

INSPECTION REPORT

GOATHLAND PRIMARY SCHOOL

Newcastle Upon Tyne

LEA area: North Tyneside

Unique reference number: 108604

Headteacher: Mrs S Tickell

Reporting inspector: G R Alston
20794

Dates of inspection: 7 - 8th May 2002

Inspection number: 230360

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: County

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Goathland Avenue
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Newcastle Upon Tyne

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Appropriate authority: The governing body

Name of chair of governors: Mrs P Woodward

Date of previous inspection: December 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an above average sized primary school with 425 pupils ranging from 3 – 11 years in age; there are slightly more boys than there are girls. There are 89 children who are under six years of age in the reception and nursery classes. The school population is mainly white, and the percentage of pupils entitled to free meals is well above the national average. The proportion of pupils identified as having special educational needs due to learning or behavioural difficulties is above the national average and 21 pupils have a statement of special educational needs. The school serves a wide range of social groupings, and overall, pupils' attainment on entry to the school is below the expected level for their age. The school has high numbers of pupils who either enter or leave the school during the school year. This is a popular school and has a Language Support Base with 11 pupils who are integrated very successfully into the school. Since the last inspection there has been a new deputy headteacher and 12 changes in members of staff.

HOW GOOD THE SCHOOL IS

This is a very good school that successfully meets its aim that 'Pupils, parents, governors and staff will work in partnership as a whole community to create a welcoming, safe and stimulating environment for learning'. Pupils achieve well in all aspects of their education. The quality of teaching is very good because enthusiastic, conscientious teachers make learning fun and motivate pupils well. The headteacher provides very good leadership and with the strong support of staff and governors rigorously monitors and evaluates the work of the school, ensuring the school will continue to provide a very good education for its pupils. As a result, the school gives very good value for money.

What the school does well

- Inclusion is a strong feature in the school and all pupils achieve well. The most recent test results for pupils aged 11 years are well above average in English, mathematics and science when compared to similar schools.
- Pupils' behaviour is very good; they form warm, friendly relationships with one another and adults, try hard with their work and accept responsibility very well.
- The quality of teaching is very good. No teaching was unsatisfactory and in 25 per cent of the lessons seen it was very good. Teachers are conscientious, plan interesting, challenging tasks based on good assessment; this enables all pupils to make very good progress in lessons.
- The school provides a good range of experiences for pupils enriched by many visitors into school, visits out of school and a good selection of out of school activities. There is a strong focus on developing pupils socially and morally.
- The headteacher provides very strong leadership, and with the support of a conscientious team of teachers and an effective governing body, monitors and evaluates the work of the school successfully ensuring it will maintain the very good education it offers its pupils.

What could be improved

During the inspection there were no significant areas for improvement identified. The school's development planning along with the strong monitoring and evaluation systems the school has in place ensure the school will maintain the very effective learning environment it has created. The priorities the school has identified include implementing a computerised system to track individual pupils' progress in English and mathematics. The school is also monitoring the implementation of the new schemes of work and policies it has altered in the light of curriculum 2000.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997 and has made very good progress in its planned programme of improvement. All areas identified as needing development in the last report have been significantly improved. The clearly defined and well-organised management structure is very effective in monitoring and evaluating the work of the school and in supporting new developments. Programmes of in-service training and better resources have improved the teaching of design and technology (DT) and information and communication technology (ICT), which in turn have successfully raised standards. The school now has an ICT suite and a designated room for DT, which have also had a positive impact on the teaching and learning in these subjects. Assessment procedures, which were identified as an area of development in the last report, are now a strength of the school. Teachers conscientiously assess pupils in all subjects regularly and use this information effectively to plan tasks well matched to pupils' abilities. Teacher's planning is very comprehensive and clearly identifies how they will develop pupils' speaking and listening skills in lessons. All these factors have improved the quality of teaching that in turn has maintained the good achievement in English, mathematics and science. The priorities it has identified for development, along with its great enthusiasm and commitment to higher achievement, give the school a good capacity to maintain the very good learning environment it has created. These priorities include implementing a computerized system to track individual pupils' progress in English and mathematics. The school is also monitoring the implementation of the new schemes of work and policies it has altered in the light of curriculum 2000.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	C	B	C	A
Mathematics	C	B	C	A
Science	A	A	B	A

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The information shows that results in English and mathematics are close to the national average and above the national average in science. Compared to similar schools results are well above average in all three. Trends over time show a gradual improvement and results have been consistently close to the national average in English and mathematics. However, in 2001 results fell due to a higher than normal proportion of pupils with special educational needs in Year 6. The movement of pupils in and out of the school also impacts adversely on results. In the Year 6 class who took the test in 2001, 33 per cent did not attend the school in Year 2 and entered the school as junior pupils. This situation is common across the school and makes it difficult to compare results of national tests of cohorts of pupils in Year 2 and again in Year 6. Standards for pupils aged 11 are average in English and mathematics.

