTION REPORT

FREDERICK NATTRASS PRIMARY SCHOOL

Norton

LEA area: Stockton

Unique reference number: 111653

Headteacher: Mr R Canning

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 3 – 6 December 2001

Inspection number: 230337

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Mixed
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Darlington Lane Norton Stockton
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs B Cassey
Date of previous inspection:	23 – 27 March 1998

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Gordon Alston	20794	Registered inspector	Design and technology Physical education Special educational needs English as an additional language Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
A Smith	19740	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
M Ewart	16821	Team inspector	Art and design Mathematics	How good are the curricular and other opportunities offered to pupils?
T Neat	20007	Team inspector	English	How well is the school led and managed?
G Ulyiatt	29188	Team inspector	Religion education Science	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	13
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	19
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	22
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	25
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	26
HOW WELL IS THE SCHOOL LED AND MANAGED?	27
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	30
THE BASE UNIT FOR PUPILS WITH MILD LEARNING DIFFICULTIES	31
PART C: SCHOOL DATA AND INDICATORS	33
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Frederick Natrass Primary School is an above average size school with 328 pupils ranging from three to 11 years in age including 72 children who are under six years of age in the reception and nursery classes. There are very few pupils with parents from another culture, and there are no pupils for whom English is an additional language. The proportion of pupils entitled to free school meals is well above the national average. The percentage of pupils identified as having special educational needs due to learning or behavioural difficulties is above that found in most schools. There is a support base for ten pupils with moderate learning difficulties and four pupils have a Statement of Special Educational Need. The school is in an area where housing is being demolished and is facing a declining roll as families move out of the area. Evidence from the school's own assessments shows that for the majority of children, their attainment in all areas of learning on entering the school is well below the expected level. In the last two years, five staff have left the school and three new staff have been appointed.

HOW GOOD THE SCHOOL IS

This is a happy, caring school that has worked hard since its last inspection and has significantly improved in most areas of concern highlighted in the last report. All staff and pupils work hard showing mutual respect for each other. Across the school, the quality of teaching has improved and the overall quality of teaching is satisfactory. Standards are beginning to rise in writing and mathematics by the age of seven and in mathematics by the age of 11. The school's upward trend in performance over time is similar to the national average. The school is effectively led and managed by the headteacher with strong support from the senior management team, staff and governors. The school gives satisfactory value for money.

What the school does well

- The results of national tests for seven year olds in reading, writing and mathematics are above average when compared to schools who have pupils from a similar background.
- Pupils in junior classes achieve well in mathematics and across the school pupils achieve well in art.
- Children who are under six in the nursery get a very good start to their education.
- The needs of pupils in the support base are well met and as a result they achieve well.
- The school enriches the curriculum by inviting many visitors into school to talk to the pupils and arranging a variety of educational visits to places of interest.
- Very good provision is made to help pupils develop socially and morally. As a result, pupils behave well, form very good relationships and try hard with their work.
- Teachers, classroom assistants and support staff are very conscientious, work together harmoniously and successfully provide a happy, caring environment for pupils.
- The headteacher, with the support of the senior managers and staff, has led the school through a period of considerable change and in consultation with a supportive governing body ensures that money is used effectively.

What could be improved

- The standards which pupils achieve in reading, writing, mathematics and science by the age of seven.
- The standards which pupils achieve in English and science by the age of 11.
- Pupils' ability to express themselves clearly and confidently in discussions or to explain their ideas.
- The number of lessons where the quality of teaching reaches that found in the best lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard since its last inspection in March 1998 and has made good progress in its planned programme of improvement. There is a clearly defined and well-organised management structure that has been instrumental in the significant improvement in most of the areas highlighted as key issues in the last report. It is effective in monitoring and evaluating the work of the school and in supporting new developments. The role of coordinators has been successfully developed and the influence of coordinators on developing their subjects and supporting teachers is having a very positive impact. There is an effective school development plan that carefully links financial decisions to the school budget. The governing body has developed its role successfully and now purposefully supports and monitors the work of the school and the impact of spending. However, it relies heavily on the headteacher for information. The quality of teaching has improved. A planned programme of development of effective schemes of work in all subjects, better planning and a raising of teachers' expectations through target setting for pupils has helped improve the quality. Effective assessment takes place in English, mathematics and science but in other subjects there is no clear record of what pupils have achieved. These improvements in turn are beginning to raise pupils' attainment. The school has focused well and significantly improved its provision for children under six in the Foundation Stage. However, in the reception class the provision is not as good in providing opportunities for children's personal and creative development as in other areas of learning. Through its commitment to higher achievement the school has a good capacity for further improvement. The school almost met the targets it was set in national tests but is in line to achieve future targets.

STANDARDS

The table shows the standards achieved at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	E	E	E*	E	well above average A
Mathematics	E	E	E	D	above average B
Science	E	E*	E	D	average C
					below average D
					well below average E
					very low E*

The information shows that results in English are very low and in mathematics and science are well below the national average. When the school's results are compared to schools with pupils from a similar background they are well below in English and below average in mathematics and science. Results of 2001 tests for seven year olds show that results are well below average in reading and below in writing and mathematics. When compared to schools with pupils from a similar background they are above average in reading, writing and mathematics. Results are low because the attainment of a large proportion of children entering the school is well below the expected level in all areas of learning, especially in language and literacy. Other factors affecting results are high levels of pupils with special educational needs (averaging over 30 per cent in most classes). Results have risen over the past three years at a similar pace to that found in most schools nationally.

Although children in the Foundation Stage achieve well, by the time they reach Year 1, their attainment is likely to remain below the national expectation in all areas of learning except in their social and personal development. In social and personal development they should achieve the expected level. Throughout the rest of the school all pupils achieve appropriately. Inspection findings indicate by the age of seven, standards are below average in reading, writing and mathematics. By the time pupils leave the school they are below average in English and science and average in mathematics. There is no significant difference between the standards that boys achieve in comparison to girls in lessons.

Standards in English and science are not high enough by the ages of seven and 11. There are insufficient opportunities for pupils to write at length in literacy lessons and pupils' reading and writing skills are not being sufficiently well used or further developed in other subjects. In many lessons teachers do not question pupils well in order to get them to offer their ideas and opinions and pupils' skills in expressing themselves are limited. In science, there are too few opportunities for pupils to plan and carry out their own investigations. In mathematics, pupils' ability to answer mental questions is not as strong as their other numeracy skills and not all teachers teach this skill sufficiently well.

In information and communication technology (ICT), at the ages of seven and 11, pupils' attainment is broadly in line with national expectations and in religious education, pupils' attainment is at the level expected by the locally agreed syllabus. Across the school, pupils achieve appropriately, making sound progress in history, geography, music and physical education. Pupils achieve well in art but pupils' making skills in design and technology are below the expected level. This shows an improvement in art since the last inspection and standards in other subjects have been maintained. Pupils with special educational needs make sound progress in relation to their prior attainment and good progress when they receive the effective help from good quality classroom assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school and give of their best at all times. They are eager to learn, settle quickly to their tasks and sustain concentration well. These very positive attributes help pupils to make sound progress.
Behaviour, in and out of classrooms	Very good. All pupils behave very well in all situations. They are courteous and polite to one another and to adults. In the last school year three pupils have been excluded.
Personal development and relationships	Good. Pupils are very mature and sensible; when given the chance they organise themselves purposefully and readily show initiative. Relationships are very good and are built successfully on mutual respect.
Attendance	Pupils enjoy coming to school, although the level of attendance is below that that found in most schools.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 - 2	Years 3 – 6
Lessons seen overall	Good	Satisfactory	Satisfactory

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

Overall, the quality of teaching is satisfactory and the needs of all pupils are appropriately met. In 99 per cent of the 86 lessons seen the teaching was satisfactory or better and in 15 per cent was very good. In one lesson the teaching was unsatisfactory. This is a significant improvement since the last inspection when 11 per cent of the teaching was unsatisfactory. The teaching for children in the nursery, and for pupils with special educational needs, who are taught in the base unit, is particularly strong. The good features of the teaching in these classes are the high expectations of pupils, clear objectives of what the pupils are to learn, challenging tasks and teachers interacting effectively with pupils as they work. These qualities are not always present in all lessons in other classes, resulting in a variation in the quality of teaching across the school. In the majority of classrooms the amount of good and very good teaching is not high enough.

Aspects of English and mathematics are appropriately taught with a satisfactory emphasis on developing pupils' literacy and numeracy skills. Although reading skills are taught well there is a lack of opportunities for pupils to further develop these skills in other subjects for example, in reading for information. In most classes the opportunities pupils have to use and develop their writing skills through extended writing in other subjects as well as English are limited. In mathematics, mental strategies are not taught effectively by all teachers. In science, teachers do not provide enough opportunities for pupils to plan and carry out their own investigations and not enough focus is given to developing pupils' scientific vocabulary and the way pupils record the results of their investigations. In very good lessons, the teachers provide good resources for pupils to use, set high levels of discipline and pupils feel valued. As a result, pupils confidently

contribute to the lessons. Pupils are set appropriate targets, to which they respond to positively by working hard to produce satisfactory quantities of work that is matched to their ability. The satisfactory teaching is instrumental in helping pupils make sound progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, effective planning by teachers in numeracy and literacy. The curriculum caters well for pupils' interests and needs; but there are not enough opportunities for pupils to contribute in lessons and become confident in themselves. A good range of educational visits and visitors enrich pupils' learning.
Provision for pupils with special educational needs	Satisfactory. Teachers provide well matched activities that are based on clear targets enabling pupils to learn effectively. Pupils who are supported in lessons by classroom assistants make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. However, there are insufficient opportunities in lessons for pupils to show initiative and be responsible for their own learning. The staff provide good role models and have very clear expectations of pupils' behaviour. Mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities. There is good provision for pupils' cultural development and satisfactory for spiritual development.
How well the school cares for its pupils	Good. Pupils are looked after sensitively in a warm, caring environment. Teachers know pupils well. There is good assessment in English, mathematics and science but not in other subjects.

The majority of parents support the school well, particularly in raising funds, but a minority offer little support by helping pupils at home with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good The headteacher provides clear leadership and is well supported by the senior managers and coordinators. They have successfully steered the school through a period of considerable change. Coordinators conscientiously manage the development of their subjects.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school and carry out their duties purposefully. They rely on the headteacher in order to evaluate the work of the school successfully.
The school's evaluation of its performance	Good. The school has a clear view of what it does well and where it needs to improve. Where areas for improvement have been identified effective action has taken place.
The strategic use of resources	Good. The school makes good use of its staff, building and material resources. Staff and pupils use their time well.

The school considers carefully how it can get best value in purchasing equipment and services. The level of staffing, the quality of the accommodation and the quantity of resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the progress that pupils make. • The expectation that children work hard and do their best and the good behaviour of pupils. • The good management and leadership of the school. • The school is approachable and the school works closely with parents. 	<ul style="list-style-type: none"> • The amount of homework pupils receive. • A more interesting range of activities out of school. • The amount of information they receive about how pupils are getting on.

The inspectors' judgements support the parents' positive views. However, inspectors' judgements do not support the views where parents expressed concern. Homework is consistently set and supports pupils' learning. The school provides a range of activities out of school similar to that found in most schools and many pupils enjoy these sessions. There are sufficient opportunities for parents to discuss how pupils are getting on and an appropriate annual report on pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 national tests, the proportion of pupils at the age of seven reaching the expected level (Level 2) or above was well below the national average in reading and writing and close to the national average in mathematics. The proportions reaching the higher level (Level 3) was well below the national average in reading, close to it in writing and below in mathematics. Teacher assessments indicate a similar picture in science to that in mathematics. When compared to schools with pupils of a similar background the proportion of pupils reaching Level 2 and above is above average in reading, writing and mathematics. The school's results have been consistently well below average each year since 1997 but improved significantly in 2001 in mathematics and writing.
2. The 2001 National tests at the age of 11 show the proportion of pupils reaching the expected level (Level 4) or above was very low in English and well below average in mathematics and science. The proportion reaching the higher level (Level 5) was well below the national average in all three subjects. When compared with schools that have pupils with similar backgrounds, results are well below average in English, and below average in mathematics and science. Trends over time indicate results have been consistently well below average, although there was a rise in science and a fall in English and mathematics this current year. Results are low and variable because the attainment of a large proportion of children entering the school is well below the expected level in all areas of learning, especially in language and literacy. Other factors affecting results are high levels of pupils with special educational needs (averaging 30 per cent in most classes). Inspection findings do not support these test results and judge pupils' attainment in English at the age of seven and 11 to be below average and in mathematics to be below average at seven and average at 11. Standards in science are below average at seven and at 11. Standards are improving because of the training given to teachers in the use of the National Literacy and Numeracy Strategies and a focus given to improving opportunities for pupils to develop their problem solving skills in mathematics. In national tests, there is no difference between the results of boys and girls. The school almost met the targets it was set by the local authority in national tests in 2001.
3. Standards in English, mathematics and science are not high enough. The main weakness that pupils have is their speaking skills. They cannot explain their ideas or opinions sufficiently well and their vocabulary is limited. This impedes their progress in all other aspects of English and in other subjects such as science. Not all teachers compensate for this sufficiently well because there are not enough opportunities for pupils to contribute in the oral parts of lessons in some classes. Similarly, in writing, there are too few opportunities for pupils to write at length or for independent reading in their literacy lessons or in other subjects. In mathematics, pupils' ability to answer mental calculations is not as strong as their computational skills and the quality of teaching in the mental/oral part of lessons are not consistently of good quality. Pupils' ability to plan and

carry out their own investigation or explain their findings are not as good as they should be because there are not enough opportunities in lessons for pupils to use and apply their scientific knowledge in everyday, practical situations.

