

# INSPECTION REPORT

## **ARCHIBALD PRIMARY SCHOOL**

Middlesborough

LEA area: Middlesborough

Unique reference number: 111625

Headteacher: Mrs P Irving

Reporting inspector: Mrs M Lewis  
22787

Dates of inspection: 5 - 8 November 2001

Inspection number: 230338

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Ayresome Green Lane Middlesborough
Postcode:	TS5 4DY
Telephone number:	01642 804101
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Stuttard
Date of previous inspection:	13 -14 December 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Lewis 22787	Registered inspector	Art and design Music English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
P Edwards 10965	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents?
T Neat 20007	Team inspector	Science Design and technology Special educational needs	
K Sanderson 3942	Team inspector	English Information and communication technology Physical education	
P Bamber 15064	Team inspector	Mathematics History Geography Equal opportunities	
P English 20815	Team inspector	Foundation Stage Religious education	How good are the curricular and other opportunities offered to pupils?

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is larger than the average primary school with 382 pupils aged from three to 11. Seventy-eight pupils attend the nursery on a part-time basis and there are 39 full-time pupils in the two reception classes. There has been a decline in the total number of pupils in the school over recent years due to a programme to demolish family homes in the area and a reduced birth rate. The school is close to the inner-city area of Middlesborough. Pupils come from the immediate neighbourhood consisting of almost solely rented accommodation. Seven per cent of pupils travel from a nearby local disadvantaged area where the school has been closed. The school is part of the action zone project for New Deals in Communities, a regeneration project in West Middlesborough. The school has almost three per cent of pupils from a minority ethnic background and over three per cent of pupils speak very little English. Three pupils are refugees. The school has a high level of mobility amongst its pupils. A well above average proportion of pupils, 53 per cent, are registered for free school meals. The number of pupils on the register of special educational needs is around the national average at 24 per cent. Three pupils have a Statement of Special Educational Need which is below the average. When pupils begin in the reception classes their overall attainment is below that expected nationally.

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

This is an effective school that provides well for its pupils. An energetic headteacher leads and manages the school very well. She has very good support from a dedicated deputy headteacher. The very good leadership and management have been major factors in the school's progress from requiring special measures in 1997 to now being an effective school. In comparison with similar schools, standards are improving in the national tests in English and mathematics and in science assessments results for pupils in Year 2. There are improving test results in English, mathematics and science for pupils in Year 6. The quality of teaching is good in the Foundation Stage and it is satisfactory for pupils from Years 1 to 6. Financial management is good and is well planned. The school uses its resources well for the benefit of the pupils and makes very good use of additional funding. Taking into account the high costs for the education of each pupil, the school gives satisfactory value for money.

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

- Standards in English at Year 6 in test results are above the average compared with similar schools. Standards in art and design are good in comparison with all schools.
- Teaching and learning in the Foundation Stage are good and these give children a good start to their education.
- Good relationships are promoted well at all levels in the school and the good personal development of pupils helps to create a positive climate for learning and enthusiasm for school.
- Continuous use and application of the school's behaviour policy mean that behaviour is good and that all pupils have opportunities to learn and make progress.
- The school has very good procedures for checking pupils' academic progress and attendance.
- The provision for pupils' moral and social development is good. Pupils have good attitudes to their work.
- The links the school forms with parents are good. The school encourages them to help their children with their learning.
- The headteacher leads and manages the school very well.

### What could be improved

- Standards in English and mathematics for pupils at the end of Year 2 and Year 6.
- Provision of more challenging work for higher attaining pupils to promote their best progress.
- The provision for pupils who do not speak or understand English to help them to access the appropriate curriculum.
- The rates of pupils' attendance.

*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 been transformed since the last full inspection in 1997. Following a further inspection in December 1999, Her Majesty's Chief Inspector of Schools judged that the school no longer required special measures. Since then, it has maintained good improvement and continued to make strides and improve in all aspects of its work. This is due to the clear educational direction provided by the headteacher. The key issues have been dealt with from both previous inspections. Imaginative and innovative teaching is developing in some subjects such as science, art and design and information and communication technology (ICT) throughout the school. After a drop in standards following the last inspection, standards are now rising in English, mathematics and science. Standards in ICT have improved for pupils in Year 2 and Year 6. The school has improved its provision in line with new initiatives for ICT and teaching and learning is consistently good in lessons. Standards of handwriting have improved. Established subject co-ordinators take more responsibility for their subjects and new co-ordinators are beginning to do so. The provision in the Foundation Stage is a strength of the school. The school has developed provision for 'Wrap Around Care' with the inclusion of a playgroup. Planning has been refined in the Foundation Stage and teaching and learning has kept pace with recent developments. Pupils' good behaviour has been maintained. Parents are encouraged to take an active part in their children's learning.

### STANDARDS

The table shows the standards achieved by pupils 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	B	well above average A above average B average C below average D well below average E very low E*
Mathematics	E	E*	E	D	
Science	E	E*	E	C	

The most recent test results for pupils at Year 6 show that standards in English, mathematics and science have risen. The trend in results over recent years had been decreasing in Years 2 and 6. Many pupils have low levels of attainment when they begin school. The high numbers of pupils leaving and joining the school particularly in the junior classes, has an effect on the school's results. Compared with schools nationally, results of

the most recent tests show that standards of attainment for pupils in Year 6 are still well below the national average and are not yet high enough in English, mathematics or science. However, compared with similar schools with a similar proportion of free school meals, standards are higher. Pupils attained above the average in English, below the average in mathematics and at the average in science. Standards in reading and writing for pupils at the end of Year 2 were very low. They remained in the lowest five per cent of schools nationally. Pupils did better in mathematics but standards were still below the national average. Compared with similar schools, results were better. Pupils in Year 2 attained at the average in science, below the average in reading but well below average in writing. The school exceeded its targets in 2001 for pupils in Year 6 in English but not in mathematics. Targets for 2002 are now higher in mathematics and realistic for pupils in the current year group in English. Inspection findings show that standards for pupils in the current Years 2 and 6 are improving. Pupils' achievements in lessons are satisfactory. They attain below the national average in English and mathematics and at the national average in science. In English, standards of speaking and listening and reading are in line with national averages for pupils' ages across the school and in Years 2 and 6, but standards are below the national average in writing. Pupils attain below the national average in mathematics at Years 2 and 6. However, there are signs that improvements are taking place due to the priority the school is placing on both writing and mathematics. Standards of attainment are in line with national expectations for pupils in Years 2 and 6 for most other subjects of the National Curriculum. Standards in art and design are above those expected nationally for pupils in Years 2 and 6, but pupils in Year 6 do not reach the expected standard in music. Insufficient evidence was available to make a judgement on design and technology and physical education in Years 2 and 6 or in ICT for Year 2 pupils. Standards in religious education meet the requirements of the locally agreed syllabus. Children in the Foundation Stage make good progress in their learning although they do not reach the standards expected of them by the end of the reception classes in language and mathematical development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work. They listen carefully to their teachers, respond and concentrate well.
Behaviour, in and out of classrooms	Behaviour in lessons and at breaktimes is good. Pupils are sensible, courteous and polite and show care for one another.
Personal development and relationships	Good. Pupils respond well to the opportunities they are given to take on responsibilities. Pupils develop good relationships with each other and with the adults in the school.
Attendance	Attendance is well below the national average despite the strong emphasis that the school gives it. Unauthorised attendance is below the national average. Attendance for reception children is significantly low. A significant number of pupils arrive late for school.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	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.

Teaching in the Foundation Stage is consistently good and is a strength of the school. Children achieve well in their learning in both the nursery and reception classes and this gives them a good start to their education. Teaching is satisfactory in Years 1 to 6. There is a proportion of good teaching and a small proportion of very good teaching in both the infant and junior classes. The small proportion of unsatisfactory teaching is also similar in both key stages. This is better than in the 1999 inspection when there was no very good teaching and considerably better than at the time of the 1997 inspection. Generally, teachers use resources well and this motivates pupils and maintains their interest. They value pupils' work and display it well. Teachers have good relationships with pupils and manage them well and this improves pupils' concentration and behaviour in lessons. Literacy and numeracy skills are taught satisfactorily although pupils' skills in mental arithmetic are less well developed. Teaching in mathematics is satisfactory overall but lessons often lack challenge and teachers do not move pupils on quickly enough. English teaching is satisfactory. The school meets the needs of most of the pupils satisfactorily. The provision and teaching of pupils with special educational needs are sound and they make satisfactory progress in their learning. Despite the efforts of the school to give additional support to pupils who have recently joined the school and do not speak or understand English, the pupils do not receive enough specialist teaching from outside agencies and consequently do not learn as quickly as they should.

#### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good range of learning opportunities for pupils in the nursery and reception classes. A broad and relevant curriculum is planned for pupils in Years 1 to 6 although some subjects such as history and design and technology receive barely enough curriculum time. The school offers good opportunities for extra-curricular activities.
Provision for pupils with special educational needs	Pupils receive a good level of support in their learning and make satisfactory progress towards the targets in their individual education plans. The school has good liaison with parents and support from specialists.
Provision for pupils with English as an additional language	The school has arranged and allocated as much support as it is able to pupils who arrived late at the start of the school year and speak and understand no English. Very little support is available from outside agencies and support overall is not enough to help pupils make the progress they should.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social and moral development is good and the school makes satisfactory provision for their spiritual and cultural development. The school provides pupils with a sense of fair play and a strong sense of right and wrong. Educational visits to places of interest and visitors into school widen pupils' own cultural understanding and that of different heritages.
How well the school cares for its pupils	The school cares well for pupils and is committed to their well-being and support of their individual needs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads and manages the school very well and is very well supported by the deputy headteacher. Some staff with management responsibilities are new and are still developing their role.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. Governors are keen and supportive of the school and are developing a sound understanding of the work of the school. They depend on the headteacher to report information of the school's work.
The school's evaluation of its performance	The headteacher and deputy headteacher evaluate the school's performance well. They monitor closely the results of national tests and compare with schools locally. They track pupils' progress well.
The strategic use of resources	Financial planning is good and focuses on educational priorities in order to raise standards and pupils' achievements. All funds are spent wisely and the school tries consistently to get best value for money.

The school has a large number of staff and good accommodation and resources to teach the curriculum.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and the school expects the children to work hard.</li> <li>• The teaching is good and the children make good progress.</li> <li>• Behaviour is good and the school helps the children become mature and responsible.</li> <li>• Parents are comfortable to approach the school with a concern.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more information on how their children are getting on.</li> <li>• Some parents do not think the school provides enough activities outside lessons.</li> </ul>

Inspectors agree with most of the parents' positive views but disagree with both points of criticism. The provision for activities outside of lessons is good and the quality of information for parents on their children's progress is good.

## **PART B: COMMENTARY**

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

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

1. Standards in the school are improving and moving forwards at a good rate due to the very good leadership and management of the headteacher and the deputy headteacher. The benefits of past work are beginning to have an effect and standards are rising in English, science and ICT. Pupils achieve well in the Foundation Stage and satisfactorily overall in Key Stages 1 and 2. Since the new co-ordinator took up the post in mathematics early this term, an analysis of the areas of required improvement has been made. This is already having an impact on the standards in some areas of mathematics such as problem solving. However, standards are still not high enough in English and mathematics by the time pupils leave for the secondary school. Over a third of pupils in the current Year 6 classes have been identified as having special educational needs and this affects the overall standards that pupils attain. Inspection findings show that pupils' attainments in English and mathematics are below the national average for pupils in the current Years 2 and 6. They are at the national average in science in both year groups. This is not as high as the standards in English and mathematics found at the last inspection, when they were generally in line with expectations in mathematics and English. However, following the December 1999 inspection, standards in the May national tests in English, mathematics and science were well below the national average.
2. The results of pupils' performance in the national tests in 2001 show that pupils' attainments in reading and writing were very low in Key Stage 1 and in the lowest five per cent of schools nationally. This was similar to the previous year. However, compared with schools with a similar proportion of free school meals, results are better. In reading, results are below the average, in writing, results are well below average and in mathematics, at the national average. This shows an improvement in reading in Key Stage 1 since the previous year.
3. At the end of Year 6 in 2001, results in English, mathematics and science were well below average when compared with schools nationally. This is an improvement on the 2000 results which were very low for all three subjects and in the lowest five per cent of schools. Compared with similar schools, 2001 results are higher than they were in 2000. Pupils' performance in Year 6 was above the average in English, at the average in science and below the average in mathematics.
4. In 2001, the school exceeded its targets for pupils at Year 6 in English but did not reach them in mathematics. Targets have been set realistically and agreed with the local education authority for the current year in line with the previous attainments of the pupils in the current Year 6. Pupils' attainments have been tested and carefully tracked and recorded by the school over several years. Targets are higher than in 2000 in mathematics but not quite so high in English.
5. Standards have been consistently low or well below the national average for pupils at the end of Year 6 for the past three years. However, pupils' levels of attainment are now beginning to rise. Boys' performance has been lower than girls' in English but similar in mathematics and science. The gap between boys' and girls' performance in English is starting to close.