The results of the 2001 national tests for seven-year-olds show that results are well above average in reading and writing and average in mathematics. When the school's results are compared with similar schools they are very high in reading and writing and well above average in mathematics. Results over the past three years have been consistently above the national

average in reading and writing. Standards in mathematics are rising because of the impact of the school's planned programme of improvement aimed at improving pupils' skills and small teaching groups that are setted. At the age of seven, the scrutiny of pupils' work and observing pupils in lessons indicate above average standards of achievement are developing in English and mathematics.

There is no significant difference between the standards that boys achieve in comparison to girls. Trends in results over the past five years have risen at a similar pace to that found in most schools locally and nationally. Standards in English and mathematics are sufficiently high and the school's own data shows pupils make very good progress over their time in the school. This is particularly true for pupils who enter the nursery and remain in the school through to Year 6. In other lessons observed, pupils achieved well in ICT, music and religious education, and evidence from displays indicates pupils achieve well in art and DT. Pupils who have special educational needs and those attached to the Language Support Base, are well supported in school and make very good progress towards the targets set in their individual plans. The school almost met the challenging targets it was set in national tests in 2001 but will find difficulty in meeting the unrealistic future targets it was set for 2002. These targets were set by the Local Authority and do not reflect the changes in pupils in Year 6 and the high levels of pupils with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn. They take a pride in their school and give of their best at all times. They settle quickly to their tasks and sustain concentration well.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour both in lessons and around the school is very good. They are respectful and polite to one another and to adults.
Personal development and relationships	Relationships are very good and are built successfully on friendship and warmth between pupils and teachers. Personal development is very good and pupils display a clear sense of responsibility readily showing initiative both in and out of lessons.
Attendance	Good. Attendance is above the national average and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 - 2	Years 3 – 6
Lessons seen overall	Very good	Very good	Very good

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

The teaching in the school is consistently of a good quality in nearly all classrooms and the needs of all pupils are well met. No teaching was unsatisfactory and in almost 25 per cent of lessons the teaching was very good or better. The teaching seen was mainly in lessons concerned with the teaching of English and mathematics and was taken by members of the senior management team or the coordinators of these subjects. In these classes English and mathematics are well taught with strong emphasis on developing pupils' literacy and numeracy skills. These skills are taught well. Overall, the teaching has improved since the last inspection when five per cent of the teaching was unsatisfactory. It is a credit to the school that in four out of five lessons the teaching was good or better. Good assessment helps teachers build well on past learning, they provide good resources for pupils to use and set challenging, interesting tasks. All pupils feel valued and

as a result confidently contribute to the lesson. Pupils are set individual targets to which they respond positively, working hard and producing good quality work that is matched to their ability. The very good teaching inspires pupils to try hard and develop an enthusiasm for learning and is instrumental in helping pupils make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Teachers' planning is very thorough. A very good range of field trips and residential visits, alongside an extensive programme of out of school activities and visitors, greatly enrich the curriculum.
Provision for pupils with special educational needs	Very good provision; work is well planned to meet needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils gain a very clear understanding of their moral and social responsibilities from the staff's good role models and clear codes of behaviour. Learning opportunities for pupils' personal development are very good. Pupils contribute well to the development of the school through a very well organised school council.
How well the school cares for its pupils	The school provides a very secure, caring environment. Teachers know their pupils well and good assessment in all subjects helps them build effectively on pupils' past learning.
Parents and the community support the school very well, both in raising funds and by helping pupils at home or in school with their work. The school tries very hard and successfully keeps parents informed about the work of the school and of their children's progress.	

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's enthusiasm for the education of the whole child directs the work of the school. Her strong commitment to inclusion ensures all pupils achieve their full potential. There is an effective senior management team and a very good team approach from all staff. Coordinators conscientiously manage their subjects and are influential in developing and improving the teaching of their subject.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive and carry out their duties well. They are effective as 'critical friends' and successfully monitor, analyse and help develop the work of the school.
The school's evaluation of its performance	Very good. The school evaluates its performance well. Where areas for improvement have been identified the school considers and successfully implements ways to further raise standards. For example, the school has introduced writing weeks that have improved pupils' writing skills and have had a major focus on the teaching of mental skills which has also improved standards.
The strategic use of resources	Very good. The money the school receives is used well and resources are effectively deployed.