4. Assessments of children on entry to the school show that significant numbers of children, who are under the age of six, enter school with language skills, number and personal and social skills that are well below the expected level for children of this age. They achieve well in all areas of learning in the good learning environment seen in the Foundation Stage, particularly in the nursery class. However, it is unlikely that by the time they are ready to start Year 1, the children will achieve the expected level in communication, language and literacy development, mathematical development and knowledge and understanding of the world. They may well do so in their personal, social, and emotional development.
5. In the previous report, standards were judged to be below average in English, mathematics and science by the end of both infant and junior stages. Areas of weakness identified were concerned with underachievement in ICT. A significant improvement has been made in this subject and all pupils are making sound progress in infant classes and good progress in junior classes and reach expected levels for their age at seven and 11 years. The school has recently spent a large amount of money on improving its resources and invested considerable time and effort in staff training. This has had a positive influence on pupils' attainment.
6. Overall, pupils' attainment in English by the end of both infant and junior stages is below the national average. In both infant and junior stages, progress is sound in reading, writing and speaking and listening. By the age of seven and 11, pupils' attainment is below national expectations in speaking and listening, reading and writing. By the age of seven, although the majority of pupils listen carefully, lower and average attaining pupils are not confident in expressing their ideas. Due to limited vocabulary many pupils do not express themselves clearly, for example in the literacy hour. By the age of 11, the vast majority of pupils contribute appropriately to class discussions. However, a large proportion of lower attaining pupils are not able to clearly explain their views due to a limited vocabulary. In reading, the majority of pupils show a developing enthusiasm for books. By the age of seven, pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to show understanding of the main points in the text. Lower attaining pupils have the skills to approach unknown words confidently. By the age of 11, the best readers are able to select key points and talk about the main points in the story. In writing, by the age of seven, many pupils display limited ability in writing 'lively' stories and their vocabulary lacks imagination. Higher attaining pupils' handwriting is usually well formed and they have sound strategies for spelling words. By the age of 11, higher attaining pupils use appropriate expressive language and show imagination in story writing. Pupils' skills in spelling are appropriate. However, although handwriting is joined it is occasionally untidy and not well controlled. Lower and average attaining pupils have difficulty extending their ideas and, although sentences are usually grammatically correct, their vocabulary is unexciting.

7. Overall, in English, progress is sound for all levels of attainment, including those with special educational needs. In speaking and listening, pupils make satisfactory gains in their ability to express thoughtful ideas about a story. However, the quality and number of opportunities for pupils to express their ideas and opinions are not consistent across the school. In reading, higher attaining pupils have made satisfactory gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the use of contents and index. Limited opportunities for pupils to read independently, or to find information in subjects other than English, impedes the further development of reading skills. In writing, higher and average attaining pupils make steady progress in the development of the necessary skills to write at length or for a specific purpose. However, a limited range of opportunities for pupils to write creatively and at length, in English and in other subjects, limits progress in this aspect of their work.
8. Pupils' attainment in mathematics is below the national average by the age of seven and close to it by the age of 11. Overall, all pupils make sound progress in infant classes and good progress in junior classes. Progress in mental mathematics is not as strong due to inconsistencies in the quality of teaching in the mental/oral parts of lessons. By the age of seven, pupils are not fully confident in applying the rules of addition and subtraction. The majority are beginning to understand place value to 100 and their number bonds to ten. Higher attaining pupils can 'round up' numbers when adding or subtracting one or two digit numbers. However, many pupils do not see patterns and relationships between numbers. By the age of 11, pupils are beginning to have rapid recall of multiplication facts and are skilled at manipulating numbers. They are competent at short and long multiplication of two and three digit numbers and confident with place value when using positive and negative numbers. Pupils are beginning to gain in confidence in developing their own strategies for solving problems but often find difficulty in explaining their reasoning. Pupils apply computational skills in real life 'word problems' and are developing their mathematical vocabulary.
9. In mathematics, pupils' progress in the knowledge and understanding of number through both infant and junior stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is satisfactory in infant classes and good in junior classes. Younger pupils explain their thinking and develop their own approaches to overcoming difficulties from an early age. Older pupils find this more difficult but are now doing this, and pupils are becoming confident and independent in their mathematics lessons. The quality of the teaching in the mental/oral sessions is not consistent across the school. As a result, pupils' confidence and ability to answer mental mathematical questions accurately is not as strong as their other numeracy skills.
10. In science, pupils' attainment by the age of seven and 11 is below the national average. Overall, progress is sound. By the age of seven, pupils are beginning to develop a satisfactory scientific approach and exhibit sound skills in observation and discussing their findings. Most pupils find it difficult to record their findings due to weak writing skills and limited ability to read and understand the meaning of scientific vocabulary. They are secure in their knowledge of human beings, plants and animals and in their knowledge of common materials

and physical phenomena. By the age of 11, pupils have limited ability to recognise the need for a fair test and understand why this is important, to plan and carry out their own experiments and select relevant equipment. This is because, on too many occasions, teachers guide pupils through the process restricting the development of their own ideas. However, pupils use their results effectively to draw conclusions. Pupils have a sound knowledge of the natural world, materials and their properties and the physical world. Pupils' skills in recording their work are weak due to limited knowledge and understanding of scientific vocabulary. Satisfactory use is made of tables, bar charts and line graphs in communicating their findings.

11. In ICT, pupils' attainment is close to national expectations by the age of seven and 11. In the past, the school has had few resources and pupils have had little opportunity to develop their ICT skills. As a result of development of an ICT suite and recent additional resources and training, all pupils are making sound progress from a low level of prior attainment in infant classes and good progress in junior classes. By the end age of seven, pupils are confident in the use of a 'mouse' with simple software packages. They understand the function of, and effectively use the keyboard. By the age of 11, pupils understand and use the language of ICT as they talk about what they are learning. However, pupils' skills in using the keyboard are limited because many type with their index finger only. They can put together picture and text as the first stages of a multi-media presentation. The skills displayed by pupils in Year 6 are at the expected level in word processing and data handling and their knowledge of the control and monitoring aspect of the subject is satisfactory. Around half the pupils have no access to a computer at home. ICT is used to support the learning in other subjects. For example, pupils use mathematics programs to extend their knowledge of multiplication tables, which is a whole-school target. Pupils use ICT in their art work as they complete illustrations in the style of the artist Piet Mondrian. Pupils in Year 3 were using ICT to access information from the Internet to assist them in their history topic about ancient Egypt.
12. By the age of seven and 11, attainment in religious education is in line with standards expected in the locally agreed syllabus. The majority of pupils make sound progress in both infant and junior stages. Pupils have a wide knowledge of Christianity, and a sound knowledge of other religions such as Hinduism. They confidently discuss their own views and feelings about different religions and compare similarities and differences.
13. Across the school in geography, history, music and physical education all pupils achieve appropriately and make sound progress so that by the time they leave the school pupils achieve expected standards for their age. In art, pupils achieve well and make good progress reaching higher standards than expected for their age. In design and technology, pupils make sound progress and achieve the level expected for pupils of this age in the design aspect but making skills are limited due to many pupils having poor manipulative skills. There has been an improvement in art and generally standards in other subjects have been maintained since the previous inspection. There is no significant difference in the progress made by boys and girls.

14. The school has made a good effort in introducing the National Literacy and Numeracy Strategies. However, pupils' literacy skills, which are below the expected level, are not used or further developed in other subject areas. Pupils' writing skills are not used appropriately; there are too few opportunities for pupils to write at length or for different purposes, for example, in religious education and history. Likewise, there are not sufficient opportunities for reading for information. The learning in many subjects is restricted by a lack of opportunities presented to pupils to use their research skills for example, in science, history and geography. Pupils' numeracy skills, which are below the expected level, are used appropriately to classify, compare and measure in several subjects, examples were seen in art, design and technology, geography, ICT and science. The school has set itself appropriate targets for literacy and numeracy that it is on course to meet.
15. Pupils with special educational needs achieve appropriately and make sound, and at times, good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistant provides good support. The quality of individual education plans for pupils at Stage 2 and above is good. Class teachers, the special educational needs coordinator, classroom assistants and outside agencies compile them. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Pupils are supported well in the classroom when classroom assistants are present. However, classroom assistants are not always available to support pupils in literacy or numeracy lessons. As a result, teachers do not always have the time they would like to support these pupils and this limits the progress they make. Pupils in the base unit achieve well because of the good teaching and effective support they receive from the two members of staff.

Pupils' attitudes, values and personal development

16. In the previous report, the quality of these aspects was considered to be good for attitudes, behaviour, relationships and satisfactory for personal development and attendance. There was a small minority who did lose interest if teaching was not well matched to their abilities. Lunchtimes were considered to be noisy and boisterous. There were also a limited number of opportunities for pupils to develop a sense of personal initiative and responsibility. The school has worked hard since the last inspection and has successfully built upon and further developed these positive aspects. Pupils' attitudes, their behaviour, personal development and relationships are now considered to be very good overall.
17. Children settle quite quickly into the very positive school routines and are very enthusiastic about school. They are interested and involved in school activities and learning. This begins from first entry into school and is maintained around the school by almost all of the pupils. They are happy in all years and classes throughout the school day. For example, at lunchtimes and in the playgrounds they are clearly very comfortable with each other and staff, both teaching and non-teaching. The very positive levels of encouragement and praise given by staff to pupils, as apart of the school's behaviour policy, motivate them very well. Pupils are eager to share and demonstrate to all adults, teachers and visitors,

within the classroom. For example, in physical education lessons they proudly share their abilities with other pupils and in a religious education lesson several pupils were eager to show their writing skills to an inspector. They clearly demonstrated their growing pride in their achievements. Pupils with special educational needs have equally good attitudes to the school, as they are very well integrated within the whole school and its community. The positive relationships between pupils and all adults are very good and this allows pupils to develop growing confidence in their own abilities as they progress through the school.

18. The greater majority of pupils behaved very well during the inspection. However, there are a small number of pupils who occasionally misbehaved and lost concentration. This was generally when the teaching was not correctly targeted at their abilities, resulting in attention wandering, and failure to follow classroom rules and a reluctance to participate in learning. These rare occurrences were dealt with quickly and effectively by staff. Pupils are quick to settle to tasks and act in a responsible manner. For example, in a Year 4 physical education lesson, focused on improving pupils' throwing and catching abilities, pupils stayed correctly focused and did not become silly despite the clear temptation the lesson offered. Pupils show positive levels of concern and regard for each other. For example, at break times they are careful and show awareness of others. In one incident, an infant boy tripped and was escorted to the office by a younger infant girl who supported him both physically and verbally. In discussions with various groups of pupils in the different playgrounds they all expressed a similar viewpoint of feeling very safe. None expressed any concerns about bullying or harassment within the school community. They knew what to do if not at ease in the school and felt quite confident to talk to any member of staff at any time if feeling threatened in any way. Pupils know and accept the school's high expectations for good behaviour and are quite happy to follow these rules. The school's behaviour policy is consistently applied throughout the school by all staff and this does help to maintain the very positive, caring and secure environment that the school works hard at maintaining. There have been three pupils excluded from the school in the past year for unacceptable behaviour. The behaviour of these pupils improved after the exclusion.
19. Relationships are very good between all pupils and staff. For example, the school's office administrator, site manager, dining hall staff and mid-day supervisors are all very well respected by the pupils due to the very good relationships they have with the pupils. Pupils have the same high respect for each other, visitors and teachers. This is a mature and beneficial approach, which actively supports their learning. The personal development of pupils is good throughout the school. There are greater opportunities for responsibilities as pupils do progress through the school. Pupils are happy and eager to accept responsibility. For example, acting as door monitors, classroom assistants, monitoring pupils across the road to the canteen at lunchtimes, collecting refuse from the playgrounds and generally around the school. They are eager to volunteer to take messages to the school office, get out equipment and assist in the canteen in cleaning and collecting utensils. The school is very tidy internally with the exterior of the building showing very little graffiti, this is due to the pupils having respect for, and ownership of the school.

20. Attendance is well below the national average. This is a broadly common situation found in schools with similar social and economic backgrounds. The school is aware that this is not acceptable and tries to seek ways to improve by making both parents and pupils more aware of the importance of good attendance and punctuality due to the impact they have on pupils' learning. For example, in newsletters issued to parents and in awards to pupils for good attendance as well as teaching staff constantly reminding pupils of arriving to lessons on time. Pupils are eager to come to school and a significant number do arrive quite early. The school is currently considering the value of introducing a breakfast club.

HOW WELL ARE PUPILS TAUGHT?

21. In the previous inspection the quality of teaching was unsatisfactory in 11 per cent of the lessons seen. This was mainly due to ineffective management of a few disruptive pupils, low expectations of higher attaining pupils and work not well matched to pupils' ability. Overall, the quality of teaching has improved significantly and in only one lesson was unsatisfactory teaching seen. The quality of teaching has improved particularly in English, mathematics, ICT, religious education and art across the school. A number of factors have contributed to the improvement in the overall quality of teaching. These include the development of effective schemes of work and a raising of teachers' expectations through target setting. Teachers' short-term planning has improved; the majority of lessons have clear learning objectives. There has been a number of teaching staff changes and staff training has been beneficial in improving the teaching of English, mathematics and ICT. The headteacher regularly monitors the performance of all the teachers in the classroom and a professional dialogue follows on the strengths of the teaching and areas of improvement.
22. Overall, the quality of teaching is satisfactory and the needs of all pupils are appropriately met. In 99 per cent of the 86 lessons seen the teaching was satisfactory or better and in 15 per cent was very good. In one lesson, teaching was unsatisfactory. The teaching for children in the nursery, and for pupils with special educational needs, who are taught in the base unit, is particularly strong. The good features of the teaching in these classes are the high expectations of pupils, clear objectives of what the pupils are to learn, challenging tasks and teachers interacting effectively with pupils as they work. These qualities are not always present in all lessons in other classes, resulting in a variation in the quality of teaching across the school. In the majority of classrooms the amount of good and very good teaching is not high enough. For children under six in the Foundation Stage, the teaching was almost always at least satisfactory and in ten per cent of the ten lessons was good; and was very good or better in 40 per cent of lessons. One lesson was unsatisfactory. In infant classes, the teaching in the 24 lessons was always at least satisfactory, good in 38 per cent of lessons and very good in eight per cent. In junior classes, the quality of teaching was always at least satisfactory in the 48 lessons; good in 25 per cent of lessons and in 15 per cent was very good.
23. Across the school aspects of English are appropriately taught with a satisfactory emphasis on developing pupils' literacy skills. Although reading skills are taught well there is a lack of opportunities for pupils to read independently or to further

develop these skills in other subjects for example, in opportunities to read for information. In most classes, the opportunities that pupils have to use and develop their writing skills through extended writing in English and also in other subjects are limited. In infant and junior classes, there are too few opportunities for pupils to discuss their ideas, to debate issues or to take part in drama sessions. In mathematics, there is satisfactory teaching of basic skills in infant classes and good teaching of these skills in junior classes. However, mental strategies are not taught well by all teachers. In science, teachers do not provide enough opportunities for pupils to plan and carry out their own investigations independently and not enough focus is given to developing pupils' scientific vocabulary and the way pupils record the results of their investigations. This restricts pupils' development of the ability to show initiative and be responsible for their own learning.