6. The school is very aware of its performance in national tests. It analyses them each year and tracks pupils' performance carefully from the time they begin in the nursery and reception year. Children start in the nursery with below average and for many, well below average skills. When they arrive in the reception classes at aged four, despite good teaching and good progress in the nursery they do not reach the Early Learning Goals expected for their age in all areas of the curriculum. About one third of the children have not benefited from the school's provision in the nursery and the playgroup and this has a negative impact on the overall attainment at the beginning of the reception class. They achieve well and make good progress but standards of attainment overall are not in line with the expectations for their age in literacy and mathematics by the time they begin in Year 1.
7. The improvement in standards has been brought about by several factors including a consistent approach to pupils' behaviour which ensures that pupils have the opportunities to learn and make progress. There is now a higher proportion of consistently satisfactory teaching with a proportion of good teaching. This is an improvement on the experiences that pupils have had in the past when a significant proportion of teaching was unsatisfactory. Since the 1997, inspection there have been staff changes and several under-performing teachers have left the school and been replaced. The school has developed very thorough assessment strategies and carefully prepared targets for pupils' individual progress. However, teachers do not always assess what pupils have learnt carefully enough and provide sufficiently challenging tasks for higher attaining pupils in mathematics, science and in some English lessons.
8. Standards in English are improving although they are not yet in line with the national average for pupils in Years 2 and 6. Pupils achieve in line with national averages in speaking and listening and in reading at Years 2 and 6 but below the average in writing. Standards in pupils' handwriting have shown improvement, although spelling and punctuation are still weak areas in Key Stage 1. Nevertheless, standards of writing are improving throughout the school due to the emphasis that the school gives to writing development, which is an area prioritised in the school's current development plan.
9. Since the new co-ordinator has taken over the leadership of mathematics at the beginning of this term, standards are beginning to improve in some areas such as problem solving which the school has identified as a weakness. However, pupils' attainments in oral and mental arithmetic are not high enough and too many pupils find it difficult to calculate at speed using the four number operations of addition, subtraction, multiplication and division. Higher attaining pupils do not make estimations of their calculations speedily.
10. Pupils' standards of attainment in ICT are now consistent in Key Stage 2 and pupils in Year 6 attain in line with the national expectation. There was insufficient evidence to make a judgement for pupils' attainment in Year 2. However, the school has kept pace with recent developments in the subject and the provision is good. In all other subjects of the National Curriculum except in art, music, physical education and design and technology, pupils attain the levels expected for their age at the end of Years 2 and 6. Pupils in Year 2 attain in line with the expectations in music but this is not the case in Year 6 where pupils attain below the national expectation. In art, standards of attainment are above those usually found in Years 2 and 6. There was insufficient evidence to judge pupils' attainments in design and technology and physical education for pupils in either Year 2 or Year 6. In religious education, pupils

in Years 2 and 6 attain in line with the expected standards of the locally agreed guidelines.

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

11. Throughout the school pupils, including those with special educational needs and those with English as an additional language, have good attitudes to their learning. This is in line with the findings of the previous report.
12. The majority of pupils in the infant and junior classes respond well and show interest in the activities provided. They listen carefully to their teachers and sustain good levels of concentration. For instance, in a science lesson in Year 5 on the differences between mass and weight, pupils' learning was significantly enhanced by their attitudes and enthusiasm. The majority of pupils work hard and try to do their best. Parents express strong agreement with the positive attitudes and values promoted by the school. The majority agree that their children enjoy coming to school.
13. Standards of behaviour are good. Pupils are courteous and treat staff and visitors politely. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. There were seven fixed period exclusions involving four boys during the last reporting year. No incidents of bullying were seen during the inspection.
14. Pupils develop personal and social skills well and the reward of prizes and certificates successfully motivates them. Relationships between all members of the school community are good. The majority of pupils know that all the adults want what is best for them. This has a positive impact on the way the pupils treat other people. They respect and value each other's contributions as seen in a Year 1 art lesson, where pupils were practising their observational and pencil skills drawing portraits. They willingly accept responsibilities when given the opportunity and enjoy helping with the routines of school and class, such as acting as door and register monitors. Junior pupils are willing to stand for election to the school council. The ability of pupils to use their own initiative and take responsibility for their own learning is limited in some lessons such as science, when sometimes insufficient opportunities are given by teachers.
15. Attendance is well below the national average at 92 per cent for the last reporting year, although a significant minority of pupils has a 100 per cent attendance. Attendance figures for the children in the reception classes are very low. Despite the school's best efforts to improve attendance and punctuality, the figures are adversely affected by the poor attendance of a very small number of families and the number of pupils absent for family holidays taken in term time. The rate of unauthorised attendance for the last reporting year, however, was below the national average at zero per cent. A significant number of pupils arrive late for school which interrupts lessons and has a detrimental effect on pupils' learning.

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

16. Teaching is good in the Foundation Stage and satisfactory in Years 1 to 6. In almost all of the 71 lessons seen, the quality of teaching was satisfactory or better. Teaching was good in 46 per cent of lessons and very good in a further seven per cent. Forty-two per cent of lessons were satisfactory. Teaching was unsatisfactory in four per cent. This satisfactory quality of teaching has been maintained in lessons since the last inspection in 1999. The quality of teaching has improved considerably since the

inspection in 1997 when a significant amount of teaching was judged to be unsatisfactory. The school now uses a programme of whole-school evaluation and provides whole-school in-service training, individual training and support to improve teaching.

17. The best teaching is in the Foundation Stage where teaching is always at least good and in ten per cent of lessons it is very good. A feature of the good teaching in the Foundation Stage is the way that all practitioners work together well as a team and have a good knowledge of the curriculum for children of this age. The quality of planning, the methods that teachers use as well as the management and organisation of the children and the teaching sessions are very good. Teachers have a good understanding of the skills that children need to acquire at the different stages in their learning. They assess skills carefully and plan activities to build upon and extend what the children already know. For instance, when singing and teaching rhymes, practitioners make good use of opportunities to consolidate and move children on in their learning of numbers within a wide repertoire of number rhymes and songs.
18. There is inconsistency in the quality of teaching between classes in the same year groups in both Key Stages 1 and 2. For instance, in Years 1 and 2, teaching is consistently good in one of the two classes but teaching is mostly satisfactory in the other. There is a similar picture in Year 3 and Year 6 where in one teaching is consistently good and very good but not in the other. When teaching is unsatisfactory it is characterised by poor management of pupils and resources. Pupils make few gains in their learning because the teaching objectives are not met and the teaching is not planned well enough to extend pupils' learning sufficiently. Although teachers in the parallel classes in year groups plan work jointly, they do not always adapt the planning well enough to match the different levels of abilities of the pupils. This was seen in several music lessons, where the aims and activities of the lessons were identical but the methods used by different teachers did not take into account the difference in pupils' abilities. In very good lessons, planning was thorough and tasks were very well matched to the needs of pupils of different abilities who made very good gains in their learning. In these lessons, teachers used a good pace in questioning and explaining. The teacher's high expectations, coupled with enthusiasm spurred the pupils on to do well. An example of this was in a Year 6 English lesson. Pupils succeeded very well in writing short descriptions of places they knew with the use of interesting vocabulary and style. Another example was in a Year 3 mathematics lesson, when the brisk pace of the well-planned lesson and the wide range of explanations given to the pupils resulted in very good learning taking place.
19. Most teachers in both key stages have good methods and effective strategies for maintaining order in lessons and keeping pupils' attention on what they are learning. This improves pupils' interest and concentration and helps them to get on. Teachers and support assistants apply the school's behaviour policy consistently and have a positive approach to the management of pupils. They have good relationships and use the reward systems well. When necessary, teachers use the help of learning assistants discretely to ensure that pupils who have difficulty in managing their behaviour settle to their work without stopping others from getting on. Teachers in both key stages use resources particularly well, for instance, in mathematics, English and ICT. A good example of this was seen in a Year 1 English lesson. The teacher used a glove puppet as an aid to help pupils understand and gain confidence in learning the sounds at the beginning, end and middle of words. In a Year 5 mathematics lesson, an overhead projector was used effectively to teach pupils how to use a series of different calculator operations.

20. An inconsistency in the teaching is that teachers do not always share what it is that pupils are to learn at the beginning of the lessons, and check with pupils at the end of the lesson whether they have learnt it. Lessons are sometimes too closely directed by teachers and pupils are not given enough opportunity to learn independently or given responsibility for their own learning. This is an area of weakness in some lessons. For instance, during a good science lesson in Year 6, rather than pose questions to pupils as to how they could carry out an investigation by provoking their thoughts and exploring possibilities, the teacher explained exactly how a test should be done.
21. The teaching of English is satisfactory in Key Stage 1 and good in Key Stage 2. Teaching of mathematics is satisfactory overall. However, there are some areas which could be improved in both English and mathematics. In English, the teaching of the National Literacy Strategy has been embraced well and most teachers have sound expertise and are confident in their teaching of literacy skills. In the best lessons, teachers focus clearly on what pupils need to learn and take opportunities to move pupils on at their level rather than just teaching what is next in the National Literacy Strategy. These teachers use the time allowed for extra English lessons effectively for pupils to consolidate and practise the skills they learn as well as promoting pupils' skills in reading, writing and speaking and listening in other subjects of the curriculum. However, this is not always the case, and some extra English lessons are a mere continuation of English exercises. Teaching of numeracy skills is satisfactory although some mathematics lessons have slow pace in the mental arithmetic session and pupils do not develop their numeracy skills for mental calculations sufficiently quickly. Teachers do not use the information they collect when assessing pupils' work sufficiently well to match the set tasks carefully enough to pupils' abilities. Tasks are not sufficiently challenging or timed carefully to move pupils forward quickly enough in their learning of mathematics.
22. In science, teaching is satisfactory overall. However, teachers do not highlight key scientific language in their planning and ensure that pupils are given the opportunity to learn and use it. Teaching of ICT is good in Key Stage 2. The direct teaching of skills in ICT was consistently good in lessons and pupils achieve well in the development of skills with computers. Nevertheless, pupils are not always given the opportunity to develop the skills they learn across other subjects of the curriculum such as geography, history, and science with the use of ICT. Teaching in art is good and, as a result, pupils make good progress at both key stages. In most other subjects of the National Curriculum and religious education teaching is satisfactory. There was insufficient evidence to make judgements on the quality of teaching in design and technology at both key stages and in, physical education and ICT at Key Stage 1.
23. Pupils with special educational needs make sound progress in their learning and achieve satisfactorily. They learn alongside others in their classes and receive good support from classroom assistants who are prepared by teachers in what pupils are to learn. Teachers and support assistants relate well to pupils with special educational needs. They value their contributions and promote the pupils' self esteem effectively ensuring that they are well integrated into lessons. The school provides good quality teaching for pupils who have recently joined the school and speak no English. However, the amount of teaching is limited. The initial assessment of their language skills is slow due to the limited support available to them from outside agencies. As a consequence, pupils who speak little or no English do not make enough progress in their learning in English or in other subjects to have full inclusion in the curriculum.

24. Homework and additional booster classes for older pupils support their learning well. Most parents who returned the questionnaire and attended the parents' meeting commented favourably about the amount of work given to pupils to do at home. Inspection findings agree with this.