The school considers carefully how it can get best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The quality of teaching and the behaviour of pupils. The progress pupils make and the standards they achieve. The management and leadership of the school. The information the school provides. The attitudes and values the school promotes. The amount of homework pupils receive.	None identified at a significant level of parental concern.

Parents' views of the school are very good. From the responses made in the questionnaire and from the meeting with inspectors the vast majority of parents were pleased with all aspects of the school. Inspectors' judgements support these positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Inclusion is a strong feature in the school and all pupils achieve well. The most recent test results for pupils aged 11 years are well above average in English, mathematics and science when compared to similar schools.

1. The school strongly believes that all pupils are greatly valued and should achieve the best for their ability. This is well supported in the great success the school has had in integrating pupils from the Language Support Base into main school where these pupils' needs are well met. The school has a high turnover of pupils in and out of school and the good assessment and recording procedures the school has in place ensure that these pupils' abilities are known and effectively built upon and developed. In line with its strong inclusion policy in recent times the school has accepted two pupils who have been excluded from other schools and successfully integrated then into the school community. However, this impacts on the school's results in national tests at the age of seven and 11. The effect of pupil mobility and numbers of pupils in the Language Support Base causes the proportion of pupils reaching the expected levels in Year 6 to fall in comparison to the proportion achieving expected levels in Year 2. The school's own analysis of assessment data shows pupils make very good progress over time and achieve well in comparison to their prior attainment.
2. In the 2001 national tests the proportion of pupils at age of seven reaching the expected level (Level 2) and above was well above the national average in reading and writing and above in mathematics. The proportion of pupils achieving the higher level (Level 3) was above the national average in reading and writing and close to the national average in mathematics. When compared with similar schools the school's results were very high in reading and writing and well above in mathematics. Results have fluctuated slightly over the past three years; they have been consistently above the national average in reading and writing. Standards in mathematics are rising because of the impact of the school's planned programme of improvement aimed at improving pupils' skills and small teaching groups that are setted. At the age of seven, the scrutiny of pupils' work and observing pupils in lessons indicate above average standards of achievement are developing in English and mathematics.
3. At the age of 11, the proportion of pupils achieving the expected level (Level 4) was below the national average in English and close to it in mathematics. The proportion of pupils achieving the higher level (Level 5) was close to the national average in English and above in mathematics. When compared with schools that have pupils with similar backgrounds, results in English and mathematics are well above average. Trends over the past three years show a gradual rise to 2000 but a fall in 2001 and the trend in the school's National Curriculum points was broadly in line with the national trend. In 2001, results fell due to a higher than normal proportion of pupils with special educational needs in Year 6. The movement of pupils in and out of the school also impacts adversely on results. In the Year 6 class who took the test in 2001, 33 per cent did not attend the school in Year 2 and entered the school as junior pupils. This situation is common across the school and makes it difficult to compare results of national tests of cohorts of pupils in Year 2 and again in Year 6. Standards for pupils aged 11 are average in English and mathematics.

4. Assessments of children on entry to the school show that significant numbers of children, who are under the age of six, enter school with language skills and number skills that are below the expected level for children of this age. They achieve well in these areas of learning in the very good learning environment seen in the Foundation Stage and it is likely that by the time they are ready to start Year 1, the children will achieve the expected level in communication, language and literacy and mathematical development.
5. Overall, all pupils achieve well in English. By the age of seven, pupils' attainment in reading, writing and speaking and listening is above the expected levels and at the expected level by the age of 11. Attainment is not as high at 11 because due to changes in pupils in the cohort there are more lower attaining pupils in the Year 6 class than in Year 2 and less higher attaining pupils. As a result the, the proportion of Year 6 pupils achieving the expected level (Level 4) or the higher level (Level 5) is less than the proportion of Year 2 pupils achieving the expected level (Level 2) or the higher level (Level 3). Overall, progress is very good in speaking and listening, writing and reading. By the age of seven, pupils listen carefully, and speak confidently when making responses. Pupils can successfully read from a range of texts. The most fluent, confident readers can discuss the meaning of what they have read and infer from the text. In a Year 2 lesson, in response to the teachers' question of 'Which part in the story tells us he is unhappy?' one pupil responded sensitively 'Kangaroo sniffed!' By the age of 11, they contribute well to class discussions and are able to explain clearly what their views are. For example, in a design and technology lesson, a Year 5 pupil confidently explained what sort of problems might be encountered when making maracas. In reading, all pupils show a developing enthusiasm for books and display an appropriate range of strategies to become independent readers. Pupils have sound library skills; and are able to use scanning and skimming skills successfully to find information. They are enthusiastic readers and can talk about their favourite authors and what they like about their books. A higher attaining Year 6 pupil explained she liked J. K. Rowling's Harry Potter books 'because the way the descriptions help paint a picture in your head' and had read several books in the series. Many pupils can infer from the text, as was the case when Year 6 pupils offered their opinions about the particular style of the historical novel 'A Candle in the Dark.'
6. In writing, by the age of seven, pupils express their ideas clearly using sentences and a good range of vocabulary. Standards in the use of grammar and punctuation are good and pupils' skills in handwriting and spelling are as good as their other language skills. The quality of presentation of work is good. In spelling, on occasions common words are spelt incorrectly for example 'wich' for which or 'sead' for said although pupils do make reasonable attempts at more complex words for example 'xacyooted' for executed. Higher attaining pupils can write colourful character descriptions, one pupil wrote 'Raja has a very long moustache. His large ears make him embarrassed.' By the age of 11, pupils can write for different purposes producing interesting, lively accounts. Pupils' skills in spelling and handwriting are sound and work is neatly presented. Higher attaining pupils produce a range of writing including stories, poems, and book reviews and formal/informal letters. They use colourful vocabulary well for example, in an opening for a story a Year 6 pupil wrote 'Sarah's hands shook as she slowly and impatiently twisted the beautifully carved knob on the oak door.' Many pupils are adept at writing poems and stories and examples of good quality were seen in most classrooms.