24. A strength of the good teaching is the ability of teachers to present lessons in a well organised and accessible way, which immediately attracts and holds pupils' attention. Teachers state clearly what pupils are to learn and share this with them, checking whether they have achieved this at the end of the lesson. This was the case in a very good mathematics lesson in Year 4 pupils when they were asked to investigate subtraction of two digit numbers. The lesson quickly moved from mental work into pupils using their strategies subtracting two digit numbers from three digit numbers. The best lessons clearly build on previous learning and are successful in enabling all pupils to make good progress. For example, in a Year 6 mathematics lesson, pupils explored the 24 hour clock and its relevance in everyday life. The teacher had a good balance between giving information to pupils and questioning them; good use was made of the interactive screen to demonstrate effectively the teaching points. As a result, the pupils gained a good understanding of the concept. Design and technology lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In one good lesson, Year 2 pupils effectively built on their existing knowledge of puppets. The teacher was skilful in assessing pupils' needs and provided good support directing pupils in how to improve their puppet. Discussion and questions were used to challenge pupils and check understanding. In very good literacy sessions, a strength is the great value that teachers place on pupils' contributions. For example, in a Year 1 lesson as pupils discussed how to write instructions for making 'Leon the Lion's stew', good use was made of pupils' responses that helped develop the content of the lesson, and make it more meaningful.
25. Teachers have a sound knowledge and understanding of all the subjects they teach. In a good Year 3 ICT lesson, the teacher effectively transferred her own expertise, helping pupils to gain a good understanding of fields, records, files and how they could use a database. The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. A variety of teaching methods is used effectively to achieve good levels of concentration, and create an industrious learning environment. In English, group teaching is effective. It encourages and supports pupils and as a result, they make sound progress. In mathematics lessons, teachers use their time well, monitoring and supporting pupils as they work. When classroom assistants are present they are used productively by helping pupils as they work and increasing their amount of work they do. In the teaching of pupils with special educational needs, good quality

resources are used effectively to support pupils' learning. Teachers show sound skills in assessing pupils' understanding of the task as they work and the marking they do when pupils have completed the task provides appropriate comments for pupils to further improve.

26. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of children under six, teachers encourage and greatly value children's efforts and responses. In the nursery, staff have high expectations of children in all areas of learning. They plan appropriate activities carefully and intervene in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In an excellent lesson, as children examined and described the features of a tangerine, the teacher developed the lesson effectively providing the children with first hand experience and extending not only their language but also their number skills and personal development. In art, teachers intervene effectively whilst pupils are working in order to challenge their thinking, pose open questions, leading pupils forward with their work, or to provide positive feedback. In a Year 3 lesson, good progress was made in the lesson as pupils transferred the knowledge of colour mixing they had gained in previous lessons into printing to create a piece of wrapping paper. Praise and encouragement from teachers prevail throughout the school in all lessons. This does much to motivate pupils and enhance their learning.
27. Where the teaching is less effective or unsatisfactory, qualities that are missing are high expectations of pupils, good pace to the lesson, challenging, interesting tasks, effective intervention by the teacher and the opportunity for pupils to learn independently. For example, In a Year 1 literacy lesson, the teacher did not intervene sufficiently well as pupils worked in order to extend their thinking or check on their learning. In a Year 6 gymnastics lesson, the learning objective was too broad 'to develop a sequence of symmetrical movement and balance' and pupils were unaware of the precise skills they were trying to use and develop. In a Year 4 history lesson, the task lacked interest and challenge for the lower attaining pupils, and for the most part of the task there was limited pupil involvement. In a Year 5 science lesson, the task did not provide pupils with the opportunity to be responsible for their own learning, too much emphasis was placed on pupils' writing and drawing than developing their observational skills. Low expectations of pupils are reflected at times in unchallenging worksheets, which slows down the pace of pupils' learning.
28. Homework is used consistently and supports the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling, number work, and occasionally geography and history. There is no reading diary to provide a link between home and school.
29. There are high numbers of pupils with special educational needs in all classes that receive support in the classroom. The quality of this support is satisfactory and the pupils have access to all areas of the curriculum. Individual education plans exist for all pupils who are at Stage 1 and above. They are well planned and structured and identify appropriate and realistic goals. Good support for these pupils is provided by well-matched tasks planned by the teacher and effective support from classroom assistants, enabling pupils to make good

progress towards the targets set for them. However, in some literacy and numeracy lessons there is no extra support and progress is not as good. All teachers show patience and understanding and have high expectations of both the academic performance and the behaviour of pupils on the register of special educational needs. In nursery and reception classes, these pupils are given very good, skilled assistance by well-qualified and experienced nursery nurses and assistants. The combined attention of the teacher and support staff has a positive impact upon the good progress that the pupils make. Pupils who work out on an individual basis with a specialist teacher make good and at times, very good progress.

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

30. In the last inspection, the curriculum was judged to be generally broad and balanced, meeting National Curriculum and religious education requirements. This is still the case. Literacy and numeracy are given greatest emphasis and the school has adopted both National Literacy and Numeracy Strategies. There is no scheme of work to guide teachers in improving pupils' speaking and listening skills, which are well below what they should be throughout the school and which have a negative effect on attainment in other subjects. Numeracy skills are reinforced in other areas of the curriculum, but speaking, listening and reading and writing skills, although used, are not well planned for in other subjects. There are strengths within the curriculum, such as the teaching of art and the application of mathematics in problem solving. ICT is well used across the whole curriculum. There are limited opportunities for pupils to engage in independent work, to show initiative or to evaluate the quality of the work they produce. In particular, there are not enough opportunities for pupils to read for independent research for example in geography, history and religious education or to investigate for themselves in science.
31. While much time is allocated to literacy and mathematics, there is in some classes an imbalance of time provided for other subjects. For example, in one year group science has an allocation of only one hour per week, while in another, it is taught as an hour and a half block.
32. Planning was found to be weak at the time of the last inspection. The school now uses the schemes of work provided by the Qualifications and Curriculum Authority for the foundation subjects and the locally agreed syllabus to guide the teaching of religious education. Planning is now satisfactory. Several policies and schemes have not been reviewed since the introduction of the new National Curriculum. At present the school does not have a programme of curriculum review in place to ensure the regular updating of policy and practice.
33. Provision for children under five was found to be unsatisfactory in the last inspection and formed one of the key issues for improvement. The Foundation Stage now covers all pupils in reception classes as well as nursery. Provision in the Foundation Stage is good, with particular strengths in the nursery, where pupils are given a very good start to their school life through a rich curriculum. There are limited opportunities for pupils to develop independence and creativity

in the reception class. Overall the curriculum reflects the Early Learning Goals well.

34. In the last inspection, provision for higher attaining pupils was judged to be insufficiently challenging, but current inspection evidence shows that this has been addressed. The curriculum is well differentiated to match the various levels of attainment in classes and ensure that all pupils are included through access to the whole curriculum. The school complies with the Code of Practice for pupils with special educational needs and individual education plans identify appropriate targets. The special unit in the school makes good provision for its pupils.
35. There are good links with neighbouring schools as the school is a member of an Education Action Zone (EAZ). For example, pupils have learned about publishing by producing an article for the EAZ journal; some pupils are benefiting from attendance at local 'master classes' in literacy, mathematics and ICT and funding for equipment has provided the school with six laptops for pupils to use. The community contributes well to pupils' learning as the school has a policy of enriching the curriculum through experiential learning. In effect, this means that pupils make a number of visits to places of interest in connection with the topics they are studying. In the last year these included Teesmouth Field Studies Centre, Segedunum Roman fort and Leeds University to attend a science fair. The school also makes good use of the local village community through its links with a local history society. Pupils have studied the history of Norton with the assistance of its members, enjoying amongst other things a walk through the Saxon burial grounds. There is a satisfactory range of extra-curricular activities including sport, ICT, science and a homework club for two terms a year.
36. The school's provision and practice for all pupils to be socially included in all that the school provides are good. The school continues to be committed to equality of access and opportunity for all pupils in all aspects of school life. Policies for equal opportunity are well understood by adults and pupils and are carefully implemented throughout the school. There is no significant difference in attainment as a consequence of gender, disability, race or creed discrimination. Sporting activities are accessible to both sexes. Teachers' questioning and allocation of jobs show no bias towards gender, ability or ethnicity. Pupils with Statements of Special Educational Need receive well-structured support and they join in with the wide range of classroom activities at their personal level. No occurrence of racial or gender-based incidents was seen and school documentation indicates that there are strategies in place to deal with them, if they occur. There are no pupils in school for whom English is an additional language.
37. The overall provision for pupils' personal development is good. Many pupils start school with very limited social and personal skills. All of the adults in the school make considerable efforts to help pupils develop positive relationships and become good citizens. The school is developing a new programme for personal, social and health education. A policy and scheme of work have been drawn up, including a section on drug education and a revision to the existing sex education policy, which is awaiting governors' approval. Teachers have received in-service training on the scheme and are beginning to use it. In some classes, teachers

are integrating the scheme across the curriculum, while in other classes specific time is allocated. In a Year 1 class, pupils learned very effectively about keeping safe and the people who help us to stay safe through a drama improvisation.

38. The provision for pupils' spiritual development is satisfactory. It is achieved within the context of collective worship and the religious education curriculum, but is underdeveloped in the wider curriculum. Pupils are encouraged to share their experiences, ideas and feelings and teaching and support staff consistently value these. This significant support for the self-esteem of all pupils is particularly important to those pupils with special educational needs. In subjects such as English, history and religious education pupils have the opportunity to consider the beliefs and feelings held by people of other times and places and to make responses from their own experiences. Assemblies and daily acts of collective worship provide valuable opportunities for pupils to experience a sense of 'belonging' but do not always provide time to reflect on values and those dilemmas common to us all for which there may be no simple answer. As there is no specific policy for the provision for spiritual, moral, social and cultural development, valuable opportunities for spiritual development in areas across the curriculum are sometimes overlooked.
39. The school promotes pupils' moral development very well. There is a strong emphasis on learning the difference between right and wrong. The school has a clear policy on positive behaviour management, in which sanctions and rewards are used by all staff and understood by all pupils. There is a climate of mutual respect in which pupils are encouraged to consider the feelings of others and the consequences of their actions. Adults act as good role models and handle potentially difficult situations with warmth and humour.
40. There is very good provision for pupils' social development. In lessons, pupils learn to work co-operatively, to take turns and to share. They listen carefully to others when they are speaking. On educational visits they learn to be the bearers of the school's good name and have been praised by members of the community for their courteous good behaviour. Staff work to develop pupils' self esteem through, for example, assemblies in which good work and good behaviour are praised. Pupils make very good progress in this aspect of their development so that their social skills contribute effectively to their learning.
41. Cultural education is well developed. The school places a high value on arts education. Theatre and music presentations are a regular feature of school life. Recognising that pupils come from a white working class background, the school places a particular emphasis on introducing them to the religious and cultural traditions of Britain's multi-ethnic communities. At various times, visits have been made to the local Church, the Gurdwara, the Mosque, the Synagogue and the Hindu Temple. In Year 2 pupils who were studying the Hindu festival of Diwali were making greetings cards, rangoli patterns and clay lamps or diwas to light for the celebration. Through such experiences pupils develop cultural respect and tolerance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. In the previous report the quality of these aspects was considered to be generally satisfactory. Child protection was effective, health and safety procedures were consistently applied with fire drills and safety inspections. The school has worked hard since the last inspection and has successfully built upon and further developed these positive aspects in many instances. Procedures for monitoring and improving attendance and good behaviour, eliminating oppressive behaviour, for personal development and for provision for pupils with special educational needs and for the educational and personal support and guidance, are good.
43. All the school's staff are strongly committed to the positive care and support of all the pupils. They are consistently warm and understanding in their relationships and very sensitive to the needs of their pupils. The school has further developed a sound and secure family caring atmosphere of support and nurture for all of its pupils. This is beneficial in fostering pupils' growth. The school's caring ethos, very good relationships and the high levels of trust that pupils have with all staff contribute to the monitoring and support of personal development. The school has secure systems in place to assist in the sensitive induction of pupils into the school. This allows them to quickly settle into the welcoming atmosphere. There are sound procedures in place for child protection and all staff are kept suitably informed by the regular updating of information at staff meetings and by individual conferences. The headteacher currently is the child protection nominated person, has received suitable training and does ensure that all staff know to be always vigilant and what to do if they have any concerns. Outside agencies provide suitable support to the school and there is regular contact with these agencies.
44. The school is generally effective in maintaining its health and safety responsibilities for all of its pupils and staff. The school has adopted the local authority guidelines and there are regular effective termly fire drills, the details of which are logged. There is a considerable level of concern within the school, with which the inspection team agrees, about the movement of vehicles between the school buildings at the start and end of the school day. The school is currently reviewing its options in highlighting the risks involved and in looking for suitable methods to improve this area of concern. There are two qualified first-aiders within the school. Attendance and punctuality are carefully recorded and suitably monitored by the school administration secretary. She is vigilant in reviewing the registers for patterns of absence across both classes and year groups for both individuals and families. She follows up any absences carefully by attempting to contact parents to make inquiries as well as informing staff and the education welfare service as and when required. The school works hard to maintain and in attempting to further improve its current records of attendance and absence by informing parents and pupils of the good value of high attendance and punctuality.
45. The school maintains, by the good management, the very good levels of behaviour both within the school buildings as well as at other times for instance breaks and lunch times. There is a positive behaviour system in place, which is known and followed consistently by the school staff. Pupils have respect for the

school's high expectations for good behaviour and the positive effects that are produced are in part due to the mutual approach they adopt. The school's anti-bullying and elimination of all oppressive behaviour procedures are effective in treating all pupils equally. The school is aware that many pupils have significant volumes of low self-esteem. They work hard at establishing positive methods to raise the confidence of all pupils by placing a strong emphasis on making pupils aware of their own self-worth, abilities and importance both within the school as well as in the wider community.