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

25. The curriculum provision for children in the nursery and reception classes is good and has been maintained since the previous inspection. For pupils in the infant and junior classes it is satisfactory overall with good provision of extra-curricular opportunities and for pupils' personal and social development. This quality of provision prepares pupils well for the next stages of their education.
26. The policy directing the work within the nursery and reception classes demonstrates clearly the importance the school places on fostering positive attitudes to learning. The curriculum follows national advice. In response to the previous inspection, planning has been revised and provides a very well structured range of purposeful, practical learning experiences in all the nationally recommended areas of learning for children of this age. This makes a major contribution to the progress these children make towards the agreed Early Learning Goals and ensures a smooth transition to the work of the National Curriculum at the time best suited to each child.
27. The interesting and effectively presented range of displayed work throughout the school demonstrates well the breadth of curriculum opportunities enjoyed by pupils. An appropriate range of policies ensures that statutory requirements are met for each of the subjects of the National Curriculum. The provision for religious education is in line with the recommendations of the locally agreed guidelines. Through a suitable range of policies, effective provision is made for pupils' personal, social and health education that includes both sex education and the raising of their awareness of the consequences of the misuse of drugs.
28. Overall, the organisation of the curriculum to meet the needs of most pupils is satisfactory. There are strengths but also areas to be developed further. The headteacher and senior staff have clearly been concerned to ensure that pupils enjoy an appropriately balanced curriculum. A useful framework is in place that indicates when Programmes of Study are to be taught as pupils move through the school. The agreed allocations of teaching time to each subject are similar to those in many schools and, overall, support an appropriate balance of experience. The particular priority given to English and mathematics illustrates the importance the school places on improving basic skills of literacy and numeracy. However, where the time allocations are not adhered to in practice, there is a limiting effect on the provision for some subjects. For example, where the generous allocation for English is extended further by two or three per cent then that has a negative impact on the provision for foundation subjects such as art and design, or design and technology or history. The overall time devoted specifically to teaching in classes in Key Stage 2 is in line with most schools but for classes in Key Stage 1, it is slightly below average. This imposes an additional difficulty in meeting agreed allocations particularly as moving round the particular buildings is, in itself, time consuming.
29. The school uses the National Literacy Strategy effectively as a whole-school programme of work. The structure of the strategy is suitably adapted to promote the systematic development of knowledge, skills and understanding as pupils progress



through the school. The National Numeracy Strategy provides a whole-school scheme of work but is not effectively used to meet the needs of all pupils. The provision for this subject is a priority in the current school development plan so the school is well placed to make necessary improvements. In Year 6, pupils are set in ability groups for literacy and numeracy and this simplifies the planning to meet the individual needs of pupils. Co-ordinators have made suitable use of the nationally recommended guidelines to develop whole-school, structured programmes of work for all National Curriculum subjects and for religious education. These provide good support for teachers in planning the systematic development of knowledge, skills and understanding for each subject as pupils move from year to year. The teachers within each year group plan collaboratively so that there is consistency of provision. The curriculum is significantly enhanced when teachers make cross-curricular links. This was well illustrated for instance, by pupils' work on diary entries of a Victorian child as part of a history lesson, which provided a good reason for writing in that form and contributed well to pupils' literacy skills. By the end of the lesson, pupils had practised historical enquiry skills and their literacy skills in a purposeful and interesting, independent writing activity. However, there is insufficient clear guidance to ensure consistency in this good practice.

30. Overall, the school satisfactorily provides its pupils with equality of opportunities to its curriculum and other activities it provides. Pupils with special educational needs are well supported, which enables them to be fully included in all aspects of school life and to make satisfactory progress in their learning. Tasks in lessons in English, mathematics and science are usually matched well to pupils' abilities and they receive good quality help and support which helps them to learn effectively. There is good liaison with external agencies such as the educational psychology service. However, there is no policy in place for gifted and talented and more able pupils.
31. The school has acknowledged that in the past boys' performance has fallen well behind that of girls' and it has now successfully implemented strategies to narrow this gap in their relative attainment.
32. There are two issues that give cause for concern. The school has recently admitted a number of pupils from overseas who speak very little English and some of whom have had no previous schooling. Although it has allocated resources to support these pupils, the present provision is inadequate in enabling them to make the progress in their learning that they should. These pupils do not have sufficient equality of opportunity. The school is also aware that its brighter pupils do not always achieve high enough standards. The introduction of a setting system for pupils in Year 6 provides pupils of different abilities with work which challenges them at the appropriate level. There are indications that this strategy is bearing fruit. However, in too many lessons in which pupils of different attainment work together as a class, the brightest pupils are challenged insufficiently and do not make the progress they should.
33. The provision of extra-curricular activities for the pupils in Key Stage 1 infant classes is similar to that found in most schools with pupils of this age. A good range of extra-curricular activities improves and extends the curriculum for pupils in junior classes. Over the years, all pupils have opportunities to enjoy a range of sports activities such as football and netball. There are clubs as diverse as art, drama, choir and ICT skills. The school uses opportunities effectively to support pupils' learning through field trips within the local environment such as to Maze Park and the Iron Masters' Trail and visits to sites such as Rievaulx Abbey, Beamish Museum and a Mosque. The

residential visits to Carlton Outdoor Activity Centre make a significant contribution to the personal development of older pupils.

34. The links with the local community are satisfactory. Pupils enjoy the coaching sessions provided by Middlesbrough Football Club. Strong links are made with the local church. The involvement of clergy and members of other faiths enhances the life and work of the school. The link with the privately owned Archibald Play Group is very good. The work in developing 'Wrap Around Care' is a strength of both the Foundation Stage and the playgroup. The quality of the working relationship between them makes a significant contribution to the experience of children and the progress they make. Links with receiving schools are effective so that pupils transferring to secondary schools can do so with a good measure of confidence. The school is able to share training opportunities with schools in the local cluster group.
35. Overall, pupils' spiritual, moral, social and cultural development is good. This represents an improvement upon the findings of the 1999 inspection.
36. Pupils' spiritual development is satisfactory. School assemblies, religious education lessons and circle time (a session set aside for pupils to discuss personal and social issues) provide pupils with good opportunities for reflection. Lessons in science, art and design and music are also used to help pupils appreciate that nature and the arts can provide 'special experiences'.
37. The development of pupils' moral awareness is good. School rules, prominently displayed around the school, the school's aims and values and the ethos which are encouraged in classrooms, all promote a sense of fair play and provide pupils with a strong sense of right and wrong.
38. The school rightly takes pride in its social development of the pupils which is good. Older pupils elect class representatives to the school council. They discuss school issues and propose improvements in the quality of the school's provision, for example, in enhancing the facilities in the school's playground. Older pupils also help, on a rota basis, with school routines, collecting registers and helping younger pupils in the dining hall. Pupils visit the nursery to help the little ones in their learning and play. The school successfully encourages pupils to raise funds for children's charities, particularly in areas of the world where natural disasters have occurred. Year 6 pupils benefit from their annual residential visit to an activity centre where they carry out challenging physical tasks, individually and in teams. Pupils are given opportunities to mix with children from other schools, different backgrounds and different areas of the county.
39. Pupils' cultural development is satisfactory. In religious education, history and geography lessons pupils are introduced to different cultures and teachers organise visits to places of worship of different faiths. Visitors representing different heritages talk to pupils about their ways of life and faiths. Parents of pupils who are from non-European cultures, have come into school to introduce pupils to their traditional clothing and dishes. Visits made to museums and art galleries enhance pupils' awareness of their own culture and of local heritage.
40. The good range of aesthetic and physical extra-curricular activities on offer to pupils in Years 3 to 6, contributes well to their social and cultural development.

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

41. The school provides a caring environment where teachers know their pupils well and value them as individuals. Parents are proud of the caring ethos of the school and have confidence in the ability of the school to meet the needs of their children.
42. Pupils' personal development is monitored effectively by class teachers through such class activities as discussion. Teachers are familiar with the background of pupils and support their individual needs well.
43. The agreed behaviour policy successfully promotes good behaviour. It is applied consistently by all staff. It is well supported by the school's policy on bullying and the home school agreement which is signed and returned by the majority of parents. Staff deal promptly and effectively with any incidents of reported bullying.
44. The school has very good procedures for monitoring pupils' attendance. The target group of pupils with the poorest attendance is contacted by the education social worker as soon as an absence is reported. Teachers call the register promptly at the beginning of every session. The school works very hard to promote punctuality and good attendance and the provision of a well-attended breakfast club has been beneficial in improving the punctuality of some pupils. Parents and pupils are continually reminded of the importance of good attendance and punctuality. Incentives, such as prizes in raffles from tickets earned for each week's 100 per cent attendance are constantly being used as well as visits to the local football club.
45. There is a clear child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. Appropriate training is regularly undertaken.
46. The school successfully looks after pupils' health, safety and general well-being. Lessons on sex education and drug awareness form part of the personal, social and health education programme which is appropriately supported by outside agencies. An accident book for recording incidents is carefully maintained. First aid boxes are appropriately sited and stocked and parents are informed of accidents involving their children. The governors have approved a comprehensive health and safety policy and regular risk assessments are carried out.
47. Procedures for assessing pupils' attainment and progress are very good. The deputy headteacher, as assessment co-ordinator, has been instrumental in developing a wide range of procedures, and a very full 'calendar' of assessments is in place. The school builds up informative collections of each pupil's attainments. The school is very aware of its performance in national tests. It analyses them each year and tracks pupils' performance carefully from the time they begin in the nursery and reception year. It has very good systems in place for tracking pupils' progress. In Key Stage 1, pupils sit regular tests and in Key Stage 2 pupils sit the recommended national tests at the end of each year.
48. The school uses the results of national tests to track the progress of all pupils as they move through the school and consequentially has a reliable means of judging how well pupils are achieving over time. Inspection evidence indicates there is inconsistency amongst teachers in the use of the information gained at both the longer and shorter term to create well-targeted programmes of work. This is especially the case for higher attaining pupils. Nevertheless, as a result of rigorous analysis of assessment information, the school is able to guide its curriculum planning more specifically. For instance, in mathematics, each year group in the juniors has recently been given a breakdown of strengths and areas for development.

'Springboard Maths' has been introduced in Years 4 and 5 in order to 'boost' the performance of selected pupils. Individual pupil targets have been introduced in all year groups for both mathematics and English. The co-ordinator for English has carefully analysed the results of national tests and shared the findings with all of the staff. Analysis of assessments identified a need to develop spelling, handwriting and writing further and these issues have been, and are being, addressed. For some time the school has analysed the differences between boys' and girls' attainment. The assessment co-ordinator has started to use a computer program to look at the patterns of boys' and girls' attainments. She has records for pupils in all year groups in the school, highlighting 'influencing' factors such as the incidence of long-term supply teachers, staff turnover and pupil mobility. The school is now well placed to judge the different effects of teaching and the extent of pupils' learning.

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

49. The majority of parents indicate that they are well pleased with what the school provides and achieves.
50. The information provided for parents is useful and the majority of parents expressed satisfaction with the quality and quantity of information they receive in newsletters and in parent teacher consultation meetings. They know they are welcome in school and those that need are able to receive a verbal translation of information.
51. The school prospectus and governors' annual report to parents are detailed and helpful but the prospectus lacks information on the curriculum provided for those children in the nursery and reception classes, although this information is provided in a separate booklet for parents. Pupils' annual progress reports are detailed. They contain information on the curriculum covered and the progress pupils make but there are few areas indicated as to how pupils might improve.
52. Parents are encouraged to take an active part in the education of their own children, and courses on literacy and numeracy are held in the school to enable them to better support their children's learning. The homework policy is based on government guidelines and the majority of parents are happy with the amount of homework their children receive. The school works hard and with success to involve parents in its life and work. Governors have consulted parents and children by questionnaire to enable them to obtain an insight into what they expect from the school. More parents attend special assemblies and concerts than previously. A small number of parents help regularly in school and staff much appreciate this help. Parents support the fund-raising activities of the Friends Association and the money raised is used well to help resource the school and increase pupils' learning.