7. Pupils' achieve well in mathematics. All pupils make very good progress in both infant and junior stages. In infant classes, pupils are competent in shape recognition and using mathematical language. They have a good understanding of the place value of tens and units and can competently add and subtract these with decomposition. Higher attaining pupils understand reflective symmetry and confidently count backwards and forwards in fives and tens up to 100. By the age of 11, very good progress is being made in number and in solving problems. All pupils can measure using non-standard measures and are starting to use standard units. Pupils collect data using tally charts and represent their results on pictograms, bar charts and Carroll diagrams. They can competently interpret bar charts. Pupils are confident with mental recall of their tables and multiply and divide large numbers accurately. Most pupils are developing their own strategies for solving problems and can explain their reasoning. For example, a lower attaining pupil successfully added 49 and 21 mentally and explained 'I added the 4 and 2 tens to get 60, added the 1 and 9 to get 10 and 60 and 10 make 70'. A higher attaining pupil in Year 6 playing a 'countdown' game (making a large number from a given number of small numbers) could explain how he made the number using a variety of mathematical operations. In doing so pupils show they can organise their work and in discussion are able to articulate their reasoning using the correct mathematical terms. All pupils make good progress in probability, fractions, decimals, and graphs with a number reaching levels above those expected for their age. Data handling skills are good and in many instances pupils use appropriate computer programs well. Pupils' knowledge of shape, space and measures is sound.
8. Pupils' abilities in reading, writing and number contribute significantly to pupils' learning across the curriculum. Displays abound with many examples of where pupils use their literacy skills in other subjects. In Year 1, pupils write postcards from different countries and in Year 2, pupils write about 'mysterious magnets' following their work on magnetism in science. In Year 4, pupils write about 'mysterious mummies' linked to their work on Egypt, Year 5 pupils write about the problems of traffic on the High Street and Year 6 produce 'The Kron' newspaper. Similarly, pupils further develop their numeracy skills through other subjects. In Year 2, pupils tally and produce block graphs to show their favourite sports. In Year 6, pupils produce a time line showing significant events in the 1950 – 1960 period as part of the history programme of study. In the design technology room a time line made by pupils is used effectively to show important events linked to technology such as when the Chinese invented paper or when machines first produced furniture.

Pupils' behaviour is very good; they form warm, friendly relationships with one another and adults, try hard with their work and accept responsibility very well.

9. Pupils' attitudes to learning are very positive, their behaviour is very good and they develop warm, friendly relationships with other pupils and adults. They are well motivated and show great enthusiasm in lessons. In a Year 3 mathematics lesson, pupils were eager to learn and demonstrated a strong capacity to sustain their concentration. Pupils responded well to the 'challenge' they were given in trying to beat the teacher in a number sequencing game and enjoyed the task, responding positively and consolidating their understanding of ordering numbers to 100. They show respect for the thoughts and comments of other pupils in the class; this was particularly evident in a Year 5 circle time lesson as pupils discussed rights and responsibilities and how in some societies the struggle for basic necessities is paramount. They listened carefully to one another's opinions and reflected on the different views other pupils drew from

their thoughts about children's rights. Very good working habits are formed as they respond positively to the teachers' high expectations of academic achievement, attitudes to work and to positive behaviour. For example, in a Year 5 mathematics lesson, pupils very quickly got into groups, organised themselves well and held a very sensible discussion when playing a matching game involving decimals and fractions. Pupils develop very good cooperative skills for partnership and group work. They often make positive comments to one another as they work and demonstrate a polite helpfulness toward each other. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class, for example, in a Year 6 literacy lesson when pupils had been improving their ability to use complex sentences; in the plenary session at the end of the lesson pupils took pride in reading their written efforts to the rest of the class and appreciated the positive comments they received from their classmates.