46. The school uses appropriate procedures for identifying pupils who have special educational needs. Teachers assess pupils' progress and if there is need for intervention from an outside agency, the special educational needs coordinator is able to contact the appropriate agency for more specialist support. The co-operative approach in meeting pupils' special educational needs is a positive feature of the school provision, contributing well to the academic and personal development of these pupils.
47. The procedures for assessing and monitoring the pupils' academic performance are satisfactory overall. However, the good practice that is seen in the core subjects of English, mathematics and science, is not developed in all the other subjects. Apart from these subjects, there is little recording of what the pupils can do in other subjects. This means that previous learning cannot always be built upon securely. Assessments in English, mathematics and science are good and this has helped to improve the standards in these subjects. Assessments are thorough and ongoing. Pupils are assessed at the end of each half term on the objectives stated in the teacher's planning. Class and group targets are set and teachers have a clear picture of what the pupils know and understand and the skills that are developing. Teachers use this to build on past learning and to plan for the next stage of learning. Teachers know the pupils well. They keep records of individual pupils' progress. This progress is monitored well and teachers are aware of what the pupil needs to do to improve. Pupils' work is marked carefully. Results that the pupils achieve in the standard attainment tests at aged seven and 11, are carefully analysed. This is also leading to an improvement in standards, particularly in mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. In the previous report the quality of these aspects was considered to be good for partnership with parents and the community. Parents were satisfied with the quantity and quality of the information issued to them by the school. Parents were suitably encouraged to become involved in their children's education and did assist on school trips into the community. The school valued this relationship and involvement. This situation overall is still the same with parents having a very positive opinion of the school and its efforts, with satisfactory levels of effectiveness of home-school links, parental involvement on the work of the school, quality and quantity of information provided for parents. However, the general contribution level of a minority of parents to their children's learning at home is limited.
49. The level and value of information offered to parents are satisfactory. There are regular newsletters issued, which contain valuable news detailing the school's

social and pupils' successes. Currently the school does not issue any regular termly topic information to assist those parents who wish to be more supportive of their children's education at home. The current style of pupil annual reports to parents is satisfactory and is being modified to further detail and support them in understanding the levels and abilities of their children, by setting future targets for development in greater detail. There are two annual parent/teacher meetings per year and the school attempts strongly to make it possible for all parents to visit their children's teachers by recording those who have been unable to attend at the regular times and making further contacts with parents to reassign meeting times. The school has held open evenings on various subjects, for example literacy and numeracy, although not well attended by parents, the school does recognise the value of these meetings in widening parental understanding of current teaching techniques and that they are beneficial in developing stronger relationships with parents.

50. There is a strong 'open door' practice within the school, which is highly regarded by parents. Parents feel comfortable to meet with staff at both the start and particularly the end of the school day. There is not currently, a strong element of parental involvement within the school. This is despite the school's deliberate policy of parental inclusion within classroom activities. When parents are involved in classrooms, they are welcomed and prized by teachers for the support that they offer both in and around the school. The school attempts to further develop this important aspect. There is currently a small but strong support group within the school. Although there is no official designation, they offer valuable support in the generation of both social events and also in the raising of valuable funds which are targeted at additional benefits for pupils within the school. For example, they raise funds to support Christmas events for pupils and on external trips.
51. There were only three parents at the meeting with inspectors, however there was a 23 per cent return rate on the questionnaires that were issued. The analysis of these clearly shows that there is a strong support for the school and its actions in educating their children. The majority of parents felt that their children liked school, children made good progress, the teaching is good, children were expected to work hard and the school is helping pupils to become mature and responsible. The areas parents would like to see improved were the level of information about pupil progress, extra-curricular activities and homework. Inspectors agreed with the positive comments that parents made about the school. However, they do not agree with parental opinion about homework which is consistently given and supports pupils' learning. The level of information currently being issued about pupils' progress is similar to that found in most schools, as is the extent of extra-curricular activities the school supports for pupils' enrichment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The good leadership of the headteacher and senior staff has begun to be reflected in the standards that pupils attain. The improvements in performance at the end of Year 2, where standards are above the level of similar schools in reading, writing and mathematics are evidence of this. Despite the considerable problems the school has faced, standards in reading and writing by the end of

Year 2 have risen significantly faster than in most schools, and although the improvements in leadership and management have not yet fed through to the performance of pupils at the end of Year 6, the rise in the test results of those pupils have broadly kept pace with national increases. The thoughtful leadership of the headteacher provides clear educational direction for the school. He has managed the school well in the very difficult period since the last inspection, in which local housing policy has resulted in a great fall in the number of pupils on roll and a rapid turnover of staff. Despite advertising extensively, the school has had difficulty in filling vacant teaching posts. The headteacher is supported well by the senior managers and the governing body.

53. Since the last inspection, the headteacher's very good leadership of the pastoral aspects of education has been maintained. The highly appropriate and inclusive aims of the school continue to be reflected very well in the life and work of the school. The caring, supportive regime this produces results in the very good attitudes, behaviour and personal development of pupils seen during the inspection. The weaknesses identified in the last report have been addressed effectively. The roles of senior members of staff are clearly understood and those people who lead teams of other teachers are fully involved in the efforts to raise standards. Planning is now clearly structured and systematic, and policies contain much useful guidance to teachers. Those teachers who manage English and mathematics have been checking the quality of work, planning and classroom performance effectively, along with the headteacher and members of the local education authority staff. Plans to allow all who manage subjects time to do this are well-advanced. The outcomes of lesson observations have been discussed with individual teachers and have resulted in improvements. The rigorous monitoring of the quality of teaching ensures that the headteacher knows the strengths and weaknesses of individual members of staff. The school acknowledges that more could be done to share the features of the best teaching in order to further raise the overall quality.
54. Frederick Nattrass Primary School is fully committed to providing equal opportunities for all its pupils. It is socially inclusive and deserves much credit for accepting pupils excluded from other schools. The special educational needs coordinator is experienced and liaises with the class teachers and support staff to give pupils the extra assistance required for them to make progress and be fully integrated into the life of the school. Pupils who have Statements of Special Need receive their entitlement to extra support. Since the last inspection the coordinator has worked effectively to make sure that all pupils who have a special need are identified early, and in working alongside other teachers so that all staff are effective in delivering appropriate programmes of work. The administrative work is up to date and monitored regularly by the coordinator and the headteacher.
55. The school identifies highly appropriate targets for improvement and works well towards achieving them. There is a strong shared commitment to raising standards and many initiatives have been put into place to achieve this, especially in English and mathematics. These include the setting of targets for pupils to achieve over a short period of time in these subjects. This system is very good since targets are set for different ability groups within the class. Targets are also set for the whole class to achieve over a longer period. The

school is aware of the need to keep these under review to ensure that they are as appropriate and challenging as they should be. The school's arrangement for managing the performance of teachers supports the development of the quality of teaching effectively. The headteacher has held regular interviews with individual teachers to support their professional development for many years and these have been incorporated into the new performance management procedures. These contribute satisfactorily to school improvement, although the link between the objectives set for the headteacher and individual teachers is not well defined. Senior staff are involved formally in monitoring progress towards the achievement of the teachers' objectives and feed this information to the headteacher. The school's arrangements for the induction of staff new to the school and teachers who are newly qualified are very effective.

56. The governors fulfil their statutory responsibilities and are increasingly effective in their leadership and management roles. Since the last inspection the role of the curriculum committee of the governing body has developed well and now provides valuable information. The governing body has been through a difficult period in which it was not easy to recruit and retain members, and a small group had to take too much responsibility. The situation has improved and governors now liaise with teachers about work in some subjects and areas, such as personal, social, health and citizenship education. Governors are now beginning to hold the school to account more effectively, although its role in strategic planning is limited and there is a heavy reliance on the headteacher for information.
57. The school continues to make good use of the resources available to it. Spending is clearly focused on the priorities identified in the school development plan. Specific funds, such as those associated with the school's involvement in the local EAZ initiatives are used very well. Financial control and administration are good, as shown by the recent auditors' report. The few minor recommendations it contained have been fully addressed. The school office administrator is an asset to the school because of the quality of her financial and general administration work. The school makes good use of computers and other new technologies. The governors are appropriately involved in setting the budget and make frequent checks on spending. However, they have not yet drawn up and recorded the terms under which its committees, including the one responsible for finance, should operate. The school works well in obtaining good value, competing with similar schools and comparing its performance. It has plans to set up a school council to take account of pupils' opinions, but more could be done to consult parents and pupils.
58. The governors' have a sensible policy of keeping class sizes as low as possible and having as many classroom assistants as the school can afford. As a result, the school is well staffed with good numbers of suitably qualified and experienced teachers and classroom assistants. The accommodation allows the National Curriculum to be taught effectively. The school has enough learning resources to support pupils' learning, and in mathematics, ICT and religious education the provision is good. In art there is a very good range of materials and equipment. Many of the books in the school's two libraries are in poor condition.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve further the quality of education the school offers to its pupils, and to build upon the good improvements since the last inspection, the governors, headteacher and staff should:

1) **Continue to raise standards in English by:**

increasing the opportunities that pupils have to:

- write at length in literacy lessons;
- use and develop their writing and reading skills in other subjects as well as English;
- read independently and use the library regularly;
- extend their speaking skills in lessons for example, through discussion, evaluating their work and effort, and through debate;

and further

to improve pupils' speaking skills by:

- developing a scheme of work in order to provide clear guidance for teachers;
- assessing and recording pupils' attainment in this aspect of their English.

(paragraphs 84, 85, 86 & 90)

Continue to raise standards in mathematics by:

- ensuring the quality of teaching in the mental/oral part of lessons is consistently effective in all classes and in doing so raise pupils' ability and confidence to answer mental calculations accurately and confidently.

(paragraphs 92, 93, 94 & 96)

Continue to raise standards in science by:

- providing more opportunities for pupils to use and apply their scientific knowledge independently in practical investigations;
- providing a sharper scientific focus to the development of pupils' vocabulary and ways of recording the results of their investigations;
- ensuring that planning and organisation and allocation of time for the teaching of the subject are consistent across year groups;
- ensuring that the tasks given to pupils meet the needs of all ability levels.

(paragraphs 101, 103, 104 & 105)

2) Improve the quality of teaching so that it consistently reaches that of the best by:

- raising all teachers' expectations so that they are consistently high across the school;
- extending effective assessment and recording procedures for example, those in English and mathematics, to all other subjects;
- using the information gained from assessment to provide interesting and challenging tasks for pupils of all abilities;
- providing pupils with more activities which require them to show initiative and be responsible for their own learning or to work collaboratively with other pupils.

(paragraphs 27, 30, 47)

Other issues which should be considered by the school:

Provision for pupils' spiritual development.
(paragraph 38)

Consistency in the quality of experiences children in the Foundation Stage receive to promote their creative development and for them to become independent learners and ensuring sufficient focus is placed on the individual stepping stones.

(paragraphs 33, 62, 63, 64, 76)

OTHER SPECIFIED FEATURES

THE BASE UNIT FOR PUPILS WITH MILD LEARNING DIFFICULTIES

60. The support base within the school caters for pupils with behavioural and educational difficulties. At the time of the inspection there were nine pupils all aged between seven and 11. All of the pupils were on the special educational needs register and four had Statements of Special Educational Need. The local education authority recommended all of the pupils for support within the unit.
61. The quality of teaching seen was consistently good. The teacher and support assistant work well together as a team and each play to the others' strengths. They regularly work with small groups of children and provide interesting and stimulating experiences for the pupils. The pace of the lessons is brisk and this helps maintain the limited concentration span of the pupils. Each has the ability to break tasks down into small manageable steps, which the pupils can cope with. This was particularly apparent during a literacy session where pupils were being encouraged to write acrostic poems. Whilst the main focus was the poems, the staff through careful questioning and precise instructions and explanation took every opportunity to further develop skills of spelling, punctuation and handwriting. Displays of writing and work within books reflect the appropriate emphasis placed upon presentation. There are very good

relationships between pupils and staff. This level of trust and respect underpins the ethos of the unit. There is a high standard of behaviour and the pupils are managed with quiet, firm and effective authority.