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

53. The headteacher provides very good leadership and management for the school. Under her leadership the school has dealt successfully with the issues identified in the last inspection report in 1999 and the previous report in 1997. The school was put into special measures shortly before the headteacher's appointment in January 1998 and was removed by Her Majesty's Chief Inspector of Schools in December 1999.
54. The experienced headteacher has a very clear sense of educational direction. She is committed to ongoing improvements and in raising the standard of pupils' performance in test results and in the achievements of each individual pupil. Since her appointment as headteacher, she has succeeded in leading and implementing

very effective changes in the atmosphere of the school during an unsettled time. She has built up an established team of teachers and, with the provision of good staff development, has secured their commitment to improving their teaching and in the management of curriculum subjects. The headteacher has not shrunk from taking the appropriate action for under-performing staff and has made effective appointments in their place as well as replacing two staff who left the school for promotion. She motivates and supports staff well. She has secured improvements in many areas of the school's work and is continuously making further strides forwards. This work has contributed to raising the quality of teaching and improvements in curriculum provision and procedures for assessing pupils' work and tracking their progress. In the difficult period of changes, following the inspection in 1997, test results fell for pupils in Year 6 but are now beginning to rise. The school has ensured and maintained improvements in pupils' behaviour and attitudes to their work which results in all pupils having the opportunities to learn and make progress. The school is poised to move ahead further as is shown by the good quality school improvement plan and the whole-school self evaluation programme. The headteacher has shown clear vision in creating a successful pre-school programme for 'Early Years Wrap Around Care', comprising the nursery and the Archibald Playgroup which nurtures children from two upwards. The good teaching in the nursery contributes well to raising the standards of children's attainment from a low base when they begin to the improved levels that they have in many areas when they start their full-time education in the reception classes.

55. The dedicated and highly organised deputy headteacher gives very effective support to the headteacher. She is very committed to improvement in the school. In her roles as assessment co-ordinator, team leader for the infants, co-ordinator for in-service and the training of new and newly qualified staff, as well as more recently taking on the co-ordination of mathematics, she makes a very good contribution to its development. The headteacher and deputy headteacher work closely as a team in developing the work of the teachers and the senior managers in the school. For example, they support staff in the monitoring and development of their subject areas. The headteacher has devised a very clear management structure. Some members of the school management team are new and others are still learning their roles. The co-ordinator for the Foundation Stage, an established member, makes a valuable contribution to the working of the team of senior managers. In the past there have been difficulties in sustaining continuity and consistency of commitment due to absences and sickness. The headteacher manages and involves the senior management team well. Team meetings are weekly. The team works to an agenda set by the headteacher at the beginning of the term and reviewed at the beginning of each week. Team leaders also have an input to meetings every other week, alternating with team planning meetings. Minutes are taken at all meetings and available to staff to keep them fully informed and lines of communication open.
56. Most teachers carry responsibility for leading and managing work in one or more subject areas. Those who do not have sole responsibility and are recent or temporary appointments have responsibility as assisting in areas such as science, literacy, ICT and special educational needs. This acts as good professional development. Due to the illness this term of a senior member of staff, co-ordination of mathematics and geography has been reallocated. Subject co-ordinators have a good understanding of their roles. The quality of subject management and its effectiveness in raising standards is variable but overall it is satisfactory. It is too soon to judge the effectiveness of management by new subject leaders such as in music. Subject management is good in English, the Foundation Stage and history. The co-ordination of mathematics has improved and is now good since the beginning

of the term. All teaching and non-teaching staff have detailed job descriptions, individually written and covering all aspects of the roles they undertake. Most subject co-ordinators check teachers' planning and monitor pupils' work but have not yet had the opportunity to work alongside their colleagues during lessons to monitor the development of their subjects. Careful analysis of test results in English and mathematics enables the school to prioritise areas for whole-school development such as writing.

57. The monitoring and evaluation of the quality of teaching play a major part in the school's self review programme of its work. Monitoring of teaching is undertaken by the headteacher and deputy headteacher to an agreed format and in a planned programme which is useful for teachers to help them improve. Teaching has also been monitored by outside consultants and advisors as part of developments in literacy and numeracy and the support given by the local education authority. All newly qualified staff have undergone monitoring of their teaching in their first year and new staff have been seen teaching before their appointment.
58. The management and co-ordination of special educational needs are satisfactory overall. The co-ordinator had much work to do on taking on the role. Organisation of records is good, but these are not yet kept in a way that allows judgements about the progress of pupils and their movement between the stages of the special educational needs register to be made readily. Liaison with staff is effective in supporting the writing of targets for pupils' individual education plans, but not so good in knowing what expectations are made of the lower attaining set of pupils in English and mathematics in Year 6. This is partly due to insufficient non-contact time, which is currently limited to one afternoon per week and needs to be used for administration and records maintenance. The co-ordinator monitors the standards of pupils' work well and has drawn up a good quality action plan to develop provision and practice in special educational needs.
59. The school is committed to promoting equal opportunities for all to learn and to ensuring that all pupils are fully involved and included in learning. It has appointed a co-ordinator for this area which is managed satisfactorily and the school deals with the inclusion of all pupils to the best of its ability. However, despite concerted efforts by the school, there is a weakness in the provision for pupils with English as an additional language. Very recently, and after the start of the school year, several pupils with English as an additional language were admitted to the school. This is the first time that the school has had pupils who do not speak English although there is a likelihood that this situation will continue. Refugees are re-housed in the area by the local housing authority and families from overseas are brought to the area by local businesses for training. The school has had very limited support for these pupils in their language development from the local education authority's department who supports the achievement of ethnic minority pupils. The school has provided funding from its budget for some additional language classes but this is not sufficient to enable pupils make the progress in their learning that they should and to be fully included in the curriculum. Although pupils had already been in the school for almost two months at the time of the inspection, the ethnic minority team had not completed, or in some cases begun, initial assessments of pupils' language needs. There were no programmes of work agreed for pupils to support class teachers in their provision for pupils on a daily basis.
60. The governing body fulfils its statutory duties satisfactorily and is developing a sound understanding of the work of the school. The school has a full complement of governors who are committed to the improvements and the direction the school is

taking. They are keen and give the school and the headteacher good support. The chair of governors works voluntarily in the school on a frequent basis and gives useful assistance with the administration in the school office. Several governors help when pupils make visits out of school and on the Year 6 visit to London. The governing body keeps itself well informed and has the appropriate committee structure in place. Additional sub-committees meet on a regular basis. Minutes are taken and decisions made on items such as pupil discipline, school target setting, and performance targets for the headteacher. The governors review and approve the school development plan and the school budget. They are beginning to find ways for themselves of checking how, for instance, parents feel about the school. However, they are too reliant on the headteacher for information and evaluation of how the school is doing.

61. The use to which the school puts its resources contributes well to the achievements of pupils. Financial planning is good. It focuses spending on agreed priorities for improving provision and raising standards. The school tries consistently to get best value for the money it spends. It consults parents, pupils and staff on a range of important issues. This is a strong feature of its work. The funds it receives from a variety of sources, including the New Deal for Communities initiative, are spent very wisely for the benefit of all pupils. The control and monitoring of expenditure are also good. The recommendations of the recent auditors' report have been implemented in full. The governing body is appropriately involved in setting the budget and checking spending. The use of new technologies, such as those involving computers, is satisfactory. The use of email for correspondence is developing, although the school needs to be more aware of how well the records it keeps are protected from computer viruses. Members of the administrative staff work closely and well with the headteacher to ensure the smooth running of the school.
62. The school is well staffed with suitably qualified and experienced teachers to ensure that the National Curriculum is taught effectively. Thanks to the money provided by the New Deal for Communities and Public Service Agreement initiatives, the pupils benefit from a high level of classroom support. However, the school does not have enough support from the specialist staff from outside agencies for supporting pupils who do not speak and understand English.
63. Accommodation is good overall with ample space for the number of pupils. It allows for specialist teaching areas, such as group activity rooms and information and an ICT suite as well as a separate interactive white-board room. There are attractive displays in classrooms and public areas celebrating pupils' achievements. The site manager and her staff work very hard to provide a clean, tidy and well maintained building and site. The playgrounds are spacious and well marked out for games. The area for infant play has recently been improved by the addition of colourful seating and tables and an attractive butterfly garden.
64. Learning resources are satisfactory. The computer suite and interactive white-board room are well equipped but overall resources for ICT are satisfactory. In mathematics, there is a shortage of software and for science, there is a shortage of investigative equipment. The resources for children under six years of age are good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

### 65. The school should now:

- (1) **Raise standards in English and mathematics by:**
  - improving pupils' writing including spelling and punctuation;
  - ensuring that teachers plan opportunities for pupils to use the skills they learn in English in other subjects of the curriculum;
  - improving teaching in the oral mental arithmetic session in each mathematics lesson to enable pupils to increase their knowledge of number and to be able to make calculations more quickly.(paragraphs 8, 9, 21, 80, 81, 85, 89)
- (2) **Promote the best progress for higher attaining pupils by:**
  - ensuring assessment is used to inform teachers' planning so that higher attaining pupils are given a greater level of challenge in their work.(paragraphs 7, 18, 48, 86, 91, 102)
- (3) **Improve the provision for pupils who do not speak or understand English by:**
  - ensuring that these pupils receive early assessment and the provision to which they are entitled from outside agencies.(paragraphs 23, 32, 59, 82, 94, 118)
- (4) **Improve the rate of pupils' attendance and punctuality to the national average by:**
  - continuing to stress the importance of regular and sustained attendance and punctuality to parents and pupils.(paragraphs 15, 44)

### **In addition to these key issues the school should consider the following less significant weaknesses for inclusion in the action plan:**

- ensure that the balance of curriculum subjects is reflected in teachers' timetables;
  - ensure that all statutory requirements are included in the governors' annual report to parents and the school prospectus.
- (paragraphs 28, 51)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	50

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	33	30	3	0	0
Percentage	0	7	46	42	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78	304
Number of full-time pupils known to be eligible for free school meals	0	181

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	82

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	10

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	55

### Attendance

Authorised absence

%
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Unauthorised absence

%
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School data	7.8
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	28	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	23
	Girls	23	21	24
	Total	37	34	47
Percentage of pupils at NC level 2 or above	School	65 (53)	60 (58)	82 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	21
	Girls	23	17	25
	Total	37	34	46
Percentage of pupils at NC level 2 or above	School	65 (58)	60 (72)	81 (58)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	29	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	12	22
	Girls	17	12	26
	Total	34	24	48
Percentage of pupils at NC level 4 or above	School	62 (38)	44 (29)	87 (56)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4	Boys	14	15	19
	Girls	15	14	22

and above				
	Total	29	29	41
Percentage of pupils at NC level 4 or above	School	53 (63)	53 (56)	75 (56)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	7
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	296
Any other minority ethnic group	1

*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)	17
Number of pupils per qualified teacher	22.5
Average class size	25.5

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

Total number of education support staff	12
Total aggregate hours worked per week	301.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	78
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **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	5
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

### **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	7	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	2001
	£
Total income	762,124
Total expenditure	771,479
Expenditure per pupil	1,953
Balance brought forward from previous year	38,002
Balance carried forward to next year	28,647

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	97

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	24	1	0	3
My child is making good progress in school.	56	35	1	2	6
Behaviour in the school is good.	53	38	3	1	5
My child gets the right amount of work to do at home.	32	40	7	5	16
The teaching is good.	64	31	0	1	4
I am kept well informed about how my child is getting on.	48	35	10	1	6
I would feel comfortable about approaching the school with questions or a problem.	66	27	1	2	4
The school expects my child to work hard and achieve his or her best.	62	27	0	0	9
The school works closely with parents.	45	42	6	2	5
The school is well led and managed.	62	27	2	1	8
The school is helping my child become mature and responsible.	59	31	2	0	7
The school provides an interesting range of activities outside lessons.	47	27	9	0	17

### Other issues raised by parents

A significant number of parents commented on the improvements made since the headteacher took over the school. All parents at the meeting agreed on this.

## **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**

66. Children enter the 39-place nursery part time, after their third birthday. A substantial proportion of nursery children benefits from the very effective provision of the privately owned playgroup within the school building when not attending nursery. Entry to full-time education in reception is made in September for those who will become five before the end of February, and in January for those who will become five by the end of August. This group of younger children has part time provision in reception during the previous autumn term while remaining eligible for nursery provision each afternoon. Because the playgroup and nursery have established a close relationship in planning early years 'Wrap Around Care' provision, it is possible for children to move between the two very successfully. This makes a significantly positive contribution to their early development and to the good progress they make. Children enter the nursery showing the full range of stages of development but overall attainment is well below agreed expectations for children of this age. Most children make good progress in personal and social development and in developing communication skills. At the time of entry to full-time education in the reception class, there are children with significantly different pre-school experiences joining the year group. This is reflected in the results of baseline assessment that show overall attainment remains below expectations. All children make at least satisfactory progress towards the agreed Early Learning Goals with a significant minority making good progress. Most children's personal and social development ensures a successful transition to Year 1, although inspection evidence indicates that overall attainment in literacy and numeracy remains below expectations. It is significant that the attendance figures for reception children are very low at 74 per cent. This has a negative impact on attainment of a minority of children by the time they enter Year 1. Children with special educational needs and those who do not speak and understand English in the reception classes are identified promptly and given sensitive support by the school.