10. Overall, pupils' behaviour is very good. Children under six are well integrated into the school and mix very well with all age ranges within the school. For example, at lunch times pupils interact across all the school years in a harmonious manner with each other. During the inspection period pupils were seen to behave well and quickly settled to work with positive effort. For example, in a Year 5 class designing musical instruments that were to be used to create sound effects for a puppet play, the mixed groups worked very well collaboratively. They discussed their ideas sensibly and showed great maturity particularly when their views did not agree as to what would be the most difficult part in making their instrument. Pupils are courteous and polite both in the classroom, and in other areas around the school and grounds. They know the difference between right and wrong. They show respect for their own and other people's property as well as to others' values and beliefs. There have been no exclusions in the school in recent years. Parents express great satisfaction with the beliefs and standards promoted by the school.
11. The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly. Tasks such as tidying up are completed without fuss from nursery upwards. Pupils are appreciative of the teachers' capacity to make learning fun and interesting, responding positively to these qualities. They are keen to come to school and develop into independent learners. Pupils are courteous, trustworthy and respect both property and resources. They hold doors open for visitors and are quick to give way when access in corridors is restricted. There is no evidence of vandalism or graffiti around the school. The school works hard to raise pupils' respect for each other and issues such as caring, friendship and bullying are discussed in circle time. Pupils show respect for all staff and they in turn set an excellent example as role models for pupils, with the head teacher and deputy head providing visible, sensitive pastoral leadership for all, which has a positive effect on pupils. Parents are pleased with pupils' behaviour and relationships in the school and expressed this at their meeting with inspectors and in the questionnaire returns.

The quality of teaching is very good. No teaching was unsatisfactory and in 25 per cent of the lessons seen it was very good. Teachers are enthusiastic, plan interesting, challenging tasks based on good assessment; this enables all pupils to make very good progress in lessons.

12. The quality of teaching is very good. The school has successfully improved the quality of teaching since the last inspection. The amount of teaching judged to be very good or

better has been maintained at 25 per cent. No teaching was unsatisfactory compared with five per cent in the last inspection. There have been a number of teaching staff changes bringing new ideas into the school and staff training has been beneficial in improving the teaching of English, mathematics and ICT and DT. The teaching in the school is consistently of a high quality in all classrooms and the needs of all pupils are well met. The teaching seen was mainly in lessons concerned with the teaching of English and mathematics. It is a credit to the school that in four out of five lessons the teaching was good or better. Pupils' numeracy and literacy skills are taught well. Reading skills are taught effectively and in all classes the opportunities pupils have to use and develop their writing and reading skills in other subjects as well as English are very good. In mathematics, mental strategies are taught effectively and teachers provide pupils with sufficient opportunities to use and apply their knowledge in practical situations in other lessons. Good assessment helps teachers build well on past learning. They provide good resources for pupils to use and set challenging, interesting tasks. All pupils feel valued and as a result contribute confidently to the lesson. Pupils are set individual targets to which they respond to positively working hard and producing good quality work that is matched to their ability. The very good quality of teaching inspires pupils to try hard and develop an enthusiasm for learning, and is instrumental in helping pupils make very good progress.

13. Where teaching is very effective, careful preparation provides a good range of resources to support pupils' learning and pupils are motivated well by praise and encouragement. The teachers have high expectations of pupils and the latter respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of excellent teaching was in a Year 6 literacy lesson when pupils compared texts in writing focusing on similarities and differences in the opening of 'Babe' and 'Ace' by Dick King Smith. The pupils responded enthusiastically to the task the teacher had given them and concentrated hard. As a result, they enjoyed the activity and reached a good understanding of different styles of writing and how characters are introduced and developed in stories. Questioning was used effectively to promote and assess understanding and the teacher gave immediate extension or reinforcement as the needs arose. In a very good Year 2 mathematics lesson, as pupils discovered that they could produce a corresponding subtraction fact from an addition fact, for example $9 + 1 = 10$, $10 - 9 = 1$, the teacher used perceptive questions that focused pupils on the task and valued their contributions to the discussion. A very good range of resources and high quality input from the teacher as pupils worked on the tasks supported the learning. In the literacy and numeracy sessions, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. When support assistants or other helpers are present their skills are used well and provide good support for pupils; for example, in a class shared writing session, the assistant provided good support to lower attaining pupils with their spellings and as a result pupils were encouraged and wasted no time in successfully completing the task.
14. A strength of the teaching is the ability of teachers to build on pupils' past learning. Good assessment procedures in English and mathematics provide teachers with a clear picture of what pupils know, understand and can do. Teachers clearly state what pupils are to learn by writing the objective of the lesson on the whiteboard and sharing this with the pupils. At the end of the lesson, the teacher checks on whether pupils have achieved this objective. In a very good Year 5 mathematics lesson, where pupils focused on equivalence between fractions and decimals, the teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how