62. Marking and assessment are strengths of the unit. Careful notes are made at the end of each lesson and these are referred to prior to future planning. Books are conscientiously marked and notes assist pupils in knowing what it is they have to do to improve. Pupils are also regularly tested and adjustments are made to their individual education plans on a half-termly basis.
63. The high proportion of effective teaching is a contributory factor to learning. Whilst all pupils are attaining well below national expectations they are achieving very well for their levels of ability. The attitudes of the pupils are generally good and they appear to enjoy the emotional security of the unit where their individual special needs are well understood and catered for.
64. The curriculum is well planned. Despite the difficulties of the wide range of ages and abilities it offers good opportunities to all pupils. Staff sensibly restrict the number of curriculum activities to be taught each term but ensure coverage of all national requirements during the course of a year. Emphasis is rightly placed upon the development of basic literacy and numeracy skills. However, reference is regularly made to cross-curricular activities, for example during a physical education lesson pupils were asked to consider the working of their heart and questioned about the circulatory system.
65. The unit is well resourced and staff are inventive in their use. Staff preparing and making resources specific to the needs of individuals further supplements these. The unit is tidy and well organised to support pupil independence. Displays support current learning and some are interactive such as a science display which asked pupils to mix a range of solids and then find ways to separate them.
66. Communication with parents is good and they are regularly contacted if there is an enquiry or difficulty.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	25	46	1	0	0
Percentage	1	15	29	54	1	0	0

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

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)	27	274
Number of full-time pupils known to be eligible for free school meals	0	152

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	12	74

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	3
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%
School data	7.2
National comparative data	5.6

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	24	21	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	23
	Girls	18	16	18
	Total	34	32	41
Percentage of pupils at NC level 2 or above	School	76	71	91
	National	84	86	91

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	23	23
	Girls	17	18	18
	Total	33	41	41
Percentage of pupils at NC level 2 or above	School	73	91	91
	National	85	89	89

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	22	17	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	15
	Girls	7	8	9
	Total	13	18	24
Percentage of pupils at NC level 4 or above	School	33	46	62
	National	75	71	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	9
	Girls	10	8	9
	Total	18	19	18
Percentage of pupils at NC level 4 or above	School	46	49	46
	National	72	74	82

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	277
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	19.6
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	255.75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	838,118
Total expenditure	823,013
Expenditure per pupil	2,698
Balance brought forward from previous year	83,275
Balance carried forward to next year	98,380

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

23%

Number of questionnaires sent out

275

Number of questionnaires returned

63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	62	33	2	0	3
Behaviour in the school is good.	57	35	3	5	0
My child gets the right amount of work to do at home.	43	37	5	8	8
The teaching is good.	70	27	2	0	1
I am kept well informed about how my child is getting on.	46	40	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	73	19	3	5	0
The school expects my child to work hard and achieve his or her best.	67	31	0	2	0
The school works closely with parents.	43	44	6	5	2
The school is well led and managed.	63	27	4	3	3
The school is helping my child become mature and responsible.	55	42	3	0	0
The school provides an interesting range of activities outside lessons.	38	38	6	2	16

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

67. Children enter the nursery at the age of three. At the time of the inspection, there were 54 children in the nursery attending part time and 18 children in the reception class attending full time. In the nursery class there is a full-time teacher and two full-time nursery nurses. In the reception class there is a full-time teacher, one learning support assistant and an auxiliary. Good procedures for introducing children to school life and a carefully planned transfer programme between the nursery and the reception class help the children settle in with ease. Care is taken to meet with parents and carers. Positive relationships are established with parents, which enables teachers to establish the needs of children and to carefully plan to meet these needs.
68. All staff establish good caring relationships with the children and provide them with a safe and secure environment. The planning in the Foundation Stage is very good in the nursery, and covers all the nationally agreed areas of learning. In the reception class, written details show the areas of learning are to be covered but in practice insufficient focus is placed on the individual stepping stones, as a result not all areas of learning are fully addressed at times.
69. Children's attainment on entry varies from year to year. The present cohort of children begin nursery with well below average attainment overall. Children in the reception class are assessed in the first few weeks of the school year. They make good progress in the nursery in all areas of learning, as a result of the very good teaching they receive from the teacher and the nursery nurses. This is a very good improvement from the last inspection when teaching in the nursery was judged to be unsatisfactory. A key issue of the previous inspection was to ensure that the provision for children in the nursery and reception classes should fully meet their needs and provide a sound foundation for their future learning. In the nursery class, this has been very well addressed and children are receiving a very good education. Children in the reception class make good progress, in their social and emotional development, in communication, language and literacy and in mathematical development and follow a very structured programme. However, in the reception class there are many missed opportunities when the teacher could further advance the personal and creative development of the children. For example, there are very few occasions when children can choose activities, and take some responsibility for their own learning. Although the teacher does incorporate role play into lesson plans, opportunities are limited for children to initiate their own ideas, nor are they always challenged or inspired to consider what they might do of their own initiative.

Personal, social and emotional development

70. Children enter the nursery with below average skills in personal and social development. This area is given high priority. In both the nursery and the reception classes children are eager to learn. All children make good progress including those children who have special educational needs. Adults provide very good role models, always treating each other and the children with respect

and courtesy, leading to the development of very good relationships. This helps children to think of others. As a result of the good teaching they receive in this area, most are expected to attain the Early Learning Goals by the time they leave the reception class. In both year groups children play and work well together. For example, they patiently wait their turn to be offered a tangerine in the nursery class and to take their turn with the pixie in reception. They respond well to expectations to sit quietly and to say please and thank you. They do as they are told. The children demonstrate growing independence in their dressing skills, and wash their hands before working with food and following painting activities. They are confident to try new activities, which are readily made available to them in the nursery. However, children in the reception class are often supplied with insufficient opportunities to prove themselves capable of demonstrating their abilities. Pupils are thus denied the chance to build on the excellent start provided for them in the nursery class. In both classes, teachers ensure that children feel secure, and praise is warmly given to reward children's endeavours.

Communication, language and literacy

71. Children enter the nursery with a very low level of communication skills. All children, including those with special educational needs, make good progress in the development of their communication, language and literary skills; however, the majority of children are unlikely to achieve the Early Learning Goals by the end of the year.
72. In the nursery class, talk is extensively encouraged, for example, staff sing songs and rhymes with children as they make sandcastles to utilise every opportunity to develop children's speaking and listening skills. The vocabulary of a substantial number of the children is not well developed; for example when asked what they are doing in the sand a child responds only with 'a sandcastle'. Two children are able to correctly name an orange and an apple but they are unable to identify a pear. Children listen avidly to a story read to them by their teacher who uses her voice well to encourage pupils to look carefully at the pictures. The teacher frequently prompts children to 'read between the lines', and they are enthralled with the story, anticipating eagerly what may happen on the next page and are sorry when it ends. However, despite this very good teaching, the level of the children's understanding is underdeveloped and frequently they are unable to explain why certain events occur.
73. In the reception class, children listen with enjoyment and respond well to stories, songs and music. Higher attaining pupils can write their name, readily identify the given letter sounds and are beginning to blend letter strings. Despite planning documentation that shows developmental progression, children do not always form their letters correctly; frequently this is because they are holding their pencils incorrectly and this has not been corrected sufficiently. The average and lower attaining pupils are learning to write their own name unaided. They make models of snakes and alligators and mould the letters 's' and 'a' in sand and find these letters in story books to reinforce knowledge of these sounds. They take turns in speaking about their work and listen well to the teacher and each other. All the children are interested in books and are eager to share their story, hold books correctly and interpret the story from pictures and letter clues. Higher attaining pupils are beginning to read the early reading scheme books.

74. Teaching in this area is good overall and one lesson observed in the nursery class was excellent. In the nursery, a wide range of activities are meticulously planned to engage children in speaking and listening and enable them to communicate their thoughts. Very effective questioning further develops speech and language skills and leads to good progress. The excellent team work between the nursery teacher and the nursery nurses means that every opportunity is taken to reinforce children's knowledge and skills, and for them to practise what they have learnt earlier. In the reception class, pupils make good progress, but there are fewer opportunities made available for children to use and develop skills independently. For example, pupils are not sufficiently encouraged to independently choose and explore for themselves when selecting books to read for pleasure. Pupils with special educational needs make good progress because of the constant interaction of staff according to their needs.

Mathematical development

75. When pupils first enter the nursery their mathematical skills are below that expected of children of a similar age. However all children, including those with special educational needs, make good progress but are not likely to achieve the Early Learning Goals by the end of the Foundation Stage. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines. In both classes, children sing number rhymes sort toys into colour and shape, and count orally. In reception, they count reliably to ten and beyond, recognise numerals, and use language such as 'more' or 'less'. Half of the children in the class have a good understanding of numbers up to 20. In practical activities and discussion they are beginning to use the vocabulary associated with adding and subtracting. They are able to order numbers. In the nursery, children are provided with an abundance of exciting and stimulating opportunities to stimulate development of their learning and in reception children are provided with a good range of resources to aid their understanding.
76. Teaching in this area is good overall. Teachers and support staff throughout the Foundation Stage demonstrate a secure knowledge and understanding of how children learn mathematics. In the nursery, every opportunity is taken for children to develop mathematical understanding through counting, matching, and sorting and through stories, rhymes, games and imaginative play. For example, as found in the tangerine activity where all children were actively engaged in peeling, pulling segments apart and counting. This motivated the children to watch carefully, listen and learn well and tell with accuracy how many pieces have been eaten and how many are left.
77. In reception, this early learning is consolidated and extended, enabling children to become confident and enthusiastic and to join in and talk about mathematical activities.

Knowledge and understanding of the world

78. Children make good progress in extending their knowledge and understanding of the world however, most children including those with special educational needs will not reach the Early Learning Goals by the time they enter Year 1. In the

nursery class, carefully planned activities enable children to find out and identify features of living things and to investigate and question why things happen. For example, children find out about the food stick insects eat and how to clean them out. The teacher and support staff are very effective in encouraging children to investigate their surroundings and to find things out for themselves. For example, they investigate construction materials and learn how to make a bridge for vehicles to go under and over. They experiment with sand and water using a range of tubes and containers and discover how to make sandcastles that will stand up. They investigate the computer and use of the mouse. In the reception class, children make a fruit salad, examining the fruit, and talk knowledgeably about the pips being seeds, from which new fruit is formed. When blindfolded they correctly identify by their senses of smell, touch and taste, a banana, an apple and a grape. One pupil correctly volunteers the word 'dissolve' to describe the process of what happens to sugar when it is heated with water to make the syrup for the fruit salad. Children know how to use the computer programme to paint their faces, choosing from the colours available and the thickness of the brushes.

79. Teaching in this area is very good in the nursery and satisfactory in the reception class. Pupils in the nursery are provided with a very rich and stimulating environment where there are many opportunities to promote independent enquiry. Planning in the reception class usually identifies what pupils are to learn, but it does not always provide sufficient opportunities for pupils to develop independent investigative skills. Pupils in both classes are well managed at all times.

Physical development

80. On entry to the nursery pupils' physical skills are not well developed, and even though they receive good teaching in the Foundation Stage by the time they enter Year 1 most children will not achieve the Early Learning Goals. In the nursery, planning has been addressed since the last inspection and identifies where the children are given good opportunities to develop their manipulative skills and to engage in self-initiated activities. All activities are now detailed and well supported; for example pupils frequently engage in cut and stick activities and they are constantly encouraged to use their imagination. In the reception class, in a music lesson, pupils make insufficient progress, because the teacher fails to provide opportunities for creative exploration or expression in their movements in a taped movement lesson. The school has adequate resources and since the last inspection the timetable in both classes has been adjusted so that when weather does not permit outside play, hall time is available for children to develop further physical skills.

Creative development

81. Overall, children are making good progress in the Foundation Stage, although evidence indicates that most children, including those with special educational needs, will not attain the Early Learning Goals by the time they enter Year 1. Although pupils enter the nursery with low levels of creative development, the opportunities provided for them to express themselves in this class are very good, and this combined with the very good teaching the children receive

ensures that good progress is made. The very rich and stimulating environment, along with the excellent support offered by teaching and support assistants means children in the nursery are able to explore colour and shape and to use their imagination through art, music, stories and play. They experiment with paint and play dough and are challenged to think about their work through skilful discussion and questioning about what they are doing and what they should do next. They eagerly engage in practice using scissors to develop their fine motor skills and revel in role play such as dressing up as the wicked witch, which is designed to promote pre-writing skills of speaking and listening. Children sing happily along to activities and music is thoughtfully chosen to stimulate children's lively responses.

82. In the reception class children have worked on a computer program and have drawn their faces. They have carefully selected from the colours available and have chosen to paint either with a thick brush or a thin one. In the construction corner, children engage in role play, wearing construction hats, and enact Bob the Builder scenes, but the teacher does not engage with the children and so misses the opportunity to encourage pupils towards extending the activity and more investigative thought. There are too few opportunities for children to explore or express themselves. For example, in a music lesson, the activities were too teacher directed and the children had little opportunity to make their own responses as they marched to the 'Grand Old Duke of York' or made shapes in response to music. In both classes teachers sing with the children, sometimes at the beginning of the session when the songs reinforce counting skills, or refer to children's names or throughout the day when familiar nursery rhymes and other songs are sung.

ENGLISH

83. Inspection evidence does not reflect the standards shown in the 2001 national tests and judge pupils' attainment to be below average at the age of seven and 11. Since the last inspection, the standards of pupils at the age of seven have risen. The impact of the National Literacy Strategy and the good work of the school will take longer to raise the standards of those at the end of Year 6. The standards of those pupils currently aged 11 are higher than last year's Year 6 class because there are fewer who have special educational needs in the current class. Pupils start school with levels of language development that are well below those normally found. Effective teaching ensures that they achieve appropriately as they pass through the school. Boys and girls do equally well. Pupils with special educational make similar progress to their classmates and good progress when supported in lessons by classroom assistants.
84. Throughout the school, standards of speaking and listening are below average. At the age of seven, pupils listen carefully in lessons and most are keen to answer questions. However, many speak indistinctly and use mainly short sentences or phrases in conversation. Some lack confidence in talking. At the age of 11, pupils listen with a good deal of concentration, they understand the main points that are raised, and respond appropriately. However, their talk is not yet adapted to express their ideas and opinions clearly and many speak indistinctly. Overall, pupils achieve appropriately and make sound progress and some teachers place a high priority on creating opportunities for developing

pupils' skills, but the school could do more to raise standards. The quality and number of opportunities for pupils to contribute in the oral parts of lessons are inconsistent across the school and there is not enough written guidance to help teachers plan to develop these skills in other subjects. For example, there is no policy to show the school's approach and no agreed programme of work to guide planning. Also, no procedures for checking pupils' progress have been put in place for this aspect of English work.

85. Generally, pupils have positive attitudes to reading and they achieve satisfactorily as they move through the infant and junior stages, but standards are below the expected levels at the age of seven and 11. Average and lower attaining pupils in Year 2 read quite accurately and with reasonable confidence. They use their knowledge of sounds effectively to help with new words, but their reading sometimes lacks expression. Higher attaining pupils enjoy the humour in books such as 'Rosie's Babies', and talk about those parts of the story they like best. Higher attaining pupils in Year 6 read fluently and with appropriate expression. They talk about the kind of books they prefer and who are their favourite authors. Average and lower attaining pupils are fairly confident and use both their knowledge of letter sounds and the meaning of the sentence to help them read unfamiliar words. However, they do not always respond appropriately to punctuation marks. Teachers direct pupils to books that are suitably challenging and most pupils understand what they have read. Throughout the school pupils do not make enough use of the library to find out information. Pupils in the junior part of the school do not develop more sophisticated skills such as reading quickly to get the gist of a text. Nor do they use these skills to help them study other subjects such as geography or history. Neither of the two libraries is sufficiently attractive and some of the books are in poor condition. No agreement has been reached about how time will be provided for pupils to develop their reading skills outside the literacy hour. There has been no review of how reading skills can be developed in other subjects.
86. In both Year 2 and Year 6, pupils' writing skills are not yet up to the expected standard. The school has put in a great deal of effort into improving pupils' writing skills and this was reflected in the standards attained by pupils in Year 2 last year, which were above average when compared with similar schools. The improvements will take longer to influence the results in Year 6. In work such as 'The leopard who came to tea', pupils in Year 2 are beginning to use full stops. Their spelling of common words is accurate, including those that are more difficult, like 'night' and 'friend'. When they concentrate, the letters they write are usually formed well, with consistent shapes and size, but they sometimes forget to join the letters. Higher attaining pupils begin to use adjectives and similes such as, 'She dived like a dolphin', to make their writing more interesting. They start to use speech marks, but do not yet put question marks or commas into their work. Inconsistency spoils some of the work of average and lower attaining pupils in Year 6. For example, they spell words such as 'cholera' correctly, but get 'earlier' and 'earthquake' wrong. In a piece of writing called 'Armed Robbery', most used capital letters to start sentences, but some forgot to put them when writing 'Leven Road'. Handwriting is fluent at times, but mistakes in forming letters made in earlier years, like writing 'm' as a capital all the time, are not always corrected. Higher attaining pupils begin to write complex sentences which are grammatically correct. However, pupils throughout the school do not

sustain their writing to produce pieces of sufficient length. The scrutiny of pupils' work shows that there are not enough opportunities for pupils to extend their writing over longer periods in different subjects, for example science, history and geography.