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

67. The quality of teaching is good in this area so that on entry to Year 1 most attain in line with agreed expectations for children of this age. The good provision in the playgroup and well-organised induction procedures ensure that children enter the nursery with a good measure of confidence. After only half a term most children leave their carers confidently and choose an activity for themselves. A high priority is placed on development in this area and support for it permeates the life and work of both nursery and reception classes. Both teaching and support staff have a shared understanding of expectations. They create a consistently calm and positive approach to supporting each child so that most children have a sound developing understanding of social conventions and of what is considered acceptable behaviour. This in turn enables them to relate very well to each other, the adults who work with them and with unfamiliar adults. For example, a nursery child 'reading' a Kipper book for herself confidently invited an adult to share the pleasure with her. While most of the youngest children work happily alongside each other, rather than with them, they know they must take turns when, for example, involved in a group mathematics activity, and take their lead from the supporting adult. Older children in reception collaborate and often support each other, for instance, to interpret the score of a rhythmical pattern when exploring music with body percussion. Careful planning ensures a good range of purposeful activities that stimulate children's interest so that

most develop positive attitudes to learning. They are able to settle to self-chosen and adult-directed activities promptly, accessing and clearing away resources responsibly. They sustain concentration for appropriate periods, for instance, when they made a written record of eight caterpillars created out of play dough or solved the problem of a stickle-brick tower that persistently toppled over. Children with special educational needs make particularly good progress in their personal, social and emotional development.

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

68. The quality of teaching is good in this area. Teachers plan and support well the development of children's skills for speaking and listening across all areas of learning. Children make good progress although overall attainment is below expectations. Teachers and support staff consistently use a varied range of everyday and subject specific words to increase the bank of words children understand and use. Children in the nursery quickly begin to respond to simple instructions and recognise and join in familiar phrases in rhymes and stories. In their interaction with children, adults consistently model appropriate grammar and the structures of spoken language. For example, in a mathematics activity in the nursery, the support assistant explained clearly, "I have four people in my car. You tell me about the people in your car". The child's response mirrored the sentence structure. This approach makes a significant contribution to the good progress all children make in expressing their needs, feelings and ideas. Teachers always acknowledge what children say so that they feel valued and their confidence in learning is constantly promoted. In the nursery, a significant number of children offer one word responses but higher attaining children use appropriate sentences which extend the information for the listener as in "Yesterday was Sunday and we don't come on Sundays". Adults share their enthusiasm for books and their reading of stories encourages interest so that in reception most children handle books appropriately and recognise that both pictures and print represent the content. Through direct teaching in whole-class sessions, reception children develop an understanding of the conventions related to the printed word and look forward to joining in 'reading' familiar phrases with the teacher. By Year 1, many children recognise initial sounds and higher attaining children use this knowledge, clues from pictures and frequently recurring words they remember to interpret simple text. Practitioners give many opportunities to encourage children's skills in writing. An adult will scribe for children who, over or under, write their words. This encourages them to use letter-like shapes to explain their pictorial records of experiences. Some higher attaining pupils in the reception classes use copied words and their knowledge of letters to write independently and will attain the learning goals by the time they begin in Year 1.

### **Mathematical development**

69. The quality of teaching is good in this area. All children make at least satisfactory progress and for some the progress is good, although attainment overall is below expectations and many are not likely to reach the goals expected of them by the end of reception. The progress children make owes much to the consistent provision of practical experiences to which they can return to explore and reinforce their learning. The children in the nursery are familiar with counting activities and enjoy counting in a group. For example, when they counted the cars that had ended up in a traffic jam on the floor map, all could recite numbers to ten with the teacher and three children continued to count to 13 with her support. In reception, children recognise the numerals associated with numbers to five and higher attaining children are confident with numerals to ten. Some are beginning to develop an understanding of addition



and subtraction through practical activities. Children in reception name basic shapes and recognise and sort them according to similarities and differences in colour, shape and size. They associate the shapes with those found in their environment and use them to devise and explain simple repeating patterns. Opportunities to explore the properties of sand and water establish an understanding of comparative measures, light/heavy, full/empty, more/less. Teachers and support staff intervene well as children work to reinforce vocabulary, assess understanding and pose questions to move learning on.

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

70. Testing of children on entry to the reception classes indicates that overall attainment is below expectations. Inspection evidence from observations of children who have just transferred to Year 1, suggests that as a result of the good teaching in the Foundation Stage, good progress is made and children are likely to attain the learning goals for this area. A suitable range of topics is planned through which children can investigate and observe for themselves. A nursery child observing the weather confidently warned "There are clouds and it might rain". On a woodland walk, children in reception identified characteristics of the season and developed an awareness that changes take place over time and patterns emerge. Children become aware of the different properties of materials when they explore how much light from a torch escapes through a cover made from a range of natural and man-made materials. The youngest children use construction and small toys to illustrate what they know about the world when they build a Lego car or house. Most children develop computer skills quickly. They learn to manipulate a cursor with a mouse to colour in a picture of Elmer the elephant. They explore the ingredients used in making gingerbread men and observe the effects of adding liquid and applying heat to the mixture.

### **Physical development**

71. The quality of teaching is good in this area. Most children make good progress throughout nursery and reception classes and attain broadly in line with the learning goals. They are given daily opportunities to handle pencils, scissors and manage small construction equipment. This helps to develop their manipulative skills appropriately. These opportunities are integrated in both self-chosen and teacher-directed activities so that children receive well-judged intervention from staff to directly teach strategies to improve control. They are given time to practise and refine skills for themselves. Good use is made of the secure outdoor area and appropriate resources to develop skills by playing on larger equipment such as wheeled toys. They use the space they have appropriately through purposeful, vigorous play. However, in the nursery, the weather and the difficult logistics in accessing the nearest hall with very young children limits opportunities for vigorous play. Children in reception have easier access to a hall and their progress improves. They use space well when running and jumping and are aware of themselves and others within it. Most are confident when travelling along a bench. They understand that they can use their arms to improve their balance and know how to dismount effectively, and quickly learn to bend their knees on landing.

### **Creative development**

72. The teaching is good in this area of children's development. Practitioners give children an appropriate range of opportunities to develop their creativity in both the nursery and reception classes, so that overall children attain in line with the learning

goals. Teachers plan well to provide both structured and independent opportunities for children to explore, experiment and express their ideas and feelings. Most children enjoy using malleable materials, paints, crayons and collage materials and develop increasing control of the media. They often find significant pleasure and surprise at the outcomes. Children enjoy singing together and do so tunefully, with enthusiasm, and sustain pitch successfully. All children have opportunities to experiment with non-tuned and tuned instruments in group activities and as individuals. This was well illustrated by a child in the music area who played Twinkle, Twinkle Little Star from a score he had previously written. Visiting musicians, such as a percussionist, add considerably to children's musical experiences. Children make appropriate progress in expressing their ideas by acting out roles in their play. Children in the nursery sustain a chosen role for some time but usually without reference to other children playing alongside. Adults provide well-timed intervention to extend and improve the quality of this imaginative play-acting. For instance, on one occasion, a parent helper took on the role of a visitor to the home area and modelled the language of a friend who used 'adult' conversation to involve each child. Three children in the reception 'café' illustrated the progress made when collaborating as a cook, waiter and customer.

73. The quality of teaching is good overall with a small amount of very good teaching. This makes a major contribution to the progress all children make. All teachers have a good knowledge of the curriculum for each of the recommended areas of learning, the agreed Early Learning Goals and of how young children learn. This is well illustrated by the quality of joint planning that includes all teaching and support staff associated with playgroup, nursery and reception. It ensures that assessment informs planned learning experiences so that children build on what they already know. It provides opportunities for children to develop skills and understanding through a structured range of practical and purposeful activities to which children can return to practise and consolidate knowledge, skills and understanding as they need. Relationships are very good so that children feel secure and valued.
74. Management of the Foundation Stage is very good. The co-ordinator and her colleagues have established an effective team approach. They have a shared understanding of what constitutes good quality provision and how best to achieve it. This represents an improvement since the previous report. Children are assessed carefully on entry to both nursery and reception classes. The outcomes of these and a very good system of ongoing assessment are used effectively to inform all levels of planning. Overall, resources are good and accommodation is spacious and used well. However, the lack of easy access to a large indoor area for nursery children to engage frequently in vigorous activity has a limiting effect on their physical provision.

## **ENGLISH**

75. Standards of attainment in English are improving. From a below average starting base pupils have made good improvements in reading by the end of Year 2. This progress is maintained overall in Key Stage 2. Improvements in writing are less pronounced in Key Stage 1, but by Year 6 standards of writing have improved, including those in spelling and handwriting. Test results for 2001 show attainments of boys to be much closer to those of the girls than in previous years.
76. By Year 2, the standard of pupils' attainment in reading is generally in line with national expectations, and are above those found in similar schools. The school gives a good emphasis to the teaching of reading both through the literacy hour and through 'extra English' lessons. Given the overall below average level of reading skills on entry to

the school, pupils do very well to achieve satisfactory standards so quickly. Pupils have positive attitudes to reading. The school's policy for teaching reading is clear and concise and reading is taught systematically and well. It is appropriately emphasised during the literacy hour and through other lessons where pupils read individually or in a group. Pupils take reading books home to read to parents or other adults, and the provision of a new reading scheme enables staff to offer pupils a wider choice of reading material. Accurate assessment of pupils' reading skills ensures that this material is well matched to pupils' levels of reading ability. Comments in records such as "pupil not ready for word building" or "has little sight vocabulary" indicate good awareness of need. Consequently, by the age of seven, there is a satisfactory level of word recognition and use of word building. Most pupils read simple texts with accuracy and understanding, taking due note of punctuation.

77. In Key Stage 2, pupils read with improving fluency and accuracy and by Year 6, have encountered a range of fiction and non-fiction texts, including myths and legends, autobiography and biography, humorous verses and stories. This raises their awareness of differences in layout and style of vocabulary needed when writing for different audiences. Pupils talk with interest about books, especially by such popular authors as Paul Jennings, J K Rowling and R L Stein. The more able pupils enjoy discussing themes and characters. Many pupils find information readily from different sources, with some showing well-developed skills of how to 'skim' a text to find essential information. Initiatives, such as lunchtime reading clubs for pupils in Years 1, 3 and 4, help to foster pupils' interests. Pupils with special educational needs have sound educational plans that identify the phonic knowledge they need.
78. Standards in speaking and listening are average with the majority of pupils developing satisfactory listening habits. Generally teachers question pupils well and, as a result, pupils respond eagerly and their answers are usually relevant, indicating that they have listened carefully and understood. Pupils listen attentively to stories and follow instructions carefully. Staff encourage good speaking and listening, and adults generally are sensitive in their approach during group work and during the lessons. Adults value pupils' contributions, even when an answer may not be the one required, and this helps pupils gain confidence. After preparing a news report about an accident, pupils in Year 6 developed a 'play script' involving a newsreader, reporter, police and witnesses. This they 'delivered' as a TV news report and it was captured on video by the class teacher. Pupils spoke out clearly and confidently, and other groups listened attentively to each other's contributions.
79. Attainment in writing is lower than in reading. Recent national tests show standards well below average for pupils in Year 2, both when compared nationally and with similar schools. Results of national tests for pupils in Year 6 show that, whilst standards are below average when compared with schools nationally, they are above average when compared to similar schools. Evidence from the inspection confirms that there is a trend of improving attainment throughout school, and by Year 6 pupils' standards are much nearer to those expected.
80. For many pupils in Year 2, the ability to use punctuation and divide their writing into sentences is below average. Often for these pupils, concentration skills are not strong, and whilst some of them understand the principles when reminded of them, when writing freely they do not apply their knowledge consistently. A few higher attaining pupils write stories and fictional accounts with increasing accuracy. Some are beginning to realise that stories have plots. However, too few are able to write sequences of sentences where spelling and punctuation are accurate, and hardly any demonstrate the higher level skills of imaginative writing. Many pupils make sound

progress in developing their handwriting style. By Year 6, there are clear signs of progress. Many pupils have learned to express their ideas more clearly, with improved levels of correct punctuation and spelling. This results from the good teaching they receive. New programmes of work for spelling and handwriting, and focused training for staff on teaching spelling, handwriting and grammar for writing, are all helping build a greater awareness of what exactly needs to be done to raise standards. Teachers give regular homework to increase pupils' knowledge of spelling. Pupils are given individual targets for improvement and 'team' targets are in place for the infants, lower and upper juniors. Lessons in the literacy hour focus well on elements of writing. Pupils are given good opportunities to extend their creative use of vocabulary through writing poetry, or to attempt to develop a 'journalistic' style through using conventions of journalism to report on real or imagined events. By Year 6, more pupils are able to use precise and imaginative vocabulary choices, and their writing shows more variety and interest. Generally, handwriting is cursive and shows developing style. Presentation skills are satisfactory especially when work is re-drafted. This is an improvement since the inspection in 1999.