they should behave. In this lesson, discussion and questions were used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities. Whole class teaching was effective, but pupils also had the opportunity to work collaboratively using a matching card game in which they had to use their newly acquired knowledge. This resulted in pupils settling quickly to the task, working at a good pace and quickly developing a good knowledge and understanding of equivalence. In a very good language lesson in the nursery, the teacher and nursery nurse used their time well in monitoring and supporting children as they worked in groups re-telling the story of 'Mr Gumpy's Outing'. They listened carefully to the discussions, and joined in when necessary, ensuring opportunities to extend and clarify children's ideas are effectively taken. In other very good lessons, teachers used questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a very good Year 4 pastoral lesson, pupils explored what they could do to stay safe in risky situations. Very good use was made of open-ended tasks and questions for example, 'What do think it would be like ...?' or 'How do you think you would feel...?' The pupils responded with great enthusiasm and learnt a great deal from each other people's experiences and feelings.

15. Teachers have a very professional approach to their work and have a good knowledge and understanding of the subjects they teach. In a very good Year 6 information and computer technology lesson, the teacher's expertise and ability to demonstrate how to use a PowerPoint program excited the pupils. The teacher carefully balanced the amount of information she gave to pupils against effective questions to check on pupils' own knowledge. This resulted in pupils gaining a clear understanding of not only how to create, but also the purpose of, PowerPoint. Very good resources supported the pupils' learning well. Teachers' management of pupils is very positive, ensuring high levels of discipline that create an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson.
16. The quality of support that pupils with special educational needs and those attached to the Language Support Base receive is very good and ensures they are fully included in all aspects of school life. Individual education plans (IEPs) exist for all pupils who have been identified and placed on the special needs register. These are well planned and structured and identify appropriate and realistic goals. Good provision for pupils with special educational needs is made by planning tasks that are well matched to their needs, enabling pupils to reach the targets set for them. Pupils who work in small groups with support assistants make very good progress. For example, in a Year 3 lesson when pupils were learning about capacity, a good range of tasks, and the support assistant's high expectations motivated pupils well and pupils' comments of 'I'm really trying hard' reflected their great effort. Pupils successfully completed the task and gained a clear understanding of capacity. Pupils who have language difficulties are well supported by adults and pupils alike. For example, in a Year 3 design and technology lesson, a pupil with language difficulties was given good support to help him discuss his ideas about the different musical instruments he was designing.
17. Homework is used well to support the work in classrooms. The regular use of homework is effective in promoting pupils' development of reading, spelling and mathematics. Good use is made of the reading diary that has great value as an effective link between home and school. Homework provides good opportunities for pupils to extend the work done in class to carry out research or to find information to use in future lessons. For

example, in Year 3, linked to their work in class on capacity, pupils were asked to find containers at home that used the terms litre and millilitre. The results of their investigation were then used successfully at school to enable pupils to make reasonable estimates of the capacity of different containers. Homework is consistently given and supports pupils' learning well.

The school provides a good range of experiences for pupils enriched by many visitors into school, visits out of school and a good selection of out of school activities. There is a strong focus on developing pupils both socially and morally.