87. The quality of teaching and learning is satisfactory. In the lessons seen the teaching was always at least satisfactory, it was good in 47 per cent and very good in nine per cent. The teachers are conscientious, hard working and care a great deal about their pupils. They are making strenuous efforts to encourage pupils to use more interesting ways of expressing themselves in their writing. They are beginning to succeed. One pupil in a Year 2 lesson described the sun as 'a big round yo-yo in the sky'. Throughout the school teachers make good use of plastic covered 'whiteboards' on which pupils can try ideas, by writing with felt-tip pens, and rub them out if necessary. It is not easy for teachers to raise standards because the home backgrounds of some pupils are not always supportive. A clear example of this was seen when the teacher of infant pupils said, "You usually say 'nanas', but you must remember to write *bananas*".
88. Teachers usually meet the needs of pupils effectively by providing appropriate tasks for different groups. Most are particularly skilful in managing their classes. Pupils respond very well to this with very good behaviour and hard work. The teachers think carefully about how they can best enable pupils to learn. This was clear in a lesson for Year 1 in which the use of 'Leon the lion', a puppet, engaged the pupils' attention very well and helped them to learn about writing instructions. More attention is now being paid to the importance of getting pupils to rehearse what they want to write. A Year 2 teacher helped pupils to improve the quality of their poetry by picturing in their heads the things they chose to write about. Teachers interact well with pupils. This provides a very good model for pupils who set up good relationships with their classmates. Many teachers also move around their classes well when the pupils are working to check the progress that they are making and intervene if necessary. In a very good Year 6 lesson, a great strength of the teaching was the ability of the teacher to engage and hold the pupils' attention. His relaxed manner, good use of humour and very good knowledge of the pupils' learning needs resulted in pupils enjoying the lesson, and making very good progress. They showed the same very good attitudes to their work that pupils in other classes did.
89. At times, teachers do not expect enough of pupils and this slows their learning. Not enough demands are made of pupils to speak clearly and improve the quality of their talk. A few teachers do not make clear to pupils how they want them to behave and some fail to use praise enough to encourage good behaviour. The quality of teachers' marking of pupils' work varies. Often clear guidance is given which shows pupils what they must do to improve, but not all teachers do this enough and sometimes handwriting is not marked effectively. The number of people to whom and for whom they write is relatively small; usually it is their teacher. The range of purposes for which pupils write is limited, especially in the infant classes. Not all the teachers plan together effectively to ensure that pupils who are of similar age have the same opportunities to learn.
90. The management of English is good. The coordinators work well with the headteacher and senior staff to raise standards. There are clear signs in the

latest National test results for Year 2 that these efforts are beginning to take effect. Since the last inspection, a number of initiatives have been put in place that are helping. These include a programme of intensive reading work with individual pupils, which results in most of them improving their skills quickly over a short period. Much work has been done to develop pupils' writing skills. Good quality written guidance helps teachers in areas such as handwriting and reading. Good procedures are used to check the attainment and progress of pupils in areas other than speaking and listening. A very good system for setting pupils targets for improvement has been set up. This involves giving groups within each class objectives to aim for over a short time. Many advances have been made since the last inspection, not least in the quality of planning and in the checking of the quality of work, planning and lessons. Good work has already been done to promote a broad range of experiences. However, a review of how well the work in different subjects contributes to raising standards in all aspects of English, including speaking and listening has not taken place. There is no appropriate written guidance for teachers to follow to develop pupils' speaking skills. The scrutiny of pupils' work shows that they do not use computers enough in English lessons. Progress for a minority of pupils is restricted as parents are not always as supportive as they could be in listening to their children read, helping them with their homework and encouraging them to use the local library.

MATHEMATICS

91. Standards in mathematics are beginning to rise and there has been a good improvement since the last inspection. This is because of the effective implementation of the National Numeracy Strategy, the development of good assessment procedures and the impact of monitoring by a knowledgeable, conscientious coordinator. Pupils make sound progress in the infant classes, but pupils' attainment at the end of Year 2 is still below the national average. In the junior classes progress is good. Although results of national tests in 2001 were well below national averages and below what was achieved by similar schools, this was caused largely by the fact that a very high proportion - almost one third - of the pupils who took the tests were on the register of special educational needs. Pupils in the present Year 6 are on track to meet national expectations by the end of the year.
92. Samples of pupils' work show that seven year olds do not have a good grasp of the number system and operations. They are beginning to understand place value to 100, but addition and subtraction of numbers to 100 is not yet secure. Higher attaining pupils are confident with numbers greater than 100 and can add and subtract tens and units. All pupils have worked successfully with block graphs. Not enough work has been undertaken on shape and space which limits pupils' knowledge in these areas. In lessons, pupils were able to understand multiplication expressed as, 'groups of...' and could apply this to problems such as, 'How many ice creams are there if there are nine boxes with ten ice creams in each box?'
93. Pupils in Year 6 are learning to use a variety of methods to multiply and divide numbers. They are able to use standard forms for addition and subtraction. They can work with fractions, decimals and percentages successfully. They can interpret bar and pie charts competently and work with a range of measures

accurately. Pupils are beginning to have rapid recall of multiplication facts and are skilled at manipulating numbers. They are competent at short and long multiplication of two and three digit numbers and confident with place value when using positive and negative numbers. Pupils are beginning to gain in confidence in developing their own strategies for solving problems but often find difficulty in explaining their reasoning. Pupils apply computational skills in real life 'word problems' and are developing their mathematical vocabulary. However, work on shape and space is not at a high enough level and pupils' knowledge in these aspects is limited. Higher and lower attaining pupils follow the same curriculum, but higher attaining pupils use larger numbers and have more difficult calculations to perform. For example, in a lesson on the 24 hour clock, lower attaining pupils could calculate what time it would be an hour later than 10.15, while higher attaining pupils could calculate 15 minutes earlier than 08.10. Problem solving strategies are at expected levels.

94. The teaching in infant classes is satisfactory, with some very good features in Year 2. In junior classes, overall, teaching is good, with almost half the eight lessons seen being very good. Similar features, both good and areas for improvement, are found in both key stages. In some parallel classes there is a marked difference in the quality of teaching, which affects the levels of attainment being reached by pupils. Through in-service training, with the support of the local authority, the school is aiming to achieve a greater degree of consistency in teaching. The school has adopted the National Numeracy Strategy successfully and the framework is used effectively in all infant and junior classes to guide planning. This is an improvement since the last inspection when there was no scheme of work to ensure consistent planning and teaching. Assessment has improved since the last inspection when there were no procedures for planned assessment. There is now a good system of half-termly assessment to check on pupils' progress and this informs group target setting. Teachers usually plan in detail for three days in advance and adjust their planning for the final two days of each week depending on how well pupils have understood what they have been taught. Weekly plans have a section for teachers to record their day-to-day assessments, although these are not consistently used. In the best cases, teachers adapt their planning from day to day on the basis of assessment. For instance, in Year 2, the teaching of multiplication was slowed down in one class for lower attaining pupils and changed altogether in the other class as the teachers judged that pupils did not understand the method being taught.
95. Class and group targets are on display in every classroom so that pupils know what they are aiming for over the term. Displays also contain helpful number lines, number squares, number facts and suitable mathematical vocabulary. However, there is little mathematical work produced by pupils on display. Lesson objectives are written at the front of the class and, particularly where these are shared orally with the class, help pupils to understand what they are going to learn that day. Teachers prepare resources for lessons in advance. This helps to maintain the pace of lessons. Resources also give pupils good support in their learning, for example some large multi-purpose number squares are being trialled and are proving most successful in supporting number operations.
96. The quality of teaching in the mental and oral sessions at the start of lessons is not consistent across the school. In some cases they are very brief. In others

they are too narrow and do not act to give pupils the opportunity to practise a wide range of number operations. Some are slow and limit opportunities for pupils to develop mental agility in calculations. This under-valuing of rapid oral work is one factor that has contributed to lower standards of attainment. In the main section of the lesson, teachers maintain a good pace. Questioning develops the understanding of mathematical ideas. Questions directed at the class for anyone to answer are balanced with targeted questions to stretch high attaining pupils and include low attaining pupils. In the best cases, teachers also find ways of engaging all pupils at once in thinking about and answering questions, for example by giving every child some cubes with which to show their answer in infant classes, or recording their answers on whiteboards in junior classes.

97. Explanations of mathematical ideas are generally clear, with teachers checking what has been learned by questioning then asking pupils to explain how they have worked out their answers. More complex operations are taught in well-defined steps so that pupils' understanding is secure. Pupils occasionally demonstrate to others in the class how to perform an operation. At the end of lessons, learning is consolidated in a whole-class session which frequently involves problem solving. This is having a positive effect in raising standards in the way pupils use and apply their mathematics.
98. Pupils with special educational needs are well catered for, as teachers direct questions and provide tasks at suitable levels, matching their individual education plans. As far as possible they work on the same objectives as the rest of the class, for example in Year 4, subtraction by counting on, but using smaller numbers. In many classes there is also extra support from classroom assistants.
99. Teachers display enthusiasm for the subject and this communicates itself to pupils, who work hard in mathematics lessons. Pupils' very good behaviour contributes significantly to their learning. Pupils practise their numeracy skills in other areas of the curriculum, for example using their knowledge of number lines to interpret time lines in history, and producing graphs to record data collected in science experiments and to show populations in geography studies. Homework is set on a weekly basis and again is directed at one of the whole-school targets, matched to the pupils' group targets.
100. The mathematics coordinator provides very good leadership of the subject. He has brought his subject knowledge up to date by attendance at courses and is now able to provide good quality guidance to other members of staff. Key areas have been identified for improvement through analysis of answers to test papers. These have been turned into whole-school targets that are covered regularly during mathematics lessons, for example, using the plenary to improve problem solving. The mathematics coordinator carries out monitoring of teachers' planning, analyses pupils' work twice a year and undertakes regular lesson observations. As a result, he has a good awareness of the strengths and weaknesses in the subject. The imbalance in test scores between boys and girls has been recognised and is being monitored to ensure that there is no gender bias. However, there is no significant difference between the standards that boys achieve in comparison to girls in lessons. In order to improve teaching, the coordinator provides written and oral feedback to teachers after his lesson

observations. He has initiated a rolling programme to improve teachers' subject knowledge by using the intensive five-day course provided by the local authority. So far three teachers have benefited from this course. Resources have been improved to match the National Numeracy Framework, including some programs that are used in the ICT suite to improve knowledge of number facts – another whole-school target.

SCIENCE

101. The standard of work seen in the school during the inspection shows work to be below national expectations in all aspects of science, not well below, as suggested by recent test scores. This is because of great variation in the proportion of pupils of pupils with special educational needs in different classes; this is a similar picture to the last inspection. The 2001 national test results in Year 6 reflect some uncertainty of knowledge and understanding of scientific terminology and retention of facts. Teaching is satisfactory throughout the school and teachers have good subject knowledge. They make good use of mathematical skills by encouraging pupils to record findings through charts and tallies. However, considering the fact that pupils' speaking and listening skills are weak and the correct use of scientific language does not come easily to many pupils, there are too few opportunities within lessons where pupils are encouraged to talk over their ideas with a partner. Teachers make sure pupils present their work well, but literacy skills are not used sufficiently, especially with older pupils. Teachers do not plan enough opportunities for pupils to carry out and record their own investigations independently or to organise their ideas and thinking scientifically.
102. Pupils enter the infant classes with low levels of scientific knowledge and understanding of how to experiment. They make steady progress throughout the school. They learn to recognise and name many parts of the body and to use their senses fully. Teachers make sure that pupils are clear about their learning. They begin each lesson by going over briefly the learning objectives from the previous one. This makes sure pupils remain interested and remember the main previous learning points. Teachers in Year 2 make very good use of the resources in the school to encourage pupils to find out for themselves. They see what happens to materials when they are heated. Pupils learn that chocolate melts when heated and becomes hard again when cooled, whereas when eggs are heated they cannot change back to their original state. In this way they learn the meanings of scientific vocabulary such as 'irreversible change'. Teachers ensure pupils concentrate well and maintain interest when learning about forces by using vehicles and ramps for their experiments. However, the extent of pupils' learning is limited at times, as they have difficulty measuring distances.
103. In junior classes, pupils' progress continues at a steady rate. Their work shows that teachers guide pupils through the process of setting up an experiment, predicting what will happen, recording the results and making a conclusion. While this helps them set out their scientific experiments in a logical order, it prevents them from obtaining and presenting evidence in their own way. Pupils know about living things by observing how plants respond to different conditions and teachers encourage pupils to make clear comparisons. However, pupils have limited vocabulary and this restricts their learning. Pupils make circuits

competently using bulbs in parallel and in series and choose successfully the best materials for the job. They show a good understanding of what is needed to make the bulbs light and know that if one bulb is removed from the series the circuit would be broken. The teacher makes clear comparisons to Christmas lights and this helps pupils with their understanding. However, the same activity is provided for all pupils and higher attaining pupils are not challenged sufficiently.