81. Teaching is satisfactory overall at Key Stage 1 and good in Key Stage 2. Over 60 per cent of the teaching seen was good or very good and there were no unsatisfactory lessons. There is a good balance in most lessons in terms of whole class, group and individual activities. As part of everyday activities, teachers share what they want pupils to achieve in lessons and how this links to what has been learned previously. Through purposeful and closely targeted word and sentence work, teachers demonstrate a secure knowledge of the literacy strategy that reflects the training and support they have received. The National Literacy Strategy is well established. In the best lessons, teachers display the confidence and knowledge to closely focus on what pupils already know and need to learn, and are not merely content to teach what the literacy strategy says should come next. The skills that are taught and learned in the literacy hour are not always practised and applied to lessons in other curriculum subjects. The school has yet to create an ethos where opportunities are given across the different subjects of the curriculum for pupils to practise writing, reading and speaking skills, and to emphasise the need for pupils to review and re-draft their writing to improve its clarity and style, rather than just to correct errors. A very good lesson for pupils in Year 3 illustrated this clearly. Through very good use of time and very clear, concise teaching, the teacher enthused pupils into exploring words and looking for alternative words and phrases to describe more exactly what they wanted to say. Good learning took place and by the end of the lesson, as part of their descriptions of the seaside, pupils devised such lines as, "I spotted jellyfish swaying their tentacles", and "The silky white clouds were blowing the whistling blue waves". The consistently good teaching in the juniors is beginning to make a positive impact on the standards of pupils' writing.
82. The co-ordinator is showing good leadership in developing and managing the subject. She has been well supported by the school's senior management team and the school's literacy consultant. Specific funding and in-service training for staff have been used well to support the implementation and development of the National Literacy Strategy. The improvements in handwriting and spelling programmes are beginning to bear fruit. The school is developing the use of ICT in the curriculum particularly with the use of an interactive white board. There is effective monitoring of planning, of standards of work and some areas of English teaching such as guided writing. Staff development for identifying levels of work in writing for different groups of pupils is ongoing. There is a very good range of assessment procedures which are rigorously applied and give the information for the school to be able to provide realistic group and individual targets for improvement. Lessons are beginning to

reflect these targets. Pupils recently admitted to the school and who speak very little English do not receive enough support to enable them to make the same progress as other pupils. The school has increased its stock of reading materials and is looking to develop further the range of guided reading books. Two new libraries are currently being developed. The school has initiated a number of new initiatives to raise pupils' English skills but inevitably these take time to work through the school and for the impact to show.

## **MATHEMATICS**

83. In the 2001 National Curriculum tests, Year 6 pupils attained well below average standards compared with schools nationally. Compared with schools in similar circumstances, standards were below average. Over time, the school's results in national tests have been consistently low, with boys, particularly, performing much less well than boys nationally. In 2001, however, the gap in standards between boys in the school and boys nationally narrowed and a small proportion of pupils attained at the higher Level 5 in the test, which was better than in the previous year when no pupils had reached the higher level.
84. The school has set a realistic target for improvement in the 2002 national tests and inspection evidence indicates that this will be achieved. Pupils in the present Year 6 are attaining below average standards. Although the 1999 inspection report judged standards to be broadly average, the test results achieved by the same cohort of pupils were very low. Thus, since that time, standards have improved.
85. Although many Year 6 pupils calculate money problems accurately and have a secure knowledge of place value to 1000, too many are insecure when they calculate mentally at speed, and in applying their knowledge to unfamiliar situations. A significant minority of pupils still find it difficult to decide which operation to use in order to calculate, and they are unclear about the inverse relationships between addition and subtraction and between multiplication and division. Other common weaknesses in their attainment are their inability to distinguish between different types of symmetry, inaccurately calculating areas and perimeters using a given formula, reading scales inaccurately and working out ratios and proportions incorrectly.
86. Whilst higher attaining pupils identify different types of triangles and measure accurately in metric units, they have difficulty estimating in order to test their answers to complex calculations. The lower than average attainment in Year 6 is partly attributable to the fact that pupils have had some disruption in the continuity of their learning and that over 30 per cent have special educational needs. However, there are some weaknesses in teaching, particularly in the challenge provided for brighter pupils.
87. The school's results in the 2001 national tests for pupils in Year 2 were well below the national average. However, standards were average when compared with similar schools. This represents a good improvement upon the results in 2000. Boys and girls attained similar standards.
88. Evidence from the inspection shows that pupils in the present Year 2 attain standards below those expected for their age. This represents an improvement on the test results achieved by the pupils in the year of the last inspection when results were well below the national average.

89. Relative strengths in pupils' attainment are in their ability to identify coins and combine them to make money totals, in reading information from simple graphs, identifying halves and quarters of shapes and in telling the time. There are several areas of weakness which hamper pupils' mathematical development. Many pupils have an insecure mental recall of basic number facts, for instance, too many use their fingers. Other difficulties pupils have are with successfully rounding numbers up or down to ten to make calculations simpler, recognising that subtraction is the inverse of addition, and in identifying and extending number patterns.
90. Overall, the quality of teaching and learning is satisfactory. During the inspection, the quality of observed lessons ranged from very good to unsatisfactory. In the best lessons, pupils of all abilities were challenged to produce a good quantity of well-presented work and to apply their existing knowledge to fresh situations. Teachers carefully planned to match activities to pupils' needs, deployed good quality resources creatively to motivate pupils' interest and encouraged pupils to work at a fast pace. The quality of learning was often good and all pupils made good progress. Many of these qualities were seen in a Year 3 lesson about doubling and halving numbers. The teacher's high expectations of pupils' ability to use a range of strategies to double and halve accurately, and the very positive way in which she acknowledged their efforts, ensured that pupils greatly enjoyed the lesson and made good progress in their learning. Throughout the school, a positive feature of teaching and learning was the way in which teachers encouraged pupils to learn from each other and from their mistakes. This was particularly evident in a Year 6 lesson in which a few pupils initially found difficulty in applying their existing knowledge of number bonds to a decimal calculation, but subsequently mastered the technique with the help of their classmates.
91. Where teaching is less effective, pace, challenge and good organisation are less evident, and teachers do not always make the best use of their assessments of what pupils already know to set them appropriate tasks. The lack of pace with which many teachers conduct the mental arithmetic start to numeracy lessons has a direct bearing on the pupils' inability to calculate mentally at a satisfactory speed. It is particularly evident that the brightest pupils are not always set work which tests them. Sometimes pupils have to mark time whilst they wait for their teacher to explain strategies to other pupils in the class, which they can already use well. As a result, brighter pupils do not make enough progress when they are taught in class groups. Teachers do not always make it clear enough what it is that pupils should learn, the amount of work they are expected to do and the time they have available to complete tasks. Consequently, pupils do not always work at a fast enough pace, complete enough work or recognise the progress they have made in a lesson.
92. Teachers work closely with other adults who support individual pupils or groups of pupils. As a result, pupils who have difficulty learning or behaving sensibly are encouraged to persevere with tasks and to make the same progress in their learning as their classmates. A good example of this was observed in a Year 6 lesson in which the learning support assistant astutely intervened to support several individual pupils who experienced difficulties in their work with calculators or who had lost concentration.
93. Teachers use homework satisfactorily to reinforce pupils' knowledge of basic number facts, but it rarely promotes their problem solving skills. Pupils use ICT successfully to enter data to produce graphs and they use programs to reinforce multiplication skills. However, the school does not do enough to encourage pupils to reinforce their mathematical understanding through using ICT.

94. The curriculum is well balanced and the school has fully implemented the National Numeracy Strategy. However, the school is sometimes too rigid in its application of this strategy and this limits teachers' ability to respond flexibly to the needs of the pupils. This results in the brightest pupils often waiting too long at the beginning of lessons to get on with more challenging work. Pupils recently admitted to the school and who speak very little English do not receive enough support to enable them to make the same progress as other pupils. Some lessons are far too long. This means that the pace of learning slows in the latter part of the lesson and pupils find difficulty maintaining concentration. As a result, the impact of what they have learned is somewhat reduced.
95. The school has introduced setting arrangements for three days a week in Year 6 and this is having an impact on raising levels of attainment for brighter pupils because the work is set at a more challenging level. In taking action to meet its targets for improvement, pupils who are assessed to be in need of extra tuition to bring them up to nationally expected levels may attend extra lessons. These are well attended and are testament to the positive attitudes most pupils have to their learning. The school's very good systems for tracking pupils' progress and attainment contribute to its ability to set targets each half term for groups of pupils within different attainment bands. The subject is well led by the deputy headteacher who has recently acquired this responsibility. She has been well supported by the numeracy consultant from the local education authority and has introduced much more rigour into the school's analysis of its test data. As a result, teachers are much more aware of pupils' strengths and weaknesses. This information has been used well to identify the action needed to address these weaknesses. Analysis of teachers' plans indicates that they are adjusting the balance of their teaching in order to give pupils more instruction in their areas of weakness. Although it is early days, there is evidence that this strategy is already having a positive impact on standards.

## **SCIENCE**

96. The results of the statutory assessments made by teachers in 2001 showed that at the end of Year 2, standards were well below the national average compared with all schools, but average in relation to schools in similar circumstances. Pupils at the end of Year 6 had standards that were well below those in all schools, but broadly average compared with similar schools. Few pupils attained above the expected level. Since the time of the tests following the last inspection, when results for both Year 2 and Year 6 pupils were very low, standards have risen significantly. This is due in part to the good work done by the co-ordinator to improve the teaching of the investigative aspects of science.
97. Given the many changes that have happened in the school in the last few years, achievement is satisfactory overall. Pupils with special educational needs achieve as well as others, thanks to the good amount of support from classroom assistants. The school has tried hard to provide for the recent arrival of a small number of pupils who do not speak or understand English, but a lack of resources is hampering the progress made by these children.
98. Pupils in Year 1 work at a good level when they assess the suitability of materials for particular purposes. For example, they understand that a fabric pencil would be too flexible. Pupils in the current Year 2 class undertake work that is broadly in line with the level expected nationally. Pupils understand that eating the right kind of food keeps us healthy. They recognise some of the changes that happen as humans

move from infancy to old age. They know that an electrical circuit cannot work if there is a gap in it but do not yet understand how a switch can be used to break the circuit.