18. The curriculum takes account of the needs of all its pupils and the school provides many experiences that enrich the curriculum. For example, Year 2 annually visits the Beamish museum linked to their work in history. In discussion with pupils they felt the visit had 'brought the subject to life and made it more interesting'. Year 4 visited Tynemouth station, pupils from the Language Support Base visited the Millennium Bridge and all pupils have visited the Laing Art Gallery and the Theatre Royal. Recently a representative from the British Sign Language Institute came into the school to talk about its work. In Year 6, pupils have the opportunity to learn French and enthused about their five-day visit to France last summer. Over the year all classes visit places of interest to enrich their work in lessons and good use is also made of the local community. An extensive programme of visitors to the school, workshops, competitions, joint activities with the high school, charitable events and school association activities, enriches the curriculum. There are good links with local church, charities, the local sports teams and members of the community. The school provides an extensive range of out of school activities that many pupils attend with great enthusiasm. These not only include many sports and musical activities but also clubs for drama, conservation, poetry, art, homework and a quest Christian club. The curriculum provides interest, knowledge and excitement for pupils in many different subjects and has a very positive influence on their personal development. Teachers clearly identify opportunities for spiritual and cultural development in lessons and good examples of this were seen in assemblies, circle time, religious education, music, art and physical education. For example, in a Year 5 circle time session, the pupils were given the opportunity to reflect on 'How are rights and responsibilities linked?'
19. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing merit system. Staff make good use of praise and successfully build on positive behaviour. All staff provide excellent role models by setting a clear example. Pupils learn from the respect and consideration shown to them. Themes in assembly particularly support the shared values and principles, and opportunities are provided in circle time when pupils discuss many issues. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping each other in a positive way as they worked in pairs or groups on the tasks that they were set. Value is placed on every pupil's work and effort. Such recognition is successfully reflected in the very attractive displays of their work around the school and in the conversations between teachers and pupils during lessons.
20. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to

develop an understanding of citizenship; for example, pupils perform at the 'Home for the Aged' and support several charities financially over the year. The school is involved closely with the community and takes part in celebrations such as Harvest Festival as well as visiting the local clinic, library, shops and other community areas. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils; they also act as register monitors. They sensibly look after younger pupils at playtimes and at lunch times. Pupils have the opportunity to contribute to the development of the school through a very well organised school council. Councillors are selected from each year group by the pupils and meet regularly to discuss and put forward their ideas with staff. Through the work of the school council 'Goathland Goals' have been introduced throughout the school, which recognise pupils' achievements by a series of certificates that are presented to pupils in a weekly 'Achievement' assembly. Discussions are being held presently with staff about the introduction of a 'buddies' system that the school council has instigated. There is a clear code to encourage good behaviour through 'Class Rules' that are embedded in the teaching and life of the school. Opportunities for social development permeate every area of the curriculum and help pupils develop high self-esteem and positive skills of social interaction. There are many opportunities for pupils to work co-operatively in class. A strength of the school is the way in which it encourages the pupils to use initiative in lessons and to develop their interests further, which promotes independent learning and decision-making.

The headteacher provides very strong leadership, and with the support of a conscientious team of teachers and an effective governing body, monitors and evaluates the work of the school successfully ensuring it will maintain the very good education it offers its pupils.

21. Overall, the leadership and management of the school by the headteacher are very good. Her enthusiasm for the education of the whole child directs the work of the school. She provides a clear educational direction for the school, which involves building a community in which pupils, staff and others operate through mutual support and respect. She is committed, conscientious and effective and her all round performance over past years means that she has secured the respect of governors, staff, parents and pupils. The deputy supports the headteacher well in analysing pupil data and assessment, and is a part of a small, effective senior management team. The headteacher makes sure that the school shares a clear sense of purpose and, by very good management, sees that this is reflected in all parts of the school. Staff are united and committed to creating a supportive community where people are valued as individuals. This is manifest in the everyday activities of pupils. The quality of relationships between all people in the school is very good. The governors' role in shaping the direction of the school is also very good and members of the governing body are very effective in fulfilling their responsibilities. They share a common view of the future of the school and have a clear understanding about its strengths and weaknesses. They monitor the performance of the school effectively and have a good knowledge its workings, through visits and direct observations of teaching. The headteacher is a strong leader who has a clear vision of the path the school needs to follow to continue improving. Subject coordinators provide good management, particularly in monitoring and evaluating the development of their subjects. The effective management of the school has been instrumental in bringing about its very good improvement since the last inspection and ensures it has the good capacity to maintain and further improve the very good education it provides for its pupils.