104. Overall, the teaching is satisfactory. However, there is too much direction by teachers in investigations and too few opportunities for pupils to consider and plan their own experiments. In lessons, there is not enough focus given to developing pupils' knowledge and understanding of scientific vocabulary. For example, although older pupils know about evaporation through experimentation and the teacher demonstrates the principle well, making good use of questioning to challenge pupils, there is too little emphasis given to vocabulary development. As a result, pupils' drawings indicate their understanding of the principle but they have difficulty explaining their ideas using correct scientific terminology. One pupil explained evaporation as 'the heat soaks up the water'. Teachers in Year 6 use good strategies to explain how animals adapt to their different habitats and how they are interdependent. They illustrate well, have good subject knowledge and relate new ideas to experiences pupils already have. This deepens pupils' understanding and they make steady gains in their knowledge. Teachers make very good use of the computer and relevant CD-ROMs so that pupils develop research skills at an appropriate level. Good emphasis is given to vocabulary development and pupils begin to use and understand words such as 'predator' and 'prey' in whole-class discussions. However, too little time is allocated for the teaching of science, especially for older pupils, and at times they do not have enough opportunity to consolidate their learning.
105. The subject coordinator is enthusiastic and new in post. She is gradually improving the profile of science in the school by entering competitions with pupils and by running a wildlife club. She has reviewed the curriculum in light of new national initiatives and this has resulted in improvements in teachers' long-term planning. Teachers have begun to use the newly devised assessment systems to identify what pupils know and understand and this supports medium-term planning well. However, short-term planning lacks detail about what pupils of different ages and abilities will be doing. An analysis of pupils' books reinforces this finding. Very often pupils of widely different abilities complete the same tasks and record their findings and experiments in the same way. Subject monitoring has not yet begun to ensure standards are improving and subject delivery is sometimes consistent. The time allocated to science is minimal and although teachers work hard to ensure pupils understand new scientific ideas, they do not have enough time to consolidate their learning.

ART AND DESIGN

106. Pupils enter school with restricted experiences in art. They make very good progress in the infant classes and good progress in the juniors. From a low baseline, standards in art are above the level expected of pupils of this age at ages seven and 11. This is an improvement since the last inspection when attainment was judged to be in line with national expectations at seven and 11.

107. Pupils enjoy art lessons. They produce work of a high technical quality in a wide range of media. From their earliest days in school they are encouraged to draw, paint and model. In the infant classes they use pencils, chalks, pastels and paints effectively. In three dimensions they model successfully with cardboard boxes, use fabrics and work with clay. In studies of line, they use computer graphics packages well to 'take a line for a walk'. They take inspiration from books such as 'Rosie's Walk' and 'Bear Walk' and learn enthusiastically about the work of famous artists and skillfully produce pictures based on the work of Kandinsky. From initial drawings, they learn to develop their ideas into new forms in other media, for instance working from their imaginary sketches to create decorated felt glove puppets.
108. In junior classes, pupils extend their experience of art techniques confidently to include colour mixing, printing, dyeing and stencilling. They use various stimuli for their art work effectively including observational drawings, stories, the work of other artists, photographs and educational visits. A display of work done by pupils in the special unit showed how they have learned to develop their work from sketches and photographs of fruit through printing and on to carefully worked textile pictures. The use of sketchbooks is developing, but only to collect small studies and not yet to annotate them. There is little evidence of pupils evaluating their work or being able to use the correct technical vocabulary to discuss it. For example, pupils in a Year 5 lesson had a limited vocabulary to talk about line and tone. They could describe their drawings and suggest only that they could improve them by 'shading'. The only example of pupils evaluating works of art was in a display done by Year 6, when pupils wrote about the works of the 20th century artists they were studying. This writing showed an ability not only to describe the paintings, but also to comment on and evaluate the techniques that were used. One pupil wrote about 'Montagnes' by Cezanne that he thought the artist, '... was interested in landscapes because of the way he was slowly adding a lot of detail'.
109. In the only two art lessons seen during the inspection, teaching was at least satisfactory. In these lessons the teacher had a sound subject knowledge and set high expectations of pupils. Effective use was made of a good range and quality of visual stimuli and the teacher demonstrated techniques successfully. The teacher effectively intervened as the pupils worked, encouraging them to think in depth about their work. A good example of this was seen in a Year 3 lesson when pupils carefully printed patterns and successfully developed their knowledge and skills in colour mixing. Teachers organise lessons well, making good use of all the space available. Careful planning ensures that pupils have opportunities to work in two and three dimensions. However, teachers' planning does not always clearly identify what skills, knowledge or understanding pupils are to gain. Pupils respond well to the relaxed atmosphere that is created, working well and using the resources with care. An example of this was seen in Year 5, when pupils used previously learned techniques, for example, shading to produce extended pictures. Displays of artwork throughout the school are good; pupils from Year 1 to Year 6 have produced work of good quality. There is limited use of pupils' skills in literacy and numeracy although there are occasions when they are used appropriately in the subject for example, in researching the life of various artists. The teaching of the subject has a positive impact on pupils' spiritual and cultural development. Pupils experience art activities in other

subjects including ICT. In a design and technology lesson, pupils were making felt puppets, and in a religious education lesson, pupils modelled clay lamps as part of their studies of Indian culture. The standard of art work and the quality of teaching in these other lessons was good. Staff are enthusiastic about art, even where subject knowledge is not high, and communicate this enthusiasm to pupils.

110. Leadership of the art curriculum is satisfactory. The school places a high value on art education. To ensure that it is taught well, a part time specialist teacher has been recruited to teach and lead the subject. As this has been a recent appointment, the coordinator has not had the opportunity to develop the subject and it still benefits from the work of the previous coordinator who wrote the current policy and scheme of work, which is to be reviewed. The coordinator has begun to monitor medium-term planning and although, she supports classes where she has no teaching input, she has not yet carried out any observations of teaching. The last inspection found no assessment being carried out in art and this is still the case.

DESIGN AND TECHNOLOGY

111. Pupils do not yet attain the expected level at the end of either the infant or junior parts of the school. Throughout the school pupils' understanding and implementation of the design process are firmly established, but most pupils' skills at making are below the expected level. This is partly due to the low level of manipulative skills that some pupils have, and the fact that some staff do not always do enough to compensate for this. Many pupils have relatively few opportunities to use tools and construction kits at home. Since the last inspection, the most important weaknesses have been tackled successfully. The planning guidance from the Qualifications and Curriculum Authority has been adopted and ensures that pupils' learning is based securely on what has already been taught. Plans are in place to ensure that the coordinator has the opportunity to check how well the school is developing across the school.
112. Design is now the strongest element in pupils' work in both the infant and junior years and this is helped by satisfactory teaching and learning throughout the school. In the infant classes, pupils look carefully at a number of designs for existing products before deciding what theirs will be like. Pupils in Year 2 successfully make a 'pop-up' stick puppet of Santa Claus. They had already produced a plan for how they would do this, in which they labelled the components they would use accurately. Scrutiny of their earlier work shows that they consider how well they have designed and made things. After evaluating a hand puppet, one pupil wrote, 'I like it because it's cuddly'. Displayed work, and that in the books of Year 6 pupils, shows that they do a good deal of research before designing bridges. The teacher ensures that interesting local examples are included. Good links are made with science when tests are done to find the strongest shapes to use for girders. Pupils produce a series of good quality design drawings, but do not show how the different parts will be joined.
113. Pupils' making skills are below the expected level. Pupils work eagerly and earnestly displaying very good attitudes. Those in the infant classes join in discussion readily and ask questions to make sure that they understand. The

teachers observed give good quality instructions to promote pupils' skills, for example, of sewing, but expectations about the quality of cutting and fixing are not made clear enough. As a result, the products seen on display in both the infant and junior parts of the school are below the expected levels. The cutting of the parts lacks accuracy and precision. The range of methods that pupils use to join the components together is limited largely to using sticky tape and glue.

114. The quality of teaching is satisfactory. In good lessons, effective use of questions by the teacher, a purposeful task and a good range of resources to support the lesson helped pupils achieve well. This was the case in a Year 2 lesson as pupils made puppets. They evaluate their models and think of ways to improve them. They co-operate with each other in the making process and in the sharing of tools. In the lessons seen, pupils have good attitudes to work and show great interest in their topics, they take great care in drawing their plans and take a pride in their finished product. Lesson planning is sound, and teachers are supported with an appropriate policy and guidelines for skill development. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and to evaluate their progress. In a Year 6 lesson, pupils were presented with a good opportunity to pool their ideas and discuss what they had to do to make a strong, upright structure.
115. Teachers ensure that all pupils are included properly, and boys and girls do equally well. The pupils' very good behaviour contributes very well to the purposeful ethos in lessons. Sometimes teachers do not give pupils enough opportunities to discuss how things can be taken forward. They tell pupils what they must do and how they can do it, rather than increasing the independence of pupils and improving their speaking and listening skills by getting them to make suggestions. The new coordinator is very well qualified in this subject, and has already begun to have a positive impact on standards. The emphasis she places on the design process, in her own teaching of several classes and in discussions with other teachers, has resulted in both pupils and teachers tackling this aspect of the work confidently. She has produced a form for checking and recording how well pupils learn, but has not yet had time to use it. However, her effectiveness is limited by a lack of opportunity to monitor teachers' planning or the teaching of the subject. The contribution the subject makes to the development of pupils' literacy and numeracy skills is limited; for example, in writing up their evaluations and careful measuring. Resources are adequate, and are well maintained and stored.

GEOGRAPHY

116. Standards in geography have been maintained since the previous inspection. By the end of the infants and the juniors they are typical of seven and 11 year olds and pupils' achievements, including those of pupils with special educational needs are satisfactory.
117. By the age of seven, pupils are able to draw maps of the local area, which clearly identify the school and the streets where they live. Pupils talk confidently about the route they take to school and correctly identify the four points of the compass.

They understand the significance of a key on a map and know that the symbol of a cross marks the position of the local church.

118. In junior classes, very good use is made of the local environment. The pupils in Year 4 have been awarded the Teesmouth trophy as a result of the high standard of the project work they submitted following their geographical and scientific fieldwork activities at the centre. In a Year 4 lesson, pupils incorporate literacy skills effectively into a geography session when they produce a formal letter to Stockton Borough Council expressing their concerns about their school environment and suggest ways of improving it. Pupils in Year 6 have been studying the journey of a river, and accurately name the characteristics of the three stages and are keen to discuss the processes of erosion and deposition. They talk competently about the range of farming and industrial activities to be found alongside a river and as a link with the study of history they are well informed about the importance of Teesside both now and in the past. Children improve their technological skills when they access information from the Internet to support their geographical enquiry skills, as in projects on weather and their work on rivers. Numeracy skills are incorporated into the study of geography, for example, via graphs, which compare population growth.
119. Pupils' attitudes are good. They listen attentively to teacher instructions, and act upon them enthusiastically. Pupils are well behaved and they treat equipment with respect.
120. Three lessons were observed in junior classes but none in the infant classes. However, on the basis of the lessons observed and scrutiny of pupils' work, teachers' planning and discussion with pupils, teaching is satisfactory overall with some good teaching in a class of Year 6 children.
121. Teachers have good subject knowledge, lessons are thoughtfully presented and pupils are well managed. Pupils' work is regularly marked, but comments, although supportive, rarely provide direction to the pupils as to how they may improve.
122. Throughout the school pupils' work is celebrated by interesting displays. For example in a Year 6 class, the journey of a river is complemented by photographic evidence of a visit the class has made to Teesmouth. The class teacher regularly refers to this study for the teaching of literacy, numeracy and ICT skills. By drawing pupils' attention to the vocabulary used in the display children are helped to develop their speaking and listening skills, understanding of spelling and dictionary work.
123. The coordinator is a geography specialist and is a valuable asset to the school, frequently assisting colleagues in their delivery of this subject. Much thought has been put into the planning for geography and resources have been purchased to support the subject. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. The coordinator is to be released next term to monitor the coverage of geography throughout the school and to ensure that planning is being correctly interpreted within the classroom and teaching is consistently delivered to a satisfactory standard. There are not enough opportunities for

pupils to write at length or for independent reading to seek information in order to develop pupils' literacy skills further and enhance their independent learning skills.

HISTORY

124. Standards in history have been maintained since the previous inspection. By the age of seven and 11 pupils achieve standards expected for pupils of this age. Progress is sound including the progress made by pupils with special educational needs.
125. By the age of seven, pupils distinguish clearly between past and present and understand that different events happen in different periods of time. In a Year 1 class, pupils talk enthusiastically about toys through the ages. They know that 100 years ago toys were made of metal, 50 years ago they were made of wood, and today they are made of plastic. Grandparents have contributed well to a classroom display and pupils, ably assisted by the teacher and support staff, are busily engaged in making their own peg dolls. They are justifiably proud of their attempts and eager to discuss their work. Pupils in a Year 2 class write stories of a day in the life of a child in the times of Guy Fawkes and know that they would have been going out to work at a much earlier age if they had lived at the same time as Guy Fawkes. They readily talk about Florence Nightingale and the changes that she brought about in nursing practices.
126. By the age of 11, pupils have developed an understanding of a number of periods of history. In a Year 3 class, pupils improve their technological skills when they access information from the Internet to support their historical enquiry skills, in a project on ancient Egypt. In this lesson, pupils support each other well, for example pupils with higher reading ability support others who are less able. Year 4 pupils study the Romans successfully and eagerly discuss how they have visited Segedenum and taken part in an archaeological dig. In Year 5, pupils are aware of the six marriages of Henry VIII and talk knowledgeably of the many changes he brought about during his reign. In Year 6 pupils talk enthusiastically about the development of the Stockton railway, the involvement of George Stephenson and the positive and negative effects of this development on the lives of the people at that time. Pupils know that communications were greatly improved as a fast system of carrying mail was quickly established, but people who relied on the canals to give them employment were unhappy because the arrival of the railways often meant the loss of their jobs. In all classes pupils' numeracy skills are developed through the use of time lines.
127. Throughout the school, the quality of teaching is satisfactory. Teachers have good subject knowledge, and make sure that pupils know what is to be learned by outlining objectives clearly at the beginning of each lesson. This concentrates pupils' efforts on the task in hand and pupils try hard to succeed. Teachers manage pupils well through building positive relationships where pupils feel their views are valued. They know that their good behaviour is rewarded by praise and encouragement. Pupils work well together and collaborate successfully.
128. At present there is no coordinator for history but a new teacher has been appointed to take over this role next term when monitoring of the subject will