99. In Year 6, the work done by pupils is broadly in line with the level expected nationally. Some aspects of their work about living things are developed effectively. For instance, they understand the feeding relationships between plants and animals. However, they do not appreciate that the range of living things makes it necessary to classify them. In the two Year 6 lessons seen during the inspection, the pupils carried out tests taking care to make them fair. They achieve well in understanding that as a paper spinner falls to the ground, gravity is pulling it down and air resistance is slowing its descent.
100. The scrutiny of pupils' past work shows that, in most classes, pupils do not use computers enough to find things out, record evidence and present their work.
101. The quality of teaching is satisfactory overall, and in Years 5 and 6 it is good. No unsatisfactory lessons were seen. A particularly strong feature of teaching throughout the school is the way in which teachers plan together and ensure that pupils of the same age in different classes have equal opportunities to learn. The teachers' good skills in managing their pupils result in them behaving well in lessons. The teachers relate well to the pupils and this contributes strongly to the good attitudes that pupils have to science. The good methods and strategies used by the teachers help pupils to gain skills, knowledge and understanding effectively. For example, in a lesson for pupils in Year 5, the children had to imagine that they worked for 'Noisebusters', a company specialising in noise control. They had to think of an experiment to test different materials to find the best insulator. This approach drew everyone into the activity and, as a result, the quality of learning was good.
102. However, teachers often direct their classes too much, for example, by telling them what to do and how to do it, rather than provoking pupils to suggest ways forward. The scrutiny of pupils' work and the observation of lessons indicate that not enough is expected of pupils capable of higher attainment. They are not set appropriate tasks, nor asked to use more rigorous scientific language which restricts the contribution of the subject to pupils' literacy skills. Consequently, the progress of this group is unsatisfactory. Also, too few teachers tell pupils what they are expected to learn at the beginning of lessons and summarise at the end what has been achieved. This reduces the pupils' involvement and their understanding of how well they are learning.
103. The quality of pupils' learning is satisfactory, thanks to the consistently effective teaching. They show good levels of interest and are keen to answer questions. They settle down quickly to work and co-operate well.
104. Management of the subject is good and has made a good contribution to the improved results in science since the tests following the previous inspection. The monitoring by both the co-ordinator and senior managers of teachers' planning is satisfactory and contributes to raising standards. However, the school is aware of the need to provide opportunities for the co-ordinator to watch more lessons in order to monitor the quality of teaching and learning and the curriculum. The procedures for assessing pupils' work in science are good. The provision of learning resources has been improved, but more are needed, especially those which enable pupils to investigate more effectively.

## **ART AND DESIGN**



105. The school has maintained good standards at both Years 2 and 6 in art since the previous inspection. Improvements have been made in the curriculum and subject specific skills are now taught more systematically as a result of using the nationally recommended guidelines for the subject. Pupils' work is valued highly and displayed very well in the school, enabling the pupils to compare and contrast their work with that of others.
106. Pupils learn at a good rate. They enjoy and concentrate well on a range of experiences in their art lessons although these are not always linked to learning in other subjects. They work and achieve successfully in a variety of media such as clay, salt dough, pencil, charcoal, pastels, paint, and collage using textiles. For instance, pupils in Year 1 made good attempts to make masks from clay and succeeded in conveying different expressions well. Teachers make good use of ICT in their lessons. Pupils learn to represent what they observe using a range of materials and resources including the use of pictures they have taken with a digital camera and as a result of first-hand observations of still objects. Pupils are taught to use a variety of computer programs such as 'Dazzle' and 'Clipart' to make designs and improve their work with pictures. In the Year 6 classes, pupils successfully made observational drawings of different containers using techniques of shading and colour. After completing one drawing, they squashed the containers and drew them as different shapes. They worked carefully with concentration and, as a result of useful tips from teachers, were able to see how differently the light caught the shiny containers. Pupils gave good attention to transferring and capturing the effects into their drawings. At the end of the lesson, they explained clearly the techniques they had chosen and what they had found difficult as well as how they felt they could improve on their efforts. The high proportion of pupils with special educational needs in one class worked well, and remained focused throughout. They achieved satisfactorily.
107. Throughout the school, pupils develop a good understanding of the work of a range of well-known artists, craft and design. They learn about a variety of artists, such as Andy Warhol, Monet, and Kandinsky. Older pupils study the designs used in Victorian buildings. Pupils use and practise elements of different artists' styles in their paintings and drawings. Pupils with special educational needs and statements of special needs and those with little or no English have the same experiences in their learning in art. They sustain good concentration and learn at a steady rate.
108. Teaching in art and design is good. In the four lessons seen it was good overall and varied from satisfactory to very good. Staff are confident in their teaching and have at least satisfactory knowledge of teaching art. Teachers plan, prepare and organise their lessons well. They provide a variety of tools and resources for pupils to use and explore. They give good opportunities for pupils to evaluate their own and each other's work, ensuring that pupils use appropriate vocabulary such as 'texture', 'design', 'line' and 'shape'. They plan for and use the help from classroom assistants and other adults effectively in lessons. Teachers ensure that the pupils know what they are to learn and practise during lessons and give clear explanations and instructions. They make good use of praise and encouragement and this assists pupils to improve and take care with their work.
109. Teachers' introductions to art lessons are inspiring for pupils. They explain what it is pupils are to learn and how it links with work they have already done. In some lessons, teachers demonstrated sketching techniques clearly with the use of an overhead projector. Other imaginative methods are used to maintain and sustain pupils' interest and to motivate them. This was done particularly well in a very good

lesson for pupils in Year 2. Pupils were encouraged to look hard at a small section of a painting by Claude Monet covered by card. The teacher encouraged them to discuss their ideas of what the picture might be about and this helped develop pupils' listening skills in a meaningful situation. As the teacher revealed more and more, little by little, of the picture, the pupils became more interested and had more imaginative ideas. Some suggested it was, "taken from the olden days", others asked, "Is it a wedding? She's wearing a wedding dress". When the suspense the teacher had created was over, the pupils were delighted that some of their ideas had been right. They became very motivated to begin their own task of completing a small section of a computer image of a picture. They talked to each other animatedly about their work saying, "I don't think so. It's a boat. That's correct". They completed their drawings successfully and at the end of the lesson were able to discuss what they had drawn and compare it with the picture from which the section had been taken.

110. The subject is co-ordinated well. The school is now using the nationally recommended guidelines and beginning to assess pupils' development of skills after completion of units of work. The co-ordinator supports staff when needed and is developing resources in line with the guidelines. She monitors teachers' planning but has not yet had the opportunity to observe teaching. Pupils and teachers have worked recently with visiting artists and in particular with a textile expert who now works regularly in the school and inspires pupils and teachers. This makes a good contribution to pupils' learning. The art co-ordinator also has responsibility for display in the school. The very effective interactive displays are good features which improve the appearance of the extensive corridors, halls and public areas of the school. The pupils benefit from visits to nearby museums, such as Preston Park, and local art galleries and from an extra-curricular art club. This makes a good contribution to pupils' social and cultural development.

## **DESIGN AND TECHNOLOGY**

111. Too little evidence was available during the inspection to reliably judge the standards that pupils achieve. Most of the models and other items that they have made had been taken home. However, the scrutiny of teachers' short-term plans shows that the pupils experience a range of suitable activities. It also indicates that the teachers are aware of the importance of the design process. This is important if pupils are to attain appropriate standards. Planning shows that pupils in Year 2 are shown how models can be controlled with the use of a computer.
112. It is not clear that enough teaching time is currently available for this subject. Some members of staff have expressed concern over this. As in many other schools, the teaching of design and technology does not happen every week throughout the year. Instead, work on art and design alternates with that in design and technology each half term.
113. Photographic evidence shows that pupils in the reception class make good use of construction kits and large wooden blocks to make models of a variety of things, including lorries. Displays of the model houses made by the pupils in Year 1 give evidence of satisfactory skills of cutting and joining. They choose different ways of finishing them, including cladding with rice grains. In Year 2, teachers' plans suggest a rigorous approach that makes good demands on pupils. For example, they ask pupils to say whether they have produced exactly what the design brief asked. The 'Incy Wincy Spider' models seen during the inspection, which were raised and lowered using a string and drum mechanism, are constructed well. Generally, not enough evidence was found of pupils using pictures to explain their designs.

114. Year 4 pupils produce money containers from materials such as felt, sequins and ribbon. These attractive products are finished carefully and colourfully. Pupils in Year 6 create detailed design drawings for school bags. Some of their 'Pack It In' bags include a wealth of features such as DVD players and jetpacks. However, the design drawings for their models of fairground rides do not show how the components will be joined or fixed. The prototypes for the rides are produced using a limited range of materials and joining techniques.
115. Since the time of her appointment about a year ago, the co-ordinator has worked successfully to bring the curriculum up to date, improve teachers' confidence and to develop links between design and technology and other subjects.

## **GEOGRAPHY**

116. The standards pupils achieve at the end of Key Stage 2 are as expected for their age. This is a similar judgement to that made at the time of the 1999 inspection. They have a satisfactory knowledge of political geography, for instance, correctly matching countries to continents and cities to countries. Their understanding of physical features is also as it should be. Pupils describe the water cycle through diagrams and in their writing, and they name the main stages and characteristics of a river from its source to entering the sea. In Years 3 to 6, pupils develop an appropriate understanding of the influence of climate upon the lifestyles, agriculture and industry of different areas of the world. Their study of an underdeveloped country in Africa helps them recognise that, as a result of climatic conditions, the population experience hardships and that the style of houses and people's diets are very different to their own experience.
117. Younger pupils in Year 2 attain the standards expected for their age. They develop a sense of their own locality by mapping their own home and their route to and from school and home. Year 2 pupils come to understand differences in localities and develop their map-making skills by comparing and contrasting life in an imaginary island community and by drawing maps of the island. In Year 2, pupils develop a sense of distance and different places in the world through studying postcards sent by 'Barnaby Bear', who seems to holiday exotically and continuously!
118. Apart from those pupils who have little or no English language, all make satisfactory progress. Pupils with special educational needs are supported well by experienced staff so that they make progress at least in line with their prior attainment.
119. No lessons were observed during the inspection but evidence from teachers' plans, the school's monitoring records and from pupils' work, shows that the quality of teaching and learning is satisfactory. Teachers use national guidelines to teach a balanced geography curriculum, regularly assess whether pupils attain key objectives and acquire key geographical skills. It is clear from the careful way that pupils present their work and from the quantity of work they produce, that teachers have appropriate expectations of pupils' commitment and output, and that pupils enjoy the subject.
120. Little use is made of ICT to support the subject. Pupils in Years 3 and 4 surveyed opinions about the layout for a refurbishment of their playground and used their mathematical skills to organise and represent the data they collected in graphical form. This project also enhanced their social and moral development well because they had to design a questionnaire, interview a range of people, reconcile different views and opinions and consider the environmental aspects of the proposals.

Teachers promote pupils' literacy skills satisfactorily by requiring them to present information in different styles, including the use of bullet points and slogans.

121. At present, the leadership and management of the subject are temporarily the responsibility of the headteacher because of the long-term illness of the post holder. As a result, the pace of development has slowed and there has been no recent action plan drawn up. However, the school has recognised that more resources are required to support the teaching of the relatively newly implemented curriculum.

## **HISTORY**

122. Pupils in Year 6 and Year 2 attain standards in line with the national expectations for their ages. This is a similar judgement to that made at the time of the 1999 inspection. Throughout the school all pupils, apart from those with very little English language, make satisfactory progress in their acquisition of historical knowledge and skills.
123. As a result of studying the lifestyles, methods of travel, dwellings and social conditions in different periods of history, pupils develop an appropriate understanding of the ways in which people lived in the past compared with now. By the time they leave the school in Year 6, pupils know that advances in technology have been fairly recent, that education for all children is a modern concept and that many religions date from early times.
124. Throughout the juniors, pupils develop a satisfactory understanding of chronology. For instance, they know that the ancient Greek civilisation flourished well before Jesus was born. Pupils in Year 6 compare and contrast the life of their counterparts in Victorian schools and the conditions in which they lived, by using historical sources. They distinguish between primary and secondary sources and teachers encourage them to ask searching 'historical questions'. A good example of this was seen in a Year 5 lesson about schools in ancient Greece. When the teacher asked pupils to identify items to show children in ancient Greece how schools are nowadays, and to compile questions to find out about school life then, pupils were very well motivated. They greatly enjoyed the lesson and demonstrated astute questioning skills. They were greatly surprised to discover, and many girls were outraged, that girls did not receive any formal education.
125. In Year 2, pupils find out about the past through studying famous people and significant events. In an effective Year 2 lesson, pupils increased their sense of chronology by sequencing a series of pictures depicting events during the Great Fire of London. Many were able to name Samuel Pepys and talked about the part he played in quelling the fire. In Year 1, through a study of homes in the past, younger pupils gain a sense of how different social conditions used to be and the gulf between the lifestyles of rich and poor people.
126. Teachers make good use of resources, particularly artefacts and videos to bring aspects of the past to life. During the inspection, good use of video extracts enhanced pupils' learning about conditions for Victorian children and of the Great Fire of London. A relative weakness in teaching is that the brightest pupils are not sufficiently challenged to find their own sources of historical information and, as a result, these pupils do not develop their research skills fully.
127. The school's history curriculum follows national guidelines and is well planned to help teachers provide pupils with appropriate historical knowledge and skills. Pupils are

assessed at the end of each unit of work. The subject makes a significant contribution to pupils' cultural development. Pupils come to a better understanding of Victorian culture through visiting a living museum and the birthplace of Captain Cook. By studying social conditions through the ages, they understand moral issues more fully. Teachers satisfactorily promote pupils' literacy skills by requiring them to write in different styles, for instance, by taking notes, making lists and writing letters and stories.

128. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator. She has monitored teachers' plans to ensure that they cover the prescribed curriculum fully. She has identified any deficiencies in resources. The range and quality of the school's historical resources have been enhanced as a result.
129. Little systematic use is made of ICT to support pupils' learning in the subject. Some pupils use the Internet to research topics they study, but the school has little or no stock of CD-ROM which teachers and pupils might use to reinforce their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Standards for pupils in Years 2 and 6 are in line with those expected nationally. This is an improvement since the time of the previous inspection. Recent initiatives such as the provision of both a computer suite and an inter-active whiteboard suite, significant support from the New Deal for Communities in terms of finance and staff training means the school is in a strong position to raise standards even further.
131. Pupils in Year 2 use the 'mouse' with confidence to load and use various functions, change font size, colour and size of text. Pupils in Year 2 create computer generated pictures in the style of Kandinsky, using the 'mouse', 'tools' and an art program, 'Paintpot'. Pupils are able to save their work and print it out. Although insufficient lessons were observed in the infants to make judgements about teaching, it is clear that information technology has been made a high priority on the timetable, and all pupils use the newly equipped computer suite regularly.
132. The attainment of pupils in Year 6 is well in line with the standards expected for their age and for a significant minority of pupils, attainment is above expectations. This is the result of consistently good teaching and learning for pupils in Key Stage 2. Teachers give pupils a wide range of opportunities to develop their skills in ICT. They teach ICT skills well and effectively deploy learning assistants to help pupils. For instance, pupils in Year 3 use word-processing skills confidently to create their own verses and some are able to draft and redraft their work successfully. Pupils in Year 4 use 'Clipart' and 'Dazzle' programs and demonstrate good use of reflection and rectangle tools. When designing 'For Sale' notices, pupils in Year 5 show a sound grasp of how to combine text and graphics effectively to create 'eye-catching' posters. In Year 6, with the use of a 'Powerpoint' program, pupils create their own multi-media presentation on chosen themes such as the 'Harry Potter' stories or 'Playstation' games. Pupils' skills involved setting up an animation menu, setting up scanning and using the Internet to find appropriate 'Clipart' slides. Pupils talk confidently about their choice of graphics, font style and colour and the sounds used. Many were clear about what they might change next time and why. This work was the culmination of a series of lessons over several weeks and was guided by an enthusiastic teacher with good subject knowledge, and the confidence to guide pupils as they tried out, made mistakes and refined their own ideas.

133. In the past, the school has had limited resources and pupils have been restricted in their opportunities to develop skills. The new computer suite enables more direct teaching of skills to take place and all pupils, including those with special educational needs, are making sound and often good progress. Teachers assess pupils' development in their acquisition of skills in ICT satisfactorily. The enthusiastic and effective leadership by the subject co-ordinators results in good management of the subject and they are determined to raise standards and achieve the 'vision' they have for the place of ICT in the school. They are fully aware of the need to develop fully the use of ICT in supporting other areas of the curriculum. Staff now have stronger subject knowledge and the developing confidence to make the use of ICT more meaningful across subjects of the curriculum.

## MUSIC

134. Pupils throughout the school attain the standards expected of them for their age apart from in Year 6. Pupils at the end of Key Stage 2 have gaps in their knowledge of music due to a lack of sequential learning in their past musical experiences. There was no judgement of standards in music at the time of the previous inspection. The lessons taught by the visiting specialist teacher across all the junior classes is a strength of the music teaching and enhances the provision for pupils. These lessons are also used well to improve teachers' knowledge. Additional extra-curricular recorder lessons for a large group of lower junior pupils makes a sound additional contribution to their interest and ability to read and play music. The standards achieved by the pupils in Year 6 are not high enough, and these pupils are capable of more demanding and imaginative work.
135. All pupils sing well in assemblies and hymn practices and show good control of pitch, dynamics and rhythm. They memorise words and tunes of new songs and hymns quickly although they have a narrow repertoire. All pupils enjoy singing and music making activities. Younger pupils develop a good sense of rhythm in lessons and hymn practices. They developed an understanding of the importance of a regular pulse when accompanying songs with percussion instruments. In lessons at Year 2, pupils learned the names of different percussion instruments by exploring the sounds they made and deciding which sounds lasted the longest. They achieved well in this activity and by the end of the lesson knew that the sounds of some instruments, such as a cymbal, could be made shorter by dampening the vibrations.
136. Pupils in the lower Key Stage 2 classes learned to use their voices and handclaps well to create different compositions made up of rhythm patterns and pulse beats. They made very good progress and achieved very well as result of very good teaching. They learned to follow a graphic score of rhythm patterns and single beats successfully performed accurately in two parts. Pupils in Year 6 developed a sound understanding of discord and concord as a result of directions from the teacher, but pupils' knowledge of composition skills and the skills of playing instruments were limited when working independently or in a small group. At both key stages, pupils of all abilities and those who speak and understand little English take an active part in lessons. Pupils with special educational needs are fully included in musical activities and make sound progress. Overall, pupils have few opportunities and little experience of music from other cultures and have difficulty in explaining what they know and like about different types of music. The school has yet to provide a curriculum to fully enhance pupils' cultural development.
137. In the infants, class teachers teach all lessons and in the juniors, a visiting music teacher teaches lessons on alternate weeks. The quality of teaching and learning

throughout the school is satisfactory overall. In one Year 2 class it is good and in lessons by the visiting teacher it is very good. There was one unsatisfactory lesson in Year 6. The standard in lessons taken by the specialist teacher is significantly higher than in class lessons and pupils achieve well. However, teachers' knowledge although sufficient to teach basic musical skills and knowledge, is not always imaginative and innovative enough to challenge pupils and extend their creative abilities and enjoyment of music. Teachers plan lessons across the year groups but the weekly lessons do not always include a sufficient variety and liveliness of activities to consolidate and extend the different areas of the curriculum. Some lessons have a slow pace which results in dulling pupils' interest and limiting the amount they learn.

138. The co-ordinator is new and although he has not yet had enough time in the post to make an impact on standards in the subject, he has made a good start to developing it further. Resources are adequate and have been recently audited and augmented although there is still a limited range of recorded music and in particular music from other cultures. The school is beginning to use the nationally recommended guidelines for music but has no detailed guidance firmly in place to help teachers plan their lessons and develop pupils' musical skills sequentially. Teachers are beginning to assess and record pupils' progress in music from one year to another. The co-ordinator checks teachers' planning but has not yet had the opportunity to monitor teaching across the school. The extra-curricular school choir and visiting teachers for percussion instruments enhance the musical opportunities for some pupils.

## **PHYSICAL EDUCATION**

139. During the week of the inspection it was not possible to see all aspects of the physical education syllabus or all age groups. No overall judgement on attainment, teaching and learning can be made. Judgements are based on those elements of the syllabus observed, discussions with teachers and examination of teachers' planning.
140. Scrutiny of teachers' planning shows that all aspects of physical education are included. In the four lessons seen, attainment was in line with expectations, except for one where it was unsatisfactory. Pupils in Year 2 attained satisfactory standards in their dance work based on 'Dinosaurs and all that Rubbish'. They displayed good control of movements and of the use of space. Some pupils showed good awareness of how to use different levels, and how to link movements smoothly. In gymnastics, older pupils developed simple sequences effectively with some pupils showing good extension of their limbs when moving and balancing. In all lessons seen, teachers planned effectively and gave pupils appropriate 'warm-up' exercises. Teachers encouraged pupils to practise and refine their movements, to demonstrate their efforts and to comment constructively on what they had seen. Teaching was unsatisfactory when pupils were not managed effectively during the lesson. Some instances of non-co-operative behaviour were not dealt with firmly enough, resulting in the flow of the lesson being disturbed, some safety issues being raised and learning, for the majority of pupils, being slowed and interrupted.
141. Pupils in Years 4, 5 and 6 learn to swim in a local swimming pool for a term each year. By the time they leave school, about 70 per cent of pupils are able to swim at least the required distance of 25 metres, and stronger swimmers take part in water safety training.
142. Management of physical education is satisfactory. The curriculum is broad and balanced and the school uses the well-devised guidelines produced by a nearby local authority. There are a good number of extra-curricular activities such as football,

rugby, netball, 'fitness' club and gymnastics club to which all pupils have access. The school is well supported in these initiatives by the New Deal for Communities. Outdoor pursuits are enjoyed during a residential week at an activity centre and make a valuable contribution to pupils' physical, social and personal development. Extra coaching in football, cricket and athletics has been given by representatives from Middlesbrough Football Club, Yorkshire County Cricket Club and from qualified athletics coaches. As a result of issues raised in a previous inspection, the co-ordinator has introduced a new planning framework. Some further training for staff has been given and teachers are now more confident in teaching the required elements of the curriculum. The school has two indoor halls and a good-sized outside hard play area. This is well marked out, but grassed areas are small. Overall resources for the subject are satisfactory.

## RELIGIOUS EDUCATION

143. Inspection evidence indicates that pupils make consistently satisfactory progress as they move through the school. Pupils enter Year 1 with experiences that promote their awareness of learning in religious education. For instance, they already know that groups of people have expectations of how their members should behave to one another and that within groups special events are celebrated. Year 1 pupils know the major events of Jesus' life. After a visit to a local church they were able to link some of the features they found there with these major events. For example, they recognised the statue of Mary as the mother of Jesus and linked incense with the birth story. Similarly they made the connection of the events of the 'Last Supper' with the bread and wine in the church. They know all these things are important to people who are Christians. Sound progress is made so that pupils in Year 2 are aware of other major faiths such as Judaism. They know that the main source of authority for believers is the Torah and that it is so special that "people must not touch it ...with mucky hands". Pupils recognise Moses as the major religious figure who received the Ten Commandments, recorded in the Torah, and that these rules tell believers how they must live. They link these with the rules they have developed for their classroom. Pupils in Years 3 and 4 build on this knowledge further. Pupils in Year 3 understand that most faiths have symbols that are important to believers. In Year 4 pupils consider the ways in which believers understand the nature of God as the provider. They look at the birth story related to Jesus to understand the nature of life at that time for Mary and Joseph. Pupils in Year 6 have a satisfactory understanding of the beliefs, customs and practices of the Islamic faith and how these affect the daily lives of believers. They can appreciate that all people have things that they value that are intangible treasures. The attainment and progress found throughout the school indicate that the findings of the previous inspection have been improved on.
144. Pupils' attitudes to the subject are good. They are interested and readily contribute their ideas to discussions. This was well illustrated in a lesson in Year 1 where pupils were eager to share with each other their experiences when visiting the local church. Pupils with special educational needs are well supported and the oral nature of many lessons enables them to take a full part in lessons and to make appropriate progress. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural understanding and development.
145. Teaching across the school is satisfactory overall. Teachers are well supported by a whole-school programme of work so that their planning clearly identifies what the pupils will know, understand and be able to do by the end of the lesson. However, there are few instances where these are shared with the pupils so that they can recognise their achievement for themselves. Group activities do not always challenge



all pupils appropriately and too often opportunities for pupils to use their skills of literacy independently are overlooked. Teachers use questions well to encourage pupils to share their ideas and more pertinent questioning to assess understanding and move pupils' learning forward. Teachers manage children well. They consistently acknowledge pupils' contributions so that pupils feel valued and instances of inappropriate behaviour are dealt with promptly but discretely and sensitively.

146. The co-ordinator is enthusiastic about the subject and manages it effectively. Suitable strategies are used to check and evaluate provision. The co-ordinator has a clear understanding of what needs to be done to improve standards further. However, there are insufficient opportunities for her to monitor teaching and this limits the information to evaluate needs fully. A suitable policy is in place that reflects the school's aims and meets the requirements of the locally agreed guidelines. The whole-school programme of work provides clear guidance on how the knowledge, skills and understanding are to be developed and assessed as pupils move through the school and this makes a major contribution to the quality of teachers' planning. The resources are satisfactory and the subject is improved by the good range of educational visits and visitors.