22. A strength of the school is the great effort it makes in monitoring and evaluating its work and implementing programmes of improvement where needed. The importance the school gives to this is reflected in its staffing. There are two data analysis managers who work closely together with a clear focus on monitoring and evaluating. The curriculum is monitored effectively by the headteacher and coordinators through detailed analysis of teachers' planning and observing the quality of teaching and pupils' learning. The headteacher monitors each class and discusses her findings with the class-teacher. This provides opportunities to exchange thoughts about successes, as well as to discuss areas of improvement in the quality of teaching. Teachers are set targets through discussion with co-ordinators in literacy and numeracy. Coordinators have clear and realistic responsibilities that are laid out in their detailed job descriptions. Relevant targets set for the development of coordinators' areas of responsibility are a feature of the school's development plan. Appropriate structures exist for coordinators to monitor teachers' planning, observe the teaching and learning, give advice on, and develop their subject. Teachers complete an audit of their subject and produce a written report indicating areas of strength and areas in need of development. From this audit, an action plan is created indicating how improvements can be made. This information is then shared with colleagues and governors and a review date is set for evaluation. This method has been particularly effective in English and mathematics, where, through classroom observation, areas of development have been identified and are being improved, for example in extended writing and the mental and oral part of mathematics lessons.
23. There are extensive aims, values and policies that successfully guide and support the work of the school. These particularly emphasise a balance between the pursuit of academic excellence and good pastoral care. The school has a very good ethos and is strongly committed to high academic achievement and to developing the whole child. Behaviour is very good; pupils readily and confidently take on responsibility and adults and pupils have an obvious mutual respect. The school successfully promotes an equal entitlement for all pupils.
24. Development planning involves the whole staff and governing body in the setting of relevant priorities and targets for the coming year. The format shows very good practice. It successfully identifies key areas for development, is carefully costed and has set criteria against which success is carefully judged. Progress on areas of development are evaluated effectively; for example, the headteacher receives reports on the progress made in the priorities identified in the development plan relating to its impact on pupils' performance. Adjustments are then made to the plan in the light of these evaluations where necessary; this creates a working document and an effective management tool. Educational developments are supported well through financial planning; for instance, large amounts of money have been spent on priorities such as literacy, numeracy and ICT. Members of the governing body are appropriately included in consultations and receive regular updates on income and expenditure. The principle of best value is conscientiously applied. For example, as a result of the school's spending on vandalism money was invested in a security fence that has resulted in a drastic reduction in such incidents. Similarly, the school now sets pupils for literacy and numeracy into small groups and provides extra support for pupils with special educational needs. The modest surplus has been carefully acquired over several years by careful budgeting and is seen as a necessary security against the need for further improvements in the building. For example, the school has plans to replace the windows throughout the school, and development of the playground for pupils is also a major priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. *In order to further improve the very good quality of education the school provides and build on the very good improvement made since the last inspection, the governors, headteacher and staff should:*

Continue to implement the plan it has in place to further develop the school.

(The priorities it has identified for development, along with its great enthusiasm and commitment to higher achievement, give the school a good capacity to maintain the very good learning environment it has created. These priorities include implementing a computerized system to track individual pupils' progress in English and mathematics. The school is also monitoring the implementation of the new schemes of work and policies it has altered in the light of curriculum 2000.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

32

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	19	5	0	0	0
Percentage	3	22	59	16	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	371
Number of full-time pupils known to be eligible for free school meals	0	102

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	21
Number of pupils on the school's special educational needs register	6	111

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.5

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	28	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	30	29
	Girls	28	28	27
	Total	56	58	56
Percentage of pupils at NC level 2 or above	School	97 (98)	100 (96)	97 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	28
	Girls	28	28	28
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	97 (95)	98 (96)	98 (95)
	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

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	19	20	26
	Girls	21	20	25
	Total	40	40	51
Percentage of pupils at NC level 4 or above	School	73(89)	73(84)	93(98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	24	23
	Girls	21	20	25
	Total	38	44	48
Percentage of pupils at NC level 4 or above	School	69(88)	80(80)	87(95)
	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	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	371
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.8
Number of pupils per qualified teacher	19.7
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	1162

Financial information

Financial year	2000/2001
	£
Total income	850145
Total expenditure	841880
Expenditure per pupil	2059
Balance brought forward from previous year	8265
Balance carried forward to next year	8265

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	423
Number of questionnaires returned	194

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
[1] My child likes school.	53.1	41.2	5.7	0.0	0.0
[2] My child is making good progress in school.	58.2	37.6	3.1	0.0	1.0
[3] Behaviour in the school is good.	48.5	42.3	6.7	1.5	1.0
[4] My child gets the right amount of work to do at home.	40.7	42.8	10.3	1.0	5.2
[5] The teaching is good.	62.8	34.0	1.5	0.0	1.5
[6] I am kept well informed about how my child is getting on.	46.9	42.3	9.8	0.5	0.5
[7] I would feel comfortable about approaching the school with questions or a problem.	63.9	28.4	5.2	1.5	1.0
[8] The school expects my child to work hard and achieve his or her best.	70.6	26.8	1.5	0.0	1.0
[9] The school works closely with parents.	43.8	43.8	11.3	1.0	0.0
[10] The school is well led and managed.	57.2	35.6	3.6	2.1	1.5
[11] The school is helping my child become mature and responsible.	55.2	38.7	4.1	0.0	2.1
[12] The school provides an interesting range of activities outside lessons.	41.8	42.8	5.7	0.5	9.3