begin. Assessment procedures are linked to the Qualifications and Curriculum Authority's scheme of work and record pupil coverage of National Curriculum requirements. However, the information is lacking in detail and is not consistently used to inform future planning. There are not enough opportunities for pupils to write at length or for independent reading to seek information in order to develop pupils' literacy skills further and enhance their independent learning skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. During the inspection the pupils were observed working on computers in whole-class lessons in the computer suite, as well as using the computers in their own classrooms. Scrutiny of teachers' planning, displays of work and discussions with pupils and staff provided further information.
130. Pupils, including pupils with special educational needs, make sound progress in the infants and good progress in the juniors. This is because of the good teaching that was observed in the juniors. By the ages of seven and 11 pupils' attainment in ICT is close to national expectations. At the previous inspection, attainment was stated to be below expectation in both infants and juniors. There has been substantial improvement since that time. The installation of a computer suite has much improved the quality of provision. The curriculum is now better organised to provide progressively, challenging experiences for the pupils. There is now systematic teaching of specific skills in using computer programs and functions.
131. In both the infants and juniors the pupils are well motivated, behave sensibly and responsibly and show much enjoyment in their progress when they are using the computers. By the age of seven, pupils confidently use computers and know how to use a range of programs. They make progress in learning to handle the computer mouse, to use the keyboard and to use the different functions on screen. Pupils' use of control technology is developed when they use a programmable toy to perform different functions. In Year 1, pupils display sound modelling skills when making a calendar on the computer.
132. As the pupils progress through the juniors, their skills continue to improve. They understand and use the language of ICT as they talk about what they are learning. They know how to locate information using the Internet. Year 6 pupils were using search engines successfully to locate information. They were able to copy and paste text and images from the Internet site and add this to a word document. Year 4 pupils know how to change the font size and colour of the text. Throughout the juniors word processing skills are developing but many type with their index finger only and this results in them taking a very long time to type in their work. This is an area that needs to be developed. The skills displayed by pupils in Year 6 are at the expected level in word processing and data handling and their knowledge of the control and monitoring aspect of the subject is satisfactory. Some pupils improve their keyboard skills because they have a computer at home, but less than half of the pupils have access to a computer at home.

133. Only one lesson was observed in the infants and this was satisfactory. The quality of teaching in the juniors was good overall and two lessons were very good. There was no unsatisfactory teaching. The teachers use their good knowledge of ICT to focus on specific skills. If any problems occur when the pupils are using the computer, they are able to remedy them quickly. In the very good lesson in Year 4, the teacher used her considerable expertise very well to demonstrate what the pupils had to do when she was using the interactive whiteboard. Lessons are planned effectively and the learning targets for the lessons are discussed with the pupils. Teachers make good use of questions to assess the pupils' understanding. Classroom assistants are used well and make a good contribution to the learning of all groups of pupils as they explain what pupils are to do and help pupils to complete the task successfully. Lessons are always well organised and have sufficient challenge to motivate the pupils to work hard and remain interested in the tasks.
134. Although the coordinator has only been in post for a short time, she gives colleagues a good level of support and is managing the subject effectively. She is confident and has considerable expertise and is capable of taking the subject forward to continue the increase in standards. There are no assessments in the subject at the moment, but plans are in hand to develop this area in the near future. ICT is used to support the learning in other subjects. For example, pupils use mathematics programs to extend their knowledge of multiplication tables, which is a whole-school target. Pupils use ICT in their art work as they complete illustrations in the style of the artist Piet Mondrian. Pupils in Year 3 were using ICT to access information from the Internet to assist them in their history topic about ancient Egypt.

MUSIC

135. Standards in music have been maintained since the previous inspection. By the age of seven and 11 pupils achieve standards expected for pupils of this age. Progress is sound, including the progress made by pupils with special educational needs.
136. In a Year 1 lesson, pupils clap enthusiastically to the beat of a song played on tape. They join in with the singing and correctly keep time. They use their voices expressively and repeat short patterns rhythmically. In a lesson that involves the use of tuned and untuned instruments, pupils in a Year 2 class correctly identify a xylophone and chime bars as tuned instruments and a drum and a tambourine as examples of untuned instruments. By the end of the infants, pupils are able to represent sounds with symbols confidently and in small groups they successfully make up a pattern to perform which is then shared with the rest of the class who suitably applaud to show appreciation of their enjoyment.
137. Pupils in a Year 4 class know that the term 'pulse' refers to a steady beat. They listen attentively to the pulse of recorded music and say a simple chant, demonstrating their understanding of rhythm and repeating pattern. A few children then select appropriate instruments, for example, a drum, to make a 'rumbling' sound and play the pulse while the rest of the class eagerly clap and chant the words repeatedly. By the time pupils are 11, they demonstrate their ability to appreciate the shape of a melody and its effect. Pupils in a Year 6 class

notate short melodies graphically, and linked in with their studies in geography on rivers, they identify music which reflects the pace at which a river might travel during its course, for example, fast flowing gushing movements of waterfalls, meandering, slowing down, in the middle section and finally the trickling, slow moving at the source.

138. Throughout the school, all pupils, including those with special educational needs, make sound progress and are supported well. In infant classes, pupils behave well in lessons. They get out and replace instruments respectfully and take turns very sensibly. In junior classes, pupils are mostly well behaved and show an interest in the lesson.
139. The overall quality of teaching is satisfactory. Teachers' plans have worthwhile activities that provide for, and develop, pupils' skills. The clear learning objectives are clarified with the pupils to ensure they have good knowledge of what it is they are to learn. Pupils' previous knowledge and understanding are used effectively to help them to develop their skills of performing music. The good pace of lessons helps to maintain pupils' interest and the good practical opportunities provided ensure pupil involvement. Pupils have very good attitudes to learning. During lessons they are generally well behaved, listen intently to the teacher and follow instructions well. They persevere to improve their individual and group performance. They are confident when performing in front of an audience and demonstrate enjoyment and pride in their achievements. The teaching of singing and instrumental skills and the opportunity for pupils to appreciate the performance of others and perform themselves were aspects of the teaching which were most effective in helping pupils to develop as musicians. The very good relationships with pupils that exist have a significant impact on the sound progress that pupils make during lessons.
140. In both infant and junior areas there is a good selection of instruments. Junior pupils enjoy the provision of a room designated to music. During the course of the year, visiting specialists teach all classes in the school and this is also of benefit to teachers who are able to work alongside them. Peripatetic teachers of the violin and guitar also visit the school on a weekly basis, providing tuition for some pupils in the junior classes. The school has a policy, a scheme of work, and a coordinator to manage the subject. However, assessment is not yet being used sufficiently to inform future planning.

PHYSICAL EDUCATION

141. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, games, and gymnastics. There were no significant weaknesses highlighted in the last report and standards have been maintained.
142. At the end of both infant and junior stages, pupils achieve standards at the expected level for their age in those aspects of the physical education curriculum observed. They make expected progress in developing control and co-ordination in travelling, jumping and balancing when using large apparatus to practise gymnastic skills. Pupils are broadening their experiences of using a range of stimuli to create dance-like movement sequences and they are acquiring

competence in a range of games skills. All pupils make at least satisfactory progress, and there is evidence that some pupils make good progress and achieve results that enhance their self-esteem.

143. At the age of seven, pupils demonstrate good co-ordination when using large body movements. They move with control and make good use of general space. In the hall they move freely, engage in a range of warm up activities and are able to stop and start movements safely. In Year 1, pupils show good skills in throwing and catching a bean bag eventually using these skills effectively in a game situation. In Year 2, pupils work in trios as they interpret a piece of music confidently varying their speed and direction in creating a sequence with a 'spiky' movement.
144. At the age of 11, pupils move around the hall with increasing control, and demonstrate an expected range of passing and volleying skills in volleyball. Year 4 pupils show growing competence in footwork and technique in football skills. In Year 5, pupils successfully transfer their own sequences to partner work and are beginning to evaluate their own efforts and those of others. In a Year 6 lesson, pupils were challenged to develop a symmetrical sequence of movements with a partner. Enthusiastic discussion followed and pupils produced a good number of appropriate responses. They showed appreciation of movement as they successfully completed the challenge with cartwheels, a variety of rolls, flips and jumps. Pupils in Year 6 display good control skills in passing and trapping a hockey ball. The school currently supports an effective swimming programme, and most pupils achieve the swimming requirements of the National Curriculum before the time pupils leave the school. Pupils with special educational needs are supported well. They make sound progress overall and achieve results which enhance their self-esteem.
145. The quality of teaching is satisfactory. In lessons seen, teaching was always satisfactory, being good in 11 per cent and very good in 11 per cent. Teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons, planning is good with clear learning objectives outlined, appropriate challenging tasks set, and a brisk pace maintained. Pupils work with enthusiasm, enjoyment and commitment. They clearly enjoy the sessions and all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is good; apparatus is sensibly and responsibly used and, in competitive situations, pupils show due regard for laws and fair play. In very good lessons, pupil performance is used well to demonstrate achievement, focus on good practice and encourage others to observe and evaluate their own actions. In a Year 6 lesson, where pupils were developing their hockey skills, the teacher pointed out good practice to the pupils and analysed why particular movements were effective. This helped pupils in improving their own performance and provided lower attaining pupils with ideas they could incorporate in order to develop their own skills. However, this good practice is not consistent and pupils are not always given the opportunity to comment and evaluate upon performances. This limits both their development in physical education and their speaking and listening skills.

146. The enthusiastic coordinator is overseeing the production of an appropriate policy document, and a scheme of work that allows for the coverage of all aspects of the National Curriculum. However, the scheme is not yet fully implemented, although there is a clear action plan for this to happen. At present, there is no opportunity to monitor the quality of teaching or teachers' planning, which limits the coordinator's effectiveness in gaining an overview of the subject across the school. This is planned for next term. The provision for a number of extra-curricular activities, and the skills of visiting specialists enhances the physical education curriculum, as does the experience gained by pupils in competing with other schools. Resources for physical education are satisfactory, although the hall is small for large classes of pupils. Although pupils are assessed at the end of the year in their annual report, this information is not easily accessible, especially as pupils move through the school. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have learnt in the previous lessons.

RELIGIOUS EDUCATION

147. Standards have improved well since the previous inspection. At the age of seven and 11, pupils achieve the level expected of the locally agreed syllabus. All pupils, including those with special educational needs make good progress. Teaching is good and relationships between staff and pupils are good. Teachers overall have good subject knowledge especially in respect of Christianity. They mark pupils work well and use the information when planning the next lesson, however, assessment systems are not yet developed for the subject.
148. By the age of seven, almost all the pupils can talk with some knowledge of Christianity and Hinduism. They know about many events in the life of Jesus and are aware of the significance of the main Christian festivals of Christmas and Easter. They retell the Christmas story confidently and know about the symbolism of Christingle. They link their own family experience to the sacrament of baptism. Through listening to stories, they are becoming familiar with Hindu tradition and especially with the festival of Divali. They recognise the links between the stories and the celebrations that take place based on these stories. Many pupils are beginning to recognise similarities between different traditions and religions.
149. Younger pupils in Years 3 and 4 develop an understanding of major events in Christianity, especially those that feature around the birth and death of Jesus. They learn about symbolism within the Sikh faith and the importance of the Gurdwara in the lives of the Sikh community. Pupils in infant classes consider how God is viewed by different faiths. They learn about prominent holy people who were friends of Jesus and find out about Hindu festivals and symbols of God through stories. By the age of 11, pupils know about some of the major religions of the world and the festivals and rituals associated with Christianity, Hinduism, Sikhism and Islam. They know that people try to live better lives by following their faith. For example, younger pupils know about the symbols of God in Hinduism. They know many stories about Jesus and how the messages he taught 2000 years ago are relevant to their lives today. Year 6 pupils have a deeper understanding of the old and new testaments and are familiar with parables and stories. They know the main reasons behind major celebrations in

both the Christian and Islamic calendar, for example they know why fasting is very important for Muslims during Ramadam.

150. Teaching and learning are good. In lessons, pupils show a growing awareness of spiritual values. Lessons are well planned and pupils are very clear about what they are expected to learn. Teachers review previous learning and make sure that pupils learn the vocabulary associated with different faiths. For example in Year 6, teachers discuss thoroughly the five pillars of Islam. Pupils respond with great interest and teachers encourage discussion to help pupils show their knowledge and understanding. They easily explain the importance of each religious duty for Muslims. Year 5 pupils become aware of the importance of family relationships through stories from the Old and New Testaments. Teachers encourage pupils to discuss ideas in detail and each suggestion is considered in a sensitive and respectful way. Teachers make clear to pupils how their work should be presented, consequently the writing in books is neatly done and illustrations supporting their efforts show the pride pupils have in their work. Younger children in Year 3 learn about the messages Jesus taught through parables. For example, when teaching the story of the 'Good Samaritan', pupils are encouraged by teachers to consider the hidden meanings and the underlying messages. They learn that sharing and caring are good things to do and to be aware of the needs of their family and each other. The school is very well resourced for religious education, but teachers do not always use these sufficiently to consolidate pupils' learning. Teachers throughout the school have good relationships with their pupils. Lessons have a good balance between story, discussion and activity. However teachers, especially those working with older pupils do not provide research opportunities for pupils of higher ability and this restricts progress for these pupils.
151. The coordinator offers good leadership. She supports teachers well, especially with their teaching of different religions. She is very knowledgeable and was involved in writing the agreed syllabus for the borough. The school has a good bank of resources to support teaching. Teachers have had in-service training, led by the coordinator, when the new syllabus was introduced. The coordinator liaises well with the different leaders of holy places. Plans in the long and medium term are new and well in place since the last inspection; these meet with the revised agreed syllabus. The coordinator monitors the curriculum through teachers' short-term planning to ensure that pupils can build on their learning from year to year. Pupils' work is sampled and checked against the planning objectives. Pupils' learning in religious education links well to assemblies, where moral issues are discussed through religious examples. Learning is also linked to geography through well-planned visits, where pupils go visit holy places such as the Gurdwara, the Mosque, the Mandir and Christian churches. These visits support pupils' knowledge and understanding well and ensure that they develop respect for different faiths.